**2014 CCCC Workshops**

**Afternoon: 1:30 p.m. – 5:00 p.m.**

*Information Technologies*
**AW.01 Flipping the Classroom: Philosophy, Pedagogy, Praxis, and Production
JW Marriott, Room 202, Second Floor**

The flipped classroom continues to attract attention in both the academic arena and the media, yet questions regarding how best to implement such a classroom continue to emerge. In this half-day workshop, designed for those who are curious about flipped pedagogy but unsure what is involved or how to begin, you will develop a philosophical and pedagogical foundation for flipping the writing classroom and will practice techniques used to produce materials for such a classroom. The workshop will be divided into three parts: experiencing the flipped classroom to build foundational knowledge, discussing the implications and practicalities of the flipped model, and creating videos or screencasts for your own classroom.

Because the workshop operates on the flipped approach, you should allow time to watch three short videos (approximately five minutes each) before attending the workshop. Also in advance of the session, you will receive links to appropriate free or free-to-try software, which you will learn to use during the workshop. You are strongly encouraged to bring your own laptop, preferably with a built-in video camera.

this workshop)

***Workshop Leaders:*** Christina Grimsley, Texas Woman's University, Denton
Chris Friend, University of Central Florida, Orlando
Susan Crisafulli, Franklin College, IN

*Institutional and Professional*
**AW.02 Open(ing) Conversation: What are the Threshold Concepts of Composition?
JW Marriott, Room 204, Second Floor**

Now more than ever, the content of writing courses is the subject of extensive discussion by policymakers, news stories, teachers, and students. Education “reform” efforts ranging from the Common Core State Standards to the Degree Qualifications Profile (a set of competencies for students at the AA, BA, and MA level funded by the Lumina Foundation) outline what students should learn about writing throughout their educational careers.

In response, writing scholars have examined how (or whether) what students learn in writing courses “transfers” to other writing situations, and they have attempted to clarify disciplinary boundaries as a way of gaining recognition and influence for the field (e.g., Bizzell, Worsham, Kopelson, Cook; North; Phelps). The persistent examination of writing, writing instruction, and the field of writing studies has not, however, resulted in a comprehensive sense of what researchers in the field consider to be its core knowledge, the concepts critical to study of and participation in writing at the postsecondary level. This workshop, and the larger book project from which it arises, engage participants in an extended discussion about what our field’s core knowledge is.

Naming what we know and believe about writing has real, immediate, and important implications for the ways that writing is conceptualized and taught. In addition, naming what we know has potentially immediate consequences for people outside and inside our field, and for public discussions about writing and how writing is taught, learned, and assessed. Naming what we know can help us find clearer ways of talking about what we do and know to colleagues, students, and other stakeholders and parties who are interested in writing, how people use writing, and how people become effective writers.

The lens of “threshold concepts” provides one way of attempting to engage in this work of naming what we know as a field. “Threshold concepts” are an idea initially developed by education researchers Ray Meyer and J.F. Land, to examine these questions. Threshold concepts are concepts that are critical for epistemological participation in a discipline. Threshold concepts have key characteristics: they are troublesome, leading learners to question previous ways of understanding; integrative, enabling the establishment of new connections between ideas; transformative, leading to new ways of seeing and understanding; and irreversible (Meyer and Land; Perkins).

In this highly interactive workshop, attendees will dialogue with participants in an ongoing crowd-sourced book project that attempts to answer these two critical questions: What are critical concepts associated with writing? And how can these concepts be used to improve curricula, assessments, professional development, and other writing-related efforts?

This workshop is facilitated by the co-editors and contributors to an in-progress, partially crowd-sourced book project. 37 scholars initially participated in a wiki conversation in early 2013 to attempt to name some of our field’s threshold concepts. The results of that wiki conversation were synthesized into five primary threshold concepts. Of the 37 contributors, 18 are included in this workshop and will speak with attendees about how and why they have identified certain threshold concepts.

The workshop opens with brief overviews by the project co-editors that outline threshold concept theory, highlight one overarching threshold concept (i.e., “writing is a subject of study”) that underlies all other others addressed in the session, outline the five threshold concepts identified in the crowd-sourced wiki discussion, and overview some implications of naming and using threshold concepts in Writing Studies.

The workshop that follows will be broken into two parts:

Part I: Identifying and Discussing Threshold Concepts in Writing Studies (1 hour)

Part II: Using Threshold Concepts in the Work of Writing Studies (1.5 hours)

Part I: Identifying Threshold Concepts (1 Hour)

During Part I, some of the workshop leaders (who participated in the online wiki conversation) will lead discussions at five tables around the room. Groups at each table will discuss one threshold concept identified during the wiki project:

1. Writing is a social and rhetorical activity
2. Writing speaks to situations and contexts through recognizable forms associated with those situations
3. Writers and readers create and recreate meanings through texts and technologies
4. Writing must be learned and is not perfectible
5. Writing enacts and creates, reflects and perpetuates, identities and ideologies

Session attendees will choose two threshold concepts tables and spend 30 minutes at each table. At each table, they will receive a written handout defining the concept and its constituent elements, which will form a starting point for an interactive dialogue. Participants and table leaders will discuss the threshold concept—its nature, complexities, areas of agreement and disagreement.

