2017 CCCC Annual Convention

March 15–18, 2017 • Portland, Oregon

Cultivating Capacity, Creating Change

Morning Workshops   **Wednesday, March 15**

6-Information Technologies

MW.01 Expanding Research Voices in Online Writing Instruction:

Developing Plans, Building Projects, Finding Collaborators

Sponsored by the Online Writing Instruction Standing Group

Participants will develop research projects in the area of online writing instruction (OWI) and form collaborative connections with colleagues, led by members of the OWI Standing Group.

B118 & B119

Presenters/Speakers:

Jennifer Cunningham, Kent State University at Stark, OH
Beth Hewett, Defend & Publish, Forest Hill, MD
Sushil Oswal, University of Washington, Tacoma
Rich Rice, Texas Tech University, Lubbock
Jason Snart, College of DuPage, Glen Ellyn, IL
Scott Warnock, Drexel University, Philadelphia, PA

Description: The OWI committee has transitioned into a Standing Group as it fulfilled its committee objectives, and this year the Standing Group proposes to focus on the first and the last of the 15 principles in the OWI Principles Position Statement in order to extend the groundwork laid by the OWI committee.

OWI Principle 1: Online writing instruction should be universally inclusive and accessible.

Our workshop is framed first in terms of OWI Principle 1 but with a turn to teachers and/as researchers in OWI. We will frame ways that even those not teaching at research-intensive institutions—those at two-year colleges or who adjunct across many different institutions, for example—can find a space and a voice in the field of OWI research. The disproportionately underrepresented voice of the teacher-researcher (and perhaps student-researcher too) deserves access to research opportunities in the field of OWI. We seek to help participants articulate qualitative projects in OWI that emerge directly from their teaching.

OWI Principle 15: OWI/OWL administrators and teachers/tutors should be committed to ongoing research into their programs and courses.

The workshop is also grounded in OWI Principle 15, articulating the need for ongoing research in OWI. We will provide an overview of existing OWI research, particularly with reference to the 2016 Bibliography in Online Writing Instruction, edited by Standing Group member Heidi Skurat Harris. From

here, workshop participants will brainstorm research approaches, tools, concepts, and directions and connect with possible partners for advancing OWI research. We want to help participants articulate clear research projects that are practicable and achievable in their own institutional/classroom environments and identify possible collaborative, cross-institutional projects.

- Participants will understand current research in OWI and gaps in that research that might offer a useful starting place for those beginning to articulate a research agenda and develop specific, sustainable, implementable research projects that they can work on with other partners and also take home.
- Participants will be invited to interact via a workshop website where we can post newly forming questions and ideas that participants develop. The web platform also provides an accessible conversational space in which attendees and facilitators can extend and sustain the dialogue after the workshop has concluded.

Limit: 30 attendees

Participant requirements: We highly recommend attendees bring laptops/tablets. Participants will receive a manageable list of materials to review pre-session that will help us launch the workshop.

13-Writing Programs

MW.02 Information Literacy and Intellectual Property in Writing Programs: Teaching Authorship, Citation, and Copyright beyond First-Year Writing

Sponsored by the Caucus on Intellectual Property and Composition/Communication Studies

This workshop will focus on information literacy and intellectual property in the context of writing certificates, minors, and majors.

A107 & A108

Presenters/Speakers:
Dànielle Nicole DeVoss, Michigan State University/WRAC, East Lansing
Alice Myatt, University of Mississippi, Oxford
Jessica Reyman, Northern Illinois University, DeKalb
Jeremy Schnieder, Morningside College, Sioux City, IA

Description: In this workshop, we'll talk about some key concepts, contexts, and cases for understanding information literacy and intellectual property practices within and beyond academia, including how we can best support student information literacy development for academia and for the professional world, how we might address complexities of citation and attribution practices within and beyond academia, and what sorts of copyright know-how students should have upon completing writing programs. There will be three key, sequenced parts of the workshop—Information literacy and intellectual property, Authorship within and beyond the classroom, and Copyright and multimodal composition—all scaffolded and linked together, and all oriented toward workshop participants leaving with a set of tools, resources, and ideas to immediately implement in their home contexts.

- Participants will discuss the ways in which information literacy and intellectual property conversations change shape after first-year writing and in major-specific contexts.
- Participants will explore information literacy and intellectual property in terms of both programmatic (macro) and course-specific (micro) contexts.
- Participants will leave with a robust sense of the different orientations and needs related to information literacy and intellectual property in the contexts of academia and the professional world.
- Participants will leave with tools, practices, and ideas for engaging information literacy and intellectual property at the programmatic level and in their specific classrooms.

3-Community, Civic & Public

MW.03 Community Writing Mentoring Workshop

Sponsored by the Conference on Community Writing, this workshop responds to the desires expressed by the hundreds of attendees at the first Conference on Community Writing (CCW) in October of 2015 for a hands-on opportunity for teachers, scholars, and community organizers to dialogue with and receive mentorship and feedback from senior scholars in community-based writing which includes genres such as service-learning, community-based research, community literacy, ethnography, community publishing, advocacy, and activist writing. It also provides an opportunity to circulate and apply the best practices outlined in the revised CCCC Statement on Community-Engaged Projects in Rhetoric and Composition. The CCW hopes to establish a national mentoring network of teachers and scholars via this workshop.

