



Writing in Public(s): Composition, Connection, and Global Citizenship

University of Massachusetts Boston
April 22, 2023

8:00 – 9:00 am WELCOME & REGISTRATION

University Hall, 1st floor, Auditorium 1300

9:00 – 10:15 am CONCURRENT SESSION A

A.1—The Community-Minded Composition Classroom (University Hall, 4th floor, Room 4120)

Teaching to Organize: The Organizing Plan as Writing Assignment

Ricardo Fria, Fairfield University

This talk discusses the practices and experiences of teaching community organizing in a first-year composition class. It is argued that teaching organizing is a meaningful way for both students and instructors to think about their engagement with their communities and the ways in which rhetoric matters in context of social and educational change.

From the Inside Out: How Therapeutic Writing Can Help Shape Community, Connection, and Craft

Corey Latta, Labouré College of Healthcare

"From the Inside Out: How Therapeutic Writing Can Help Shape Community, Connection, and Craft" explores the ways in which we might borrow from therapeutic writing to shape emotionally stronger, more communally connected writing communities.

A.2—Technologies and Ethical Design (University Hall, 4th floor, Room 4140)

Considering Plagiarism Policy Design in a First-Year Writing Classroom

Mary Laughlin, Fairfield University

This individual presentation focuses on the plagiarism policy as an influential genre within the classroom and beyond. The speaker will discuss an in-progress draft of a plagiarism and misuse of sources policy designed for a first-year writing classroom. Inspired by the work of Rebecca Moore Howard and the

research of The Citation Project, the policy draft represents an attempt to better facilitate source usage practices as well as transfer-oriented learning goals and outcomes.

Bots in the Classroom: AI Pedagogies, Building Community, and Compositional Ethics

Noël Ingram, Boston College

This presentation discusses emerging AI pedagogies to cultivate community and new publics in the composition classroom through two specific examples: 1. The AI bot Arcane in conjunction with a Discord server in a hybrid undergraduate course and 2. ChatGPT in a first-year literature course to support students' developing mastery of analytical writing skills. Also addressed are students' responses to engaging with both platforms, including the ethical implications of AI pedagogies.

Discourse Beyond Writing: The First Year Writing Course Applied to Social Media

Robin Owens, Emerson College

We are preparing our students for the writing they will do throughout their college careers, but we are also teaching them how to structure an argument. Using my experience as a content creator, I'll demonstrate how I empower my students to apply the rhetorical skills we teach to their social media posts particularly as it pertains to social justice.

A.3—Labor-based Grading in Freshman Composition (University Hall, 4th floor, Room 4160)

Susan Field, University of Massachusetts Boston

Brittanie Weatherbie Greco, University of Massachusetts Boston

Dan Messier, University of Massachusetts Boston

Brittany Peterson, University of Massachusetts Boston

As the four of us have worked to adapt Asao Inoue's Labor-Based Grading (LBG) model to fit our freshman composition classrooms, we've encountered more success than failure, and our student surveys on LBG show considerably more positive feedback than negative. Join us as we discuss the modifications we've made to Inoue's model, the results of our work, and the revisions we're making as we work to engage our students in the practice of writing.

10:30 – 11:45 am CONCURRENT SESSION B

B.1—The Context of Composition Classrooms (University Hall, 4th floor, Room 4180)

Civic-Minded Composition and Public Transportation: Using Project-Based Learning in First Year College Composition

Rich Miller, Suffolk University

The presenter will reflect on how the central theme of “free public transportation” opened exciting and challenging opportunities for student groups to compose multimodal projects in the summer of 2021. The presenter also will share completed student work as well as reflections on the relative successes and failures of Project-Based Learning layered into writing process pedagogy with public facing student writing.

Teaching Black Literature as Legacy in the PWI Writing Classroom

Grace Danciu, Boston College

Introducing writings by underrepresented groups can either redefine or reinforce students' perspectives on using the public voice to discuss social justice. When designing my own writing course at a predominantly White institution, I desired for my students to experience the gut punch of gifted writing that promotes social change. This spurred me to examine how specifically Black literature—with a legacy of writings to public audiences—could be highlighted in the classroom of a PWI.

