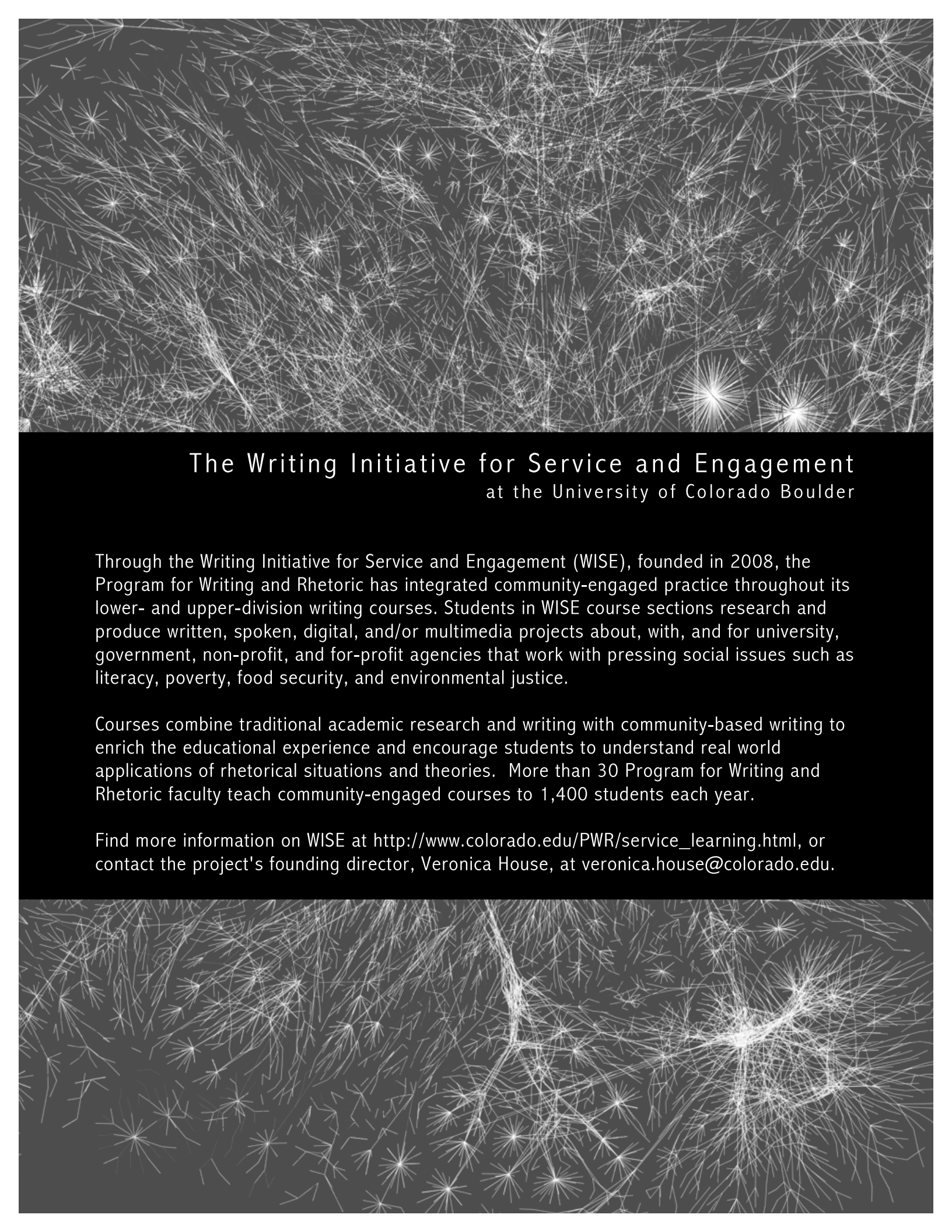


the inaugural

Conference on Community Writing

Building Engaged Infrastructure

Boulder, Colorado
October 15-17, 2015



The Writing Initiative for Service and Engagement at the University of Colorado Boulder

Through the 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, non-profit, and for-profit agencies that work with pressing social issues such as literacy, poverty, food security, and environmental justice.