Part II: Using Threshold Concepts in the Work of Writing Studies (1.5 hours)

In Part II, participants will consider how they might use threshold concepts to accomplish disciplinary work. Part II will begin with brief (5 minute) presentations focusing on the application of the threshold concepts framework in specific sites:

● Threshold Concepts in First-Year Composition

● Threshold Concepts in Outcomes-Based Undergraduate Education

● Threshold Concepts in Writing Majors

● Threshold Concepts in Graduate Education

● Threshold Concepts in Writing Assessment

● Threshold Concepts in the Writing Center

● Threshold Concepts in Professional Development

Following these brief presentations, workshop attendees will move into small discussion groups led by the above presenters in order to explore ways they can apply threshold concepts in their daily disciplinary work. Participants will leave these discussions with specific ideas for forwarding their initiatives by drawing directly on threshold concepts.

Notes from the workshop will be compiled and posted online in an effort to engage members of the field in an ongoing discussion of what our threshold concepts are, and what types of knowledge and claims we agree and disagree about.

***Discussion Leaders:*** Shirley Rose, Arizona State University, Tempe

Tony Scott, Syracuse University, NY
Susanmarie Harrington, University of Vermont, Burlington
Kevin Roozen, University of Central Florida, Orlando
Dylan Dryer, University of Maine, Orono
John Duffy, University of Notre Dame, IN
Workshop Leaders: Doug Downs, Montana State University, Bozeman, "Threshold Concepts in First-Year Composition"
Heidi Estrem, Boise State University, ID, "Threshold Concepts in Outcomes-Based Undergraduate Education"
Rebecca Nowacek, Marquette University, Milwaukee, WI, "Threshold Concepts in the Writing Center"
Peggy O'Neill, Loyola University, Baltimore, MD, "Threshold Concepts in Writing Assessment"
Elizabeth Wardle, University of Central Florida, Orlando, "Threshold Concepts in Writing Majors"
Kara Taczak, University of Denver, CO, "Threshold Concepts in Graduate Education"
Linda Adler-Kassner, University of California, Santa Barbara, "Threshold Concepts in Professional Development"
Kathleen Blake Yancey, Florida State University, Tallahassee, "Threshold Concepts in Graduate Education"
John Majewski, University of California, Santa Barbara, "Threshold Concepts in Professional Development"
J. Blake Scott, University of Central Florida, Orlando, "Threshold Concepts in Writing Majors"
Liane Robertson, William Paterson University, Wayne, NJ, "Threshold Concepts in First-Year Composition"
Bradley Hughes, University of Wisconsin-Madison, "Threshold Concepts in the Writing Center"

*Writing Programs*
**AW.03 Independent Writing Units: Exploring Options
JW Marriott, Room 205, Second Floor**

Shall we stay or shall we go? Increasingly, writing studies specialists housed in English departments are seeking “independence.” In this workshop, seven faculty members from a variety of free-standing writing departments and programs will assist registrants in considering the implications of unit separation. Grounded in awareness that unit separation can be a radically local matter and that “full” department status may not be possible or even desirable everywhere, this workshop will not endorse a particular version of the writing unit, but rather position registrants to play leadership roles in discussions about unit independence on their own campuses. The workshop will be concerned with the implications of independent programs for the broader discipline, for individual institutions with diverse missions and curricula, and for individuals at all ranks facing significant professional change.

Facilitators will explore with registrants the diversity of thriving models of the free-standing unit; questions raised within the scholarly debate on independent writing units; and challenges to separation that range from the economic, to the curricular, to the interpersonal, to the personal. Both break-out and plenary sessions will afford an opportunity to collaboratively think through the perspectives of various stakeholders before and during efforts to separate—from precariously positioned junior and adjunct faculty to high-level administrators. Registrants and facilitators will consider ways to frame independence efforts beyond interpersonal and disciplinary disagreement, situating key decision-makers to focus not on inter-faculty conflict but forward toward opportunity—for students, faculty, and the institution.

***Workshop Leaders:*** Barry Maid, Arizona State University, Tempe
Peter Vandenberg, DePaul University, Chicago, IL
Justin Everett, University of the Sciences, Parkside, PA
Jeremy Schnieder, Morningside College, Sioux City, IA
Leslie Werden, Morningside College, Sioux City, IA
Blake Scott, University of Central Florida, Orlando
Cindy Moore, Loyola University Maryland, Baltimore

*Institutional and Professional*
**AW.04 Faculty Development and Composition Scholars: Creating Campuswide Impacts and Expanding Career Opportunities
JW Marriott, Room 206, Second Floor**

Facilitated by a team of composition and rhetoric scholars from around the US engaged in cross-disciplinary faculty development work on their campuses, this workshop provides writing instructors and WPAs with an opportunity to learn about a) current research and best practices in teaching and learning and instructional consultation and b) career opportunities in faculty development that can leverage our training and expertise. This group has a forthcoming article in a special issue of CCC on The Profession and offered a successful workshop on this topic at the 2013 CCCC, indicating strong interest in this topic. We have revised the session slightly in response to evaluations of that session and trends in the field.

