CAHSS Faculty Presentations, Proceedings, Lectures, and Symposia

Faculty Scholarship

10-18-2017

Collaboration and Contention: Reflections on Building a Literacy Center

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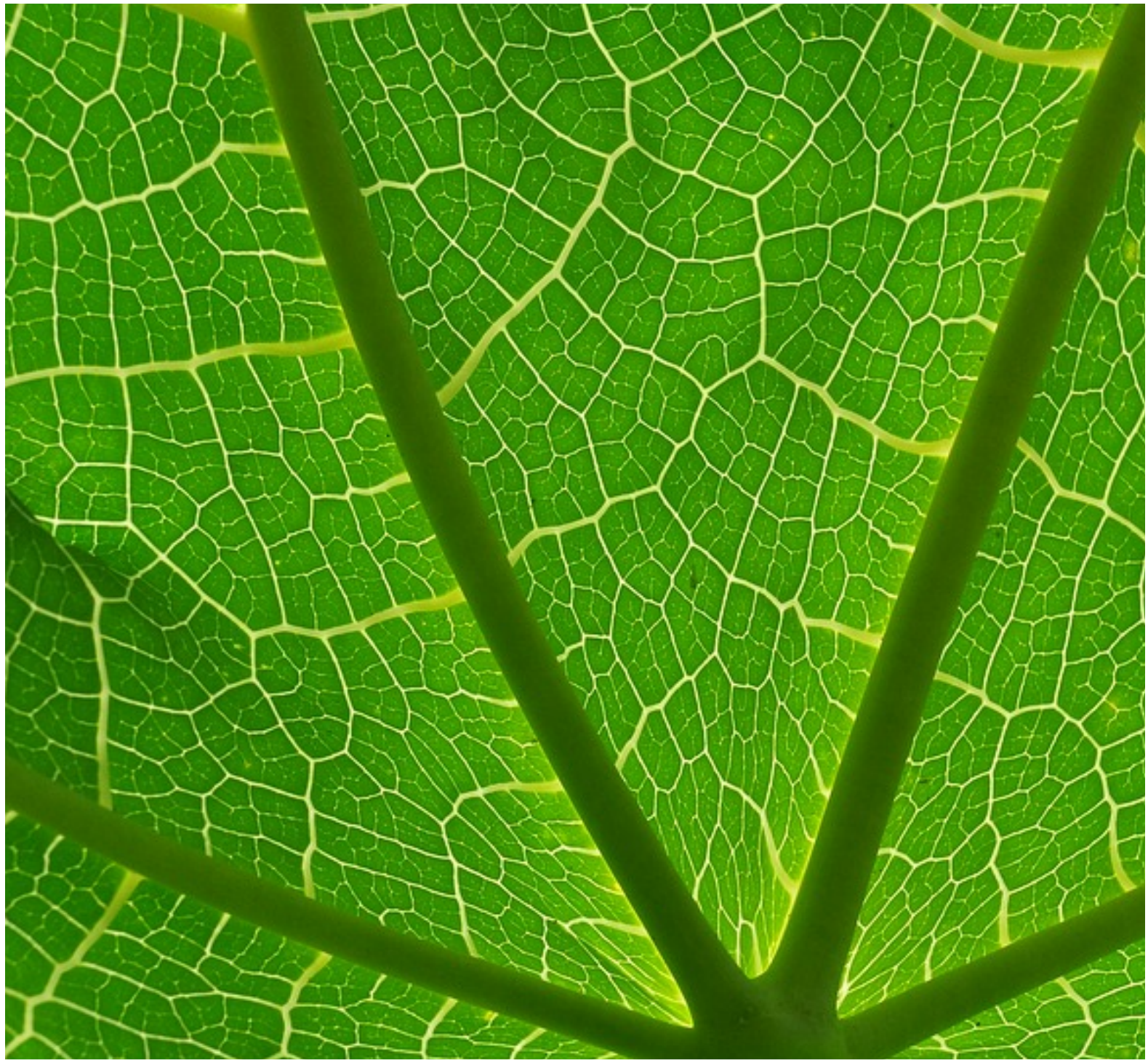
The Conference on Community Writing
Engaging Networks and Ecologies

Boulder, Colorado
18- 21 October 2017

THE WRITING INITIATIVE FOR SERVICE AND ENGAGEMENT
at the University of Colorado Boulder

Through the PWR's Writing Initiative for Service and Engagement (WISE), founded in 2008, the Program for Writing and Rhetoric has integrated community-engaged practice throughout its lower- and upper-division writing courses. Students in WISE course sections research and produce written, spoken, digital, and/or multimedia projects about, with, and for university, government, for-profit, and non-profit agencies that work with pressing social issues such as literacy, poverty, food security, and environmental justice.

Courses combine traditional academic research and readings with community-based work to enrich the educational experience and encourage students to understand real world applications of rhetorical situations and theories. More than 30 Program for Writing and Rhetoric faculty teach community-engaged courses each year.

Find more information on WISE at http://www.colorado.edu/pwr/service_learning.html, or contact the project's founding director, Veronica House, at veronica.house@colorado.edu.

Conference on Community Writing

October 18-21, 2017
Boulder, CO

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Overview Schedule

Wednesday, October 18

Highlander Center Pre-Conference Workshop   Kitteridge Building, Multipurpose Rms C & D
(10:00am-4:00pm)

Full Conference Meet-and-Greet; Registration Opens   Millenium Hotel Bar
(5:00pm-9:00pm)

Thursday, October 19

Registration (7:00am-5:00pm)   Aspen 289

Coffee (7:00am)
This coffee break is sponsored in part by CU Engage, the CU Women's   Ballroom Foyer
and Gender Studies Department, and the CU Ethnic Studies Department.

Welcome (8:00-8:15)   Center Ballroom
John-Michael Rivera, Director, Program for Writing and Rhetoric
David Meens, Director, Office of Outreach and Engagement

Chair's Address (8:15-8:30)   Center Ballroom
Veronica House: "Community Writing In and As an Ecology"

DeepThink Tank and Workshops (8:45-10:45)
6 concurrent sessions

Session A Concurrent Panels (11:00-12:15)
10 concurrent panels

Lunch and Keynote Address with Q&A (12:15-1:45)   Glenn Miller Ballroom
Keynote: Elaine Richardson (The Ohio State University)
"Our Literacies Matter: Reading and Writing the World Through the Lives of Black Women and Girls"

Deep Think Tanks (2:00-4:00)
6 concurrent sessions

Networking Happy Hour (4:00-5:15)   East Ballroom
(open for registered conference attendees only)

Performance (5:30-6:30; Q&A following performance)   Glenn Miller Ballroom
"The Prison Story Project: On the Row," with discussion facilitated by David Jolliffe

Friday, October 20

Contemplative Practice (8:00-8:30)   UMC 457
Facilitated by Paula Mathieu and Stephanie Briggs

Coffee (7:45-8:45)   Ballroom Foyer
This coffee break is sponsored in part by the University of Wyoming English Department.

Session B Concurrent Panels (8:45-10:00)
10 concurrent panels

Session C Concurrent Panels (10:15-11:30)
10 concurrent panels

Lunch on your own (11:30-1:00)

Session D Concurrent Panels (1:00-2:15)
10 concurrent panels

Workshops and DeepThink Tanks (2:30-4:30)

Networking Coffee and Snack Break (4:30-5:00)   East Ballroom

Performance (5:15-6:15; Doors at 5:00)   Glenn Miller Ballroom
Elaine Richardson's one-woman show, "PHD to Ph.D.: How Education Saved My Life"

Introduction of 3 partners: YWCA's "Reading to End Racism," Attention Homes, and Safehouse Progressive Alliance for Nonviolence (SPAN*)***

Saturday, October 21

Coffee (8:00-8:30)   Ballroom Foyer
This coffee break is sponsored by the Colorado State University English Department.

Session E Concurrent Panels (8:30-9:45*)*
10 concurrent panels

Session F Concurrent Panels (10:00-11:15)
10 concurrent panels

Awards Lunch and Keynote Address (11:15-12:45)   Glenn Miller Ballroom
Keynote Address: Ellen Cushman (Northeastern University)
"Place and Relationships in Community Writing"

Award for **Outstanding College/Community Project in Community Writing** (presented by Allen Brizee)
Award for **Outstanding Book in Community Writing** (presented by Beverly Moss)
Award for **Distinguished Engaged Scholar in Community Writing** (presented by Eli Goldblatt)

Session G Concurrent Panels (1:00-2:15)
10 concurrent panels

Session H Concurrent Panels (2:30-3:45)
10 concurrent panels

Coffee and Snack Break (3:45-4:00)   Glenn Miller Ballroom

Full Conference Reflective Discussion and Action Steps through IMPROV PERFORMANCE (4:00-5:30)   Glenn Miller Ballroom
Facilitated by Playback Theater West

Keynote Speakers

Dr. Elaine Richardson (Professor of Literacy Studies, The Ohio State University)

"Our Literacies Matter: Reading and Writing the World Through the Lives of Black Women and Girls"

This work grows out of an Afterschool Club, which I founded and directed, for Black girls at a predominantly Black middle school in Columbus, Ohio for five years, which focused upon a social literacies approach to critical transformative literacy development centered in the lives, literacies and rhetorical history of Black girls and women in the United States. This work seeks to engender literacy education for Black girls and women, through what might be called a Hiphop Feminist literacies approach. In my view, this is a necessary and important endeavor, inviting us to invest in girls' literacies for brave new worlds of critical collective consciousness and movement for social justice, as opposed to schooling them to literacy for compliance with larger systems of patriarchal domination, social stratification, and individualism. I strive to center the girls' stories, incorporating voices of their mothers, women in our communities, my own story, and the voices of scholars, to illuminate our aspirations, build problem solving skills, promote strong knowledge of self, and equip us with strategies to avoid raced and gendered societal pitfalls. I argue that these issues are central to a meaningful and empowered education while they are generally marginalized in today's classrooms across the country. The club provided space to examine what it is that girls (and women–myself included) learn about themselves and the world through interacting with and producing and or analyzing African American cultural arts, digital texts, news media, documentaries, music videos, viral videos, short literature pieces focused upon contemporary and historic Black women and girls, using this material to support our critical reading, thinking, and composing for social change by addressing social ills such as sexism, racism, social inequality, through various forms of creative expression. This work took up the most progressive ideas from community activists, culturally relevant educators, scholar activists, and critical teaching artists, who intermingle popular culture and the struggle for Black Lives for critical literacy education, community and coalition building, and social action.

BIO: Cleveland, Ohio native, **Dr. Elaine Richardson** is currently Professor of Literacy Studies at The Ohio State University, Columbus, Ohio, where she teaches in the Department of Teaching and Learning. Her research interests include the liberation and critical literacy education of people of the Black African Diaspora. Her books include *African American Literacies,* (2003, Routledge), focusing on teaching writing from the point of view of African American Language and Literacy traditions; *Hiphop Literacies* (2006 Routledge) is a study of Hiphop language use as an extension of Black folk traditions. Her urban education memoir, *PHD (Po H# on Dope) to PhD*: *How Education Saved My Life,* (2013, New City Community Press) chronicles her life from drugs and the street life to award-winning scholar, university professor, and art activist. Richardson has also co-edited two volumes on African American rhetorical theory, *Understanding African American Rhetoric: Classical Origins to Contemporary Innovations* (2003, Routledge) and *African American Rhetoric(s): Interdisciplinary Perspectives* (2004, Southern Illinois University Press), and one volume on Hiphop Feminism—*Home Girls Make Some Noise* (2007, Parker Publishing).

Among her many awards, in 2004, she was Fulbright lecturing/researcher in the department of Literatures in English at the University of the West Indies, Mona, Jamaica; Who's Who Columbus 2013, 2014, 2015; National Council of Negro Women, Community Service Award, 2012;

Keynote Speakers

Outstanding Woman of Columbus, 2011; Cleveland State University Distinguished Alumni, 2007, and more. She serves as Co-Chair of the Black Caucus for the The Conference on College Composition and Communication (CCCC).

Dr. Richardson is the founder of The Ohio State University Hiphop Literacies Conference, as well as the nascent non-profit Education Foundation for Freedom, focusing on educational empowerment of women and girls. Richardson, aka Dr. E is also a recording artist and performer, using her voice on behalf of those who may be down, but not out! Of her urban education memoir, *PHD to Ph.D.: How Education Saved My Life*, Professor Ted Lardner writes: "If Zora Neale Hurston had a god-daughter, she could be Elaine Richardson: on so many paths, she comes to these pages a deep student of life–the one who studies it up close, unguarded, and, with a musician's ear for the song that lives in all of her experience, brings home its truths in their fearsome and freeing power. This book, like the life it describes, is a work of spirit Richardson records for us, another way to talk to, and talk about, God."

Keynote Speakers

Dr. Ellen Cushman

(Associate Dean of Academic Affairs, Diversity and Inclusion, Northeastern University)

"Place and Relationships in Community Writing"

The Cherokee word for school, ᏗᏕᎶᏆᏍᏗ (dideloquasdi), roughly translates to 'the place where they learn.' It illustrates two concepts key to the learning that unfolds in community writing projects: place and relationships. In this address, I'll draw on a number of Cherokee precepts that help us understand how place and relationships factor centrally into community writing projects. Community writing as a discipline pays particularly close attention to relationships and place, or networks and ecologies, in efforts designed to help communities and students write themselves together. Where we learn together, I'll argue, we create peoplehood and perseverance.

BIO: As a literacy scholar, **Dr. Ellen Cushman's** work unites institutional and community-based meaning making practices, often through activist research, teaching public engagement courses, and summer workshops with youth and teens. As a Cherokee Nation citizen, Dr. Cushman's professional work stems from a Cherokee ethic of reciprocity ᏍᎦᏛᏫᎥᎢᏓᏛᎢᏍᏗ (responsibility for each other). Her research focuses on the expressive tools that people use in their everyday fights for resources, respect, and social change. With her tribe she is developing a *Digital Archive for Ojibwe and Cherokee Manuscript Translation* that aims to develop an online resource to support the translation process of American Indian manuscripts housed in museums and archives around the country. This project was generously supported with an Institute for Museums and Library Services Sparks! Ignition Grant and is part of ongoing research project in support of language perseverance and decolonial life ways.

Cushman's early work in literacy studies earned both in 1997 the National Council of Teachers of English CCCC James Berlin Outstanding Dissertation of the Year Award and the Richard Braddock Award. This activist ethnographic research focused on a number of families, particularly the Cadenses, living in a medium-sized, inner city in upstate New York (see *The Struggle and the Tools: Oral and Literate Strategies in an Inner City Community*, SUNY 1998). Her subsequent research and teaching explored the idea of literacy and rhetoric scholar as a public intellectual, one who weaves the roles of research, teaching, and service in an effort to address needs identified by community members and teachers. To develop this line of research on community literacy programs and service learning classes, she has published research from her own public engagement classes, essays on the changing shape of academic knowledge making, and essays on the nature of meaning making with various media and across languages. Her book, *The Cherokee Syllabary: Writing the People's Perseverance* (paperback, Oklahoma UP 2012) was based on six years of ethnohistorical research with her tribe. It received Honorable Mention for the 2012 MLA Mina P. Shaughnessey Prize and was selected as an Outstanding Academic Title by *Choice*. The book explores the evolution and historical importance of the Cherokee writing system.