Portland Ballroom 254

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Chairs: Veronica House, University of Colorado, Boulder
Paula Mathieu, Boston College, Chestnut Hill, MA

Presenters/Speakers:
Ellen Cushman, Northeastern University, Jamaica Plain, MA
Paul Feigenbaum, Florida International University, Miami
Eli Goldblatt, Temple University, Philadelphia, PA
Tobi Jacobi, Colorado State University, Fort Collins
David Jolliffe, University of Arkansas, Fayetteville
Beverly Moss, Ohio State University, Westerville
Deborah Mutnick, Long Island University, Brooklyn, NY
Jessica Restaino, Montclair State University, Nutley, NJ
Lauren Rosenberg, New Mexico State University, Las Cruces
Tiffany Rousculp, Salt Lake Community College, Salt Lake City, UT
Erec Smith, York College of Pennsylvania, York

Description: We invite participants at any level of experience with community-based writing who would like an opportunity for individual mentoring: those with early ideas and emerging projects, or those with long-term projects. Workshop presenters, a group of senior scholars with vast experience in community writing, can offer advice related to project design, ethics of community work, ways to evaluate projects, methods for finding resources, questions related to scholarship, as well as job and tenure evaluation strategies.

The workshop will open with each of the workshop facilitators giving a 2- to 3-minute account of their current research and the areas in which they can offer mentorship. Each mentor will provide a handout to attendees with further readings and resources related to their topics. We will then break into smaller groups of 5 or 6 at roundtables, with a facilitator at each table. Each participant will have the opportunity to share their research project or course idea and receive feedback. Each participant can expect to present to the table for about 5 minutes and receive about 5 to 7 minutes of feedback, minimum. Timing will depend upon the number of attendees. Participants will have the opportunity to switch tables once, providing them two sets of feedback and invaluable face-to-face communication with some of the leaders in the field of community writing. Depending upon attendance, we may offer a second opportunity to switch tables, which would provide a third set of feedback to each participant.

Morning Workshops   **Wednesday, March 15**

3-Community, Civic & Public

MW.04 Handcrafted Rhetorics: DIY and the Public Power of Made Things

Make and circulate crafts, chat with makers from Portland (PDX), theorize handcrafted rhetorics, and build/share DIY-infused assignments.

Portland Ballroom 251

Chair: Jason Luther, Syracuse University, Syracuse, NY

Workshop Facilitators:
Marilee Brooks-Gillies, Indiana University-Purdue University, Indianapolis
Frank Farmer, University of Kansas, Lawrence
Steven Hammer, Saint Joseph's University, Philadelphia, PA
Danielle Koupf, Wichita State University, Wichita, KS
Kelly McElroy, Oregon State University Libraries and Press, Corvallis
Chelsea Murdock, University of Kansas, Lawrence
Kristin Prins, California State Polytechnic University, Pomona

Kristin Ravel, University of Wisconsin, Milwaukee
Ann Shivers-McNair, University of Washington, Seattle
Martha Webber, California State University, Fullerton
Patrick Williams, Syracuse University, Syracuse, NY

Description: Building on the momentum of our well-attended 2015 workshop by the same name (see handcrafted rhetorics.org), we reconvene in the City of Portland, the do-it-yourself (DIY) capital of North America, to explore the capacity of DIY production and circulation for expanding rhetoric and composition research and pedagogies—and put some of that potential to work by having some good, old-fashioned craft time.

After introductions, including some local makers, we will hold a Maker Faire. The most dynamic part of our 2015 workshop, the Maker Faire asks participants to spend 90 minutes rotating through various crafting stations, learning techniques for these DIY crafts and discussing how such work functions in relationship to—and as—public rhetoric. Next we extend our inquiry on critical making to the critical acts of circulation and curation, questioning how these "things" get shared, collected, assembled, documented, and preserved for current and future publics through a roundtable discussion on DIY circulation and curation featuring workshop speakers and Portland DIYers. Finally, although billed as a

half-day workshop, we provide the option for participants to join us in the afternoon at an accessible site in PDX that showcases some of the work and potential of DIY for local communities.

Our goals for this workshop include promoting DIY as a powerful and relevant mode of production for local publics like Portland, developing a faithfully complicated understanding of the affordances and limits of the rhetorical work of DIY, using DIY/craft for composition and composition pedagogy, and learning from DIYers and curators about circulating and preserving this work.

Crafting stations

Yarn bombing: Participants create crochet flowers and learn more about the practice of yarn bombing. This conversation will foreground potential for yarn bombing as topic of study or activity in courses on public rhetorics, material rhetorics, and visual rhetorics.

Subversive cross-stitch: Participants create subversive cross-stitch and learn more about the gendered history of embroidery and cross-stitch that makes cross-stitch an important vehicle for subversive messages and movements.

Found writing: Participants draw from pre-selected scraps of found writing and use them as prompts for invention or to make zines.

Paper prototyping: Participants use paper, transparencies, markers, tape, etc. to design makerspace prototypes commonly used for UX/UA design.

Local decoupage: Participants draw from local foliage to produce a decoupage that pulls on the wild edible plants of the Pacific Northwest.

Circuit bending: Participants learn and perform the basics of circuit-bending, including selecting instruments, probing for bends, soldering, choosing electrical components (potentiometers, switches, etc.), and hardware modification.

Twitter & electronic literature: Participants create variable works of electronic literature that draw on themes and memes of personal interest to create twitter bots for public circulation and interaction.

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3-Community, Civic & Public

MW.05 The Prison Next Door:
What Types of Connections Do We Want to Cultivate?

This workshop explores the connections between the university and the prison and features the voices of the incarcerated.

E147 & E148

Chairs:
Patrick Berry, Syracuse University, Syracuse, NY
Laura Rogers, Albany College of Pharmacy and Health Sciences, Albany, NY

Presenters/Speakers:
Daniel Cleary, Lorain County Community College, Lakewood, OH
Phyllis Hastings, Saginaw Valley State University, Saginaw, MI
Wendy Hinshaw, Florida Atlantic University, Boca Raton, FL
Kathie Klarreich, Exchange for Change, Miami, FL
Michele McCormack, Chemeketa Community College, Salem, OR

Workshop Facilitators:
Kimberly Drake, Scripps College, Claremont, CA
Cory Holding, University of Pittsburgh, Pittsburgh, PA
Tobi Jacobi, Colorado State University, Fort Collins
Anna Plemons, Washington State University, Pullman

Description: The relationship between an exploding prison population containing a disproportionately high number of people of color—what Michelle Alexander has called "the new Jim Crow"—and a shrinking societal commitment to higher education in prison warrants scrutiny by researchers and educators who have long advocated for such education's relevance and value. This workshop aims to make those connections visible through keynote presentations by prison educators, activists, and incarcerated writers and dialogue and reflection among workshop participants. We will place the voices and perspectives of incarcerated and formerly incarcerated writers center stage, sometimes through the use of different media and sometimes by inviting them to share their perspectives with us.

