



## **Council of Writing Program Administrators Summer Conference 2023**

### **Social Justice WPAing: Talking the Talk AND Walking the Walk**

July 16 - 22 2023

Circus Circus Hotel, Reno, NV

**Conference July 16 - 19**

**WPA Institute July 19**

**WPA Workshop July 19 - 22**

**Conference Local Co-Chairs from University of Nevada, Reno**

**Jim Webber**

**Katie Miller**

**Todd Ruecker**

## Land Acknowledgement

This year, the Council of Writing Program Administrators (CWPA) Summer Conference gathers on the traditional homelands of the Numu (Northern Paiute), Wašiw (Washoe), Newe (Western Shoshone), and Nuwu (Southern Paiute) peoples. These lands continue to be a gathering place for Indigenous Peoples, and we recognize their deep connections to these places. We extend our appreciation for the opportunity to live and learn on their territory.

**Conference Lead Sponsor: Threadable**



**threadable**

# threadable

threadablebooks.com

## What is it?

Threadable is a new social reading platform that lets students and teachers have threaded conversations in the margins of books while they read. Start getting more out of reading assignments and improve your classroom discussions.

## Who built it?

The Threadable team is made up of former academics and tech enthusiasts who won't shut up about a good book. Their previous experience as educators in the classroom inform the platform's design and functionality.

## Why did they build it?

The pandemic has caused more educators to embrace online learning, but existing tools have led to worse outcomes. Our team saw the need for a new educational tool to improve online student engagement and collaboration.

## What does it look like?

Threadable is organized around Circles, or reading groups. Leaders upload books and/or documents to read with their members. Highlight passages to start threaded conversations. Follow along in the feed.

## How does it compare to other ed-tech tools?

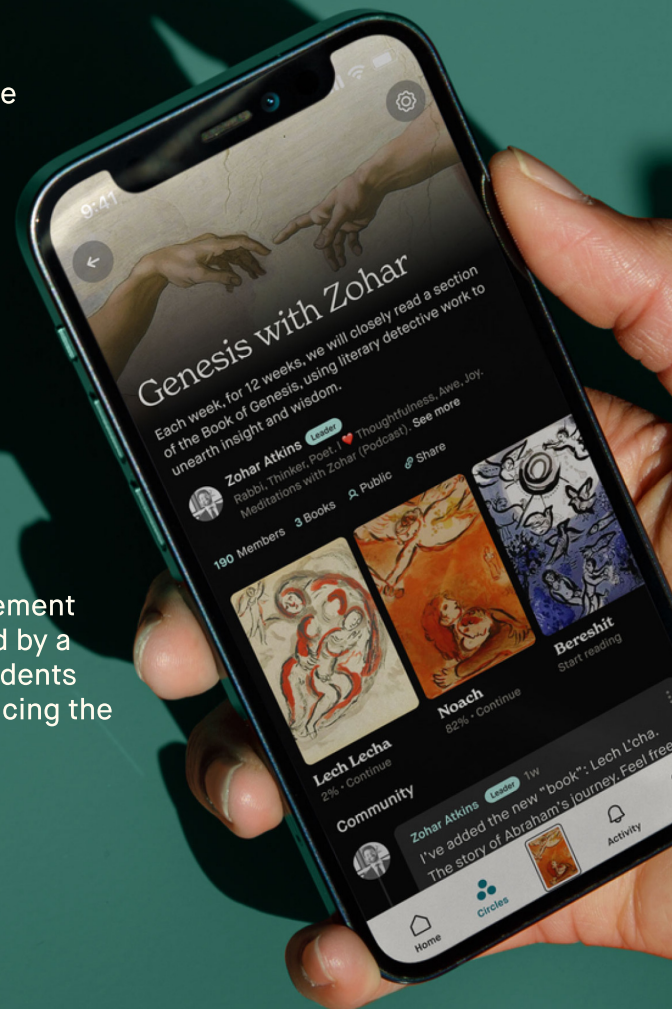
Threadable stands out because of its focus on student engagement and social collaboration. With a mobile-first interface designed by a top-tier studio, Threadable resembles popular social apps. Students seamlessly access course content and interact with peers. Placing the student experience at the forefront reflects our "bottom-up" philosophy for building EdTech.

## How much does it cost?

Nothing! Threadable is free.

## Who can I talk to for more info?

If you would like to learn more or get started using Threadable in your classroom, please email us at [stefan@threadablebooks.com](mailto:stefan@threadablebooks.com).



# Threadable in the Classroom



“My students are finding the app useful. It’s getting them reading and sharing in a way I really couldn’t replicate with any other platform out there.”

Professor, University of North Carolina

## How was it used?

In Fall 2022, a Professor in the English and Comparative Literature Department at UNC used Threadable in her Writing and Law class. She uploaded a Supreme Court decision, *Morse v. Frederick* (2007), for her students to read and annotate. She seeded the document with a few questions and made participation voluntary. Students could complete the assignment by reading the case solo.

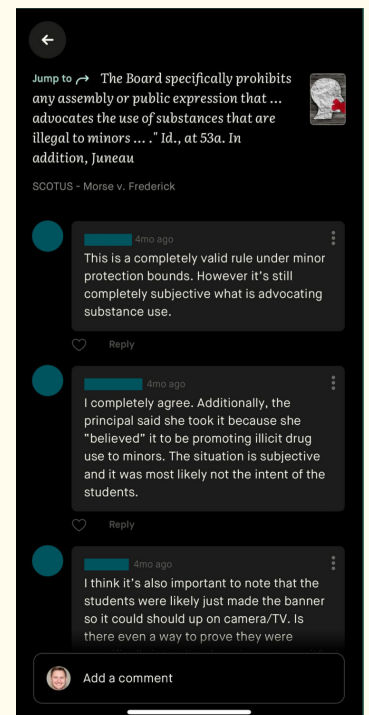
## What happened?