Courses combine traditional academic research and writing with community-based writing 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 to 1,400 students 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 15-17, 2015

Boulder, CO

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Chair's Welcome

Dear conference participant,

Welcome to the inaugural Conference on Community Writing in Boulder, Colorado. The conference offers a space for scholars, teachers, administrators, and community leaders to share scholarship and examine the theories, technologies, and best practices shaping Rhetoric and Composition, related disciplines, and the communities that house our institutions. We come together as innovators who push a range of social boundaries in our uses of writing and rhetoric in community settings and who encourage our students to approach the act of composing as participatory members of publics beyond the classroom.

The theme for the inaugural conference, **Building Engaged Infrastructure**, is a call to action. We challenge attendees to build strong and durable community/university partnerships through teaching, research, and community writing, and challenge faculty who participate in community-engaged work to find support within university departments and offices. This theme also explores how to build institutional support for departments themselves as they become more engaged and committed to community-based instruction and scholarship across the curriculum, an essential infrastructure if the work is to be sustainable. For community members who work outside of the university, we invite you to share your expertise and experiences with writing and communication as a means toward social change.

We hope that you will help us envision and build a national network of resources, people, ideas, and support structures to make the work we do in and about our communities more sustainable, impactful, rewarding, and rewarded. You are a vital part of this infrastructure.

Thank you for joining us. Here's to building!

Best,

Veronica House (Chair)

Overview Schedule

Registration (7am each day) Aspen Room (UMC, 2nd floor)

Welcome & Chair's Address (Thursday 8:00am) Tent (outside UMC, 2nd floor terrace)

Veronica House: Building Engaged Infrastructure for an Engaged Discipline

Workshops

Thursday (8:45am-10:45am) Friday (8:00am-10:00am)

Concurrent Panels

Session A Thursday	11am-12:15pm	Session F Saturday	8:00-9:15am
Session B Thursday	2:00-3:15pm	Session G Saturday	9:30-10:45am
Session C Thursday	3:30-4:45pm	Session H Saturday	12:30-1:45pm
Session D Friday	10:15-11:30am	Session I Saturday	2:00-3:15pm
Session E Friday	1:30-2:45pm		

Digital Poster Media Displays

UMC 245 (Flashlab Room)

On-going displays (AM & PM) with 15-minute Q&A with presenters (*times vary each day*)

Thursday - Lunch & Keynote Speaker with Q&A

12:15pm-1:45pm, Tent (outside UMC, 2nd floor terrace)

Welcome from Valerio Ferme (Associate Dean for the College of Arts and Sciences, University of Colorado Boulder)

Introduction by Shannon Carter (Texas A&M University-Commerce)

Keynote: Paul Feigenbaum (Florida International University): Itinerant Networks of a (Still) Frustrated Idealist: Or, Can (and Should) Community Literacy Practitioners Move from Serendipitous Encounters to Formal Infrastructures?

Friday - Award Lunch & Keynote Speaker with Q&A

11:45am-1:15pm, Tent (outside UMC, 2nd floor terrace)

Sponsored by Office of Outreach and Engagement, University of Colorado Boulder

Welcome from David Meens (Director, Office of Outreach and Engagement)

Introduction and presentation of award by Steve Parks (Syracuse University):

The Conference on Community Writing Distinguished Scholar Award

Keynote: Eli Goldblatt (Temple University): How to LEARN & Why We Care

DeepThink Tanks

Community Literacy	Friday, 3:15pm, Tent (outside UMC, 2nd floor terrace)
Poverty, Homelessness, Prisons	Friday, 3:15pm, UMC 235
Resilient Communities	Friday, 3:15pm, Aspen Rooms (UMC, 2nd floor)
Professionalization & Engaged Infrastructure	Saturday, 3:30pm, UMC 235

Keynote Speakers

Paul Feigenbaum (Associate Professor, Department of English, Florida International University)

“Itinerant Networks of a (Still) Frustrated Idealist: Or, Can (and Should) Community Literacy Practitioners Move from Serendipitous Encounters to Formal Infrastructures?”