The workshop will provide ample opportunity for participants to network with others and address issues related to their own programs or agendas. It will consist of five main components:

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1. An opening keynote by Wendy Wolters Hinshaw, associate professor at Florida Atlantic University, and Kathie Klarreich, cofounders of Exchange for Change, an emerging organization that works to connect voices from outside and inside traditional educational settings.

2. An interactive session with formerly incarcerated writers with the Penned Thoughts writing group, led by Michele Dishong McCormack, professor of communications and performing arts at Chemeketa Community College. Workshop participants will write brief reflections and discuss strategies for cultivating positive connections in prison, research, and teaching.

3. Short mini presentations and dialogue on new approaches to prison education.

4. Closing reflections by Michele Dishong McCormack.

5. A concluding session in which participants can synthesize the ideas of the day and make plans for ongoing research and collaboration. As in past years, portions of this workshop will be recorded and made available on the Prison Writing Networks website to extend the conversation after the workshop ends: http://prisonwritingnetworks.com/

4-Creative Writing

MW.06 Using Digital Creative Arts to Teach Multimedia Composing

Drawing on digital creative arts, this workshop shows participants how to develop, implement, and assess multimodal composing projects.

C120 & C121

Workshop Facilitators:
Daniel Anderson, University of North Carolina at Chapel Hill

Tyler Easterbrook, University of North Carolina at Chapel Hill

Adam Engel, University of North Carolina at Chapel Hill

Ashley Hall, Wright State University, Dayton, OH

Jason Loan, University of North Carolina at Chapel Hill

Jennifer Ware, Wright State University, Dayton, OH

Description: What's the best way to teach multimedia composing? Clearly, there is no one answer to such a question, but over four decades of experience have helped the workshop facilitators arrive at a set of approaches that deliver two important outcomes and one key conclusion: 1) an easy-to-implement composing practice that quickly introduces key strategies like layering, juxtaposing, pacing,

and mixing words, images, and sounds; and 2) an understanding of concerns related to intellectual property, fair use, and the materialities of multimedia. The conclusion: the digital creative arts can helpfully inform the ways rhetoricians teach composing with multimedia.

The workshop will leverage digital arts approaches to demonstrate aspects of (and quickly involve participants with) multimedia composing. The workshop will also focus on digital practices of assessment to help participants to better understand the affordances of multimodal composing and to ask larger questions about learning. In short, workshop participants will quickly become multimedia producers, engaging with questions about electronic textuality and acquiring concrete pedagogical models. Although electronic poetry will provide the entry-level examples and experience, the workshop focus will be the compositional, pedagogical, and material possibilities of multimedia. At the same time, participants will enjoy a foray into creative multimodal expression. Ideally, the results will evoke questions about the convergences of the electronic arts and rhetoric and composition. This workshop is for both those interested in the digital creative arts and those eager to develop pedagogies for multimodal composing in a range of contexts.

Limit: 20 attendees

5-History

MW.07 Cultivating Archival Connections:
Building, Working, and Teaching in Archives

This workshop offers strategies for creating, processing, sharing, and working in archival collections, in both physical and digital spaces.

E145

Chairs: Michelle Niestepski, Lasell College, Cumberland, RI
Katherine Tirabassi, Keene State College, Keene, NH

Workshop Facilitators:
Suzanne Bordelon, San Diego State University, San Diego, CA
Shannon Carter, Texas A&M University, College Station
Michael-John DePalma, Baylor University, Waco, TX
David Gold, University of Michigan, Ann Arbor
Wendy Hayden, Hunter College, CUNY, New York, NY
Jenna Morton-Aiken, University of Rhode Island, South Kingstown
Liza Potts, Michigan State University, East Lansing

Robert Schwegler, University of Rhode Island, South Kingstown
Pamela VanHaitsma, Old Dominion University, Norfolk, VA

Description: This year's workshop extends the conversations begun in the 2016 National Archives of Composition and Rhetoric (NACR) workshop, focusing on the need for scholars in our field to cultivate connections between existing archives to help one another locate and share resources that might be of use in current research. This need for connections also extends to our classrooms, as we consider the myriad ways archival research is being used in undergraduate and graduate courses. In this workshop, we will hear from composition scholars who have made the case that there are great benefits in not only learning to work in archives but also in creating them, for both scholars in our field and for our students.

The workshop begins with facilitators and participants introducing themselves and describing their backgrounds in archival work. Next, we hear from two scholars who will highlight key issues raised in this proposal. Then NACR representatives will share updates on a relational database that employs hashtag technology to help users of the archive make connections between NACR materials and other physical and digital archives identified by rhetoric and composition scholars. Participants will then have the opportunity to participate in two roundtables focused on themes relevant to their interests or current archival work: 1. Primary Concerns and Issues in Archival Research Projects, 2. Publishing Archival Research, 3. Building Connections across Archives and Local Communities, 4. Creating Archival Collections 5. Working in the NACR Relational Database, and 6. Designing Archival Research Assignments. The workshop will conclude with a discussion on ways to extend conversations about current archival research projects beyond the workshop.

6-Information Technologies

MW.08 Foundations in Programming

This workshop will teach writing teachers to program in JavaScript. No previous experience in programming is necessary.