36 of her 38 students joined and left 380+ comments in which they reacted to and discussed various aspects of the ruling.

Students enjoyed the experience so much that they requested four other cases be added (*Dobbs v. Jackson Women's Health Organization*, *Roe v. Wade*, *Griswold v. Connecticut*, and *Jones v. Mississippi*). They went on to add 180+ comments.

## Takeaways

- Improved engagement with the readings
- Increased student-student interaction and peer-learning opportunities
- Increased quality of live, in-class discussion as students referred back to discussions they had on Threadable.



Student-led thread on *Morse v. Frederick*

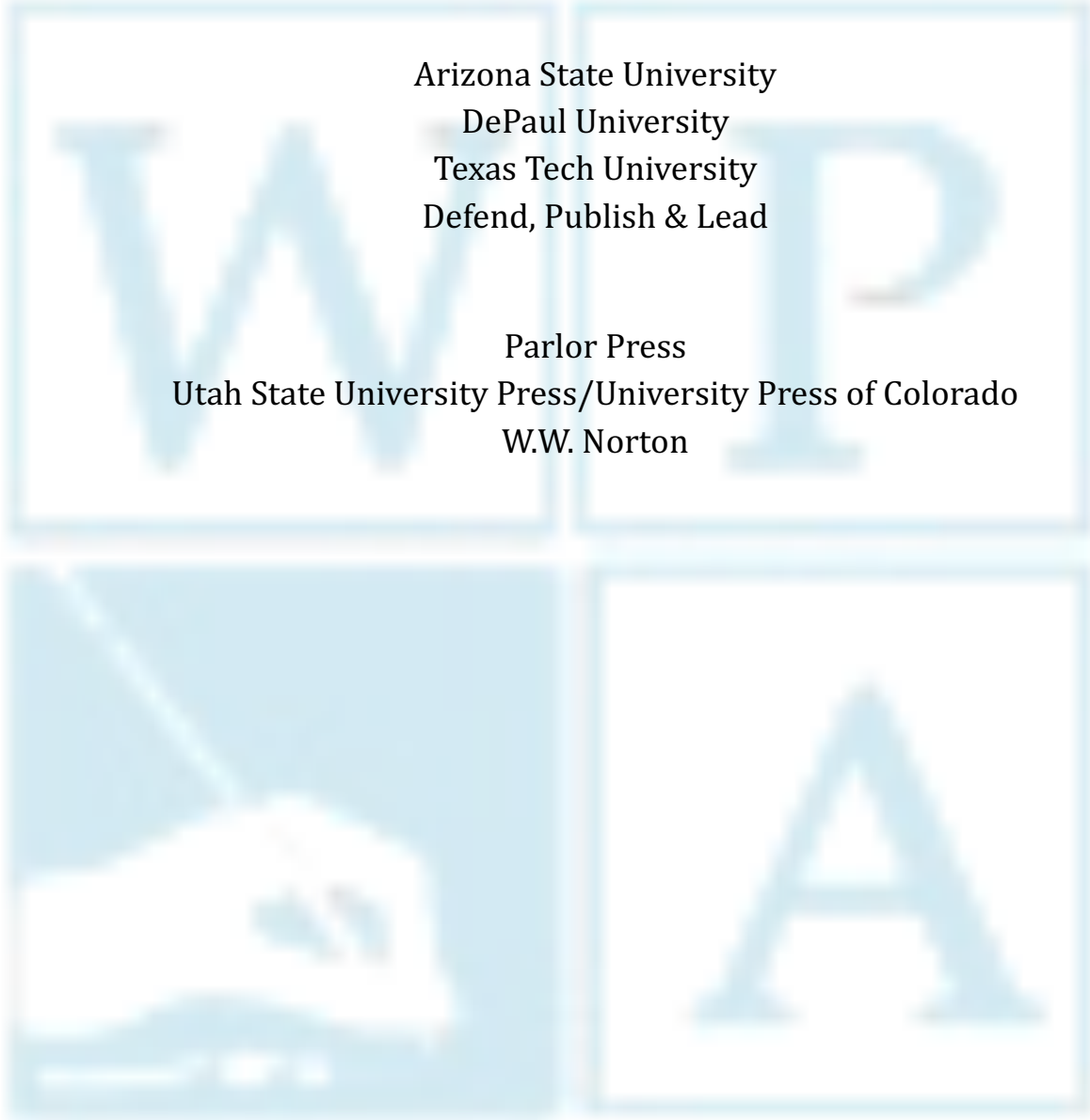


## Conference Sponsors and Exhibitors











Lead Sponsor: Threadable Books  
Monday Brunch & Tuesday Lunch Sponsor: PowerNotes  
Tuesday Social Event Sponsor: MacMillan Learning