Workshop Overview: Composition scholars rarely work solely within their departments. They often direct programs that serve students from every corner of the campus—and sometimes beyond. They often work to educate faculty colleagues from across all campus disciplines in WAC programs. Sometimes, they must also educate administrators. And frequently, they serve their campuses in broader, faculty development and instructional consultation roles. In addition, faculty development and instructional consultation has proven to be a fertile alternative career path for many trained in composition and rhetoric. These scholars are particularly well-qualified for faculty development/instructional consultation work because of the nature of writing instruction and the pedagogical emphasis of composition and rhetoric. Yet the field of composition and rhetoric has not harnessed many of the insights provided by research in teaching and learning and in instructional consultation. Our goals are thus for participants to leave this workshop a) understanding the role of the instructional consultant and b) seeing connections between this work and the field of rhetoric and composition. Participants will also acquire new techniques and approaches to faculty development work and expanded knowledge of resources to help with their own faculty development efforts.

Session Description:

The workshop will begin with a one-hour introductory period in which we will 1) briefly get to know attendees; 2) define faculty development and basic duties associated with it; 3) describe a set of basic best practices in cross-campus faculty development; and 4) provide insights into opportunities for careers in faculty development. Next, attendees will participate in four 30-minute round-robin breakout sessions on the specific strategies and programs described below. Participants will have the opportunity to reflect on individual priorities and move among the various facilitators’ tables in order to maximize the workshop’s relevance to their needs.

Facilitator One: Using Maslow and “Need to Know” as a Basis for Designing Writing Instructor and/or New Faculty Orientation(s). Facilitator One will involve workshop participants in creating specific learning outcomes suited to their own orientation programs, whether they be for new or returning writing instructors or for faculty new to the university. Each participant will leave this working session with not only a skeleton set of outcomes, but also with a deeper understanding of the range of possible outcomes (based on the work of L. Dee Fink, author of Creating Significant Learning Experiences), how to approach the development of learning outcomes (based on the work of Ken Bain, author of What the Best College Teachers Do), and a way of evaluating the worthiness of each outcome (based on Abraham Maslow’s “Hierarchy of Needs”).

Facilitator Two: Creating a Campus Culture that Values the Scholarship of Teaching and Learning. Facilitator Two, a rhet/comp scholar and faculty development center director from a large research university in the Southeast, will lead participants in stakeholder analysis activities regarding their own campus cultures to identify opportunities for, barriers to, and motivations for encouraging collaborative SoTL research among their colleagues. Participants will experiment with models for linking individual faculty member development “strategic plans” with SoTL engagement, based on the facilitator’s contention that faculty members often become more purposeful in their use of campus faculty development resources and in their engagement with interdisciplinary SoTL projects when those activities relate directly to challenges they face on a daily basis in their own classrooms (e.g. teaching and grading written assignments, teaching with new media, etc.).

Facilitator Three: Beyond Carrots and Sticks: Adult Education Theory as a Basis for Working with Faculty and TAs. Facilitator Three will provide a mini-overview of the seven principles of adult learning (as developed by educators like Freire, Knowles, Horton, and Brookfield, among others) and the usefulness of these principles in designing and surviving faculty/TA training and development efforts. This active-learning session will both model and discuss the approaches that adult learning theory offers and how they can help those of us engaged in a wide variety of faculty-to-faculty or TA training work; each participant will leave the workshop with a set of new approaches to use in their faculty development work and with a plan for using these approaches on their home campuses.

Facilitator Four: Faculty Development in WAC and WID Programs. Facilitator Four, a writing program administrator at a midsize private research university that recently transitioned from a traditional first-year composition program to a WAC-style general-education curriculum, will lead participants in an examination of their institutions’ WAC and WID programs and the pedagogical messages they convey. Participants will be introduced to strategies for improving WAC and WID programming through a faculty development lens and will share strategies and perspectives on the topic.

Facilitator Five: Collaborative Writing and Faculty Development. Facilitator Five will describe a trending initiative: faculty writing groups. This facilitator has experience as a WPA, writing center director, and WAC director and has been guiding faculty writing groups for four years. These programs include regular weekly group meetings, retreats, camps, and individual consultations. Facilitator 5 will involve the workshop participants in a planning exercise in order to create goals and activities for their own faculty writing group retreat.