B112

Workshop Facilitator: Karl Stolley, Illinois Institute of Technology, Chicago

Description: Following on Joyce Locke Carter's challenge in her 2016 chair's address for members of the field to learn to program, this half-day workshop will teach participants to program in JavaScript. No previous experience in programming is necessary.

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The workshop will introduce the basics of data types, control structures, and functional and object-oriented styles of programming. Over the course of the workshop, participants will start to write their own library of higher-order JavaScript functions, which can be reused for many different kinds of JavaScript projects. The workshop itself will walk participants through creating several simple but useful projects that illustrate core concepts of programming and showcase the flexibility and capabilities of JavaScript: the morning session will begin by writing JavaScript in the Web browser's JavaScript console; the afternoon session will introduce the server-side Node.js JavaScript framework.

Beyond the coverage of programming concepts, the workshop itself will advance two primary arguments: 1) programming is an accessible activity that can be taught with readily available technology that requires no special technical support or infrastructure; and 2) writing teachers looking to develop a programming component at the course or curriculum level can turn to JavaScript to provide students with a rich continuity between user-facing interfaces/interactivity in the browser and data-driven operations on the server.

Limit: 20 attendees
Requirements: Participants should bring a laptop and expect to use Google Chrome.
7-Institutional and Professional

MW.09 Career Pathways Workshop for Rhet/Comp Graduates

This workshop, designed for grad students and faculty advisors, explores preparation for careers both inside and outside of the university.

D137

Presenters/Speakers:
Daniel Bommarito, Bowling Green State University, Bowling Green, OH
Jenae Cohn, University of California, Davis
Stacy Hartman, Modern Language Association, New York, NY
Sarah Klotz, Butte College, Oroville, CA
Carrie Leverenz, Texas Christian University, Arlington
Mary Stewart, Indiana University of Pennsylvania, Indiana, PA

Description: This workshop intentionally avoids the common assumption that faculty research positions are the "gold standard" for academics and acknowledges the general lack of career development available to graduates in our rhet/comp. Our goal is to help participants assess their career options

mindfully so that they can make decisions (or guide their students to make decisions) that mirror their career goals and lifestyle preferences.

We will offer graduate students and their mentors the opportunity to join various breakout sessions and explore the differences and similarities in the preparation that they will need to keep their options open. All workshop materials (including sample job ads and application materials) will be available to participants to share with their students and colleagues.

Prior to the workshop, we will ask participants to complete a survey on their institutional contexts and goals in attending the workshop. The results will be used to modify the plan presented here (for example, if enough participants are interested in non-tenure-track (NTT) positions at four-year institutions, we might add a fourth breakout session devoted to that topic).

Breakout Sessions (participants will have an opportunity to participate in two)

Preparing for TT and NTT Positions at Four-Year Colleges discusses the diversity of tenure-track (TT) and non-tenure-track (NTT) job opportunities available at four-year colleges and institutions, which varyingly emphasize teaching and research. We will also describe other aspects of prospective positions that are important for applicants to consider, such as service and mentoring responsibilities, teaching load, and the relationship between the writing program and the larger institution. Finally, we will analyze job ads from the tenure-track and non-tenure track markets, and the workshop leaders will share their experiences with shaping application materials in response to those ads. Participants will gain concrete strategies for how to locate job ads, how to draft application materials, and how to manage the workload and timeline of the application process.

Professionalizing for a Career in Community/Junior Colleges discusses transitioning from a research background in graduate school to a teaching-oriented, two-year college. Many doctoral programs and faculty members are underinformed about the norms of the community college system. This can leave graduate students who may be ideal for this career without the preparation they need to be viable candidates. This breakout session focuses on preparing a teaching portfolio and diversity statement, as well as articulating a social justice mission. We will also discuss the role of research in the community college setting. Finally, the workshop leader will explain the slightly different timeline of the community college hiring process and share job ads from this mark*et.*

Alt-Ac Career Opportunities focuses on articulating the transferable skills that humanities PhDs take with them into careers outside the university classroom. Participants will analyze job ads to reflect on the types of skills required by each, then use a list of transferable skills as a starting point to discuss how they would present themselves for that role. If time allows, participants will also begin discussing how to

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articulate these skills via a résumé. The leaders of this group will share resources for conducting job searches outside of academia that have been developed by the Modern Language Association's Connected Academics project. There will also be time for participants to discuss the identity shift that happens when transitioning from graduate school to a career outside the academy and how that can be both challenging and rewarding.

8-Language

MW.10 Engaging the Global: Challenges and Practices of the Digital in Transnational Writing

The workshop offers pedagogical responses to challenges and practices of the digital in transnational writing to teachers in various contexts. By bringing together writing teacher-scholars from different national and cultural contexts, the workshop will foreground pedagogical responses to varied and emerging technological landscapes, challenges of teaching cross-cultural communicative skills, and the need to foster a sense of global citizenship in an increasingly interconnected world.

D139 & D140

Presenters/Speakers:
Lavinia Hirsu, University of Glasgow, Glasgow, Scotland
Keith Lloyd, Kent State University, Kent, OH
Lilian Mina, Auburn University at Montgomery, AL
Ghanashyam Sharma, Stony Brook University, Stony Brook, NY

Workshop Facilitators:
Sara P. Alvarez, University of Louisville, Louisville, KY
Moushumi Biswas, University of Texas at El Paso
Nils Olov Fors, People's Education Press, Beijing, China
Maria Houston, Notre Dame College, South Euclid, OH
Hem Raj Kafle, Kathmandu University, Dhulikhel, Nepal
Julia Kiernan, Kettering University, Windsor, ON, Canada
Zsuzsanna Palmer, Grand Valley State University, Howard City, MI
Jason Peters, California Polytechnic State University, San Luis Obispo
Rich Rice, Texas Tech University, Lubbock, TX
Cristina Sanchez-Martin, Illinois State University, Normal
Lindsay Steiner, University of Wisconsin–La Crosse
Mayada Zaki, American University in Cairo & Cairo University, Cairo, Egypt

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Description: This edition of the "Engaging the Global" workshop provides participants the opportunity to learn how teachers in and across different institutional, social, national, and cultural contexts have been using digital technologies for teaching writing. Twelve facilitators at six different roundtables will ask participants to explore digitally based practices in diverse teaching and learning situations. Follow-up discussions will help unpack issues and challenges, including definitions of writing in different contexts; the role of the digital in the teaching and learning of writing; the challenges teachers face while integrating digital writing, involving accessibility, student response, institutional limitations, professional development, and resources and infrastructure; and the impact of the digital on students' understanding and practice of writing skills across linguistic, cultural, and national borders.