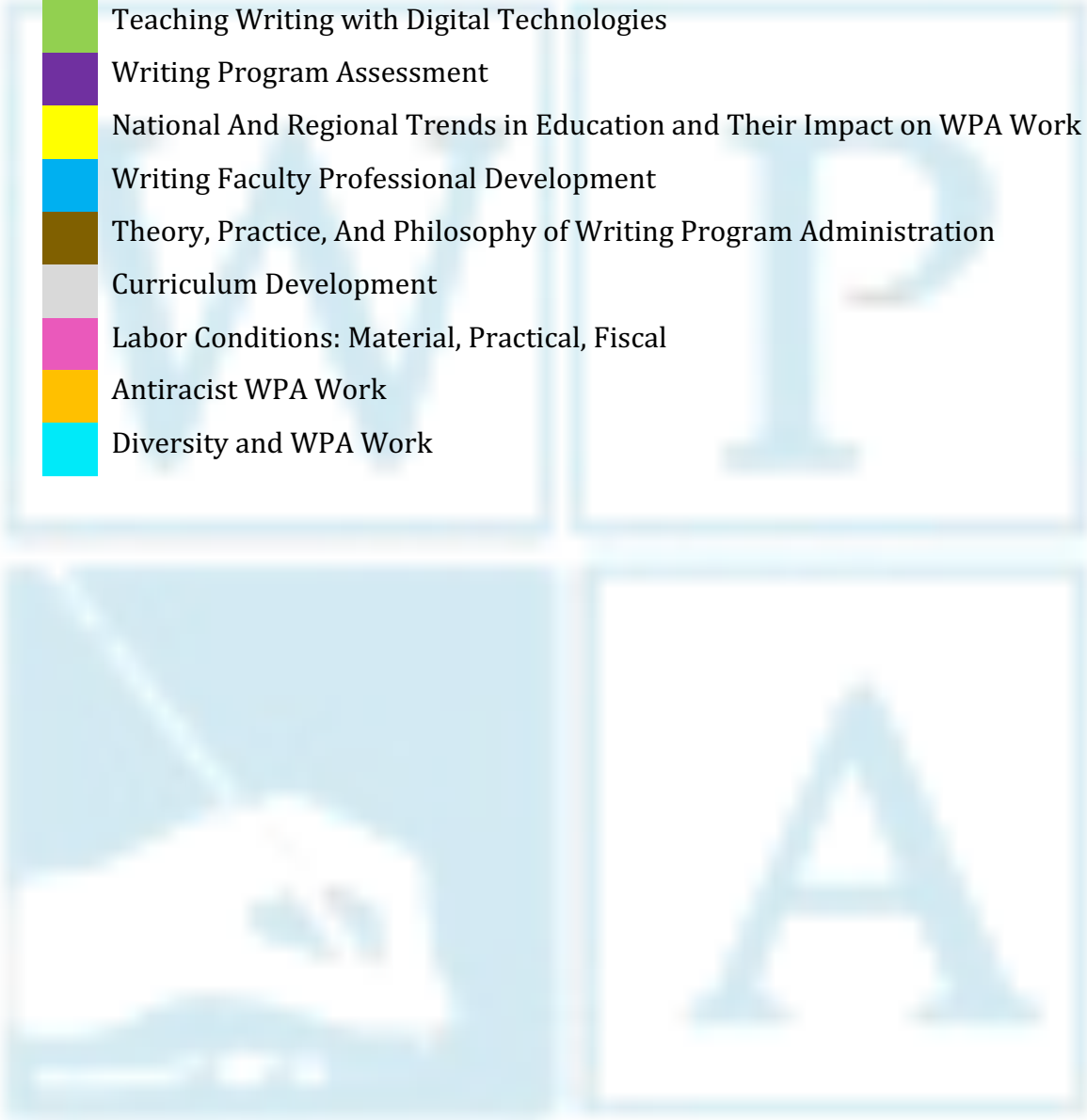
Arizona State University  
DePaul University  
Texas Tech University  
Defend, Publish & Lead

Parlor Press  
Utah State University Press/University Press of Colorado  
W.W. Norton



## Panels Color Key

	Social Justice in WPA Work
	Teaching Writing with Digital Technologies
	Writing Program Assessment
	National And Regional Trends in Education and Their Impact on WPA Work
	Writing Faculty Professional Development
	Theory, Practice, And Philosophy of Writing Program Administration
	Curriculum Development
	Labor Conditions: Material, Practical, Fiscal
	Antiracist WPA Work
	Diversity and WPA Work



## Sunday July 16, 2023

### Time and Event

### Room

3:00 - 5:30 pm

CWPA Executive Board Meeting

Mandalay 1

6:30 - 8:00 pm

CWPA Summer Conference Opening Reception

Mandalay Ballroom

## Monday July 17, 2023

7:00 am - 5:00 pm

Registration

Pre-Function Lobby

### Time and Event

### Room

9:00 - 10:15 am

#### **A1 Students and AI in the Writing Classroom**

AI and Writing Classrooms: A study of Purposeful Use and Student Responses to the Technology  
Laura Dumin

Student POV: Immersive Media in The Classroom, Where We Loose Engagement and How We Can Change Our Focus in Curriculum  
Cody Hmelar

With great power..." Student Perspectives of Ethical and Effective Uses of Generative AI  
Samuel Head

Casino Ballroom

#### **A2 DEI at PWI**

WPA at a PWI: Reimagining DEI  
Alison Lukowski

Race Matters: Diversity, Equity, Inclusion and White Teachers at a PWU  
Rebecca Jones

Mandalay 1

#### **A3 Strikes, Tensions, Misunderstandings: What Happens When We Stop Listening to One Another?**

Jennifer Johnson, Peter Hulk, Katie Baillargeon

Mandalay 2

#### **A4 Applying a Framework for Developing Self-Efficacy in Designing and Teaching Online Academic Writing Courses**

Tanya Tercero, Katie Silvester, Jennifer Slinkard

Mandalay 3



# Writing, Rhetorics, and Literacies (WRL)



## Overview

The PhD in English (Writing, Rhetorics and Literacies) and the MA in English with a track in writing, rhetorics and literacies at Arizona State University promote the study of the production, distribution, and interpretation of texts (oral, written, digital, visual, discursive, material, symbolic) and the rhetorical strategies involved in such processes.

## Why Choose WRL?

- The program encourages transdisciplinary studies, and its flexible requirements allow students to pursue those aspects of the disciplines that interest them the most
- WRL offers preparation for multiple career paths including: editor and content manager, english or communications professor, public relations specialist, social media manager, and more.