***Workshop Leaders:*** Kimberly Emmons, Case Western Reserve University, Cleveland, OH
Susan K. Hess, Hobart and William Smith Colleges, Geneva, NY
Claire Lamonica, Illinois State University, Normal
Michele Eodice, University of Oklahoma, Norman
Melody Bowdon, University of Central Florida, Orlando

*Information Technologies*
**AW.05 From emma to Marca: Technology and Pedagogy in a Decade of Open-Source Writing Software Development
JW Marriott, Room 207, Second Floor**

At a time in which one-size-fits-all proprietary course management and online learning systems are increasingly dominating the higher education landscape, what does open source have to offer that might allow you, your program, and your institution to develop technological solutions that are customized to your pedagogical goals and practices? This workshop will provide writing and composition studies professionals from a range of backgrounds an opportunity to work with Marca, a suite of open-source tools developed specifically for writing and composition classes; to reflect on the pressures technology and pedagogy exert on one another; and to develop an ethical understanding of the role played by open access/source in educational institutions. Through a highly interactive and experiential half-day program, participants will have the opportunity to identify how Marca could further concrete course or programmatic learning and assessment objectives. Then, using the Marca “sandbox,” participants will set up a test course and create a peer review activity that will provide practice working with a customizable tool that has the potential for on-going, crowd-sourced development.

Who We Are:

<emma>, the Electronic Markup and Management System developed at the University of Georgia and used in writing and composition courses there and elsewhere for over a decade, represents continuous technological development and implementation driven by pedagogical best practices. Since its inception, <emma>has been built with open source tools so that the results of our efforts could be shared, adapted, and improved. In 2009, with the founding of a non-profit organization, the Calliope Initiative, to facilitate inter-institutional collaboration on the project, we took an important step in our ongoing efforts to expand the development community beyond UGA. Moving forward, members of the development community will contribute to Marca, the common code base, and <emma> will continue as the institution-specific implementation of Marca at UGA. For other institutions, Marca now provides an inexpensive individual course option that gives teachers and students an integrated suite of tools designed specifically for writing.

As <emma> has evolved into Marca, the project has become integrated with several facets of the writing programs, the English department, and UGA's broader teaching mission. It has facilitated the implementation of an innovative and highly successful portfolio-based assessment model, provided a valuable source of graduate student professional development, and cultivated in-house expertise, particularly in the areas of e-portfolios and peer review, that further fuels departmental and programmatic research and development projects. This workshop is designed to help others working in the field to consider what implementation of Marca and "in-sourcing" development of learning technology could offer their programs and institutions. We will consider the benefits and the challenges of building solutions that are adaptable and responsive to context and maintain the potential for innovation driven by both theory and practice.

Who Should Attend?

Writing program stakeholders, including faculty, administrators, graduate students, and learning technology specialists, will benefit from participating in the workshop as teams in order to think holistically about integrating program goals with technology development.

Workshop Agenda:

a. Issues Roundtable (1 hour)

As preparation for the hands-on activities in the workshop, we will begin with a roundtable discussion that frames the key issues and concerns for using open source tools:

1) From Theory to Practice in Open-source Code Development

2) Technology and Pedagogy in the Development of Peer Review and Assessment

3) Technology and Pedagogy in the Development of Writing Rubrics

4) Teachers, Writers, Developers and E-Portfolio Composition and Assessment

5) Intellectual Property and Privacy Concerns in Open Access Policy

b. Brainstorming (30 minutes)

In breakout groups, workshop participants will generate ideas about their pedagogical, assessment, and programmatic goals and connect those goals to a technology “wish list”. What tools, features, or affordances would be most valuable for your pedagogical philosophy and local needs and concerns? This brainstorming will provide direction for a peer review activity.

c. Building (45 minutes)

This section of the workshop will focus on a pedagogy most writing and composition programs share in common, peer review. Using the Marca “sandbox,” breakout groups will be able to set up an account and a test course. Then, the groups will design a peer review exercise customized to their assessment and learning outcomes using Marca's robust peer review tool.

d. Practice (45 minutes)

Participants will use Marca to peer review the digital materials they have brought with them using the peer review prompts and rubrics they create.

e. Reflection and Discussion (30 minutes)

The full group will reconvene for a reconsideration of the issues and ideas raised in the roundtable and brainstorming in light of the hands-on experience with Marca for the peer review activity.

***Chair:*** Christy Desmet, University of Georgia, Athens

***Workshop Leaders:*** Robin Wharton, The Calliope Initiative, Inc., Atlanta, GA, "Intellectual Property and Privacy Concerns in Open Access Policy"
Christy Desmet, University of Georgia, Athens, "Teachers, Writers, and Developers Create Electronic Portfolios"
Deborah Miller, University of Georgia, Athens, "Technology and Pedagogy in the Development of Writing Rubrics"
Elizabeth Davis, University of Georgia, Athens, "Technology and Pedagogy in the Development of Peer Review and Assessment"
Sara Steger, University of Georgia, Athens, "From Theory to Practice in Open-source Code Development"
Ron Balthazor, University of Georgia, Athens, "From Theory to Practice in Open-source Code Development"
Andrew Famiglietti, Bucknell University, Lewisburg, PA, "From Theory to Practice in Open-source Code Development"

*Language*
**AW.06 What Can Students and Writing Teachers Learn from a Careful Linguistic Exploration of Spoken Grammar?
JW Marriott, Room 208, Second Floor**

Conventional wisdom assumes that spoken language is disorganized and chaotic, yet emerging work in linguistics suggests that the fragmentary structures typical of careless speech have their own rule-governed systematic grammar. And it turns out that these features often increase the rhetorical effectiveness of a written text.