The facilitators will engage participants at their tables on the following practices and issues:

- Activities that transform writing and pedagogical practices of Panamanian non-native English teachers studying in the United States
- The use of teacher and student reflection in a class Facebook group, a teacher's YouTube channel, and an open blogging platform in Nepal that helps students develop multilingual, multimodal, and cross-cultural/transnational communicative skills
- The use of the Russian social network VKontakte as a way to create and share narratives, poems, and multimodal compositions to learn about appropriate rhetorical devices
- Ideas and structures of online forums for the promotion of critical academic discourse and argumentation in the rhetoric classroom based on research on Egyptian undergraduate students
- Students' use of digital writing technologies to study and practice professional writing and public rhetoric in a study-abroad course in Ireland
- Critical thinking involved in the production of voice-over photo essays produced by Indian students addressing American audiences
- Students' translanguaging practices using video/writing for reflecting on linguistic repertoires and negotiating literacies in first-year writing classrooms
- Connecting culturally familiar and unfamiliar texts to cultivate linguistic diversity and foster cross-cultural relationships among students in US classrooms
- An online cross-cultural collaborative writing project that explores possibilities for socially just academic writing through multilingual and multimodal language use
- Pedagogical strategies employed by teachers in South Asia to prepare students to engage the global through integrating local technological literacies
- Implications in a cross-language exchange written in English and Mandarin between a Chinese international student and an American university professor

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In the weeks leading up to the workshop, participants will be able to preview the workshop by accessing the materials shared in a web repository. The four co-chairs, as active users of social media platforms, will engage registered participants and other members of the profession in promotion and conversations about the workshop and its theme before, during, and after the workshop.

9-Professional and Technical Writing

MW.11 Cultivating New TPC Instructors: A Heuristic-Based Technical & Professional Writing Pedagogy Workshop

This workshop will cultivate heuristic pedagogy for new TPC instructors in four core focus areas.

F149

Presenters/Speakers:
Steve Benninghoff, Eastern Michigan University, Ypsilanti
Teena Carnegie, Eastern Washington University, Cheney
Scott Kowalewski, Saginaw Valley State University, University Center, MI
Bill Williamson, Saginaw Valley State University, University Center, MI

Description: This workshop will cultivate development in technical and professional communication (TPC) pedagogy for participants who, for any number of motivations, are new professional and technical communication instructors and/or administrators. Building from existing work in TPC pedagogy, the facilitators offer a heuristic pedagogical approach, focusing on problem-solving in four critical areas in TPC: interdisciplinarity, usability/user experience, service learning, and accessible design.

We open with a comparative overview of FYW and TPC instructional contexts, connecting and contrasting "process" and "heuristic problem-solving", as the central need for academic assessment and workplace success. TPC assessment today cannot be simply product focused. Where both composition and TPC approaches articulate and value process, they diverge in the locality of workplaces and their specific exigencies. TPC instruction cannot be solely genre-focused, but must adapt to needs of these situations. It must prepare students to do the research, adapt, and argue for innovative responses to new and different situations, while recognizing strategic process as the core of our discipline.

Following the overview, participants will rotate among four breakout small-group workshops in interdisciplinary communication, usability/user experience, service learning, and accessible design. Each breakout session will offer these takeaways:

- a very brief overview of the focus area and a particular project demonstration
- a demonstration class activity around the focus area, followed participatory activity/project critique
- cultivation of ideas for participants' own institutions and locales.

Participant assignments (or supplied ones), typical of the focus areas, will be analyzed and workshopped from a heuristic perspective, recognizing possible complexities and socially situating them, and helping participants invent research tactics for recursive development.

Once participants have completed a revolution through each breakout demonstration, facilitators will lead a discussion among all participants reflecting on across the whole set, and cultivating heuristic strategies for change in participants' individualized contexts. The workshop will conclude with a survey to gather participant feedback.

11-Writing Pedagogies and Processes

MW.12 Assessing Multimodal Writing: Cultivating Course Contract Pedagogies for Emerging Composition Medias

A participatory workshop that explores theories and cultivates pedagogies for contract-based assessment of new media composition projects.

F151

Presenters/Speakers:
Lindsey Albracht, The Graduate Center, CUNY, New York, NY
Virginia Schwarz, University of Wisconsin, Madison
Glen Southergill, Montana Tech of the University of Montana, Butte
Nicole Warwick, University of California, Santa Barbara

Description: In this workshop, participants explore the possibilities of contract grading for multimodal writing pedagogies. Informed by what Asao B. Inoue calls "antiracist ecological writing assessment practices," this participatory workshop will build on the conversation begun at the contract grading workshop at the 2016 CCCC Annual Convention by guiding participants through the theoretical and practical considerations associated with negotiated and contractual assessment methodologies.