To find out more about our WRL program, please follow the links below

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<b>WRL Area Page</b>	<a href="#"><u>Writing Rhetoric and Literacies</u></a>
<b>PhD Program</b>	<a href="#"><u>WRL PhD Information</u></a>
<b>Master's Program</b>	<a href="#"><u>WRL Master's Information</u></a>

## Contact us

WRL Program Coordinator: Kendra Bloodworth

[kbloodwo@asu.edu](mailto:kbloodwo@asu.edu)

WRL Program Director: Mark Hannah

[Mark.Hannah@asu.edu](mailto:Mark.Hannah@asu.edu)

Time and Event

Room

**A5 Social Justice in FYW and WAC Administration**

Social Justice through Collaborative Initiatives between First-Year Writing Committees and DEI Committees

Megan Schoen

Anti-Racist Work in Writing Program Administration and Writing Across the Curriculum

Allen Brizee

Mandalay 5

**10:30 am - 12:30 pm**

**Brunch and Keynote Address #1**

Mandalay Ballroom

**10:30 - 11:00**

**Brunch and Presentation by PowerNotes**

**11:00 am - 12:30 pm**

**Keynote Address # 1**

**Sponsored by PowerNotes**

**David Green, *Howard University***

Freedom has No Fear of Time and Other Illmatic Proverbs for Conversations about Writing Programs and Freedom Dreams: A Critical Rereading of Our Programmatic Selves

**Monday Brunch and Tuesday Lunch Sponsor: PowerNotes**

PowerNotes

# Safe, Secure & Empowered Learning with AI

With the rise of Generative AI, there's a growing concern about its use for cheating. Many educators also view AI as an opportunity that could offer significant benefits to education. Industry is already adopting AI and future employees will need to be versed in the technology. With the proper instructor guidance and teaching environment, AI has the power to enhance the educational landscape while preparing our students for the future.

## The Problem

- 1 Cheating**  
AI makes it way too easy, fast, and cheap to cheat
- 2 Hallucinations**  
AI makes stuff up sometimes
- 3 Reliance on Tech**  
Potential loss of critical thinking skills and creativity
- 4 Privacy**  
OpenAI knows and owns everything
- 5 AI-Based Detectors Don't Work**  
Easy to game, false-positives, little evidence, can't use AI...

## The PowerNotes Solution

Our focus has always been *process over product* because process is where the learning occurs—product is more susceptible to cheating. PowerNotes has built a transparent and efficient process that allows students to track and document their research and learning experience, while allowing educators to assess their progress. Our new suite of AI-inspired features responsibly integrates AI into this process.

## Safely Bring AI Into Your Curriculum

With **PowerNotes**

**Brainstorm™**, instructors can introduce AI into the classroom in a way that promotes transparency and accountability:

- **Visibility into AI Interactions:** All AI sessions are documented, tracked, and visible to faculty, and any edits to AI outputs can easily be compared with the originals. This provides faculty with a holistic picture of how AI was used in an assignment.
- **Reduced AI Hallucinations:** PowerNotes Brainstorm is designed to minimize the drawbacks of AI. Students use PowerNotes to evaluate, organize, and save important research. PowerNotes Brainstorm can limit the AI's knowledge to this student curated content to cut down on AI hallucinations.
- **Enhanced Privacy:** Brainstorm allows students and faculty to interact with the AI on a completely anonymous basis. All AI prompts and outputs are deleted outside of PowerNotes.

## Academic Integrity Tools that Work

With **PowerNotes**

**Insight™**, faculty can quickly get an indication of whether AI has been used inappropriately in an assignment without the risks inherent to AI-based detectors:

- **Proof-of-Work:** Unlike AI-based detectors, Insight compares students' work to their final submission putting an emphasis on their work and the learning process (hard to fake) rather than the final product (easy to fake).
- **Evidence:** Insight's Activity Log provides a complete record of the learning process so that academic integrity can be demonstrated using evidence—not suspicion. Faculty can investigate low Insight scores by reviewing all activity, including AI interactions.
- **Inappropriate Use of AI:** If you want to use and teach with AI in the classroom, detectors alone are ineffective. PowerNotes Insight accounts for AI usage in PowerNotes and only calls out inappropriate AI usage outside of PowerNotes.

## Improve Research Efficiency with AI

**PowerNotes Discovery™** is a new feature added to our browser extension that allows researchers to:

- **Summarize Articles:** Produce a summary of any article or webpage in real-time.
- **Find Related Research Topics:** Generate a list of related research topics and find resources on those topics through Google or in your library catalog.
- **Query the Article:** Researchers can ask specific questions of the article in a semi-closed environment. Only questions relevant to the article are answered using the content of the article.

Time and Event

Room

12:45 - 2:00 pm

**B1** Roundtable Discussion  
**Equities and Ecologies of DSP: Studying Outcomes of Self-Placement at Illinois and Michigan**  
 Kristi McDuffie, Thereesa Tinkle, JW Hammond, Dana Kinzy, Dustin Bacon, Jason Godfrey, Andrew Moos  
 Mandalay 4

**B2** **Teaching, Administration, and Text-Generation Tools**  
 Using AI and Text Generation as a Tool Towards Social and Linguistic Justice  
 Joanna Johnson  
 Mandalay 1  
 Regendering Smaug . . . And Developing AI Policies and Procedures That Promote Critical Thinking  
 Debra Knuston

**B3** **Teaching About Race and Language at A PWI: Instructor and Student Experiences**  
 Todd Ruecker, Hannah Locher, Zachary Campbell  
 Mandalay 2