Workshops   –   *Thursday*

W1   **Mental Modeler: A Fuzzy Cognitive Mapping (FCM) Software Tool for Collecting and Standardizing Community Knowledge for Decision-Making**

   Alison Singer (Michigan State University)

In this demonstration, I present the architecture and various uses of a software program called Mental Modeler (www.mentalmodeler.com) and discuss the benefits and limitations of the tool to facilitate scenario planning and promote learning among stakeholders. The architecture of the program is designed to allow stakeholders a flexible way to transition their disparate, loosely-connected, and largely qualitative knowledge about a complex issue into a tractable format which can be validated through the generation of empirical evidence.

The software is based on fuzzy cognitive mapping (FCM), a parameterized form of concept mapping used to develop qualitative static models of complex systems that are translated into semi-quantitative dynamic models for scenario analysis. Bart Kosko originally developed FCM in 1986 as a way to structure expert knowledge using a soft systems programming approach that is "fuzzy," thought to be similar to the way that the human mind makes decisions.
FCM represents knowledge by defining three characteristics of a system:
  * The components of the system
  * The positive or negative relationships between the components
  * The degree of influence that one component can have on another, defined using qualitative weightings (e.g., high, medium, or low influence)

The analytical mechanics of FCM are based on examining the structure and function of concept maps, using graph theory-based analyses of pairwise structural relationships between the concepts included in a model. These models can be used to examine perceptions of an environmental or social problem or to model a complex system where uncertainty is high and there is little empirical data available.
By providing workshop participants with sample data and web-based access to the software, we will create models, run scenarios, and identify additional software functionality. The workshop participants will first have an introduction to the software and its capabilities, and then together we will make a single FCM about an issue chosen by the participants. They will then have the opportunity to break into small groups and develop more detailed models, run scenarios, and discuss the potential outcomes.
Mental Modeler has been used with community groups around the world to address a variety of issues, by bringing together stakeholders with diverse perspectives and interests in complex socio-environmental problems. We have most recently used it with residents of Flint, Michigan as they deal with water contamination, and with fire managers and local residents in Ashland, Oregon as they search for solutions to prevent catastrophic wildfires. Mental Modeler presents a unique opportunity that allows groups of people to make their mental models explicit and sharable, leading to learning and insight. It allows ideas to be visualized and turned into computer models, providing groups with simulations that can help them think through the consequences of any potential decisions.

W2   Cultivating Community College-University Relations across Writing Ecologies

Christie Toth (University of Utah)
Andrea Malouf (Salt Lake Community College; former director of Community Writing Center)
Jennifer Courtney (Salt Lake Community College)
Cassie Goff (University of Utah graduate)
Nathan Lacy (Transfer Student Co-Researcher)
Sandra Salazar-Hernandez (Transfer Student Co-Researcher)
Westin Porter (University of Utah graduate)
Claudia Sauz (Transfer Student Co-Researcher)

In this workshop, faculty and students from Salt Lake Community College's English Department and the University of Utah's Department of Writing & Rhetoric Studies will invite attendees to reflect on community college-university relations within their local writing ecologies. First, workshop leaders will discuss their own evolving efforts to understand and support students' movements across Salt Lake City's writing ecology. They will speak from their various locations about how cultivating these inter-institutional relations has informed their understanding of and engagement with the city's broader writing ecology. Workshop leaders will ask attendees to consider the specific histories and dynamics between their own community colleges and universities, identifying existing resources, missed opportunities, and possibilities for collaboration. Ultimately, participants will think together about how we might reimagine community college-university relations at local, regional, and national scales in order to better serve diverse student writers and the communities we share.

W3   Developing Networks through Writing Centers and Writing Across the Curriculum

Allen Brizee (Loyola University Maryland)
Tom Deans (University of Connecticut)
Jaclyn Wells (University of Alabama Birmingham)

Enacting community engagement *through* campus writing programs presents a range of affordances and challenges. This workshop focuses especially on creative possibilities for writing centers and WAC/WID initiatives. To guide our inquiry, we'll ask a series of questions: How might we develop university, neighborhood, or regional networks keyed to community writing? What is possible and feasible? How do you find the right partners? How can a busy WPA or faculty member find the time and funding for such projects? How might we translate such work into publishable research? To answer these questions, we'll present three brief case studies of how we have negotiated such questions, all related to writing centers or writing across the curriculum programs but each grounded in different institutional circumstances. Among our current and past appointments, we have led writing programs and community projects at universities large and small, urban and rural, public and private, land grant and liberal arts. After presenting the case studies, we'll lead interactive discussions of how to translate your ideas into action and negotiate your own institutional circumstances.

W4   Place-Based Literacy Education in Rural Communities: Re-envisioning and Re-inventing Connections to Communities of Practice

Cynthia Miecznikowski (University of North Carolina at Pembroke)
Laura Staal (University of North Carolina at Pembroke)

Informed by the work of scholar-teachers of place-based pedagogies (e.g., David Sobel, Robert Brooke), this workshop design is based on National Writing Project Rural Sites efforts to engage teachers in rural communities—and faculty at regional universities serving rural communities—in collaborations to develop supplemental place-based reading and writing curricula that support and enhance public and private school, grade-level standards.

Specifically, informed by Robert E. Brooke's edited collection *Rural Voices: Place Conscious Education and the Teaching of Writing* and the work of David Sobel and others (e.g., "Place-based Education: Connecting Classroom and Community") and fueled by our own experiences developing and nurturing service-learning partnerships between our regional University and feeder schools, this collaborative workshop will engage, guide, and challenge conference attendees in brainstorming and planning their own place-based community writing efforts, whether one time events (e.g., National Day of Writing, Reading Marathons, Poetry Slams, etc.) or integrated curricula (e.g., service-learning courses or partnerships).

In the spirit of the National Writing Project, we would like to offer and guide this workshop as a vehicle for conference attendees to exchange ideas they have brought to the conference, expand and extend ideas they have gleaned at the conference and in their research and practice, and to leave with an action plan for launching or enriching their own place-based, ecologically infused and informed pedagogies in their home institutions and disciplines.

As workshop facilitators, we will actively engage our audience with personal story, research from our fields, and most importantly collaborative discussions with workshop participants who have also been involved in literacy, community writing, and/or service-learning activities. The sharing that occurs in this workshop will help to create a strong network of engagement.

We will provide materials (e.g., paper, graphic organizers, annotated bibliographies of resources on place-based education and eco-composition) for all participants as well as other materials (e.g., Post-It note posters, etc.) to facilitate the small and whole group collaborations we plan to conduct. Attendees should leave this workshop with ideas, logistical information, and scholarly, empirical, and anecdotal evidence to support their action plans and win the support of colleagues and community partners at their home institutions.

W5   From Syracuse to Syria: Grant Writing as Tool to Grow Community Projects

Steve Parks (Syracuse University)

 "From Syracuse to Syria" will focus on three distinct community partnership projects: *New City Community Press*, *The FWWCP Archives*, and *Syrians for Truth in Justice*. The session will provide a brief discussion of the grant strategies used to initiate, develop, and sustain these projects, with sample language from each grant provided. Break-out sessions will then follow, focused on specific grant strategies and skills.

W6   **Contemplative Practices for Community Work**

   Stephanie Briggs (Community College of Baltimore County)
   Paula Mathieu (Boston College)

Writing projects in and with diverse communities can be exhilarating and stressful. Interpersonal dysfunction, latent discrimination, and displaced personal pain can hamper or derail community-writing projects before they have even had a chance to realize their potential. In this workshop, we will discuss and practice contemplative tools for self-care, staying present during difficult conversations, and how to reduce group reactivity and increase compassion, creativity and love. Yes, we said love. And we mean it. Community work should be about love and compassion–come practice, learn and teach with us.

Workshops   –   *Friday*

W7   **Leading Public Creative Writing Workshops for Social Justice**

   Rose Gorman (NY Writers Coalition / The Tuxedo Project, Marygrove College)
   Aaron Zimmerman (NY Writers Coalition)

NY Writers Coalition Inc. (NYWC) provides free creative writing workshops throughout New York City towards one key goal: To create an inclusive city, one that recognizes the diversity of voices within it and honors the lives and stories of all of its citizens. In this workshop, writers, educators, and teaching artists are invited to engage with and practice the powerful and unique workshop method that has been employed in over 1,200 NYWC writing workshops for youth and adults each year. Putting pen to paper in a supportive environment, participants will tap into what inspires them (inside and out) and leave with the tools to build community through the art of creative writing. NYWC's workshop method is designed to reduce competition among writers and allows people of all backgrounds, ages, experience levels, and genres to work together and grow as writers. This workshop seeks to a) identify creative writing as an act of social justice in the classroom and beyond; b) envision the power of creative writing to unify communities surrounding schools; c) provide resources and guidance to those interested in encouraging creative writing and personal storytelling within marginalized communities and creating opportunities for their stories to be heard by wider audiences.

Editors' Roundtable and Breakout Discussions

   Katie Comer and Kelly Bradbury (Harlot)
   Paul Feigenbaum and John Warnock (Community Literacy Journal)
   Laurie Gries (enculturation)
   Tara Lockhart and Juli Parrish (Literacy in Composition Studies)
   Deborah Mutnick and Laurie Grobman (Reflections)
   Steve Parks (Studies in Writing and Rhetoric, NCTE)
   Jessica Shumake and Saul Hernandez (Community Literacy Journal, Book Review and Keyword Essay Editors)

W8   Blues You Can Use: Protest Songwriting Workshop

Brian Laidlaw (University of Denver)

"In the dark times, will there also be singing?"
"Yes, there will also be singing. About the dark times." (Bertolt Brecht)

As times grow darker, many writers feel a responsibility to tackle our social and political climate in their creative work. Texts of this type have historically played a crucial role in resistance movements – but at the same time, such texts are notoriously difficult to write! In this interactive workshop, Grammy-credited folksinger (and current PhD candidate in Poetry at the University of Denver) Brian Laidlaw will look at successful examples of the form – protest songs, circle-songs, and chants – and identify some "best practices" and "pitfalls" for writing politically-engaged music. Participants will then have the opportunity to compose, with guidance from the facilitator and from fellow members of the group, their own lyrical responses to the times at hand.

W9   Microaffiliation: Countering Microaggressions Across Campus and Community Spaces

Rasha Diab (The University of Texas at Austin)
Beth Godbee (Marquette University)

We write at the beginning of 2017–a time of hope and despair, potential and uncertainty. With increasing precarity, it's imperative to revisit calls for a more serious investment in justice (e.g., Cushman; Gilyard; Goldblatt; Powell; Richardson; Villanueva). Heeding these calls and responding to the CFP, we propose an interactive workshop that argues for, explains, and illustrates *microaffiliation*, or intentionally relating through relational communication. We coin this term as a rhetorical intervention into everyday microaggressions.

In this workshop, we (1) introduce and define microaffiliation; (2) explore its potential for countering microaggressions, or everyday and pervasive insults, dismissals, and hurts that feed into injustice; and (3) use cases from a community-based writing course, "Writing for Social Justice," to unpack microaffiliative responses to microaggressions. We change the typical order of identifying problems and then proposing/applying solutions to shortcut the momentum of stuck-ness that results from staying in the realm of the problem.

First, we explain the need for microaffiliation, which entails choosing to build and sustain associational ties toward more equitable relations. When faced with increased incidents of microaggressions, we need intentional relational work–networking, forming alliances, and standing in solidarity with people within and across group memberships. Resisting naive celebrations of relations, we need also to identify the strategies of "divide to conquer" and "conquer to divide": these strategies engineer and sustain divisive, demeaning relations (relations of oppression and marginalization). Microaffiliation intervenes through micro-actions (e.g., talk, gesture, embodied action, self-talk) that enact a reflective stance toward the other, particularly by people with relative institutional power.

Second, we situate this call for microaffiliation (the term, theory, and action) in relation to cross-disciplinary research on microaggressions (e.g., Nadal; Solórzano, Ceja, and Yosso; Sue; Sue et al.; Young). Often subtle and in fleeting moments, microaggressions are easy to dismiss as inconsequential; they confound us in ways that impede response. Yet, like interest in a bank, microaggressions compound so that vast inequities grow, resulting in a whole host of harms. To contextualize these problems, we share with participants references to microaggressions across academic, workplace, and community settings. As illustrations, microaggressions are compiled through blogs and tweets (e.g., @microaggressive, #EverydaySexism, #NotYourAsianSidekick);

documented through maps and mobile apps (e.g., DeWitte); and satirized using social media (e.g., Fernandes). Bringing attention to microaggressions helps us understand these everyday and cumulative indignities.

Third, to show how microaffiliation can counter microaggression, we share scenes from teaching collaboration with two community organizations: the YWCA and America's Black Holocaust Museum. These scenes involve students, educators, and community partners rewriting microaggressions: (1) giving feedback on a video project in which white students positioned white speakers before speakers of color and (2) addressing how white students (mis)represented "Breaking News" of black news sources. By unpacking these and other scenes, workshop participants will reflect on (1) *who* most needs to respond to microaggressions– and when, where, how, and why; (2) *why* microaffiliation needs both in-the-moment and planned response; and (3) *how* to revisit moments of experiencing/enacting microaggressions and then rehearse intervention through microaffiliation.

W10   Exploring, Curating, and Creating: Using Digital Rhetorical Tools for Archival Work

Tarez Samra Graban (Florida State University)
Michael Neal (Florida State University)
Courtney Rivard (University of North Carolina, Chapel Hill)

This workshop draws on the presenters' experiences in researching and creating digital archives in order to do two things: (1) address the role of rhetoric in both constructing and deconstructing the power structures implicit in institutional archives; and (2) offer specific digital tools to address these uneven power structures. The workshop will be divided into the following three segments: (1) In "Understanding the Rhetoric-Power Relationship in Archives" discussion leaders will briefly describe their experiences with archival projects to demonstrate the critical role of rhetoric in identifying issues of collection, access, circulation, and archival organization. (2) In "Surveying and Critiquing Useful Digital Tools" discussion leaders will demonstrate a set of digital tools that can be implemented for archival re/creation with students, university, or community members. (3) In "Working Together" discussion leaders will invite participants to share specific issues and digital tools that they have faced when dealing with archival dilemmas.

Workshop   –   *Saturday*

W11   What Is To Be Done?': A Writing Democracy Workshop

Shannon Carter (Texas A&M-Commerce)
John Duffy (Notre Dame University)
Carmen Kynard (John Jay College of Criminal Justice)
Deborah Mutnick (Long Island University, Brooklyn)

In 1902, Vladimir Lenin published "What Is To Be Done: Burning Questions of Our Movement," in which he argued:
Class political consciousness can be brought to the workers only from without; that is, only from outside the economic struggle, from outside the sphere of relations between workers and employers. The sphere from which alone it is possible to obtain this knowledge is the sphere of relationships (of all classes and strata) to the state and the government, the sphere of the interrelations between all classes.
We humbly cite Lenin not because we have the answer to "what is to be done" but rather to suggest that we are at a historic conjuncture of forces defined by a similar exigency and fraught with some of the same and many new burning questions.