The workshop employs interactive activities designed to prepare for, respond to, and extend discussions from facilitated roundtables. One month before the workshop, participants will be invited to join Twitter

(if not already active) and begin a conversation housed in #nextgencompcontracts. The four facilitators will briefly introduce themselves and present four separate approaches to contract assessment of new or multimedia composition projects drawn from teaching experiences. Each mini discussion will include a statement of rationale and relationship to learning outcomes. Next, participants will be placed into facilitated roundtables to collectively produce sample prompts and contracts. When possible tables will be diversified to include a variety of perspectives and interests. Each table will share their work openly in the room for discussion, including observed strengths and best practices. Findings will be published in real time on the Twitter feed. Finally, participants will be invited to a Google Folder, "The Future of Contract Grading," which will include a bibliography and sample documents for future use.

Facilitator 1 will show how contract grading might be used, especially by TAs or those with little experience teaching multimodal projects, to build a classroom environment where teacher and students are positioned as co-learners. In this way, contract grading is not simply an assessment mechanism but a shared commitment to center formative feedback and collaborative problem posing.

Facilitator 2 will discuss "Electronic Portfolios in First-Year Writing." This speaker has found that most students entering her course have little to no experience with an electronic portfolio program, so learning how to use this program can come with a steep learning curve for many. While students are generally excited about incorporating videos and images along with their written text, some students are reluctant to try. Contract grading allows students choice in deciding whether to experiment with writing in an electronic portfolio and also acknowledges the labor involved in learning to write in this new space.

Facilitator 3 will discuss "Teaching Multimodal Civic Literacies Through Studies of Local Activism" in which first-year students at a school for criminal justice studied the practices and artifacts of the student activism that lead to the creation of the open admissions decision at the City University of New York (CUNY). Contract grading helped students to build a curated multimodal portfolio designed to raise awareness or to inspire concrete action addressing a problem of personal significance in the students' own home communities, high schools, or the university they attend.

Facilitator 4 will discuss "Playwriting the Spirit of Columbia Gardens," in which students composed serious games for a service-learning project. Contract grading encouraged students to define and quantify their understandings of the rhetorical (gaming) situation, fittingness of their (interaction, narrative, and visual) design choices, and reflect upon their writing technologies and processes. The speaker will highlight lessons learned, and the pedagogical advantages of contract assessment for playwriting.

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11-Writing Pedagogies and Processes

MW.13 Story-Driven Podcasting for Writing Class

The workshop invites participants to practice podcasting and imagine the ways podcast assignments may work for their writing classes.

E141

Workshop Facilitators:
Rebecca Baker, Western Washington University, Bellingham
Jeremy Cushman, Western Washington University, Bellingham
Tristan Hanson, Western Washington University, Bellingham
Michael Johnston, Western Washington University, Bellingham
Shannon Kelly, Western Washington University, Bellingham
Jenny Lara, Western Washington University, Bellingham
Maggie Nelson, Western Washington University, Bellingham
Dayna Patterson, Western Washington University, Bellingham
Nathan Smith, West Liberty, IA
Margaret Starry, Western Washington University, Bellingham
Katie Weed, Western Washington University, Bellingham
Anthony Winkler, Western Washington University, Bellingham

Description: This workshop is an outgrowth of our experience with training graduate teaching assistants (GTAs) to use podcasts in first-year writing (FYW) classes to promote writing that responds to, and works from, contemporary meaning-making practices while guiding participants in creating their own story-driven podcasts. Our aim is to help participants imagine, practice, frame, plan for, and articulate the benefits and possible pitfalls of designing a story-driven, sound-designed audio composition within their own writing programs and classrooms. The varied experience levels of the differing workshop facilitators suggest that such a seemingly demanding technological project is more than possible, regardless of experience. We hope this combination of experiences will offer participants confidence for engaging with the writerly possibilities podcasts entail.

Workshop leaders will introduce differing ways to help participants accomplish what podcasting projects can require, whether high-quality equipment is available or not. Ultimately, the goal of a podcast project is not a perfectly polished audio piece, but rather a chance for students and teachers to engage with composing in sound.

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Morning Workshops   **Wednesday, March 15**

We will be working with the notion that, while what counts as writing is an increasingly stale question for many rhetoric and composition scholars, the tensions that come along with that question are rather powerful. We hope participants will recognize podcasting as a surprisingly visceral mode for writing that introduces a kind of productive vulnerability in the writing classroom.

Participants will

- Reverse engineer the ways popular podcasts (e.g. *Radiolab*, *Serial*) and example student podcasts layer sound, research, and storytelling techniques to build coherence, generate affect, and subtly construct arguments.
- Invent focus sentences and research interests for podcast episodes.
- Collect interview "tape," and write and record audio around that tape, including ways to work through citation practices.
- Design a tiny podcast episode that layers together music, interview tape, sound effects, and research.
- Write universally designed, accessible assignments for both small and large podcasting projects that speak specifically to the limits and affordances of individual writing programs, and start to create evaluation criteria for those projects.

Participants are encouraged to bring a laptop, but it isn't required.

13-Writing Programs

MW.14 Cultivating Consensus among Teachers: Collaborative Leadership Strategies in Writing Program Administration

This workshop focuses on the challenge of fostering consensus among writing program faculty in a program staffed by peers. It is designed to be informative, interactive, collaborative, and practical. Participants will bring questions and expertise to the session and will leave with fresh ideas to take home to try in their own programs and institutions.