**B4** **Long Term Covid: The Unforeseen and Permanent Effect on a Writing Program**  
 Nicholas Mauriello, Tammy Winner, Erin Fitzgerald  
 Mandalay 3

**B5** **CWPA Sponsored Session: CWPA Culture Assessment and DEI Work**  
 Donald Wood, Joynicole Martinez, and Candice Maxwell, Lilian Mina  
 Casino Ballroom

**B6** **Doing, Accounting, Supporting: Equity Walk in AZ**  
 Erin Whittig, Shillana Sanchez, Brooke Anderson, Tasha Telles  
 Mandalay 5

2:15 - 3:30 pm

**C1** **Transforming Professional Organizations to Support Open-Admissions Literacy Work: A Community Conversation**  
 Joanne Giordano, Darin Jensen  
 Mandalay 4

**C2** **Questioning Assumptions about DSP and Student Agency: A Proposal for a Constructivist Writing Placement Framework**  
 Dan Melzer, Jennifer Burke Reifman, Beth Pearsall, Trish Serviss, Stacy Wittstock  
 Mandalay 2

**C3** **Social Justice through WPA Journal Work**  
 Tracy Ann Morse, Wendy Sharer, Patti Poblete  
 Mandalay 3

Time and Event	Room
<b>C4 Help Revise the National Survey on Student Engagement's Module on Writing: Session 1</b> Bob Gonyea, Chuck Paine, Paul Anderson, Kevin Wenger	Casino Ballroom
<b>C5 Equity and PD of Instructors</b> Want Equitable Grading? You Need Equitable Faculty Development for Contingent Instructors Ann C. Dean Trying to Walk the Walk, and Tripping at every Step: Challenges to Compensating Contingent Faculty Professional Development JC Lee Writing Faculty Professional Development at HBCU Margaret Holloway <p style="text-align: center;"><b>4:00 - 5:15 pm</b></p>	Mandalay 5
<b>D1 Interactive Presentations</b> <b>Poster:</b> Faculty Experiences Adopting OER for Accessibility and Inclusion in a First-Year Composition Program: A Pilot Project Bridget O'Rourke <b>Poster:</b> Developing accessible oral presentation assignments Hannah Ringler <b>Digital Story:</b> Labor and Tenure and Chairs (Oh, My): Social Justice and Just Labor Phaye Poliakoff-Chen	Mandalay 3
<b>D2 Meet the Social Justice WPAing Collection Editors</b> David Green, Dominic DelliCarpini, Lilian Mina	Mandalay 1
<b>D3 Roundtable Discussion</b> <b>A Roundtable on Implementing Alternative Grading Across Divergent Writing programs at the University of California, San Diego</b> Emily Johnston, Jill Gladstein, Jeff Gagnon, Amanda Solomon	Mandalay 4
<b>D4 Roundtable Discussion</b> <b>Flexibility for All Time? Possibilities, Prospects, and Principles for Writing Program Administrators</b> Megan Callow, Holly Hassel, Stephanie Kerschbaum, Crystal Colombini, Amy Vidali	Casino Ballroom
<b>D5 One Eight Create (OEC): CWPA Culture Assessment Listening Session</b> Donald Wood, Joynicole Martinez, and Candice Maxwell	Mandalay 2

**D6 Reflections on Curriculum and Social Justice at a Big University**

Michael Stancliff, Karla Murphy, Chelsie Schelsinger

Mandalay 5

**6:00 - 7:15 pm**

**CWPA Awards Ceremony**

Mandalay Ballroom





# Texas Tech University Technical Communication & Rhetoric

## About Us

Our innovative onsite and online programs are designed to give students an immersive learning experience while affording flexibility and accessibility to all students.

Our strengths include:

-  **Excellent job placements**
-  **Quality research & teaching facilities**
-  **Dedicated & 1-on-1 mentorship**
-  **Tailored professional development curriculum**
-  **Ample funding opportunities**

To find out more, visit [www.depts.ttu.edu/english](http://www.depts.ttu.edu/english)

Questions about graduate studies? Email us at [english.tcr@ttu.edu](mailto:english.tcr@ttu.edu)

## Graduate Programs

- Ph.D. in Technical Communication & Rhetoric
- M.A. in Technical Communication
- Graduate Certificate in Teaching Technical Communication
- Graduate Certificate in Grant & Proposal Writing

## Our Faculty

The accomplished and committed faculty in our program offer a wide range of expertise and courses to prepare students to be scholars and leaders in rhetoric and technical communication studies.

Michael Faris	Digital rhetoric & literacy, feminist & queer rhetorics, WPA
TJ Geiger II	Religious rhetorics, feminist rhetorics, rhetorical history
Rob Grace	Crisis informatics, human-centered design, user experience
Steve Holmes	Ethics, social justice, rhetorical history & theory
Callie Kostelich	Rural literacies, feminist rhetorics, composition studies
Mason Pellegrini	Workplace writing, entrepreneurship, qualitative methods
Lisa L. Phillips	Environmental, sensory, & intersectional feminist rhetorics
Beau Pihlaja	Global technical communication, digital technologies
Rich Rice	Composition & rhetoric, new media, online writing instruction
David Roach	Instructional communication, communication apprehension
Geoff Sauer	Database-driven content, responsive design, theory
Brian Still	User experience, invention, entrepreneurialism
Jason Tham	Design thinking, collaboration, emerging technologies
Scott Weedon	Rhetorical genre studies, rhetorics of science & medicine