In the first part of the workshop, four panelists will address the rhetorical exigency of this historical conjuncture with respect to three of its defining touchstones: (1) neoliberal higher education, (2) the troubling emergence of the Professor Watchlist and the notion of "alternative facts," a.k.a., the "post-truth" era, and (3) the rise of white nationalism. The rest of the workshop will be spent debating and deliberating possible courses of rhetorical, pedagogical, and material action in response to this moment of crisis. Our objective is not to end up with any definitive answer to "what is to be done" but rather to move closer to potential, concrete actions we might take—individually and collectively, on our own campuses, in our own communities, and across the nation—to challenge the unfolding crisis of neoliberal capitalism and the geopolitical shift from post-World War II U.S. hegemony to a new world order

DeepThink Tanks

DTT1: Race, Systemic Racism, Critical Literacies (Two-Day Event)

Steven Alvarez (University of Kentucky)
April Baker-Bell (Michigan State University)
Carmen Kynard (John Jay College of Criminal Justice)
Eric Darnell Pritchard (University of Illinois, Urbana-Champaign)

This is a teach-in/ work-in session in which our intention is to move beyond another one day gathering to simply discuss racism, antiracism, and the individual and collective work of all present. Together, we will frame our research/ pedagogy/ community work with intersectionality as "method, disposition, heuristic, and analytic tool" that challenges neoliberalist notions of diversity, equity, and inclusivity. We will keep our activist focus on racism and white settler colonialism as constituted by and constitutive of xenophobia, sexism, misogyny, transphobia, and homophobia as deep structures and western logics rather than unfortunate, historical events or individual acts of meanness, violence, or injustice. Critical literacies and community-based literacy and language work is not just uniquely situated to do this work, but that they bear a clear accountability to activate anti-racism and intersectionality in the face of the deep structures and western logics that annihilate people's present and future. It is this responsibility that underscores the real urgency of making anti-racism and disruptions of white settler colonial logics through intersectional analysis the center of the work of teachers, literacy and language activists, and administrators that deals with the racial realities in our everyday and not the postracial fantasies and anti-racist futures that let us off the hook for doing something about racism and white settler colonialism right now.

To guide our shared work for the two-day workshop we respectfully require that everyone attending this workshop participate in both days. We also respectfully require that all attendees will read the texts we have selected to inform and shape our conversation. Finally, in the spirit of a "teach-in and work-in" we respectfully require that all attendees will commit to participating in the work of the session not just within the time we will gather at the Conference on Community Writing, but in working groups that will be built around four strands – pedagogy, institutional, research, and discipline/field – that will first organize themselves in the DeepThink Tank at CCW and begin co-creating projects that will do the work to address anti-racism and intersectionality in literacy and language work moving forward.

DTT2: Circulation and Ecologies

Laurie Gries (University of Colorado Boulder)
Jenny Rice (University of Kentucky)
Nathaniel Rivers (Saint Louis University)
Kristen Seas Trader (University of Wisconsin-Whitewater)
Michele Simmons (Miami University)
John Tinnell (University of Colorado Denver)

The Circulation and Ecologies DeepThink Tank will explore how circulation–the flow of discourse, ideas, affects, bodies, and artifacts–assembles, organizes, and galvanizes community action on local and national scales. This session will begin with a panel discussion in which 6 leading scholars in circulation studies share their own scholarly and/or pedagogical experiences with circulation theory, identifying key concepts that are important for community writing such as publics, affect, assemblage, contagion, and agency. To help gain a sense of how discourse circulates and activates community, participants will then break into groups and work through an activity to help discover for themselves how circulation and community become entangled. The goal of the activity is to model how to recognize and engage circulation as part of community building. After debriefing on this activity, think tank leaders will guide participants through a brainstorming activity in which participants will develop fresh ideas for bringing circulation to the forefront of our studies, pedagogies, and/or community actions.

Through these activities, participants can expect to think through the following questions:
- How does circulation constitute community in complex and diverse ways?
- How can rhetorical engagement and success be redefined from the ecological perspective of circulation?
- How does one catalyze, alter, or block circulation for the betterment of community?
- What makes circulating elements accelerate and decelerate within a community ecology?
- How can circulation methodologies bring to light community activities that encourage or discourage revitalization?

DTT3: Feminisms, Activism, and Community Writing

Jenn Fishman (Chair Marquette University)
Heather Branstetter (Executive Director, Historic Wallace Preservation Society)
Erin Krampetz (Board Member, Watson University and Amani Institute)
Sagashus T. Levingston (Founder of Infamous Mothers)
Tessa Zimmerman (Founder of ASSET Education)

In some ways, calling this session a "deepthink tank" is a misnomer. The feminist educator writer scholar community leaders who compose this group are dedicated to activist praxes of divers kinds. Our session is a standing invitation to everyone at the Conference on Community Writing to help build resources that can increase our collective capacity for feminist action *with* and *through* writing in the communities to which we belong.

We will use our time to do the following:
- *Name* present exigencies for feminist activism within and across the places we dwell;
- *Identify* ways we can triangulate feminisms, activism, and community writing to meet pressing needs;
- *Create* artifacts that capture our conversations and represent the resources we can continue to offer each other.

After preliminary discussion, we will work collaboratively to make things such as declarations of purpose, concept maps of praxes, manifestos of best practice, and protocols for documenting activities through inquiry and archiving.

DTT4: Environmental / Food Justice and Communication

Kathryn Burleson (Conscious Alliance, Boulder, CO)
Laurie Grobman (Penn State University-Berks)
Justin Levy (Conscious Alliance, Boulder, CO)
Donnie Sackey (Wayne State University)
Stephanie Wade (Bates College)

The Environmental/Food Justice and Communication DeepThink Tank will use the concept of reciprocity as an organizing principle to create a dialogue that will allow participants to refine their understanding of the various partners that comprise community projects: nonprofit organizations, academic institutions, community groups, people, and the material landscapes–including the plant and animal inhabitants–in which these projects take place. The dialogue intends to support the development of an array of environmental justice and food justice community and research projects that are more deeply rooted in reciprocity by providing a space for participants to learn about a range of models, to share their ideas, and to build resources in the form of a journal article and working bibliography. Participants new to environmental and food justice will leave with ideas for their own ways to develop reciprocal projects that involve community-based research, and participants already involved in this work will leave with deeper understandings of reciprocity in their projects and research. Four of our opening questions will be: To what extent and how are community-based research and scholarship projects reciprocal? How do we attempt to develop reciprocity? What barriers do we face? How do we work to address these barriers? Discussion leaders will address these questions in relationship to their own projects, which include trail restoration, cross-cultural communication, and community-building; hunger relief and the arts; environmental health, policy, and communication; and writing projects in public school gardens. After discussion leaders describe their projects, participants will be invited to share their work.

Depending on the number and interests of the participants, we will create break-out groups to focus on topics such as environmental clean-ups, partnerships with schools and community organizations, trail restoration, homelessness, food justice, public participation in science, and environmental health. Each group will address the following:

- What are academics doing for research and does this research contribute to nonprofits' mission? What kind of research by academics would help nonprofits move further in their organizations and projects?
- How are nonprofits contributing to research? What kinds of research do nonprofit partners do? Does it inform how academics engage these projects?
- Are there ways nonprofits see academic research moving from academic journals to their worlds?
- Are there ways academics can provide space for and invite the voice of nonprofits into their journals/conferences?
- How does seeing the reciprocal nature of research relate to our work as academics and to the work of community partners?

- Whose responsibility is it to "translate" or code switch the work?
- Whose responsibility is it to initiate questions for research or the process of even developing questions?
-

To document our exploration of our primary questions, to continue the dialogue beyond the Think Tank, and to create resources, we will conclude with a work session devoted to brainstorming ideas and organizing next steps for co-writing a public bibliography and an article or special issue for the *Community Literacy Journal*, perhaps based on the presenters' talks and the attendees responses to those talks.

Digital Poster Displays

(Displays showing all day in Aspen Room 285)

Thursday

Displays run all day.	Q & A (4:45 – 5:00) 285
Deborah Romero, **Emily Anderson**, **Amy Rodearmel**, **Yael Schechter**, **Shanda Torres**, University of Northern Colorado, "Rewriting the Word and the World: Preservice Teachers Engaging in Multiliteracies for Student Empowerment"	
Matthew Hurwitz, University of Massachusetts, "Lowell: Service-Learning and First-Year Composition: Writing Towards a University-Community Ecology"	
Erin Kunz, Mayville State University, "Writing Instructor as Travel Guide"	
Margaret Williams, Western Carolina University, "Let's Talk About Chalk: The Search for Useful Knowledge in a Rhetorical Ecology"	

Friday

Displays run all day.	Q & A (4:30 -4:45) 285
Nancy Bartley, University of Washington, "Raising the Dead: Hanging Your Story on the Skeleton of History"	
Andrea Paolini, University of Pittsburgh, "Aiming High and Plugging In: Engaging Global Girls in Blogging"	
Nicole Turnipseed, University of Illinois at Urbana-Champaign, "Writing the Self, Righting Our World: Holistic Literate Development and the Sustenance of Social Worlds"	
Jill Darling, University of Michigan Dearborn, "Public Writing and Social Justice Activism: Claudia Rankine and Ta-Nehisi Coates"	

Saturday

Displays run all day.	Q & A (3:45-4:00) 285
Andrew Golden, Florida International University, "The Digital Collage: Protest Art for the Activist Student"	
Heather Martin, University of Denver, and **Paul Sherman**, University of Denver, "Students as Community Partners and Community Engagement Advocates"	
Rik Hunter, University of Tennessee at Chattanooga, "Encouraging Public Subjects of Rhetorical Inquiry and Action Through On-Campus Community Writing"	
Brandon Whiting, Arizona State University, "Researching 'Dreamers' in an Arizona Community College Writing Classroom"	

Makerthon

(All maker sessions will be held in Aspen Room 287)

The **Makerthon** is looking to engage or sustain the conference in ways that model the kind of street-level, multimodal public and community writing that excites and animates. It also hopes to pass along and represent the basic affordances of making and maker culture while also providing some accessible ways in which teachers and community members can experiment and engage with it in their home towns and institutions well after the conference. In keeping with Chet Breaux's essay, "Why Making?" (*Computers and Composition, June 2017)*, we want the Makerthon to extend the arguments that making and maker culture:

- can "foster thinking and practices that challenge and expand our available constructions of literacy" (31),
- are "inclusive and can draw attention to groups that have been historically underrepresented" (32),
- and are able to "support democracy" (33).

More concretely, the Makerthon will take place Thursday through Saturday in the Aspen Rooms. Maker-mentors will be present to get you started on your various projects (see the project schedule below), to have conversations, and to lead reflection, but think of this as a space to play and create—the Makerthon space will be available throughout the conference, even when mentors aren't present. Stop by when you have a free moment! Share your creations (#Makerthon #ConfCW) and encourage your friends to explore!

Thursday, October 19
11am-12noon

Jason Luther. *Mobile Self-Publishing Centers: Using Zines in Your Community*
Jason Luther and the Media Archaeology Lab. *Media Archaeology*

Friday, October 20
10am-11am

Don Unger. *Writing Networks for Social Justice: Making Zines as Scholarship in Writing, Rhetoric, and Literacy Studies.*
11am-12noon

Jen England, Lesley Graybeal, and Kristen Spickard. *Zines as Activism, Zines as Reflection*
11:30am-12:30pm

Adam Hubrig and Tina Le. *Guerilla Poetry: Democratic Discourse in Action*
12noon-1pm

Sarah Massey-Warren. *Walking and Place-making*
Sarah Moon. *Street theater: Embodying a Message*
1pm-2pm

Kelli Gill. *Food Constellations: A Collective Tapestry of Community and Connection*
Glenn Hutchison. *Petitions, Op-Eds, and Letters: Responding to Anti-Immigrant Policies*

Saturday, October 21
9am-10am

Nancy Bartley. *Raising the Dead: Hanging Story on the Skeleton of History*

10am-11am
Eric Shoemaker. *Zine as Poetic Justice*
Sean McCarthy. *Wallet Challenge*
11am-12noon
Sarah Stanley and Karissa Paschall. *Creating Constellations: Maps, Networks, and Community Composing*
Laurie Cella. *Making Poetry Together*
1pm-2pm
Seth Myers. *Material Reflections*

Wednesday, October 18

Overview

Highlander Center Pre-Conference Workshop (10:00am-4:00pm)
Kitteridge Hall Multipurpose Rooms C&D (registration is required)

Join Highlander Center for a dive into popular education, organizing, movement history, and current challenges and opportunities in this workshop. Highlander Center is a popular education center in Tennessee that has been a pivotal gathering place for labor, civil rights, environmental justice, education, immigrant rights, and youth organizing throughout its 85 year history. Started in 1932, in the depths of the Depression in rural Grundy County, Highlander has focused its work in the Southern and Appalachian United States, supporting leaders and groups to come together, share ideas and strategies at the center and return back to their communities to better organize to change their situation. Join Susan Williams and Esmeralda Baltazar from the Highlander Center Education Team for a participatory workshop exploring Highlander's history and methodologies. Participants will explore historical movements and share more about current organizing efforts in these challenging times for our education institutions, communities, and society.

Full-Conference Meet-and-Greet; registration opens (5:00pm-9:00pm)
Millennium Hotel Bar
Happy hour prices all night; cash bar.

Thursday, October 19

Overview

Registration (7:00am-5:00pm)   Aspen Room 289

Coffee (7:00am)   Ballroom Foyer
This coffee break is sponsored in part by CU Engage, the CU Women's and Gender Studies Department, and the CU Ethnic Studies Department.