This interdisciplinary workshop brings together a linguist, a literary critic and a composition scholar. We have three goals for the morning: (1) to introduce the grammar of spoken language (thetical or parenthetical or metatextual grammar) and explain how it relates to sentence or written grammar; (2) to show how some canonical American writers have brilliantly mined spoken grammar to cultivate a consciously democratic, American idiom; and (3) to demonstrate how composition and ELL instructors can harness the resources of the spoken language to improve student writing. We will engage in a series of experiential learning activities.

Natalie Gerber will begin with a workshop to explore a poem by William Carlos Williams. We will see how the seemingly inessential, intrusive elements contribute to our emotional, even intellectual, investment in the text. Williams consciously created a distinctively American literature--seemingly spontaneous and dramatic but also inherently democratic and inclusive.

As we examine Williams’ speech-derived elements, Tania Kouteva will help us see—and play with—the two entirely different grammatical domains in English: (1) Sentence Grammar, the familiar grammar usually called "correct”; and (2) Thetical or Parenthetical Grammar, which governs the fragmentary, incomplete structures that work outside the regular grammar of the message, such as vocatives, asides, social formulae, and the like.

For our final workshop, Peter Elbow will lead us in some writing. We will explore elements of spoken grammar that most of us will have naturally put on the page--but also consider thetical language we didn’t think to use (for example, "Why, you have to wonder, do they carry on with their hopeless campaign?") Speech-derived features of this sort often function as rhetorically valuable involvement strategies that build linguistic connections between writer, context, and reader.

***Chair:*** Peter Elbow, University of Massachusetts Amherst

***Workshop Leaders:*** Natalie Gerber, SUNY Fredonia
Tania Kouteva, Heinrich-Heine University, Duesseldorf, Germany

Peter Elbow, University of Massachusetts Amherst

*Research***AW.07 Open for Research: A Demonstration of Text Analysis Applications and a Discussion of Library Collaboration Opportunities
JW Marriott, Room 209, Second Floor**

There is a growing trend for academic libraries to support various kinds of digital humanities initiatives (or eResearch more broadly), including text analysis, but many libraries do not offer such support yet. In the absence of library support, some campuses don’t offer education or training in the use of eResearch tools at all, which could be disadvantageous for scholars on those campuses.

This workshop will explain Open Access, the Digital Humanities, and eResearch generally as a background to text analysis. The focus of the workshop will be on text analysis tools, including demonstrations of three tools and discussions of the kinds of projects that can approached with those tools. The purpose of the workshop will be to get people thinking about how they might use text analysis tools or perhaps other eResearch tools for their own purposes. In addition, an academic librarian’s perspective will be offered on the practicality of collaboration between the library and scholars. Participants will be encouraged to think out loud about the kinds of eResearch services they might seek in the library.

No devices (laptops, ipads, etc.) will be necessary, although participants are welcome to follow along to some sites.

This workshop will include:

* An introduction to Open Access, the Digital Humanities, and eResearch
* A brief history of text analysis tools
* An overview of some contemporary scholarly approaches to text analysis
* A demonstration of two freely available text annotation tools, including pointers about where to get Open Access texts for analysis and how to prepare texts for analysis
* A review of some projects that have successfully utilized text analysis tools
* A demonstration of a relational database system for content analysis and a discussion of how this system differs from other kinds of text analysis tools
* An introduction to library eResearch services, including a discussion of what scholars might expect when they approach the library for project support

***Workshop Leader:*** Nat Gustafson-Sundell, Minnesota State University, Mankato

*Teaching Writing & Rhetoric*
**AW.08 Opening Up the Archives: Promoting Undergraduate Research through Google Books
Marriott Downtown, Florida Room, First Floor**

Interested in finding opportunities for students to write authentically about archival research? Join us for an interactive workshop to explore the dynamic possibilities that publically available digital archives present for students. We will share our experiences using Google Books to promote research in the classroom and in peer writing tutoring programs. Through practice exercises and the process of designing or revising an assignment that asks students to use archival primary sources, participants will experience peer-based and instructor-led activities designed to help students succeed in the challenging and rewarding process of archival research and writing. The workshop will be both informative and highly interactive, and will appeal to those who teach research and writing as well as to those who administer peer tutoring programs that support undergraduate research and writing.

Background

Despite the fact that it has become almost a pedagogical commonplace to acknowledge the importance of undergraduate research in promoting deep learning, scholarship surrounding practices of archival-based undergraduate research is sadly sparse when compared to the much more developed literature dedicated to lab- and field- based research in the STEM (Science, Technology, Engineering, Math) and social science fields (e.g., Thiry, Laursen, and Hunter 2011; Kendricks and Arment 2011; Gibson and Kahn 1996). Yet, archival research is essential in the humanities as well as to any field engaged with scholarship around intellectual and pedagogical histories. With the rich interdisciplinary traditions of composition, rhetoric, and their related fields, it’s essential that students in our classes gain experience with archival-based research.