**Tuesday July 18, 2023**

	<b>Time and Event</b>	<b>Room</b>
	<b>7:00 am - 5:00 pm</b> Registration	Pre-Function Lobby
	<b>6:30 - 8:30 am</b> Breakfast	Mandalay B
	<b>7:00 - 8:30 am</b> WPA-GO Breakfast Buddies Mentoring Meet-Up	Mandalay 3
	<b>9:00 - 10:15 am</b>	
	<b>E1 Ethics of Inclusion: Piloting Grading Contracts in FYW at Texas Tech University</b> Callie Kostelich, Liz Cozby, Jacob Weston, Sam Littman, Josephine Lawson	Mandalay 1
	<b>E2 Faculty and WPA Development</b> Learning Journeys: Threshold Concepts, Assessing WAC, and Faculty Development Tara Lockhart, Robert Kohls  An Epistemology of Belonging: The CWPA Summer Workshop, Identity, and the Making of Knowledge in WPA Studies Amy Ferdinandt Stolley Humanizing Our Writing Classrooms Karen Lang	Mandalay 2
	<b>E3 One Eight Create (OEC): CWPA Culture Assessment Listening Session</b> Donald Wood, Joynicole Martinez, and Candice Maxwell	Mandalay 4
	<b>E4 Online Writing Courses</b> Looking at Online Well-Being: A Mixed-Methods Study of Undergraduates' Online Experiences and Implications for Their Well-Being Sydney Sullivan  Striving for Equity with Shared Curricula: The Case of Pre-Designed Online Courses Mariya Tseptsura	Mandalay 6
	<b>E5 Dual Enrollment Assessment, Partnership, and Professionalization: A Case Study</b> Jim Webber, Todd Ruecker, Katie Miller, Peter Zikos, Michelle Holland	Mandalay 3
	<b>E6 Can Students Reuse their Own Writing? A Policy Discussion</b> Chris Anson, Michael Pemberton, Susanne Hall	Casino Ballroom

Time and Event	Room
<b>E7</b> <b>Rejecting Misguided Pre-COVID Nostalgia: Social Justice Practices for (De-)(Re) Centering Our Teaching Spaces</b> Natalie Szymanski, Lori Woods	Mandalay 5
<b>10:30 - 11:45 am</b>	
<b>F1</b> Workshop <b>Administrating for Transfer (in a GPT World): Building Your 10-Part Strategic Plan</b> Shelley Reid	Casino Ballroom
<b>F2</b> <b>Diversity, Equity, and Assessment</b> The Need for Participatory and Collaborative Assessment Keaton Kirkpatrick Collaborative Transformation at the Program Level: Sustained Conversation with and Accountability to BIPOC Students as Collaborative Writing Program Assessment Sara Beam ePortfolio Assessment, Rhetorical Metacognition, and the Critical Study of Fairness Brad Queen	Mandalay 3
<b>F3</b> <b>Meet the WPA Journal Editors</b> Tracy Ann Morse, Wendy Sharer, Patti Poblete	Mandalay 2
<b>F4</b> <b>iPads in Writing Classrooms: Opportunities and Challenges</b> Todd Ruecker, Tristan Beach, Emily Sawan	Mandalay 4
<b>F5</b> <b>DSP for Diverse Students</b> What Will Your First Year Look Like? Transforming Directed Self-Placement for a Diverse Student Population LeAnne Laux-Bachand Guided Self-Placement: An Equity-Centered Approach for Assessing Multilingual Students' Repertoires Hadi Banat, Lauren Bowen Examining Bumps and Roadblocks Along the Path to Equitable Placement Practices Juval Racelis	Mandalay 5
<b>F6</b> Sponsored Session <b>Behind the Curtain: Demystifying AI in Education with PowerNotes</b> Catrina Mitchum, PowerNotes	Mandalay 4

# WRITING, RHETORIC, & DISCOURSE MASTER OF ARTS



**STRONG, CUSTOMIZABLE CURRICULUM**

**FACULTY EXPERTISE AND EXPERIENCE**

**COMMUNITY ORIENTATION**

**FLEXIBILITY**



Department of Writing, Rhetoric, & Discourse  
2320 N. Kenmore Ave  
Schmitt Academic Center, Room 350  
Chicago, IL 60614

Contact us:  
773.325.4180  
[wr@depaul.edu](mailto:wr@depaul.edu)  
[wr.depaul.edu](http://wr.depaul.edu)

[Graduate Admission Events](#)

The **Writing, Rhetoric, & Discourse (WRD) graduate program at DePaul University** is Chicago's only master's-level program with a singular focus on writing, rhetoric, pedagogy and language. Through a solid theoretical foundation in rhetoric and discourse paired with practical training, the master's in WRD both makes you a better writer and teaches you exciting new ways to think about the history, craft and politics of writing. With the option to concentrate in **Professional & Digital Writing** or **Teaching Writing & Language**, you'll develop lifelong skills that are invaluable to a range of careers.

## CURRICULUM

**Rhetoric and Discourse.** Students take a minimum of three courses in this category, gaining theoretical and historical insights that support learning in more specialized topics. In these courses, students examine rhetorical and discourse theory from historical, formal, cultural, and global perspectives.

**Teaching Writing and Language.** Courses in this concentration raise issues pertinent to the teaching of writing and language, college composition, ESL writing and teaching, and writing program administration. Students are guided to ask challenging pedagogical questions that help them to become reflective practitioners. Courses ask students to write syllabi, lesson plans, classroom materials, and academic papers.

**Professional and Digital Writing.** Courses in this concentration prepare students to write effectively in business, nonprofit, and technical contexts. Students learn such skills as grant writing, technical and professional writing, digital storytelling, content strategy, and document design with a critical stance toward writing technologies and workplace culture. The program provides practical experience through both client projects and internship opportunities.

**Teaching Apprenticeship Program.** This unique program provides advanced students in the MA in WRD the opportunity to teach a section of college composition in DePaul's First-Year Writing Program.