B.2—Writing, Identity, and Power: Towards an Orientation of Global Citizenship (University Hall, 4th floor, Room 4190)

Rachel Smith Olson, University of Massachusetts Amherst

Jackie Ordway, University of Massachusetts Amherst

Stacie Klinowski, University of Massachusetts Amherst

Presenters reflect on experiences teaching an optional first-year composition course (formerly a basic writing course) themed around the intersections of writing, identity, and power. Presenters analyze materials used in Englwr111 to illustrate how teachers facilitate students' engagement with global publics and audiences. This panel also explores how rethinking basic writing courses offers opportunities to create a space for students to cultivate an orientation of global citizenship.

B.3—Shining a Light on Students' Reflections: Key Writing Concepts that Matter to First-Year Composition Students (University Hall, 4th floor, Room 4120)

Lauren Bowen, University of Massachusetts Boston

Matthew Davis, University of Massachusetts Boston

Danielle Kodess, University of Massachusetts Boston

Dan Messier, University of Massachusetts Boston

Maura Norton, University of Massachusetts Boston

Brittany Peterson, University of Massachusetts Boston

Natalia Scarpetti, University of Massachusetts Boston

UMass Boston's first-year composition program aims to help students develop not only procedural knowledge ("the how") but also declarative knowledge ("the what") about writing. Program faculty have developed a set of 10 key terms that guide our curricular content, but we were curious to know what our students identify as essential knowledge about writing. This presentation presents the methods and preliminary findings of our collaborative analysis of more than 100 student-generated reflections, in which we seek to locate and understand what key concepts guide student writers as they complete their second semester writing course at UMB.

B.4—Making Anti-racist Grading and Feedback Practices Visible and Public (University Hall, 4th floor, Room 4140)

Chris Ayala, Northeastern University

Lee Emrich, Northeastern University

Matthew Noonan, Northeastern University

Thomas Akbari, Northeastern University

Our research on anti-racist assessment in the Northeastern Writing Program distinguishes between feedback – comments on student work – and grading – marks applied. Our research results, offered in a roundtable, delineate types, occasions, and objectives for feedback, and suggest the criteria and resources our instructors draw from in offering feedback and applying grades are rich and heterogeneous. As part of our roundtable conversation, panelists will invite audience members to share and reflect on their own individual or departmental approaches to anti-racist feedback and grading.

12:00 – 1:15 pm CONCURRENT SESSION C

C.1—Fearing, Queering, and Hearing Composition (University Hall, 4th floor, Room 4160)

Drafts as Queer Rhetorical Form

Timothy Oleksiak, University of Massachusetts Boston

Composition studies' theorizing of drafts has not gone far beyond categorizing (shitty, first, rough, final) nor far beyond process theories of writing from which this categorization began. In this individual presentation, I argue that drafts are a queer rhetorical form that give rise to queer rhetorical agency. I explain how drafts may function this way and what it means for the teaching of writing.

Using Audio Texts to Cultivate Genre Awareness in Student Writers

Danah Hashem, University of Massachusetts Boston

The relationship between genre and rhetorical context can be difficult for student writers to grasp meaningfully in ways that help them navigate the many compositional genres of their personal and professional lives. Asking students to compose within genres specific to the audio mode can cultivate a practical, authentic sense of genre awareness that has the potential to unlock a new level of communication in all modes between our students and the world around them.

High Stakes Writing: Helping Students Conquer Fear

Ann Nowak, Touro University Jacob D. Fuchsberg Law Center

Fear of failure often keeps students from becoming skilled writers who can advocate on behalf of populations that lack resources, ability, or understanding of how to advocate for themselves. As the director of a law school writing center, I have learned that helping students to overcome this fear is just as important as helping them with the mechanics of writing. In this presentation, I will discuss techniques that I use to help my students overcome this fear and succeed.

C.2—Writing Beyond the Classroom: Place-Based and Experiential Learning for Community Connections (University Hall, 4th floor, Room 4180)

Holly Schaaf, Boston University

Allison Blyler, Boston University

Christina Michaud, Boston University

Join us to discuss different examples of experiential and place-based learning as deeply embedded in the content and pedagogy of a writing class, far beyond the “field trip” model. Such projects benefit students at many levels, including multilingual writers, STEM students, and students who say they do not “like” to write. Using place-based learning, we help students connect to each other and to local/global communities, and to see learning as dynamic and communal, not limited to the classroom.