Welcome (8:00-8:15)   Glenn Miller Ballroom
John-Michael Rivera, Director, Program for Writing and Rhetoric
David Meens, Director, CU Office of Outreach and Engagement

Chair's Address (8:15-8:30)   Glenn Miller Ballroom
Veronica House: "Community Writing In and As an Ecology"

Workshops (8:45-10:45)
6 concurrent sessions

Session A Concurrent Panels (11:00-12:15)
10 concurrent panels

Lunch and Keynote Address with Q&A (12:15-1:45)   Glenn Miller Ballroom
Introduction by Andrea Feldman and Tracy Ferrell, Program for Writing and Rhetoric
Keynote: Elaine Richardson (The Ohio State University)

DeepThink Tanks (2:00-4:00)
4 concurrent sessions

Networking Happy Hour+ (4:00-5:15)   East Ballroom
Appetizers provided. Cash bar.
(open only to paid registrants)

Performance   Glenn Miller Ballroom
(Doors at 5:00; Performance at 5:30-6:30; Q&A following the performance)
"The Prison Story Project: On the Row," with discussion facilitated by David Jolliffe

Workshops and Deep Think Tanks (8:45-10:45)

DTT1 DEEPTHINK TANK: Anti-Racism, Intersectionality, and Critical Literacies: A Teach-In and Work-In (Part One of Two-Day Event)	235

Facilitators:

> **Steven Alvarez** (St. John's University)
> **April Baker-Bell** (Michigan State University)
> **Carmen Kynard** (John Jay College of Criminal Justice)
> **Eric Darnell Pritchard** (University of Illinois, Urbana-Champaign)

W1 WORKSHOP: Mental Modeler: A Fuzzy Cognitive Mapping (FCM) Software Tool for Collecting and Standardizing Community Knowledge for Decision-Making	245

Facilitator:

> **Alison Singer** (Michigan State University)

W2 WORKSHOP: Cultivating Community College- University Relations across Writing Ecologies	West Ballroom

Facilitators:

> **Christie Toth** (University of Utah)
> **Andrea Malouf** (Salt Lake Community College; former director of Community Writing Center)
> **Jennifer Courtney** (Salt Lake Community College)
> **Cassie Goff** (University of Utah graduate)
> **Kelly Corbray** (Transfer Student Co-Researcher)
> **Nathan Lacy** (Transfer Student Co-Researcher)
> **Sandra Salazar-Hernandez** (Transfer Student Co-Researcher)
> **Claudia Sauz** (Transfer Student Co-Researcher)
> **Westin Porter** (University of Utah graduate)

Session A (11:00-12:15)

W3 WORKSHOP: Developing Networks through Writing Centers and Writing Across the Curriculum	Center Ballroom

Facilitators:

> **Allen Brizee** (Loyola University Maryland)
> **Tom Deans** (University of Connecticut)
> **Jaclyn Wels** (University of Alabama Birmingham)

W4 WORKSHOP : Place-Based Literacy Education in Rural Communities: Re-envisioning and Re-inventing Connections to Communities of Practice	425

Facilitators:

> **Cynthia Miecznikowski** (University of North Carolina at Pembroke)
> **Laura Staal** (University of North Carolina at Pembroke)

W5 WORKSHOP: From Syracuse to Syria: Grant Writing as Tool to Grow Community Projects	247

Facilitator:

> **Steve Parks** (Syracuse University)

Session A (11:00-12:15)

Session A Concurrent Panels (11:00 – 12:15)

A1. ROUNDTABLE: Writing Democracy: The Post-Trump Story Circle (limited to 20 participants)	245

Co-Facilitators:

> **Shannon Carter** (Texas A&M-Commerce)
> **Deborah Mutnick** (Long Island University Brooklyn)

A2. Writing in/as/for/about Community	382

Chair: Yvonne R. Teems (Hofstra University)

> **Yvonne R. Teems** (Hofstra University) : The Ecologies of Literacy Practices in a Grassroots Civic Organization
> **Gina Keplinger** (University of Nebraska-Lincoln) : The Poster Child of Louder Than a Bomb: How Badass Pedagogy Transforms Community Members into Community Leaders
> **Emily Rybarski** (Texas State University) : Intergenerational Contact: Writing For and About Our Elderly

A3. Community Organizing and Activism	384

Chair: Tim Lockridge (Miami University of Ohio)

> **Tim Lockridge** Miami University of Ohio) : DIY Locksmithing: Print Technologies and Hacker Advocacy
> **Ljiljana Coklin** (University of California Santa Barbara) : A Balancing Act: Discovering Individual Agency and Building Communities
> **Jasmine Villa** (University of Texas at El Paso) : Community Writing Using Twitter: Hashtags as a Network and Ecology
> **Kathryn Comer** (Portland State University) : Digital Activism Networks and Social Media Strategies: Building a #Blackfish Effect

Session A (11:00-12:15)

A4. College Readiness and Transitions   386

Chair: Carly Johnson Hess (The University of Central Florida)

Carly Johnson Hess (The University of Central Florida) : Thinking Beyond Grit: Student Support at a Community College Writing Center
Lucas Corcoran (The Graduate Center, CUNY) : 'Languaging 101': Local Language Ethnographies, Basic Writing, and the SEEK Program at John Jay College of Criminal Justice, CUNY
Terainer Brown (University of Colorado Colorado Springs) : College Transition Programs and Writing: A Missed Opportunity?

A5. Community Publishing and Mapping   247

Chair: Deanna Laurette, Wayne State University

Deanna Laurette (Wayne State University) : Communicating Disability on Social Media – Representing, Disclosing, Curating on Internet Support Boards
Allison Walker (High Point University) and **Cara Kozma** (High Point University): Sustaining Networks of Engagement in an Ecology of Empathy
Dawn Opel (Michigan State University) and **John Monberg** (Michigan State University) : Mapping the Network of the Clinical Trial: A Toolkit for Health Equity Activism
Autumn Laws (Michigan State University) : Illness Online: How Online Tagging Creates URL and IRL Communities

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A6. Moving From the Center: Connecting Writing Center Values in Community Partnerships   425

Chair: Bronwyn T. Williams (University of Louisville)

Bronwyn T. Williams (University of Louisville) : Growing Spaces for Community Writing in the Ecology of Universities: Pedagogical and Political Change
Jessica Newman (University of Louisville) : Listening and Conversation as Keys to Working with Individuals and Communities
Carrie Cole (University of Louisville) : Taking the Long View: Sustainability Working with Students and Community Partners
Chris Scheidler (University of Louisville) : Change and Compromise: Interrogating and Responding to Issues of Power

| A7. Writing as Ecology: How Writing Environments Shape Public Encounters | 235 |

Chair: Katherine Silvester (Indiana University Bloomington

> **Katherine Silvester** (Indiana University Bloomington)
> **Joan Linton** (Indiana University Bloomington)
> **Laura Clapper** (Indiana University Bloomington)

| A8. Positioning and Assessing Writing in the Contact Zone | 415 |

Chair: Morgan Read-Davidson (Chapman University)

> **Morgan Read-Davidson** (Chapman University) : Reconceiving the Community Writing Workshop as Complex System
> **Jan Osborn** (Chapman University) : At the Edge of Chaos
> **Lance Langdon** (Chapman University and University of California, Irvine) : The Business of Ethnography and the Ethnography of Business

| A9. Facing Change: A Collaborative Writing Model for Networking and Engaging Students, Faculty, and Institution with Community Voices | 417 |

Chair: Deborah Romero (University of Northern Colorado)

> **Patricia Jolly** (University of Northern Colorado)
> **Holly Zell** (University of Northern Colorado)
> **Tyler Bedell** (University of Northern Colorado)

Session A (11:00-12:15)

A10 Nothing is Apolitical : Writing, Art, and Resistance in Collaboration with Prisoners	West Ballroom

    Misty Saribal (University of Denver , WEBs of Support Co-Founder)
    Patrycja Humienik (University of Colorado-Denver, Dances for Solidarity-Denver)

LUNCH AND KEYNOTE ADDRESS: ELAINE RICHARDSON

"Our Literacies Matter: Reading and Writing the World Through the Lives of Black Women and Girls"
(12:15-1:45, Glenn Miller Ballroom)

This work grows out of an Afterschool Club, which I founded and directed, for Black girls at a predominantly Black middle school in Columbus, Ohio for five years, which focused upon a social literacies approach to critical transformative literacy development centered in the lives, literacies and rhetorical history of Black girls and women in the United States. This work seeks to engender literacy education for Black girls and women, through what might be called a Hiphop Feminist literacies approach. In my view, this is a necessary and important endeavor, inviting us to invest in girls' literacies for brave new worlds of critical collective consciousness and movement for social justice, as opposed to schooling them to literacy for compliance with larger systems of patriarchal domination, social stratification, and individualism. I strive to center the girls' stories, incorporating voices of their mothers, women in our communities, my own story, and the voices of scholars, to illuminate our aspirations, build problem solving skills, promote strong knowledge of self, and equip us with strategies to avoid raced and gendered societal pitfalls. I argue that these issues are central to a meaningful and empowered education while they are generally marginalized in today's classrooms across the country. The club provided space to examine what it is that girls (and women–myself included) learn about themselves and the world through interacting with and producing and or analyzing African American cultural arts, digital texts, news media, documentaries, music videos, viral videos, short literature pieces focused upon contemporary and historic Black women and girls, using this material to support our critical reading, thinking, and composing for social change by addressing social ills such as sexism, racism, social inequality, through various forms of creative expression. This work took up the most progressive ideas from community activists, culturally relevant educators, scholar activists, and critical teaching artists, who intermingle popular culture and the struggle for Black Lives for critical literacy education, community and coalition building, and social action.

DeepThink Tanks (2:00 – 4:00)

DTT2: DEEPTHINK TANK: Circulation and Ecologies	235

Facilitators*:*

Laurie Gries (University of Colorado Boulder)
Jenny Rice (University of Kentucky)
Nathaniel Rivers (Saint Louis University)
Kristen Seas Trader (University of Wisconsin-Whitewater)
Michele Simmons (Miami University)
John Tinnell (University of Colorado Denver)

DTT3: DEEPTHINK TANK: Feminisms, Activism, and Community Writing	West Ballroom

Facilitators:

Jenn Fishman (Chair Marquette University)
Heather Branstetter (Executive Director, Historic Wallace Preservation Society)
Erin Krampetz, (Board Member Watson University and Amani Institute)
Sagashus T. Levingston (Founder of Infamous Mothers
Tessa Zimmerman (Founder of ASSET Education)

DTT4: DEEPTHINK TANK: Environmental / Food Justice and Communication	247

Facilitators:

Kathryn Burleson (Conscious Alliance, Boulder, CO)
Laurie Grobman (Penn State University-Berks)
Justin Levy (Conscious Alliance, Boulder, CO)
Donnie Sackey (Wayne State University)
Stephanie Wade (Bates College)

DeepThink Tanks (2:00 – 4:00)

W6: WORKSHOP: Contemplative Practices for Community Work	245

Facilitators:

> **Stephanie Briggs** (Community College of Baltimore County)
> **Paula Mathieu** (Boston College)

Networking Happy Hour (4:00-5:15)   East Ballroom
(Appetizers will be provided. Cash bar.
Open to paid conference registrants only.)

PERFORMANCE AND DISCUSSION (5:30pm-6:45pm; Doors at 5:00)
Glenn Miller Ballroom
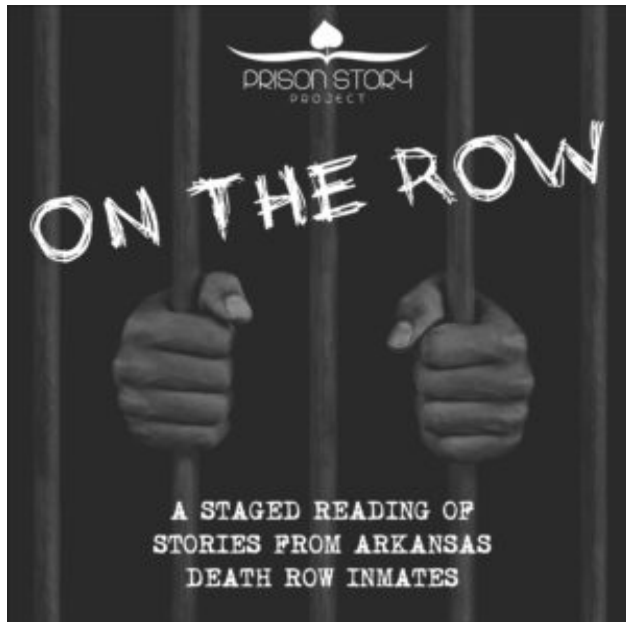
THE PRISON STORY PROJECT: ON THE ROW is a production of the Northwest Arkansas Prison Story Project, which since 2011 has been sending teams of writers into prisons, leading writing workshops with the inmates, and then developing readers' theatre scripts that are performed by professional actors both for the inmates who write the material and for public audiences. In the summer of 2016, the Prison Story Project undertook its most challenging initiative: eight inmates housed on Arkansas' Death Row met with Prison Story Project workshop leaders one Saturday a month from May through September to read and discuss imaginative literature and write in response to issues, themes, and problems raised by it. ON THE ROW, the 70-minute script generated by the initiative, was performed on Death Row for the writers and subsequently presented to large, enthusiastic public audiences in the weeks and months following the initial performance.

This event is generously sponsored by the Brown Chair in English Literacy at the University of Arkansas and by the CU Boulder Office for Outreach and Engagement.

Friday, October 20

Overview

Contemplative Practice (8:00-8:30)   UMC 457
Facilitated by Paula Mathieu and Stephanie Briggs

Coffee (7:45-8:45)   Ballroom Foyer
This break is sponsored in part by the University of Wyoming English Department.

Session B Concurrent Panels (8:45-10:00)
10 concurrent panels

Session C Concurrent Panels (10:15-11:30)
10 concurrent panels

Lunch on your own (11:30-1:00)

Session D Concurrent Panels (1:00-2:15)
10 concurrent panels

Workshops and DeepThink Tanks (2:30-4:30)

Networking Coffee and Snack Break (4:30-5:00)   East Ballroom

Performance (5:15-6:30) Q&A, book and CD signing follow performance; Doors at 5:00 Elaine
Richardson's one-woman show, "PHD to Ph.D.: How Education Saved My Life"
Introduction of 3 partners: YWCA's "Reading to End Racism," Attention Homes, and Safehouse
Progressive Alliance for Nonviolence (SPAN)

Session B (8:45-10:00)

Session B Concurrent Panels (8:45 – 10:00)

B1. Intergenerational Dialogue Across Difference	247

Chair: Sarah Massey-Warren (University of Colorado Boulder)

Cassandra Ellis (University of Alabama at Birmingham) : Ecology Through Technology with Cyber Seniors: Fostering Intergenerational Communication and Community
Joyce Meier (Michigan State University) : Global Ecologies as Framework: A Community Project Involving International College Students and U.S. Third Graders"
Sarah Massey-Warren (University of Colorado Boulder) , **Jack Williamson** (Community Member Director/Coordinator), and **Frank Kogen**, (University of Colorado) : Developing Dialogical Edges for Intergenerational Communication

B2. Community Writing and Policing in City, Campus, and Classroom	235

Chair: Ben Kuebrich (West Chester University)

Ben Kuebrich (West Chester University) : Community Literacy Can't Deal With the Cop
Vani Kannan (Syracuse University): Policing the Campus Community
Yanira Rodriguez (Syracuse University) : The Courage to Teach in These Times: On Classroom Narratives and the Policing of Pedagogies

B3. Theories of Sound, Space, and the Post Human	245

Chair: Erin Brock Carlson (Purdue University)

Mary Hocks (Georgia State University) :Sonic Ecologies as a Path for Activism
Erin Brock Carlson (Purdue University) : Towards an Ecologically-Attuned Theory of Community Engagement
Summer Dickinson (Indiana University of Pennsylvania): A Study of the Spatial-Rhetorical Function of *objects of protest* in Public Writing Within the Collective Activism Surrounding Sacred Stone Protest Networks
McKinley Green (The University of Minnesota –Twin Cities): Toward a Praxis of Listening: Rhetorical Listening as Public Engagement in First-Year Composition

Session B (8:45-10:00)

| B4. Creating Sustainable Service Learning: Navigating Institutional and Community Accountability | 382 |