**Teaching English to Speakers of Other Languages (TESOL) Certificate.** MA in WRD students may complete an optional four-course TESOL certificate that prepares students to teach English as a Second Language (ESL) to adult learners in the United States and abroad.

**Strategic Writing & Advancement for Nonprofits (SWAN).** MA in WRD students may complete an optional four-course SWAN certificate that provides a foundation in grant writing and resource development.

“This program was interesting to me because of its optional concentration in teaching writing. I knew I wanted to go to grad school with the long-term goal of teaching college writing. This concentration, along with the option to pursue a TESOL certificate, strongly aligned with my career goals.”

Walt Stallings (MA '21)

## CAREER OUTCOMES

Recent graduates have found **employment** at:

- Texas A&M University at Qatar
- DePaul University
- Environmental Monitoring & Technologies
- Intuitive IT Solutions
- University of Illinois
- Zacks Investment Research.

Job titles include:

- Adjunct English instructor
- Director of Communications
- Copywriter
- eLearning Content Developer
- Visiting Lecturer
- Federal Program Manager

## FUNDING OPPORTUNITIES

The MA in WRD program offers three types of **financial assistance**: graduate assistantships, partial tuition fellowships, partial tuition waivers.

### HOW TO APPLY

Online applications can be submitted at [go.depaul.edu/apply](https://go.depaul.edu/apply). Application credentials and official electronic transcripts can be submitted through the online application or by email to [graddepaul@depaul.edu](mailto:graddepaul@depaul.edu). Please make sure your name is on all documents.

### APPLICATION DEADLINE

The WRD program admits students every quarter on a rolling basis. Those students that wish to apply for a graduate assistantship or partial tuition fellowship must submit a complete application by **February 15**.

### FOR MORE INFORMATION

Web: [wrd.depaul.edu](https://wrd.depaul.edu)  
Visit: [go.depaul.edu/wrdevents](https://go.depaul.edu/wrdevents)  
Email: [wrd@depaul.edu](mailto:wrd@depaul.edu)

Time and Event	Room
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**12:00 - 1:30 pm Lunch and Keynote Address #2**  
**Sponsored by PowerNotes**  
Mandalay Ballroom

**Dominic DelliCarpini, York College of PA**  
Students' Right to their Own Language: The Gordian Knot of Social Justice for Writing Program Administrators

**1:45 - 3:00 pm**

**G1 CWPA Sponsored Session: CWPA Graduate Research Award**

Katherine Daily O'Meara, Joseph Franklin, Brent Cameron

Casino Ballroom

**G2 Social Justice in FYW Curriculum**

Hitting the Ground Running: Anti-racist Curricular Reform as Actionable Commitments from a First-time, BIPOC WPA

David Johnson

Transforming First-Year Writing Through Cultural Accountability: Social Justice Insights from Mixed-Method Research

Keira Hambrick

Mandalay 1

Infusing Social Justice Work into the FYW Curriculum: Creating Learning Outcomes with a CLA Lens

Deirde Vinyard

**G3 Labor and Wellness in WPA Work**

Enhancing Instructor Job Satisfaction: Strategies for Balancing Perceived and Actual Workload Variance

Susan Faivre

Linguistic Racism in a Time of Black Lives Matter

Gregory Shafer

Leading From Contingent Positions: A Critique of Writing Program Power Structures

Ti Macklin, Melissa Keith

Mandalay 2

**G4 Antiracist WPAing**

Encouraging Inclusive Teacher Community Through Discussion of Teaching Struggles and Activities

Michal Reznizki, David Coad

Mandalay 3

How Might We Develop Antiracist Methods for Writing Instruction?

Lisa Blansett

Creating Belonging as an Act of Social Justice

Carla Kungl, Laurie Cella

	Time and Event	Room
<b>G5</b>	<b>The Future of Grading Contracts: Results and Reservations from a Large-Scale, Longitudinal Pilot Study</b> Rory Lukins, Tamara Black, Leah Pate	Mandalay 4
<b>G6</b>	<b>Social Justice in Writing Program Evaluation: Walking the Walk and Talking the Talk with the WPA Consultant-Evaluator Service</b> Shirley Rose, Michael Pemberton, Jonikka Charlton	Mandalay 5
<b>3:15 - 4:30 pm</b>		
<b>H1</b>	<b>Help Revise the National Survey on Student Engagement's Module on Writing: Session 2</b> Bob Gonyea, Chris Anson, Lilian Mina, Paul Anderson, Kevin Wenger	Mandalay 3
<b>H2</b>	<b>Crosswalks in Coreq Curriculum: Modeling Collaboration and Assignment Development for the First-Year Writing Corequisite</b> Joanne Mallari, Jenna Altherr Flores, Karen Herschbach, Maureen McBride	Mandalay 1
<b>H3</b>	<b>DEI and Placement at Private Institutions</b> (Re)Placing Personalis: A Study of Placement Reform & Student Self-Construct in Mission-Driven Contexts Crystal Colombini, Meghan Sweeney Transforming (Student Self) Placement at a SLAC: Critiques and Reflections Katherine O'Meara	Mandalay 2
<b>H4</b>	<b>Contract Grading</b> Using Contract Grading to Reframe Writing Quality: A Local Assessment of Final Portfolios in First-Year Composition Mikenna Sims Labor-Based Grading in the Age of Automation Chase Bollig Helping Faculty to Develop Equitable Writing Assessment through Grading Contracts and Un-Grading Heather Hill	Mandalay 4
<b>H5</b>	<b>Approaches to Improving Retention in the Post-Pandemic Classroom</b> Beth Greene, Katie Miller	Mandalay 5

**Time and Event****Room****H6 Social Justice and Linguistic Diversity**

Beyond the NEST/NNEST Debate: The Value of Linguistically Diverse Teaching Staff in University Writing Programs  
Susan Faivre