The challenges to developing classroom projects or university-wide initiatives encouraging undergraduate archival research are twofold. The first issue is structural: vigorous archival research typically requires a library with an extensive collection—a library that the majority of students in the United States simply can’t access. The second issue is perhaps one of perception: instructors seem to fear that the 21st century digital student lacks the commitment and the attention span to locate, read, and interpret the various texts that successful archival research demands (Burgess and Jones 2010; Bowman, Levine, Waite, and Gendron 2007; Dunn and Menchaca 2009).

Overview

This workshop will demonstrate how publically available, mass digitization projects, such as Google Books, can help ameliorate these structural and perceptual difficulties and present faculty and administrators, regardless of their specific institutional contexts, with an exciting opportunity to promote meaningful undergraduate archival research. Specifically, the facilitators will share with participants assignments and exercises that have proven effective in getting students to conduct meaningful archival-based research and writing in the classroom and in peer tutoring scenarios. The majority of the workshop will give participants structured hands-on experiences using Google Books so that they can leave with concrete examples of how they might incorporate archival-based research and writing projects in the classroom and of how administrators can supplement training for peer tutors who work with students on archival-focused research projects.

The workshop will begin with a discussion about institutional challenges to supporting undergraduate archival research. The discussion will also touch on some of the debates surrounding the merits and ethics of using Google Books. Then, the workshop facilitators will guide participants through several active-learning exercises they can use to train students and peer writing tutors on how to use Google Books effectively and productively for conducting primary research. By the end of the workshop, we aim to show that the Google Books archive can help programs and institutions to design initiatives and instructors to design projects that not only encourage but require undergraduate students to engage in archival research.

Learning Objectives

As a result of attending this workshop, participants will be able to:

* Define archival research and to understand the importance of archival research in undergraduate curricula.
* See how mass digitization projects, such as Google Books, can be a useful and accessible tool for assigning archival research projects.
* Learn how to develop assignments and exercises that teach students and peer tutors how to research and write using Google Books.

Workshop Preparation

Participants are strongly encouraged to bring a Wi-Fi enabled device—ideally a laptop or tablet. All participants should bring either a current assignment or an idea for a context in which they’d like to develop an assignment for which they would like to incorporate an archival research component.

***Workshop Leaders:*** Lara Karpenko, Carroll University, Waukesha, WI
Lauri Dietz, DePaul University, Chicago, IL

*Teaching Writing & Rhetoric*
**AW.09 Teaching American Indian Rhetorics in all Rhetoric and Composition classrooms
Marriott Downtown, Illinois Room, First Floor**

This workshop, sponsored by the Caucus for American Indian Scholars and Scholarship, is designed to show how all Rhetoric & Compositions pedagogies can incorporate indigenous texts and indigenous rhetorical practices.

The goals of this workshop are: 1) for participants to develop a deeper understanding of the possible roles that native rhetorics can play in their classrooms; 2) to provide current intellectual contexts and practices in which to anchor those pedagogical practices; and, 3) to provide teachers with models that they may adapt for their own classroom use.

We’ll accomplish these goals in three ways: 1) by providing intellectual contexts to anchor activities for the workshop; 2) by providing hands-on learning opportunities and activities for participants aimed directly at strategies for incorporating native texts, makings and practices into many kinds of classrooms -- first-year-writing, professional writing, community engagement, graduate seminars, curriculum-building and more; and, 3) by modeling throughout the pedagogical strategies and practices that are the focus of this workshop. This learning-based workshop, then, focuses on the needs of our participants by providing them with opportunities to work with experienced teachers of indigenous rhetorics about the needs of their classrooms, institutions, and communities. In addition, we’ll supply a wide array of resources for instructors -- syllabi, assignments, curricular designs, etc.

***Workshop Leaders:*** Lisa King, University of Tennessee-Knoxville, "History and Sovereignty Facilitator"
Sundy Louise Watanabe, University of Utah, Salt Lake City, "History and Sovereignty Facilitator"
Kimberli Lee, Northeastern State University, Tahlequah, OK, "Visual and Musical Rhetorics Facilitator"
Gabriela Raquel Ríos, Michigan State University, East Lansing, "Visual and Musical Rhetorics Facilitator"
Angela M. Haas, Illinois State University, Normal, "Material and Digital Rhetorics Facilitator"
Ashley Glassburn Falzetti, Rutgers, Mount Holly, NJ, "History and Sovereignty Facilitator"
Qwo-Li Driskill, Oregon State University, Corvallis, "Material and Digital Rhetorics Facilitator"
Joyce Rain Anderson, Bridgewater State University, MA "Curriculum Building and Graduate Education Facilitator"
Andrea Riley-Mukavetz, Bowling Green State University, OH, "Curriculum Building and Graduate Education Facilitator"
Malea Powell, Michigan State University, East Lansing, "Curriculum Building and Graduate Education Facilitator"

*Community, Civic & Public*
**AW.10 In Search of Political Openings: (Re)Writing the Prison/Education/Military Industrial Complex
Marriott Downtown, Michigan Room, First Floor**

“Prisons do not disappear problems, they disappear human beings.... Homelessness, unemployment, drug addiction, mental illness, and illiteracy are just a few of the problems that disappear from public view when the human beings contending with them are relegated to cages.”