Chair: Jonathan Isaac

Julia Garrett (University of Wisconsin-Madison) : Schools of Hope: Cooperative Tensions for Addressing the Literacy Achievement Gap
Kassia Krzus-Shaw (University of Wisconsin-Madison) : When Resources Work Against You : Merging Two-Year and Four-Year College Service Learning Conversations
Jonathan Isaac (University of Wisconsin-Madison) : Peaceful Transfer of Instruction: Turning a Pilot Course into a Sustained Partnership

| B5. Eco-Pedagogy and Eco-Literacy | 384 |

Chair: Lonni Pearce (University of Colorado Boulder)

Rebecca Dickson (University of Colorado Boulder) : Fighting for a Better Future: Local Activism and Fake News
Christina J.G. Lane (Oklahoma State University) : Ecological Community Literacy through Nature Notebooks
Lonni Pearce (University of Colorado Boulder) : Teaching Representations of Science in Mainstream Media: Four Key Questions
Ginger Knowlton (University of Colorado Boulder) : A Symbiosis: Ecocomposition and Emotional Aptitude

| B6. Zines as Intervention | 386 |

Chair: Jen England (Hamline University)

Jen England (Hamline University): Writing in Uncertain Times: Zines as Community Building
Kristen Spickard (University of Central Arkansas): The CitiZine Project: Self-Publishing as Political Action
Lesley Graybeal (University of Central Arkansas) :The CitiZine Project: Self-Publishing as Political Action

Session B (8:45-10:00)

B7. Mobilizing Partnership Networks	417

Chair: Petger Schaberg (University of Colorado Boulder)

Angela Sowa (University of Denver) and **Sarah Hart Micke** (University of Denver): Betwixt and Between Communities: Co-Curricular Community Engagement and Its Discontents
Petger Schaberg (University of Colorado Boulder) : Not All Stakeholders are Created Equal!: Stakeholder Theory for Successful Outcomes
Alexis F. Piper (Lakeland University) : Sometimes I Feel Like Those Professors are Speaking Freaky Deaky Dutch : How Code Switching Can Build Community Networks Outside the Academy
Daniel Singer (University of Denver) : 'If Only I Could Do More': Ambition, Effective Altruism, and Iterability in Community-Engaged Writing

B8. Feminist Connections and Outreach: Building Networks for Women and Girls	Center Ballroom

Chair: Jennifer Bay, Purdue University

Becca Hayes (University of Missouri-Columbia) : "We're a Very Connected Community, Very, Very Interconnected": Engaging Lesbian Community Through Rhetorics of Gathering
Carrie Grant (Purdue University) : From Community Outreach to For-Profit Tech Camps: Technofeminist Interventions into Girls' Digital Literacies
Wendy Vergoz (Marian University) : Life in These Bones: A Community/University Partnership in a 21st Century Women's Writing Workshop
Jennifer Bay (Purdue University) : Women Mentoring Women: Rhetorical Networks Across Institutional and Community Settings

B9. Cross-Cultural Dialogues	West Ballroom

Chair: Tamera Marko (Emerson College)

Tamera Marko (Emerson College) , **Ryan Catalani** (MobilityMovilidad.Org),
Mario Ernesto Osorio (Emerson College), **Ramiro Soto** (Emerson College) : Proycto Carrito: Our Translingual Pro-immigrant Writing Collective Moves Nationwide
(40 minute slot)
Andrea Feldman (University of Colorado Boulder) and **Pilar Prostko** (University of Colorado Boulder): Fostering Inclusive Communities Through Dialogue
(20 minute slot)

Session B (8:45-10:00)

| B10. DISCUSSION with Eli Goldblatt: Community Writing in a Time of Violence | 425 |

What role does writing play in responding to fears and disillusionment that can emerge after being inundated with reports of mass violence? How can we help communities that feel shaken by violence on the streets or violent images projected on to them by others? How can people respond through writing to disturbing scenes they see either in the media or in their daily lives? How should literacy leaders respond to the cheapening of public discourse and attacks on verifiable reporting? This session brings together people concerned about the effects of the near-daily reports of mass violence, threats against women and minority communities, public insult exchanges, and social polarization. No speaker can tell us how to proceed; we will write, read, and talk together, sharing responses that support both communities and individuals in moments of distress.

Session C (10:15-11:30)

Session C Concurrent Panels (10:15 – 11:30)

C1. ROUNDTABLE: Learning Together: Gathering Resources for Feminist Community Writing	Center Ballroom

Co-chairs: Jenn Fishman Marquette University) and Megan Faver Hartline (Trinity College)

    Jenn Fishman (Marquette University)
    Megan Faver Hartline (Trinity College)
    Ruth Cary (Widener University)
    Muthoni Mahachi (Hofstra University)
    Yvonne R. Teems (Hofstra University)
    Jayne Thompson (Widener University)

C2. Race, History, Place	West Ballroom

Chair: April O'Brien, Clemson University

    April O'Brien (Clemson University) : Bleeding Borders: How Difference is Constructed Through Material Spaces
    Michael Dimmick (University of Houston Downtown) : *The Green Book*: Increased Mobility, Community Writing, and African American Rhetorics of Citizenship
    Rachel C. Jackson (University of Oklahoma) : Decolonizing Community Writing: Story, Transrhetorical Resistance, and Indigenous Cultural Literacy Activism
    Tamara Butler (Michigan State University) : BlackGirlPraxis: Writing to Heal, Transform, and Connect

C3. Beyond Reciprocity: Toward a Model for Assessing Institutional Impact	417

Chair: Naomi Clark (Loras College)

    Naomi Clark (Loras College)
    Maggie Baker (Loras College
    Beth McGorry (St. Mark's Youth Enrichment)
    Justin Ellis (Iowa Campus Compact)

Session C (10:15-11:30)

| C4. Grapevining at the CCW: Making Our Own Stories in a Live Story-Creating Event | 245 |

Story Facilitators:

Nichole Lariscy (University of Alabama Birmingham)
Cynthia Mwenja (University of Alabama Birmingham)

| C5. Riding a Wave of High Impact Community Engagement Practices: An Institutional Story | 386 |

Chair: Melanie Burdick (Washburn University)

Dennis Etzel Jr. (Washburn University) **:** A View of the Pool: Defining HICEPS
Melanie Burdick (Washburn University): Swimming Lessons: Models for Professional Development
Jennifer Pacioianu (Washburn University): Dipping a Toe in the Water: HICEPS in Process
Mary Sheldon (Washburn University): Diving Right In: A Second Time Around

| C6. Prisons, Cops, and Technology as Activism | 384 |

Chair: Michael Knievel, University of Wyoming

Rachel Lewis (Northeastern University) : Queer Connections: Defining Community Writing in the Age of Mass Incarceration
Wendy Hinshaw (Florida Atlantic University) : *Why I Write*: Advocacy from the Inside Out
Michael Knievel (University of Wyoming) : Copwatching and Community "Writing": Remediating, Circulating, Participating

Session C (10:15-11:30)

C7. Centering Community Knowledges in Engagement Partnerships: From Joint Advisory Boards in Program Administration to Local Publics in the Classroom	425

Chair: Eli Goldblatt (Temple University)

>**Rachael Wendler Shah** (University of Nebraska—Lincoln) : Building a Joint Advisory Board: A Rationale for Situated Joint Sponsorship
>**Brad Jacobson** (University of Arizona) : Building a Joint Advisory Board: Expanding Networks of Practice
>**Adam Hubrig** (Univrsity of Nebraska—Lincoln) : Scaffolding Student-Composed Local Public

C8. Food and (Digital) Communities	382

Chair: Eric Sepenoski (Northeastern University)

>**Eric Sepenoski** (Northeastern University) : The Farmer Writes: Creating and Sustaining Community-Sponsored Agriculture through Digital Composition
>**Kelli Gill** (Michigan State University) : How to (News)feed a Crowd: Collaboration and Transformation in Digital Food Communities
>**Sarah Moon** University of Connecticut) : Lassoing Many Moons: Discursive Ecology Work in a Food-Centered Community Writing Project
>**Michael Pennell** University of Kentucky) : Addressing the Networks of Hunger on College Campuses

C9. Online Community Writing Projects: Building Global Networks to Support Local Action	247

Chair: Lisa Dush (DePaul University)

>**Lisa Dush** (DePaul University)
>**Travis Rejman** (Goldin Institute)
>**Delasha Long** (DePaul University)

Session C (10:15-11:30)

C10. ROUNDTABLE: The Arts of Discernment in Assessing (and Participating in) Embodied Protest	235

Co-facilitators:

    Nancy Welch (University of Vermont)
    Tony Scott (Syracuse University)

Lunch on your own (11:30-1:00)

Session D (1:00 – 2:15)

Session D Concurrent Panels (1:00 – 2:15)

D1. ROUNDTABLE: *Decolonizing Rhetoric and Composition Studies: New Latinx Keywords for Theory and Pedagogy* Author Discussion	235

Co-chairs: Iris Ruiz, University of California Merced, and Raúl Sanchez, University of Florida

      Steven Alvarez (St. John's University)
      Marcos Del Hierro (University of New Hampshire)
      Iris Ruiz (University of California Merced)
      Raúl Sanchez (University of Florida)
      Candace Zepeda (Our Lady of the Lake University)
      José Cortez (University of Arizona)

D2. Tracing the Untraceable: Exploring Circulation's Invisible Effects on Communities	247

Chair: John Silvestro (Slippery Rock University)

      John Silvestro (Slippery Rock University) : Envisioning Circulation
      Jonathan Bradshaw (Western Carolina University) : Slow Circulation and Community Advocacy
      Kellie Sharp-Hoskins (New Mexico State University) : (In)Visible Debts and Communities at Risk
      Chris Mays (University of Nevada, Reno) : Tracking the Circulation of Rhetorical Commonplaces

D3. ROUNDTABLE: Community Writing as Cultural Entrepreneurship: Are We Ready for Critical-Entrepreneurial Rhetorics?	West Ballroom

Chair: Paul Feigenbaum (Florida International University)

      Paul Feigenbaum (Florida International University)
      Ben Lauren (Michigan State University)
      Danielle Nicole DeVoss (Michigan State University)

Session D (1:00 – 2:15)

D4. Studying Place Across Difference	245

Chair: Rosanne Carlo, College of Staten Island (CUNY)

Julie O'Connell, and **Melissa MacAlpin** (Felician University) : Ten Years After Katrina: The Flooded Physical and Rhetorical Ecosystems of New Orleans
Jennifer Maloy (Queensborough Community College) and **Nancy Pine** (Columbus State Community College, Delaware Campus) : The History of Now: Recovering and Exchanging Oral Histories Across Regions
Rosanne Carlo (College of Staten Island (CUNY)) : Gentrifying New York City: Place-Based Curriculum as Community Writing at CUNY
Jessica Pisano (University of North Carolina, Asheville) and **Patrick Bahls** (UNCA) : Uncovering Local Ecologies: Writing to Explore in Linked First-Year Courses

D5. Mobilizing Community Conversations	Center Ballroom

Chair: Carol Spaulding-Kruse (Drake University)

Erec Smith (York College of Pennsylvania) : Building Bridges: The Efficacy of Community Radio in Civic Engagement
Scott Chiu and **Ariana Nelson** (California Lutheran University) : Community Literacy Initiatives that Explore Margins and Map the Writing Ecology Around a Small Private University
Carol Spaulding-Kruse (Drake University) : Find Out for Yourself: Community Publishing and (the Pedagogy of) Post-Composition

D6. Assessing Consequences for Our Community Partner: Results from a Study of Writing for Change	382

Chair: Heather Lindenman (Elon University)

Justin Lohr (University of Maryland, College Park) : "I learned that I do have a voice": Consequences of a Community Literacy Partnership
Heather Lindenman (Elon University) : Academic-wise…not really : Reconsidering the "Writing" of Writing for Change
Carly Finkelstein (Northwestern High School) : "Bridging Academic and Activist Literacies": Helping Students Forge Connections

Session D (1:00 – 2:15)

D7. Creating Spaces for Change	384

Chair: Juliette Kitchens (Nova Southeastern University)

Karina Lozano (Nova Southeastern University), **Juliette Kitchens**, (Nova Southeastern University), and **Kelly Concannon** (Nova Southeastern University) : Collaboration and Contention: Reflections on Building a Literacy Center (30-minute presentation)
Kristen Kaschock (Drexel University) and **Rachel Wenrick** (Drexel University) : Writers Room: Nudging Systems Towards Transformation (30-minute presentation)

D8. A Community Writing Center's Role in Catalyzing Community Engagement and Understanding	386

Chair: Collett Litchard (Salt Lake Community College Community Writing Center)

Collett Litchard (Salt Lake Community College Community Writing Center) , and **Melissa Helquist** (Salt Lake Community College Community Writing Center) : Employing Usability Testing to Increase Community Engagement (30-min presentation)
Alice Lopez (University of Utah) , and **Justice Morath** (Salt Lake Community College Community Writing Center) : You Won't Believe What's In This Talk! Writing For Change in New Rhetorical Landscapes (30-minute presentation)

D9. Migrations: Toward an Interdisciplinary Ecology	417

Chair: Shanyn Fiske (Rutgers University, Camden)

Shanyn Fiske (Rutgers University, Camden)
Kaja Brix (University of Alaska, Fairbanks
Leslie Rapparlie (University of Colorado, Colorado Springs)
Jessica Isaac (Books@Work)

Session D (1:00 – 2:15)

D10. Developing Critical, Reflexive Teacher-Scholar Stances That Resist Power in Past, Present, and Future Community Work	425

Chair: Sara P. Alvarez (Queens College, CUNY)

> **Sara P. Alvarez** (Queens College, CUNY) and **Michelle Day** (University of Louisville) : Trauma-Informed Culturally Sustaining Pedagogy: Working With Rising Sixth Grade Black and Latina Girls and Their Communities of Struggle
> **Megen Farrow Boyett** (University of Louisville) : Public Rhetorics and Literacy Practices of Refugee Mothers
> **Sabrina Sideris** (INVST Community Studies, University of Colorado Boulder) : Power-With in the Midst of Institutional Life: Resisting Power WITHIN Our Higher Ed Institution

Workshops and DeepThink Tanks (2:30-4:30)

DTT1: DEEPTHINK TANK: Anti-Racism, Intersectionality, and Critical Literacies: A Teach-In and Work-In (Part Two of Two-Day Event)	235

Facilitators:

>**Steven Alvarez** (St. John's University)
>**April Baker-Bell** (Michigan State University)
>**Carmen Kynard** (John Jay College of Criminal Justice)
>**Eric Darnell Pritchard** (University of Illinois, Urbana-Champaign)

W7 WORKSHOP: Leading Creative Writing Workshops for Social Justice	245

Facilitators:

>**Rose Gorman** (NY Writers Coalition / The Tuxedo Project, Marygrove College)
>**Aaron Zimmerman** (NY Writers Coalition)

EDITORS' ROUNDTABLE & DISCUSSION	West Ballroom

Facilitators:

>**Katie Comer** and **Kelly Bradbury** (*Harlot*)
>**Paul Feigenbaum** and **John Warnock** (*Community Literacy Journal*)
>**Laurie Gries** (*enculturation*)
>**Tara Lockhart** and **Juli Parrish** (*Literacy in Composition Studies*)
>**Deborah Mutnick** and **Laurie Grobman** (*Reflections*)
>**Steve Parks** (Studies in Writing and Rhetoric, NCTE)
>**Jessica Shumake** and **Saul Hernandez**, *Community Literacy Journal* (Book Review and Keyword Essay Editors)

Workshops and DeepThink Tanks (2:30-4:30)

| W8   WORKSHOP: Blues You Can Use: Protest Songwriting Workshop | 247 |

Facilitators:

> **Brian Laidlaw** (University of Denver)

| W9   WORKSHOP: Microaffiliation: Countering Microaggressions across Campus and Community Spaces | 425 |

Facilitators:

> **Rasha Diab** (The University of Texas at Austin)
> **Beth Godbee** (Marquette University)

| W10   WORKSHOP: Exploring, Curating, and Creating: Using Digital Rhetorical Tools for Archival Work | 417 |

Facilitators:

> **Michael Neal** (Florida State University)
> **Courtney Rivard** (University of North Carolina, Chapel Hill)
> **Tarez Samra Graban** (Florida State University)

Networking Coffee and Snack Break (4:30-5:00)

PERFORMANCE: "PHD to Ph.D.: How Education Saved My Life"
Elaine Richardson's One-woman Show, Q&A, book and CD signing follow performance (Glenn Miller Ballroom, 5:15-6:30; Doors at 5:00)
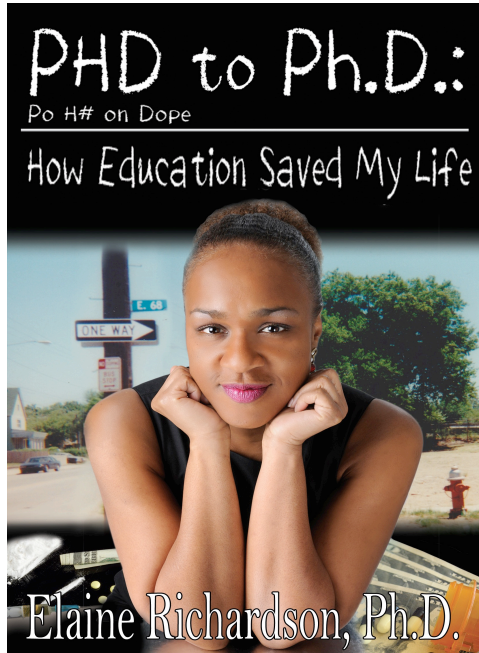
Addicted to drugs, abusive controlling pimps, the streets, short stints in jail, the cycle of death that was her life, and on top of that, pregnant AGAIN. It was the end. The only way out was death or prison, but that wasn't her fate. Instead, she went to school… and never stopped. On her journey, she became empowered with knowledge of her culture and history. Today, Dr. Elaine Richardson shares her story of sexual exploitation and other forms of bondage to bring awareness to the plight of those entrapped in urban domestic human trafficking, and to promote healing and empowerment through education.

Saturday, October 21

Overview

Coffee (8:00-8:30)   Ballroom Foyer

This coffee break is sponsored by the Colorado State University English Department.

Session E Concurrent Panels (8:30-9:45)

10 concurrent panels

Session F Concurrent Panels (10:00-11:15)

10 concurrent panels

Awards Lunch and Keynote Address (11:15-12:45)

Keynote Address: Ellen Cushman

"Place and Relationships in Community Writing"

Award for Outstanding College/Community Project in Community Writing (presented by Allen Brizee)

Award for Outstanding Book in Community Writing (presented by Beverly Moss)

Award for Distinguished Engaged Scholar in Community Writing (presented by Eli Goldblatt)

Session G Concurrent Panels (1:00-2:15)

10 concurrent panels

Session H Concurrent Panels (2:30-3:45)

10 concurrent panels

Coffee and Snack Break (3:45-4:00)

"Why We Strive": Full Conference Reflective Discussion and Action Steps through IMPROV PERFORMANCE

(4:00-5:30)

Facilitated by Playback Theater West   Glenn Miller Ballroom

Session E (8:30 – 9:45)

Session E Concurrent Panels (8:30 -9:45)

E1. Resilient, Community Engaged, and at Maximum Capacity: Doing More With a Network	415

Chair: Sarah Stanley (University of Alaska Fairbanks)

Suzanne Bishop (University of Alaska Fairbanks)
Chanelle Fournier (University of Alaska Fairbanks)
Jennifer Tilbury (University of Alaska Fairbanks)
Kendell Newman Sadiik (University of Alaska Fairbanks)
Jody Hassel (Blossom House)
Sarah Stanley (University of Alaska Fairbanks)

E2. Civic Engagement and Composition: Inquiry around Freedom, History, & Politics in our Current Democracy	417

Chair: Michelle Baptiste (University of California, Berkeley)

Amy Jamgochian (Prison University Project, San Quentin State Prison) : Practices of Enfranchisement: Lessons from the Prison University Project at San Quentin State Prison
Grace Morizawa (Education Coordinator, National Japanese American Historical Society, In collaboration with: Bay Area Writing Project & the National Park Service) : From Tule Lake to the Classroom: What Is Loyalty in a Japanese American Concentration Camp?
Michelle Baptiste (University of California, Berkeley) : Engaging in Democracy: Political Discourse Analysis in a University Classroom

E3. Drawing from History to Engage in the Present	West Ballroom

Chair: Alice Horning (Oakland University)

Phyllis Mentzell Ryder (The George Washington University) : #Black Lives Matter, Civil Disobedience, and the Networked Protest Model
Connie Snyder Mick (University of Notre Dame) : A Community Writing Approach to Wicked Problems: Lessons from Poverty Studies
Alice Horning (Oakland University) : Community-Based Literacy Then and Now: Lessons from the Past

Session E (8:30 – 9:45)

E4. Ethics, Narrative, and Ethnographic Research Methods in Community-Based, Online Health Research	245

Chair: Lori Beth De Hertogh (James Madison University)

    Lori Beth De Hertogh (James Madison University) : Feminist Digital Research Methodology for Rhetoricians of Health and Medicine
    Lindsey Macdonald (Purdue University) : Cyber-Ethnographic Research Methods for Online Health Research
    Katrina Hinson (Tarleton State University) : Networked Narratives: Illness Related Facebook Support Groups

E5. Community Writing Centers	235

Chair: Philip Bode (North Dakota State University)

    Philip Bode (North Dakota State University) : 'The World at Large': Expanding Writing Centers into Marginalized Community Spaces
    Chessie Alberti (Oregon State University) : Doing It in Public: Community Writing Centers as Empowering Publics
    Mark Latta (Marian University) Critical Collaborations: Advocacy and Public Literacies in Imagining a Community Writing Center
    Helen Raica-Klotz and **Chris Giroux** (Saginaw Valley State University) : Locally Grown, Locally Produced: The Farmers' Market Model of a Community Writing Center

E6. ROUNDTABLE: Expanding Literacy Networks and Ecologies through a Community Press	384

Chair: Christopher Wilkey (Northern Kentucky University)

    Christopher Wilkey (Northern Kentucky University)
    Brian Bailie (University of Cincinnati, Blue Ash College)
    Alice Skirtz (Greater Cincinnati Homeless Coalition)
    Jennifer Arens (Peaslee Neighborhood Center)

Session E (8:30 – 9:45)

| E7. Students Involved in Sustaining Their Arkansas (SISTA): Collaborative Writing to Revitalize Economically Struggling Communities | 382 |

Chair: David Jolliffe, University of Arkansas

      David Jolliffe (University of Arkansas) : SISTA: An Antidote to Excessive Nostalgia in a Community Writing Project
      Julia Paganelli-Marin (University of Arkansas) : SISTA as a Bridge from Community to Academic Writing
      Jonathan Green (University of Arkansas) : The Tricky Business of Sustainable Funding in a Community Writing Project

| E8. Access to/through Writing | Center Ballroom |

Chair: Glenn Hutchinson, Florida International University

      Glenn Hutchinson (Florida International University) : Networks of Action: Undocumented Students and the Writing Classroom
      Isabel Baca (University of Texas at El Paso) : Leveraging Linguistic Networks to Promote Community Action on the Borderlands
      Alyssa Cavazos, **Norma D. Dibrell**, and **Judith N. Ramirez** (The University of Texas-Rio Grande Valley) : Exploring Linguistic Access in a Border Community: Experiences of Faculty, Students, and Community Stakeholders

| E9. Constructing Digital and Material Networks in Community-Based Composition Studies | 247 |

Chair: Robin Wharton (Georgia State University)

      Robin Wharton (Georgia State University) : Place-Based Pedagogy: Locating Composition Within the Atlanta Studies Network
      Ashley J. Holmes (Georgia State University) : Place-Based Mobile Composition: Grounding Digital Writing in Local Community
      Jessica Estep (Georgia Gwinnett College) : Expanding Community Ecosystems by Examining the Material Space of the Street

| E10.   Meeting of the *Community Literacy Journal* staff | 425 |

Session F (10:00 – 11:15)

Session F Concurrent Panels (10:00 – 11:15)

F1. Mapping the Entanglements of Community Spaces	245

Chair: Cynthia Fields (Augusta University)

Kristen Seas Trader (University of Wisconsin-Whitewater) : Rhetorical Contagion and the Mimetic Entanglements of Community
Cynthia Fields (Augusta University) : Re-writing Spaces for Social Action: The Limits of Ecology and the Affordances of Spatial Justice
Nicole C. Cunningham-Frisbey (University of New Hampshire) : Mapping Thirdspace Writing in Communities

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F2. Life Sentences: Citizenship and Composition in Liminal Ecologies	382

Chair: Emily Artiano (University of Southern California)

Emily Artiano (University of Southern California) : Writing in the Expansive Ecology of Dehumanization
Ben Pack (University of Southern California) : Talking on Transition: Pedagogical and Personal Shifts in the Workshop Over Time
John Murray (University of Southern California) : Memoir as a Tool for Negotiating Conflicting Identities
Stephanie Bower (University of Southern California) : Sitting on the Porch or at the Table: Complicity and Resistance in the Writing Workshop

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F3. ROUNDTABLE: Service-Learning, Civic Engagement, and Black Subjectivities: The Literacy Narratives of Black Columbus	235

Chair: Sara Wilder (University of Maryland, College Park)

Beverly J. Moss (The Ohio State University)
Sherita V. Roundtree (The Ohio State University
Gavin P. Johnson (The Ohio State University)
Michael Blancato (The Ohio State University)
Sara Wilder (University of Maryland, College Park)

Session F (10:00 – 11:15)

F4. Engaging Students Through Ethical Inquiry	384

Chair: Teri Crisp (University of California Berkeley)

Teri Crisp (University of California Berkeley) : Ecological Ethics: Sources of Inspiration
Michelle Baptiste University of California Berkeley) : Education in Action: Environmental Field Studies
Donnett Flash (University of California Berkeley) : Ordinary Conversations as Site for Analyzing Ethics

F5. Digital Circulation and Community Writing: Expert, Novice, and WPA Network Theory	247

Chair: James Donelan (University of California Santa Barbara)

James Donelan (University of California Santa Barbara)
Kathy Patterson (University of California Santa Barbara)

F6. Fostering Ecological Relationships: A Rhizomatic Snapshot of Local Language, Literacy, and Writing Needs at Cal State Los Angeles	386

Chair: Kathryn Perry (California State University Los Angeles)

Kathryn Perry (California State University Los Angeles)
Aaron Sonnenschein (California State University Los Angeles)
Nora Cisneros (California State University Los Angeles)

Session F (10:00 – 11:15)

F7. Community Literacy in the Age of Big Data: An Advocacy Strategy	West Ballroom

Chair: Linda Adler-Kassner (University of California Santa Barbara)

Linda Adler-Kassner (University of California Santa Barbara)
Heidi Estrem (Boise State University)
Dawn Shepherd (Boise State University)
Susan Miller-Cochran (University of Arizona)

F8. Challenges and Opportunities: Crafting Infrastructures for University and Public Work	415

Chair: Lara Smith-Sitton (Kennesaw State University)

Don Unger (St. Edward's University) : Building University Infrastructure for Service and Engagement throughNetwork* Writing
Christina Santana (Worcester State University) : For Us, Them, and Our Students: Growing an Interdisciplinary Ecology through a Writing Liaison Program
Lara Smith-Sitton (Kennesaw State University) : Programmatic Concerns: Identifying Partners and Creating Infrastructures for Community-Based Projects
Megan Faver Hartline (Trinity College) : Developing Transdisciplinary Networks for Community-Engaged Research

F9. Show Some Skin: Live, Remixed, and Flexible Rhetorics for Social Change	417

Chair: Cecilia Lucero (University of Notre Dame)

Nicole MacLaughlin (University of Notre Dame)
Cecilia Lucero (University of Notre Dame)
Patrick Clauss (University of Notre Dame)

Session F (10:00 – 11:15)

F10. Technical, Science, and Business Communication	425

Chair: Seán McCarthy (James Madison University)

Seán McCarthy (James Madison University) : Blurred Lines: Community Writing and Its Relation to Social Innovation in Higher Education

Lenny Grant (Syracuse University) and **Cassandra Hockman** (Virginia Tech) : The Teacher-Student-Practitioner Network: Authentic Learning in an Intra-Institutional Science Writing Collaboration

Seth Myers (University of Colorado Boulder) : Hacking community : Social Science Methodology Applied in Digital Communities

AWARDS LUNCH and KEYNOTE ADDRESS (11:15-12:45)

Keynote: Ellen Cushman

"Place and Relationships in Community Writing"

The Cherokee word for school, ᏗᏕᎶᏆᏍᏗ (dideloquasdi), roughly translates to 'the place where they learn.' It illustrates two concepts key to the learning that unfolds in community writing projects: place and relationships. In this address, I'll draw on a number of Cherokee precepts that help us understand how place and relationships factor centrally into community writing projects. Community writing as a discipline pays particularly close attention to relationships and place, or networks and ecologies, in efforts designed to help communities and students write themselves together. Where we learn together, I'll argue, we create peoplehood and perseverance.