Portland Ballroom 255

Chair:
Annie Del Principe, Kingsborough Community College, CUNY, New York, NY

Morning Workshops   **Wednesday, March 15**

Workshop Facilitators:
Aryn Bartley, Lane Community College, Eugene, OR
Jacqueline Brady, Kingsborough Community College, CUNY, New York, NY
Melanie Burdick, Washburn University, Topeka, KS
Ron Christiansen, Salt Lake Community College, Salt Lake City, UT
Rachel Ihara, Kingsborough Community College, CUNY, New York, NY
Justin Jory, Salt Lake Community College, Salt Lake City, UT
Heather Lettner-Rust, Longwood University, Farmville, VA
Tim McCormack, John Jay College of Criminal Justice, Tappan, NY
Erich Werner, Westchester Community College, CUNY, New York, NY

Description: Our workshop focuses on the complex position of the writing program administrator (individual or collaborative) who coordinates a program not staffed by GAs or TAs. Cultivating consensus in these often democratic environments looks very different than it does in institutions with clear hierarchies between WPA and staff. These inherently messy environments require that WPAs continuously experiment with approaches that motivate faculty to work together, reconceptualize academic freedom in the context of a multi-section required course, open the doors of their private classrooms to create a community of teachers within a program, and value their faculty peers as smart, interesting collaborators in a project larger than their own individual writing course. In creating and implementing these approaches, WPAs are also always cultivating interpersonal relationships and fostering networks of relationships among all faculty in the program, themselves included (Rose). These relationships, along with various structures and strategies, are key to cultivating a dynamic and healthy consensus within a writing program.

Before the session, workshop leaders will contact those registered for the session and invite them to bring a "consensus problem" their own writing program is currently facing to the workshop. WPAs from seven institutions around the country will present briefly on the obstacles to consensus in their own programs and the creative ways they've been able to cultivate greater consensus despite, or by embracing, those obstacles. After these presentations, we will divide into several breakout sessions each focusing on a different challenge to consensus that has been discussed during the presentations. The goal of these conversations will be to better understand, through dialogue, the origin and nature of the challenge and how it might be accommodated in a writing program. Each table will work together and think creatively about how each program might resolve the problem. Participants will leave with one or more specific ideas for how they might help cultivate greater consensus within their own writing

program. The session will end with a large-group share out, noting themes and issues that arose for many groups.

Presentations:

Harnessing Tension as an Energy Source: Working within Instructors' Prior Knowledge to Make Change

The Challenge(s) of Curricular Coherence in and across Composition Courses

Collaboratively Storying and Re-Storying a First-Year Writing Landscape

English Faculty as "Community of Practice"

Greater Than the Sum of Its Parts: The "Course Review Committee" as Consensus Builder

Be Explicit: Consensus on Curriculum and Pedagogy

Escaping the "Email Wars": Cultivating Community Using Alternative, Short-Form, and Synchronous Online Environments

13-Writing Programs

MW.15 Cultivating Community: Exploring the Affordances and Limitations of Custom Publishing

This workshop explores the affordances of custom publishing and the role that custom texts might play at participants' institutions. It is for faculty and writing program administrators interested in developing or revising a custom publication.

D133 & D134

Workshop Facilitators:

Christopher Brown, University of Arizona, Tucson
Eric House, University of Arizona, Tucson
Brad Jacobson, University of Arizona, Tucson
Meridith Reed, North Carolina State University, Durham
Shannon Stimpson, Pennsylvania State University, State College
Gina Szabady, Lane Community College, Eugene, OR
Madelyn Tucker, University of Arizona, Tucson

Description: We will engage participants in an exploration of the opportunities and limitations of custom publishing and offer interactive activities that will help participants to imagine the role a custom publication can play in their respective programs, from two-year colleges to research institutions. The scholars facilitating this workshop are former or current editors of custom publications.

The workshop will consist of two parts. In the first part, participants will explore the affordances of custom publication. After an activity exploring participants' understandings of custom publications, panelists will describe how custom publishing has benefited their experience at various institutions, including the ways in which custom textbooks can create cohesion in a writing program; engage faculty, graduate students, and undergraduate students in the publication process; and provide opportunities for incorporating student work in curricular development and teacher training.

In the second part, participants will reflect on the role a custom textbook could play in their program through an outcomes-oriented approach, first mapping out their programs' needs and then imagining the ways a custom text might meet those needs. We will conclude the workshop with individual table discussions about strategies, questions, and participants' plans for the creation or revision of a custom publication. Topics for discussion will remain open to participant interest, but panelists at each table will encourage a focus on the central themes of the workshop: program collaboration, student writing integration, teacher development and support, and professional development in writing program administration.

14-Cultivating Connections, Cultivating Space

MW.16 Cultivating Inclusion and Integration: A Workshop for Alternative Success Models

This workshop focuses on learning potential as an ideal method for cultivating inclusion and writing excellence.

Portland Ballroom 253

Presenter/Speaker: Sarah Rude-Walker, Spelman College, Atlanta, GA

Workshop Facilitator: Alexandria Lockett, Spelman College, Atlanta, GA

Description: In 1985, NCTE published a rare anthology entitled, *Tapping Potential: English and Language Arts for the Black Learner*. It focuses on three major issues: the diversity of black learners, both "basic" and gifted; cultivating teaching methodologies that articulate the value of black linguistic and cultural knowledge; and critical inquiry about how both teachers and students learn. More than thirty years later, black college students occupy complex, radical learning environments where Black Lives Matter has influenced the prevalence of student protest and attracted widespread public attention about whether college campuses are (or ought to be) "safe spaces" for learning (Alexander; Denny; Fox; Heard; Miller-Cochran). More complex still, America's national education policy continues to privilege STEM education at the expense of the arts and humanities—and with marginal conversation about how to

effectively integrate people of color into STEM professions (Figueroa and Hurtado; Gasman and Nguyen; Steele; Butler, Atwater, and Russell). Of course, all college students occupy this highly racialized, disciplinary educational environment. However, the field's discourses and pedagogies for diversity tend to focus exclusively on the issue of representation, not integration. Thus, this workshop revisits the idea of tapping potential, as it relates to some of the contemporary challenges teaching writing-intensive college courses for all learners with a special focus on black learners.