Public-facing Genres of Multimodality and Promotion of Inclusion in Linguistically Super-diverse Writing Classrooms.  
Joan Hwang

Casino Ballroom

“It’s less urgent”: Moving Language Policy to the Forefront of Training for First-Year Writing Instructors  
Jennifer Slinkard

**6:00 - 8:00 pm**

**CWPA Social Event at the Planetarium**  
Sponsored by MacMillan Learning

**Social Event Sponsor MacMillan Learning**



bedford / st. martin's  
Macmillan Learning

**Wednesday July 19, 2023**

<b>Time and Event</b>	<b>Room</b>
<b>6:30 - 8:00 am</b> Breakfast	Mandalay B
<b>8:30 - 10:15 am</b> CWPA Townhall Meeting - Open to all conference attendants	Casino Ballroom
<b>10:30 - 12:00</b> CWPA Executive Board Meeting	Mandalay 3
<b>10:30 am- 3:30 pm</b> <b>WPA Institute</b> <b>Writing Program Administration and Campus Leadership in Response to Artificial Intelligence</b> Christopher Basgier and Carey Andrzejewski	Casino Ballroom
<b>WPA Workshop Day #1</b> Joanne Giordano, Erin Lehman, Andrea Montalvo-Hamid	

**Thursday July 20, 2023**

**WPA Workshop Day #2**  
Joanne Giordano, Erin Lehman, Andrea Montalvo-Hamid

**Friday July 21, 2023**

**WPA Workshop Day #3**  
Joanne Giordano, Erin Lehman, Andrea Montalvo-Hamid

**Saturday July 22, 2023**

**WPA Workshop Day #4**  
Joanne Giordano, Erin Lehman, Andrea Montalvo-Hamid





Founded in 2009, Defend, Publish and Lead is an academic writing coaching company owned and staffed by rhetoric and composition specialists. **Because our own academic positions and scholarship are located within the discipline of writing studies, a key area of focus is helping clients develop scholarship and administrative documents for writing program administration, writing across the curriculum initiatives, writing centers, and scholarly outlets supporting this scholarship.** Several of our coaches currently are WPAs or WCDs and others have served in these roles in the past.

### **We help WPA scholarly writers on four fronts:**

- 1) Writing and publishing about writing program/center work (we can assist with drafting journal articles, argument fine tuning, turning conference presentations into journal articles and more).
- 2) Making arguments of the value of WPA/WCD work to tenure and promotion committees (five coaches have done this successfully with their own dossiers)
- 3) Developing writing habits and efficient time management strategies to keep publishing and presenting despite the time intensive needs of writing program administration
- 4) Assistance in supporting WPAs/WCDs with writing tasks needed on the job (a more extensive list of these services is below).

Administrative writing tasks we specifically support include:

#### ***First-Year Writing Curriculum Revision***

- Updating the students learning outcomes (SLOs)
  - Using national guidelines in writing SLOs
  - Using recent research in writing SLOs
- Using the institutional context in writing SLOs
- Building consensus around those outcomes
- Revising the curriculum to achieve the new SLOs
- Piloting the new curriculum
- Assessing the new curriculum
- Limited curriculum revision based on assessment results

#### ***Comprehensive approach to TFT at the program-level: curriculum development, faculty development, GTA training, and assessment***

- Conceptualizing the transfer of the Teaching for Transfer (TfT) curriculum from a single course to an entire program

Reconfiguring the Composition Practicum to prepare graduate teaching assistants (GTAs) to teach the TFT curriculum  
Designing writing programmatic assessment of the TFT curriculum  
Creating a professional development program on the teaching of reflection and transfer

***Multimodal pedagogy professional development***

Identifying needs and challenges  
Conceptualizing the program  
Designing the program: theoretical, pedagogical, and technological aspects  
Implementing the program both in-person and asynchronously  
Assessing the effectiveness of the program

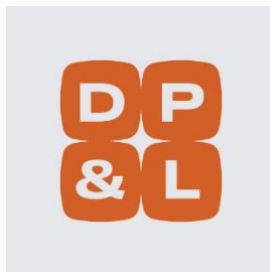
***Social justice and multimodality***

Considerations for social justice work  
Translating those considerations into intentional pedagogical choices  
Selecting readings and writing assignments  
The role of multimodality in social justice work

***Micro-credential programs in technical communication***

Researching and documenting institutional context and needs  
Proposing a micro-credential program  
Designing the program: learning outcomes, courses, assessment, community partnerships  
Developing new courses

Set up a FREE consultation with us by contacting [christine@defendandpublish.com](mailto:christine@defendandpublish.com) or booking an appointment using [this link](#).



**You can find us at the following:**

Website: [www.defendandpublish.com](http://www.defendandpublish.com) (Note: new website scheduled to launch August 1, see [www.defendpublishlead.com](http://www.defendpublishlead.com) after that date)

Twitter: @Defend\_Publish

Linked In: <https://www.linkedin.com/company/defend-publish-lead/>

Eventbrite: <https://www.eventbrite.com/o/defend-and-publish-20030111125>

**Wednesday July 19, 2023**

<b>Time and Event</b>	<b>Room</b>
<b>6:30 - 8:00 am</b> Breakfast	Mandalay B
<b>8:30 - 10:15 am</b> CWPA Townhall Meeting - Open to all conference attendants	Casino Ballroom
<b>10:30 - 12:00</b> CWPA Executive Board Meeting	Mandalay 3
<b>10:30 am- 3:30 pm</b> <b>WPA Institute</b> <b>Writing Program Administration and Campus Leadership in Response to Artificial Intelligence</b> Christopher Basgier and Carey Andrzejewski	Casino Ballroom
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