Award for Outstanding College/Community Project in Community Writing (presented by Allen Brizee)
Award for Outstanding Book in Community Writing (presented by Beverly Moss)
Award for Distinguished Engaged Scholar in Community Writing (presented by Eli Goldblatt)

Session G (1:00-2:15)

Session G Concurrent Panels (1:00-2:15)

G1. The Idea of a Writer's House: Realizing Civic Engagement on Cooper Street in Camden	382

Chair: Bill FitzGerald (Rutgers University—Camden)

    Bill FitzGerald (Rutgers University—Camden)
    Leah Falk (Rutgers University—Camden)

G2. Ecologies of the Borderlands Studies Digital Archive Project: Using Digital Humanities to "Write" Histories with Greater Complexity	247

Chair: Regina McManigell Grijalva (Oklahoma City University)

    Regina McManigell Grijalva (Oklahoma City University)
    Mark Griffin (Oklahoma City University)
    Joy Pendley (University of Oklahoma)

G3. Politics, "Truth," and Assessments Emerging in Service-Learning Composition Courses	384

Chair: Tara Lockhart (San Francisco State University)

    Anita Cabrera (San Francisco State University) : The Space and Place of Now: Community Writing in a Sanctuary City
    Jerome Schwab (San Francisco State University) : Birth of a Notion: Politics are Personal
    Amy Latham (San Francisco State University) : An Ecology of "Alternative Facts"; Teaching Truth in an Age of Misinformation
    Emma Rogers (San Francisco State University) and **Tara Lockhart** (San Francisco State University) : Ecological Assignments: Using Student Feedback to Prompt Change

Session G (1:00-2:15)

G4. Sustaining Performative Interventions in Academic Labor: Theory, Institution, Activism	West Ballroom

Chair: Sarah Austin (United States Air Force Academy Prep School)

> **Sue Doe** (Colorado State University) : Updating Campus Activism for Broad Purposes
> **Sarah Austin** (United States Air Force Academy Prep School) : Adjunct Activism – Enacting Tangible Changes in Curricula, Campus Activities and Human Resources
> **Vani Kannan** (Syracuse University) : Academic Labor as Embodied Performance: Popular Theater as a Coalitional Pedagogy

G5. ROUNDTABLE: Self-Publication and Community Writing	235

Chair: Steve Parks (Syracuse University)

> **Eli Goldblatt** (Temple University) The Legacy of Hal Adams: *Journal of Ordinary Thought* and *Real Connections*
> **Tobi Jacobi** (Colorado State University) and **Mary Ellen Sanger** (Colorado State University) : SpeakOut! Writers on Self-Publication: Reflections from Community Writing
> **Michelle Curry** (Colorado State University) : Dignifying Quieted Voices: The Role of Self-Publication in Community Writing
> **Paula Mathieu** (Boston College) : The Question of Sustainability and Self-Publishing: Street Papers and the Challenge of the Long Haul
> **Steve Parks** (Syracuse University) : Learning from the Past: The Federation of Worker Writers and Community Publishers Archive

G6. Environmental Communication and Social Action	245

Chair: Daniel Wuebben, University of Nebraska Omaha

> **Alison Singer** (Michigan State University) : Translating Community Narratives into Semi-Quantitative Models to Understand the Dynamics of Socio-environmental Crises
> **Daniel Wuebben** (University of Nebraska Omaha) : Writing to Reroute Power Lines, or, "You Think Rhetoric's Gonna Keep That Crap Off My Land?"
> **Analisa Skeen** (Michigan State University) : Wilderness Regulations and Decolonial Possibility in the National Park Service
> **Cassandra Hockman** (Virginia Tech) : 'Science gave me voice': Citizen Scientists, Writing, and Community in the Virginia Tech-Flint, Michigan Collaboration

Session G (1:00-2:15)

G7. Food Literacies	386

Chair: Steven Alvarez (St. John's University)

Steven Alvarez (St. John's University) : Taco Literacies: Mexican Foodways Writing in the Bluegrass

Constance Gordon (University of Colorado Boulder): Community Food Justice: Re-Defining Food 'Deserts' from the Ground Up

Molly Kugel-Merkner (University of Denver) : Emily Dickinson's Botanical Legacy, Community Gardens, and Poetic Pedagogy

Tara E. Friedman (Widener University), and **Patricia M. Dyer** (Widener University) : Generating Powerful Voices: 'Farming' Local Change and Sustainability Through Writing

G8 Poetry Outreach for Veterans, Prisoners, and Students: Creating a Responsive Flow Infrastructure from the Inside Out	415

Chair: Laurie Cella (Shippensburg University)

Laurie Cella (Shippensburg University)
Nicole Santalucia (Shippensburg University)
Abby Murray (University of Washington)

G9. Networked Literacy	417

Chair: Jennifer M. Cunningham (Kent State University at Stark)

Sarah Puett (University of Minnesota, Twin Cities) : Counterpublic Community Literacy: A Look at Local Resistance.

Joe Concannon (The University of Washington Seattle) : Šəqačib : Networking Memory, Native Identity, and Community Partnership

Amy McCleese Nichols (University of Louisville) : Mapping Literacy Infrastructure: Networked Sponsorship in a Rural Community

Jennifer M. Cunningham (Kent State University at Stark) : The Ecologically Interdependent Nature of Digital African American Language

Session G (1:00-2:15)

G10. Building Community Partnerships to Achieve Transformational and Lifelong Learning	425

Chair: Melinda Knight (Montclair State University)

Melinda Knight (Montclair State University)
Alice Beresin (Montclair State University)
Melinda Knight (Montclair State University)
Laura Lubrano (Montclair State University)

Session H (2:30 – 3:45)

Session H Concurrent Panel (2:30-3:45)

| H1. "'What Is To Be Done?': A Writing Democracy Workshop" (workshop description #11) | 235 |

Faciltators:

Deborah Mutnick (Long Island University, Brooklyn) : Can It Get Any Worse? Neoliberal Education in the Trump Era
John Duffy (Notre Dame University) : Ironic Points of Light': Professor Watchlist, 'Post-Truth,' and the First-Year Writing Class
Carmen Kynard (John Jay College of Criminal Justice) : Free To ... Be Black as Hell': Race-Radical Literacies, College Classrooms, and the 'Changing Same' of White Supremacy
Shannon Carter (Texas A&M-Commerce) : From 'Writing Democracy': The Post-Trump Story Circle

| H2. Cultivating Ecologies of Transgressive Community Literacy Through Engaged Practicum Experiences | 382 |

Chair: Lori Bable (University of Arizona)

Sally Benson (University of Arizona) : Evolution of an Unlikely Writers' Group
Rachel Buck (University of Arizona) : Emotional Costs and Reciprocal Care in Community Literacy Work
Lori Bable (University of Arizona) : Cultivating Vital Community Literacies with Radical Relationality

| H3. Microbial Lessons Toward a Trophic Model of Community | 386 |

Chair: Jeremiah Dyehouse, University of Rhode Island

Caroline Gottschalk Druschke (University of Wisconsin-Madison) and **Lily Lewis** (University of Florida) : Community Building in Extreme Environments: Lessons from Sphagnum Moss Microbiome
Jodie Nicotra (University of Idaho) : Imperfect Community Is All You Get: Counter lessons from the Human Food Project
Jeremiah Dyehouse (University of Rhode Island) : Barnyard Sensations: What Rind-washed Cheeses Can Teach Us About Trophic Models of Community

H4. It Takes A Village to Raise a Children's Book	384

Chair: Danny Long (University of Colorado Boulder)

Danny Long (University of Colorado Boulder)
Susan Guinn-Chipman (University of Colorado Boulder, Special Collections and Archives)
Deborah Hollis (University of Colorado)
Stephanie Briggs (Bear Creek Elementary School)

H5. The Potentials of Identity Expression in Digital Ecologies: Exploring Performance and Representation in Facebook, Fanfiction, and Avatars	247

Facilitator : Ellen Cushman (Northeastern University)

Cara Messina (Northeastern University)
Matthew Hitchcock (Northeastern University)
Sandra Nelson (The University of Pittsburgh, (paper read by Cara Messina))

H6. Post Truth, Fake News, and Information Literacy	West Ballroom

Chair: Rolf Norgaard, University of Colorado Boulder

Desiree Dighton (North Carolina State University) : Critical Literacy: Social Networks and the Rhetoric of Protest
Rolf Norgaard (University of Colorado Boulder) : Information in a Post-Truth World: Impacts and Opportunities for Community Writing and Information Literacy Education
Caroline Sinkinson (University of Colorado Boulder) : Information in a Post-Truth World: Impacts and Opportunities for Community Writing and Information Literacy Education

Session H (2:30 – 3:45)

| H7. Mapping Assets, Data Visualization, and Assessment | 417 |

Chair: Lev Szentkiralyi (University of Colorado Boulder)

Heather Noel Turner (Michigan State University) : Practices, Approaches, and Commitments for Culturally Inclusive Community Work
Karen Rowan (California State University – San Bernardino) : Towards a Center for Community Writing: An Asset-Based Case Study of San Bernardino's Community Cultural Wealth
Alexandra Cavallaro (California State University – San Bernardino) : Towards a Center for Community Writing: An Asset-Based Case Study of San Bernardino's Community Cultural Wealth
Lev Szentkiralyi (University of Colorado Boulder) : How Writing Instruction Improves the Service-Learning Experience: An Empirical Test

| H8. Building Networks with Vets and Homeless | 245 |

Chair: Lauren Rosenberg (New Mexico State University

Lauren Rosenberg (New Mexico State University) : What's Community Got to Do with It? One Military Writer's Reluctance to Identify as a Veteran
Trinity Overmyer (Purdue University) : A Human Network, Materialized: Built Infrastructure and Rhetorical Force
Mike Homner (Facing Homelessness, Boulder — Chief Story Teller) : Stories of the Street

| H9. Eco-Pedagogy | 425 |

Chair: Doug Dupler, University of Colorado Boulder

Doug Dupler University of Colorado Boulder) : Rhetoric and Sustainability: Context and Approaches
Megan Kelly (University of Denver) : Lessons from the 'Campaign Toolbox': What We Can Learn about Composition from Student Activist Organization
Robert Eric Shoemaker (Naropa University) : **Sarah Escue** (Naropa University), and **Emily Duffy** (Naropa University) : Redefining Eco-Pedagogy for Community Praxis (30 min)

Session H (2:30 – 3:45)

H10. Public Writing Pedagogy	417

Chair: Tyler Branson, University of Toledo

> **Tyler Branson** (University of Toledo) : Public Ecologies: A Micro Case Study of Public Writing Pedagogy
> **Brenda Glascott** (Portland State University) : Lessons From the Micropublic: Activist Rhetorics and the Teaching of Writing
> **Darrel Elmore** (Florida International University) : Virtual Village: Community Engagement in the Online Classroom

Coffee and Snack Break (3:45-4:00)   Glenn Miller Ballroom

Why We Strive (4:00-5:30)   Glenn Miller Ballroom
Closing Interactive Improv Performance, with *Playback Theatre West*

Playback Theatre is founded upon the idea that stories shape our lives and build community. For nearly 30 years, the professional actors and musicians of Playback Theatre West have used this form to facilitate both personal and community sharing, healing, and growth. Audience members share a story from their lives and professional improvisers turn them into art, on the spot.This unique and interactive not-to-be-missed closing event will allow us to bring together participants from across the conference, to explore shared themes and forge connections between our work, our current/future challenges, and our shared visions. Playback's fluidly dynamic, embodied forms invite us to visualize more clearly the ways in which the dynamics behind our conference themes write themselves upon the world and affect us as whole persons and interrelating communities.

In this facilitated closing plenary, conference participants will be invited to share moments or insights from the conference, our lives, and our individual and collective work – which will be "translated" into professional theater, movement, and song, in the moment and on the spot.

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Call for Papers

Community Writing as Community Listening:
A Special Issue of the *Community Literacy Journal* to Celebrate the Second Biennial Conference on Community Writing

Community writing depends on community listening, which we define as deep, direct engagement with individuals and groups working to address urgent issues in everyday life: issues anchored by long histories and complicated by competing interpretations as well as clashing modes of expression. This position is informed by many perspectives, starting with feminist scholars of rhetoric and composition/writing studies who value listening prominently (Royster, Ratcliffe, Royster and Kirsch). Our understanding of community listening is equally informed by Linda Flower's work on rhetorical agency and rivaling, acts of interaction and reflection between people who do not always listen easily to one another or themselves. The idea of community listening is capacious and nuanced. It involves what Paul Feigenbaum calls a "listening stance," and it resonates with Eli Goldblatt and Steve Parks's reminder that none of us inhabits only one identity. Instead, when we do community writing work, when we enact community listening, we may be academics and activists, students and organizers, community members and leaders, and more.

At the Conference on Community Writing in 2017, a primary example of community listening comes from the Highlander Research and Education Center. Throughout its 85-year history, Highlander has developed an educational model that is based on listening and the ways that listening can be turned toward change. Inspired by the pre-conference workshop with Highlander, we want to create an occasion for exploring their belief that "the problems facing society and the keys to grassroots power lie in the experiences of ordinary people" (Highlander). In that spirit, we invite proposals that reflect the listening engagements and challenges that arise in community-engaged work, from everyday exchanges between community partners (expressed through conversation, writing, and other formats) to long-standing projects and publications.

Echoing Jacqueline Jones Royster, we are interested in contributions that explore questions of listening in community contexts. Namely:
- When do we listen?
- How do we listen?
- How do we demonstrate that we honor and respect the person talking and what that person is saying, or what the person might say if we valued someone other than ourselves having a turn to speak?
- How do we translate listening into language and action, into the creation of an appropriate response? ("When the First Voice You Hear Is Not Your Own" 38)

That is to say, this issue of *CLJ* will call for work from CCW that studies listening as a community writing practice. Contributors should show how community listening can help us (either briefly or over time) confront power relations, cross locations and situations, and attend to failures, successes, or ongoing conundrums. All conference participants are welcome to submit 500-word proposals for academic articles or alternative genres and formats (2500-8000 words or the equivalent). All conference participants are also welcome to submit one or more original, high quality images to be considered for cover art. Please contact us with ideas and questions. We look forward to receiving proposals via email between the close of the conference and November 6th.
Jenn Fishman and Lauren Rosenberg special issue editors.

Timeline for Submissions & Publication
Proposals Due: November 6, 2017
Invitation to authors: November 20, 2017
Article drafts due: February 9, 2018
Revision requests to authors: April 16, 2018
Article revisions due: June 15, 2018

Chair's Acknowledgements

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MA in Rhetoric and Composition

The University of Wyoming's Master of Arts in English offers graduate students diverse gateways into English studies, broadly conceived, with a concentration in either rhetoric and composition or literary studies. All full-time students admitted to the program receive a teaching stipend, insurance, full tuition, and state of the art professional mentoring, and our flexible course offerings and innovative thesis options help place graduates in top doctoral programs and public humanities and professional positions across the country. Our rhetoric and composition faculty publish in writing program administration, genre theory, technical and professional communication, feminist and cultural rhetorics, Burkean rhetoric, the digital humanities, and more.

Rhetoric and Composition Graduate Faculty

Kelly Kinney, Ph.D.	Michael Knievel, Ph.D.	Nancy Small, Ph.D.	Jason Thompson, Ph.D.
Rhetoric & Composition	Technical Communication & Rhetoric	Technical Communication & Rhetoric	Rhetoric, Composition, & the Teaching of English
Ohio University	Texas Tech University	Texas Tech University	University of Arizona

Graduate Assistant Mentoring Faculty

Rick Fisher, M.A.	Allison Gernant, M.A.	Peter Parolin, Ph.D.	Joyce Stewart, M.A.
Rhetoric & Composition	Rhetoric & Composition	English Studies	English Studies
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Study cutting edge scholarship, create some of your own, and enjoy the beauty of the Rocky Mountain West. UW is in Laramie, Wyoming, which is nestled between two stunning mountain ranges, a short drive to Denver, and just minutes away from world-class hiking, skiing, rock climbing, mountain biking, and snowshoeing. Because of its amazing recreation, low cost of living, and lively and historic downtown district, Laramie was recently named the Best Small College Town in America. We call it "Laradise." Come see why.