 ~ Angela Davis

It is a truism today that the United States is divided, not just by ‘red’ and ‘blue’ states, but also by access to wealth and power. The US Census reports the income gap between rich and poor is the largest since 1967. Indeed, the wealthiest one percent receives 25% of the nation’s income while the wages for middle and working-class families have remained stagnant. The 99 percent have seen the supports for their upward mobility rapidly diminish. For instance, the funding for public education has been cut (11,000 jobs were lost in December 2102 alone) at the same time college debt continues to rise (the average student debt is now over $25,000). Undergirding these economic shifts is the push to privatize previously public institutions, such as schools, prisons, and even the military. What were once (perhaps naively) imagined bulwarks for democratic culture have become sources of profit, increasing economic disparities.

For the past two years, Writing Democracy (WD) has sponsored Cs workshops that highlight community-partnership projects committed to expanding democratic rights, social structures, and practices, while also offering direct training in such work.\* In 2013, for instance, WD proposed the need for a “political turn" in Composition/Rhetoric, exploring community partnerships that used writing to confront injustices, from police brutality to discrimination against Muslim students. Featured speakers such as John Carlos, best known for his part in the Silent Protest at the 1968 Olympics in Mexico City, shared historical perspectives of our country’s ongoing struggle for social and economic justice.

At this same workshop, participants received training in Ganz-oriented community organizing, a method that blends storytelling and tactical planning. These narratives culminated in a discussion of WD’s This We Believe, a digital project to record how teachers, students, and community members understand democracy today. At the end of the workshop, each of the 35 participants took on specific aspects of that project – recording stories, developing curriculum, creating webpages – to insure its success.

We hope to continue these efforts in our 2014 workshop. Invoking Davis’ political insight that the prison system is inexorably linked to unsolved social problems such as unemployment, drug addiction, and illiteracy, we will examine not just prisons but the prison/military/educational/industrial complex. In taking on this project of analysis and critique of increasingly oppressive social structures, our central questions will include:

1. What is the democratic potential of rhetoric and writing?
2. What role can/should writing and writing instruction play in confronting the privatization policies that have led to increasingly inequitable distributions of wealth and opportunity?
3. How might our discipline bring together local community-based efforts to disrupt these policies and help support nation-wide movements that critique the prison/military/educational industrial complex and build alternatives?

Our new workshop builds on our “political turn” theme in a search for "political openings" to rewrite the prison/education/military industrial complex. Thus we continue to explore how writing partnerships make visible and audible those most harshly affected by neoliberal policies in order to unleash the power of democratically engaged citizens. Based upon previous attendance at our workshops, we believe this topic has broad interest at the conference. One indication of its appeal is mutual planning and crossover between the WD workshop and the "Prison Networks: Broadcasting Why Prison Matters" workshop.

***Workshop Leaders:*** Deborah Mutnick, Long Island University, Brooklyn, NY
Shannon Carter, Texas A&M University-Commerce
Steve Parks, Syracuse University, NY
Veronica House, University of Colorado, Boulder
Micah Savaglio, Long Island University, Brooklyn, NY
Janina Perez, Long Island University, Brooklyn, NY
Laura Rogers, Albany College of Pharmacy and Health Sciences, NY
Patrick Berry, Syracuse University, NY
Kurt Spellmeyer, Rutgers University, New Brunswick, NJ
Ben Kuebrich, Syracuse University, NY
Respondents: Jessica Pauszek, Syracuse University, NY
Rachael Shapiro, Syracuse University, NY

*Institutional and Professional*
**AW.11 Exploring Latinidad in the Mid-West: A Workshop Sponsored by the NCTE/CCCC Latino/a Caucus
Marriott Downtown, Texas Room, First Floor**

Please join us for the Latino/a Caucus sponsored workshop focusing on local and national teachers, students, and a local community organization, Latino Youth Collective, to exchange knowledge and experience on teaching, research, media, mentoring, professional development, and community engagement related to Latino/a student populations with a special emphasis on the Mid-West.

As part of the CCCCs Latino/a Caucus emphasis on local community outreach, we are excited to welcome the Latino Youth Collective (see http://www.latinoyouthcollective.com/) dedicated to providing resources and opportunities for youth to engage in personal and community development through critical pedagogy, grassroots organizing, and collective action. Participants from their summer program, Campecine Youth Academy, will provide a brief overview of media creation, distribution, and consumption in the U.S. and the effect artificial information has on human beings. They will also showcase some of their summer projects focused on identifying problems in their communities and implementing solutions.