C.3 —Supporting Student Writers via the Writing Center (University Hall, 4th floor, Room 4190)

Consultant Work in the Writing Center Archive

Marissa Burke, University of Massachusetts Boston

Undergraduate representation in institutional archives is undergoing a paradigm shift, with many archives beginning to incorporate more student work rather than focusing on administrative material. To better capture the student experience in the Writing Center, archivists can develop an archive that centers writer and consultant work. Connecting consultants with the archive as well as discussing writing center history enriches theory and practice for both archivists and writing center staff.

The Role of the Writing Center for Multilingual International Students

Neeti Shah, University of Massachusetts Boston

As a multilingual international undergraduate consultant, I am curious about how multilingual international students at the university feel about writing and their concerns about writing. I hope to outline how these students benefit from using the writing center and their feelings towards the writing center. My presentation will focus on survey data that can help writing center tutors, teachers, and directors understand the needs of multilingual international students.

Tutoring, Race, and Confidence in Writing: A Mixed-Methods Study of Student Perceptions

Hadi Banat, University of Massachusetts Boston

Dan Messier, University of Massachusetts Boston

This presentation focuses on a mixed-methods study that investigates students’ confidence in academic writing, the ways students’ racial identities influence their confidence, and how working with tutors in a writing center tutorial could enhance student confidence levels about their writing. We will report on the survey and interview results from two semesters of data collection.

C.4—A Roundtable for Ann E. Berthoff: Her Lessons for Students and Colleagues (Location: University Hall, 1st floor, Auditorium 1300)

Neal Bruss, University of Massachusetts Boston

Wayne Rhodes, University of Massachusetts Boston

Louise Smith, University of Massachusetts Boston

Judith Goleman, University of Massachusetts Boston

Sandra Howland, University of Massachusetts Boston

Dorothy Nelson, Cape Ann Veterans Writing Workshop

Professor Emerita Berthoff of the UMass Boston English Department is an essential figure in the development of Composition theory and practice and the author or editor of nine books and an Exemplar of the Conference on College Communication and Composition. The passing of Prof. Berthoff on November 26, 2022 has inspired six of her UMass Boston students and colleagues to describe her contribution to their teaching and research:

- Neal Bruss, Associate Professor, “AEB’s Own Speculative Instruments”
- Sandra Howland, Senior Lecturer, UMass Boston and North Shore Community College, “Teacher as Researcher”
- Judith Goleman, retired Associate Professor, “My Greatest Professional Joy: Transforming Berthoff’s Dialectic of Composing into a Dialectic for Teaching Composing”
- Dorothy Shubow Nelson, retired adult education teacher, Madison Park High School, and editor of *The Inner Voice and The Outer World, Writings by Veterans and Their Families*, “Teaching for Change”
- Wayne Rhodes, Senior Lecturer, “There’s No Success Like Failure: Ann Berthoff on Revision and the Uses of Chaos”
- Louise Z. Smith, Professor Emerita, UMass Boston, “HDWDWW: How Ann Berthoff Did What and Why.”

1:30-3:00 pm KEYNOTE & LUNCHEON

D—KEYNOTE: Making Change in Mass Higher Education: Multilingualism and the Linguistic Justice Imperative (Campus Center, 3rd floor, Ballroom C)

Amy Wan, Queen’s College and CUNY Graduate Center

The shift from “citizenship” to “global citizenship” in university missions can be explained by the need to prepare graduates to enter the arena of economic and cultural globalization but by the increasingly transnational student population in US higher education. This presentation will discuss multilingualism as a feature of the transnationalism of students and how explicit and implicit policies on campus enforce a default monolingualism that contradicts larger institutional assertions about the global. By framing language policies for multilingual students and for the global university within long



standing domestic concerns about access and democracy, originating from the post-World War II boom in US higher ed, this presentation will argue that default monolingual policies and practices narrow what a global citizen is, often at the expense of the global experiences of the present student body. There will also be an opportunity for the audience and speaker to think together about the kinds of writing policies and practices that might better reflect language equity in their classrooms and on campus.