For more information, visit our website

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or contact

Michael Edson <medson@uwyo.edu>, Graduate Director

Kelly Kinney <kkinney3@uwyo.edu>, Department Chair

Nancy Small <nancy.small@uwyo.edu>, Writing Programs Director

General Information

Dining, Libations, and Things to Do

Boulder is a vibrant and exciting city. See information on dining and shopping at

http://www.boulderdowntown.com/

and hiking trails at: http://www.ci.boulder.co.us/openspace/

➤ For more specific information, the Program for Writing & Rhetoric volunteers stationed throughout the conference are eager to offer answers to any of your questions.

Public Transit

Regional Transportation District bus information: https://bouldercolorado.gov/goboulder/bus

The Millennium Harvest House Hotel (conference hotel)

1345 28th Street, Boulder CO 80302

Phone: 800-545-6285

University Memorial Center (conference venue)

1669 Euclid Avenue (corner of Broadway and Euclid Avenue)

Boulder, Colorado 80309

(303) 492-6161

The Program for Writing & Rhetoric

University of Colorado Boulder

campus location: Environmental Design, Room 1B60

mailing address: 317 UCB Boulder, CO 80309

Emergencies

In case of medical or other serious emergencies, dial 911. In case of other emergencies, call the University Police (303-492-6666).

Health

The Boulder Community Hospital (720-854-7000), located at 1100 Balsam (North Broadway & Balsam) in Boulder, and Boulder Medical Center (303-440-3200), located at 4747 Arapahoe Rd in Boulder, are available for serious medical attention.

For other urgent care and minor injuries or illnesses, the Wardenburg Student Health Center (303-492-5101), on campus, is available to conference participants. Wardenburg hours are 8:00am-17:00pm, Monday-Friday. Wardenburg is closed on Saturday and Sunday.

Taxis

Yellow Cab serves Boulder (303-777-7777).

CCW Bus Schedule

The below times are approximate based on traffic.

Wednesday, October 18 - Highlander Workshop:

      9:00AM   Millennium Hotel to Kittredge Central
      9:20AM   Millennium Hotel to Kittredge Central
      9:40AM   Millennium Hotel to Kittredge Central
      10:00AM   Millennium Hotel to Kittredge Central

      4:10PM   Kittredge Central to Millennium Hotel
      4:30PM   Kittredge Central to Millennium Hotel

Thursday, October 19:

      7:00AM – 8:40AM*****   Millennium Hotel to the UMC

      *Buses will run every 10 MINUTES starting at 7:00AM from the Millennium Hotel to the UMC. The last bus will leave the hotel for the UMC at 8:40AM.

      4:15PM   UMC to Millennium Hotel
      4:45PM   UMC to Millennium Hotel
      5:30PM   UMC to Millennium Hotel
      6:00PM   UMC to Millennium Hotel
      6:30PM   UMC to Millennium Hotel
      7:00PM   UMC to Millennium Hotel
      7:20PM   UMC to Millennium Hotel

Friday, October 20:

      7:30AM-8:50AM*****   Millennium Hotel to the UMC

      *Buses will run every 20 MINUTES starting at 7:30AM from the Millennium Hotel to the UMC. The last bus will leave the hotel for the UMC at 8:50AM.

      4:45PM   UMC to Millennium Hotel
      5:15PM   UMC to Millennium Hotel
      5:45PM   UMC to Millennium Hotel
      6:15PM   UMC to Millennium Hotel
      6:40PM   UMC to Millennium Hotel
      7:00PM   UMC to Millennium Hotel
      7:20PM   UMC to Millennium Hotel
      7:40PM   UMC to Millennium Hotel

Saturday, OCTOBER 21:

      7:50AM-8:50AM*****   Millennium Hotel to the UMC

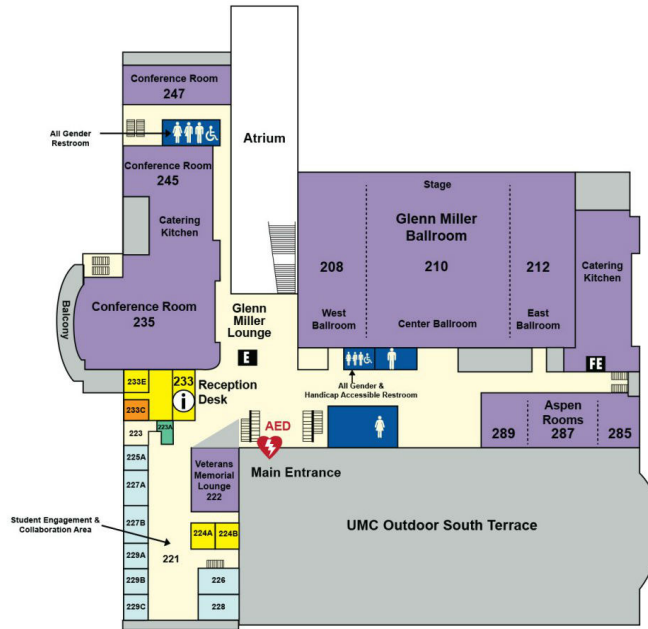   *****Buses will run every 20 MINUTES starting at 7:50AM from the Millennium Hotel to the UMC. The last bus will leave the hotel for the UMC at 8:50AM.
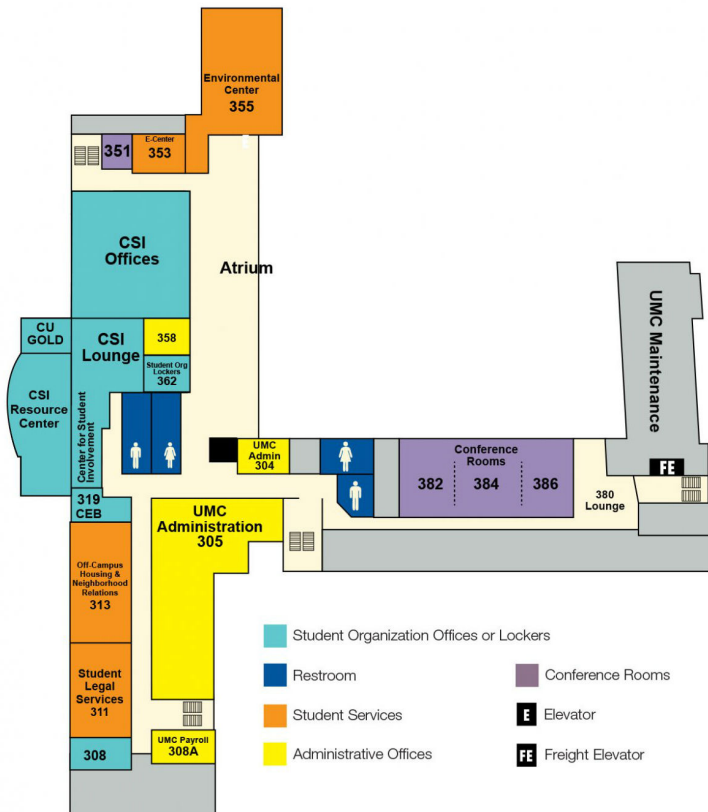
      4:00PM-6:00PM*****UMC to Millennium Hotel

      *Buses will run every 20 MINUTES starting at 4:00PM from the UMC to the Millennium Hotel. The last bus will leave the UMC for the hotel at 6:00PM.
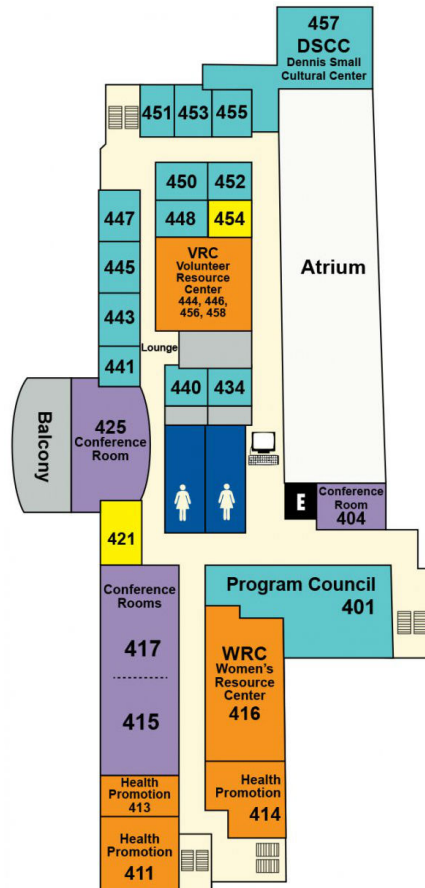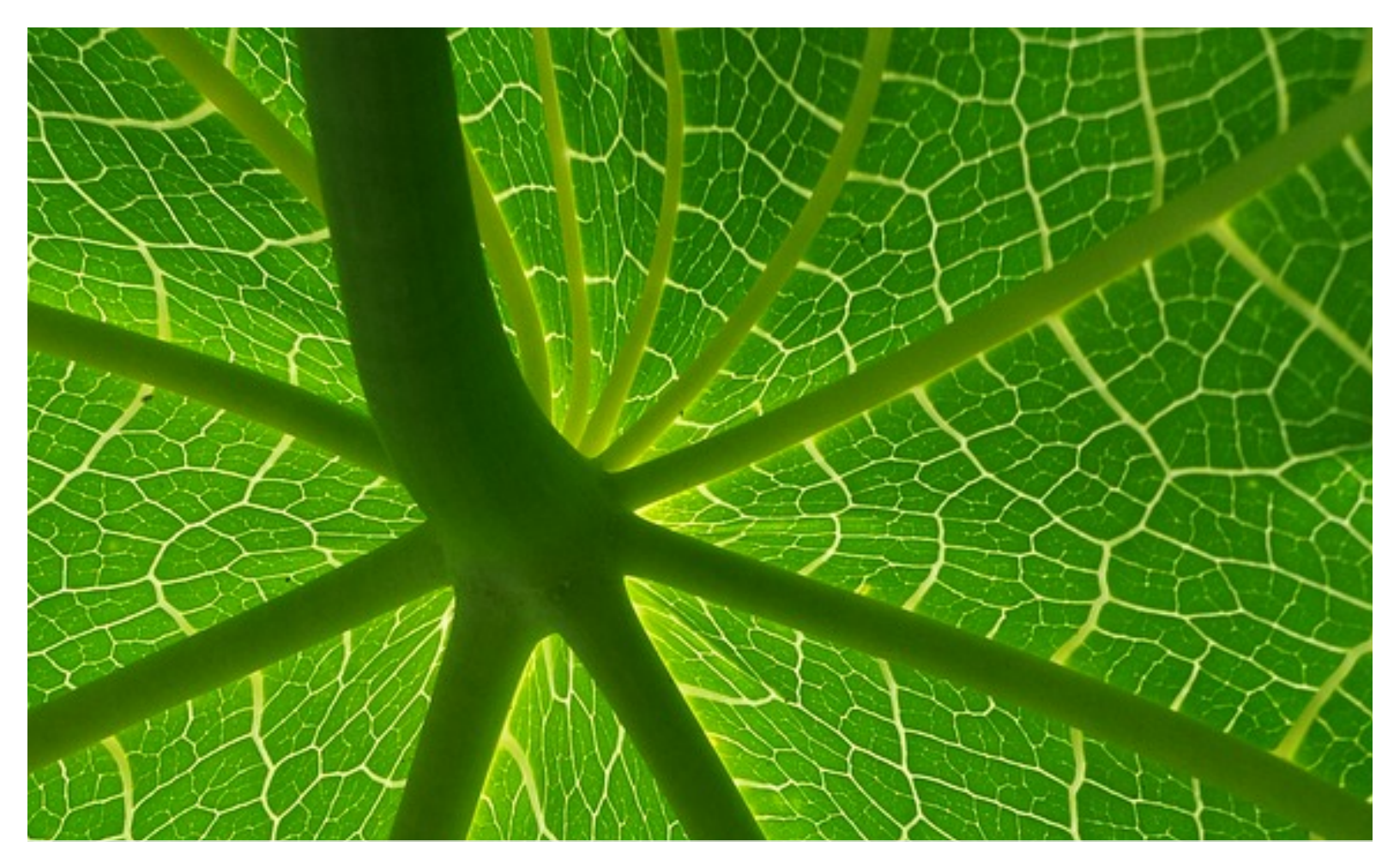
University Memorial Center

Second Floor

Conference Room 247

All Gender Restroom

Atrium

Conference Room 245

Catering Kitchen

Conference Room 235

Balcony

Glenn Miller Lounge

Stage

Glenn Miller Ballroom

208 — West Ballroom
210 — Center Ballroom
212 — East Ballroom

Catering Kitchen

E (Elevator)

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233C
233 — Reception Desk
233A
225A
223
225A
227A
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229A
229B
229C

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224A 224B

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Main Entrance

All Gender & Handicap Accessible Restroom

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FE

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Third Floor

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351   E-Center 353

CSI Offices

Atrium

UMC Maintenance

CU GOLD

CSI Lounge

358

Student Org Lockers 362

CSI Resource Center

Center for Student Involvement

UMC Admin 304

Conference Rooms 382 384 386

380 Lounge

FE

319 CEB

UMC Administration 305

Off-Campus Housing & Neighborhood Relations 313

Student Legal Services 311

308   UMC Payroll 308A

Legend

- Student Organization Offices or Lockers
- Restroom
- Student Services
- Administrative Offices
- Conference Rooms
- E — Elevator
- FE — Freight Elevator

Fourth Floor

457 DSCC Dennis Small Cultural Center

451 453 455

450 452
447   448 454
445
443   VRC Volunteer Resource Center 444, 446, 456, 458

Lounge

441

440 434

Atrium

Balcony

425 Conference Room

E   Conference Room 404

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Conference Rooms 417

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Health Promotion 413

Health Promotion 414

Health Promotion 411

The Program for Writing and Rhetoric (PWR) at the University of Colorado Boulder is an active community of teachers and scholars committed to making writing central to undergraduate education. We train students to think critically about reading and guide them to produce writing that effectively shapes and expresses ideas in any context—academic, civic, professional, or personal.

Teaching over 7,000 undergraduate students each year, the PWR is an autonomous unit in the College of Arts and Sciences and is responsible for campus-wide instruction in writing. The program coordinates and oversees all writing curricula and instruction intended to meet college and campus core requirements, including writing courses in specific disciplines and in targeted campus programs, such as CU's Residential Academic Programs.

Many of our faculty are actively involved within the program, across the campus, and in the Boulder community in innovative curriculum development that enhances the teaching of writing. In 2013, the PWR was awarded the Writing Program Certificate of Excellence, a national award conferred by the Conference on College Composition and Communication (CCCC), the world's largest professional organization for researching and teaching composition. In 2016, PWR was selected for Campus Compact of the Mountain West's Engaged Department Award.