***Chair:*** Cristina Kirklighter, Texas A&M University-Corpus Christi

***Workshop Leaders:*** Steven Alvarez, University of Kentucky, Lexington
Kendall Leon, Purdue University, West Lafayette, IN
Cristina Kirklighter, Texas A&M University-Corpus Christi
Nancy Wilson, Texas State University, San Marcos
Elias Serna, University of California, Riverside
Isabel Baca, University of Texas at El Paso
Aja Martinez, Binghamton University, NY
Alexandra Hildalgo, Purdue University, West Lafayette, IN
Joelle Guzman, University of California, Riverside
Sara alvarez, University of Kentucky, Lexington
Octavio Pimentel, Texas State University San Marcos
Kendall Leon, Purdue University, West Lafayette, IN

*Language*
**AW.12 Access Denied: Digital Jim Crow and Institutional Barriers to Open Access
JW Marriott, Room 109, First Floor**

This transdisciplinary session features a half day interactive, multimodal, multimedia workshop created to expand conversations on language policy to include institutional barriers denying linguistically diverse students access to open source technology, and provide workshop participants with innovative, creative, cutting-edge activities to access to open source, open code, and other new media technology.

Session overview

The 2014 meeting of the Conference on College Composition and Communication coincides with the 40th anniversary of the landmark Students Right to Their Own Language Resolution (1974). Forged in the political backdrop of the civil rights, Black power, and other liberation movements world wide, SRTOL provided “open access” for racially and linguistically oppressed groups nearly a half-century before the lexicon of “open source” philosophy was created. SRTOL has served as a cornerstone of some of the most critical language policy moments, from the creation of the National Language Policy (1988), the 1977 Ann Arbor “Black English” Case, the 1996 Oakland Ebonics Resolution and various movements against “English First” or the “English Only” movements that would limit access to bilingual education.

Today, the pedagogical and political objectives open source philosophy and open access technology have been widely celebrated for eliminating the racial “digital divide” through open access, open code, and other user-friendly technologies. Such platforms dissolve traditional linguistic barriers that have historically limited access to literacy and the public sphere.

Remarkably, despite pervasive egalitarian, democratic rhetoric surrounding open source philosophy, yet widely unacknowledged institutional barriers limit – and in some cases, outright deny -- linguistically and racially diverse student populations access to new media technologies. In particular, corporate technology industries target historically-underfunded Historically Black Colleges and Universities (HBCUs) for installation of proprietary software that deny student access to open stores software (OSS) such as MS Office Suite, Modzila Firefox, free audio capturing software such as Audacity, 3-D software imaging, and various gaming software like Portal and SIMS useful for teaching digital rhetoric.

Such virtual firewalls erect new yet invisible linguistic and racial barriers that deny instead of expand access to the “new literacies” of the 21st century.

Furthermore, for students possessing linguistic identifiers such as the Black American Sign Language Community, the consequences of denied access are much higher. While recent scholarship has highlighted the role that African American Language (AAL) constitutes in Black ASL, as a distinct linguistic community, close captioning technologies – based on White American Sign Language – often misrepresent or simply fail to reflect Black ASL meaning and expression. This combination of institutional barriers to access and symbolic misrepresentation constitutes a kind of digital Jim Crow – a virtual “separate and unequal” system of access and denial based on linguistic and racial difference.

The purpose of this workshop is to engage and explore solutions for overcoming the Digital Jim Crow: a virtual “separate but unequal” system of access and denial based on linguistic and racial difference. The workshop will begin with a brief overview of its purpose and activities, followed by two group facilitated 75-minute interactive sessions. We will provide a 10-minute break between sessions as well as a 30-minue wrap-up to conclude the workshop. Sessions will provide workshop participants with handouts and teaching resources. The first portion will review recent scholarship on AAL and Black ASL and its implications for teaching and practicing writing with participants. This review will make use of multimedia such as PowerPoint, sound recordings, and film. In addition, workshop participants will use personal laptop computers to access websites that allow varying degrees of entry based on institutional affiliation, region, and other variables. Group facilitators will help participants engage major concepts presented in the session, as well as offer guidelines for constructive feedback, classroom activities, and writing assignments. Participants will engage in hands-on composing exercises using graphic design invention strategies and digital and analog production tools to create a typography/letterform project that visually communicates intended cultural associations.

The session will conclude with a 30-minute wrap-up session. Participants will be provided handouts and teaching resources.

***Chair:*** Qwo-Li Driskill, Oregon State University, Corvallis
***Workshop Leaders:*** Denise Troutman, Michigan State University, East Lansing Elaine Richardson, The Ohio State University, Columbus
Terry Carter, Southern Polytechnic State University, Marietta, GA
Bonnie Williams, California State University, Fullerton
Rashidah Jaami` Muhammad, Governors State University, University Park, IL
Kim Brian Lovejoy, Indiana University Purdue University Indianapolis, IN