In this interactive workshop, participants will have the opportunity to address major gaps in the field's discourses of diversity and inclusion and to apply insights from the discussion to recraft their existing syllabi, assignments, or course objectives. The workshop will include two 50-minute full-group discussion sessions led by workshop leaders on several topics, two 15-minute small-group journaling and reflection sessions, and a 50-minute partner or small-group activity to workshop existing syllabi or assignments and adapt them to ideas or innovations that emerged from the workshop's presentations and discussion. The final session will cultivate connections and partnerships among participants by facilitating a special networking activity.

Discussion Session 1: "Exploring Definitions of the 'Typical' 21st-Century Student"

Facilitators will introduce the workshop and its purposes, and ask participants to briefly introduce themselves (e.g. name, institutional affiliation, motivation for participating). Then, they will lead discussion about how composition studies research acknowledges (or doesn't) the diversity of student learners, especially gifted and talented black students.

Reflection Activity 1: Journal Writing

Participants will respond to a prompt composed of two critical questions: Who are your students? What does it mean to be "prepared" for college?

Discussion Session 2: "What Is the 'Potential' of Writing Courses?"

Facilitators will offer a framework for incorporating a "Pedagogy of Potential" into writing courses, including activities and assignments that explore alternative methods of grading and curriculum development. They will share examples from their experiences coordinating and teaching First-Year Composition and WAC/WID initiatives at different types of institutions (e.g. public/private, co-educational/single sex, R1/SLAC).

Reflection Activity 2: Invention Exercise

Participants will be asked to visualize the relationship between the words *potential* and *success* through the parts of speech (e.g., nouns for potential, verbs for success) and images (e.g., who or what

symbolizes potential and/or success). This activity will enable the participants to identify their assumptions about the meaning of potential and success, as well as develop their own working vocabulary for these terms.

Applied Workshop: Cultivating "Potential" Pedagogies and Connections

Participants will work with partners or in small groups to discuss how they might revise existing course structures or assignments in light of ideas generated in the earlier discussions.

Closing Reflection/Networking Session: Cultivating Connections and Partnerships

Participants will be asked to take a brief moment to exchange contact information and/or join each other's online professional social networks (e.g. LinkedIn, Academia.edu, ResearchGate.Net, etc.). Facilitators will invite participants to make additional remarks and encourage them to attend a post-workshop social event, if they desire to continue networking over the workshop's topics and activities.

14-Cultivating Connections, Cultivating Space

MW.17 Publishing in an Independent Journal

This workshop offers targeted mentoring to scholars at any stage of their career who wish to publish in an independent journal.

B115

Workshop Facilitators:
Casey Boyle, University of Texas, Austin
James Brown, Rutgers University, Camden, NJ
Laura Micciche, University of Cincinnati, Cincinnati, OH
Juli Parrish, University of Denver, Denver, CO
Michael Pemberton, Georgia Southern University, Statesboro
Chris Warnick, College of Charleston, Charleston, SC

Description: Building on the call to invite new voices into the field and foster transparency in professional venues, this workshop offers targeted mentoring to scholars at any stage of their career who wish to publish their work in an independent journal. Working editors from *Across the Disciplines*, *Composition Studies*, *enculturation*, and *Literacy in Composition Studies* will act as co-leaders. We will offer practical advice and purposeful activities based on our experiences as editors of diverse independent journals in rhetoric and composition. Our goal is to encourage scholars to consider the advantages of publishing in independent venues that serve the field's interests, to provide mentoring

and on-the-spot responses to work in progress, and to empower more field members to be actively involved in the knowledge-making process. In addition to strategies for publishing, this workshop also includes advice for writing a review issue, editing a special issue, acting as a reviewer, and other roles possible with independent journals.

After opening remarks and introductions, participants will choose options from the breakout sessions that fit their goals.

Breakout sessions:

Finding the Right Fit introduces participants to various elements of different journals, including mission statements, tables of contents, and submission policies from different journals, identifying the types of research topics, methodologies, and writing styles each journal prefers. Participants will be provided a description of a hypothetical article manuscript and, drawing on the first part of the discussion, select the journal that best fits this project. All attendees will participate in this activity in small groups led by a workshop facilitator. During the last ten minutes of the activity, each table group will share their findings with the entire group. Then participants will choose one of the following.

Submitting an Article Manuscript, led by workshop facilitators, allows participants to share an article-length project on which they are currently working and discuss which journals best fit these projects. Each participant will receive feedback from a workshop leader and other members of their group to help prepare the manuscript for submission.

Revising and Resubmitting an Article Manuscript has facilitators discussing the revise-and-resubmit designation and the editorial decision-making that typically leads to it. Together, small groups will review anonymized review letters, editor summaries and decisions based on those letters, and author revision letters submitted with the revised manuscript. We will discuss ideal timelines for revised manuscripts and offer strategies for prioritizing revision choices.

Submitting a Book Review Manuscript involves facilitators leading participants as they read sample book review essays and book review essay guidelines and discuss the features of an effective book review essay. The activity concludes with participants receiving information about how to submit a book review.

Other Ways to Contribute

All participants will choose one of the following options:

Proposing a Special Issue. Participants will learn about the process for proposing and editing a journal special issue. Workshop leaders will share information about their journal's special issue process before

distributing sample special issue proposals for discussion. From this discussion, participants will identify features of effective special issue proposals. The activity will conclude with participants discussing possible special issues they might propose. This is a good option for someone with an established publication record.

Becoming a Reviewer. Workshop leaders will briefly explain their journal's review process and the procedures used to select reviewers. Participants will read sample reviews, discussing strategies for writing effective reader reports. The activity will conclude with participants discussing possible review opportunities. This is a good option for someone with an established publication record.

Becoming an Editorial Assistant/Copy Editor. A good deal of publishing time and labor is spent in the time between a manuscript is accepted for publication and actual publication, when citations are cross-checked and the text is edited for correctness and style. Participants will learn about the skills and processes required to take on this nuanced work for a journal by working with a sample submission. This is a good option for a graduate student or early-career scholar.