Thursday October 15

Paul Feigenbaum is an Associate Professor at Florida International University. His research and teaching interests included community literacy, service learning, public writing, college access, and civic engagement pedagogy. His essays have appeared in *Reflections*, *Community Literacy Journal*, and *Composition Forum*, and his recent book, *Collaborative Imagination: Earning Activism through Literacy Education*, is available from Southern Illinois University Press. In *Collaborative Imagination*, Feigenbaum explores how literacy education can facilitate activism in contemporary contexts in which underserved populations often remain consigned to second-class status despite official guarantees of equal citizenship. By conceiving of education as, in part, a process of understanding and grappling with adaptive and activist rhetorics, educators can direct people's imaginations toward activism without running up against the conceptual problems so many scholars associate with critical pedagogy. Over time, this model of education expands imaginations about what it means to be a good citizen, facilitates increased civic participation, and encourages collective destabilization of, rather than adaptation to, the structural inequalities of mainstream civic institutions. Feigenbaum offers detailed analyses of various locations and time periods inside, outside, and across the walls of formal education, including the Citizenship Schools and Freedom Schools rooted in the Civil Rights Movement of the 1950s and 1960s; the Algebra Project, a current practical-literacy network; and the Imagination Federation, a South Florida-based Earth-Literacy network. Considering both the history and the future of community literacy, *Collaborative Imagination* offers educators a powerful mechanism for promoting activism through their teaching and scholarship, while providing practical ideas for greater civic engagement among students.

Eli Goldblatt (Professor, Department of English, Temple University)

Recipient of The Conference on Community Writing Distinguished Scholar Award

“How to LEARN and Why We Care”

Friday October 16

Eli Goldblatt was born in 1952 in Cleveland, Ohio, and grew up on Army posts in the U.S. and Germany. After earning his B.A. at Cornell University, he attended a year of medical school, traveled in Mexico and Central America, and taught high school for 6 years in Philadelphia. He completed a Ph.D. in English at the University of Wisconsin-Madison in 1990. He is a professor of English at Temple University, where he served as university writing director for ten years (five as co-director of the writing center) and five years as first-year writing director. He is the director of New City Writing (Institute for the Study of Literature, Literacy, and Culture), an outreach arm of the writing program focused especially on North Philadelphia. For nearly ten years, he has served on the board of Tree House Books, a non-profit literary center in the neighborhood near the Temple campus. Goldblatt works both as a composition/literacy researcher and as a creative writer. In composition, he has helped to establish the field of community literacy with books and articles about the connections between college writing programs and K-12 schools or neighborhood literacy centers. His books in the field include *Round My Way: Authority and Double-Consciousness in Three Urban High School Writers* (Pittsburgh UP, 1995); *Because We Live Here: Sponsoring Literacy Beyond the College Curriculum* (Hampton P 2007), winner of the National Council of Writing Program Administrators' Best Book Award in 2008; and *Writing Home: A Literacy Autobiography* (S. Illinois UP, 2012). His poems have appeared over the last thirty years in small literary journals such as *The Pinch*, *Cincinnati Review*, *Hambone*, *Paper Air*, *Another Chicago Magazine*, *Madison Review*, *Louisiana Literature*, and *Hubbub*. His books of poems include *Journeyman's Song* (Coffee House, 1990), *Sessions 1-62* (Chax Press, 1991), *Speech Acts* (Chax Press, 1999), and *Without a Trace* (Singing Horse Press, 2001). In addition, Goldblatt published two children's books, *Leo Loves Round* and *Lissa and the Moon's Sheep*, both from Harbinger House in 1990.

Workshops – Thursday

W1 Citizen Scholars and the Cultural Rhetorical Ecology of Writing Across Communities: Mentoring Our Students Into Academic, Professional, and Civic Cultures

Michelle Hall Kells, University of New Mexico

Writing Across Communities represents a constellation of stakeholders locally and nationally centered around educational principles and cultural practices that promote the generative (creative and life-sustaining) ecological relationships of language and literacy to the maintenance and wellbeing of human communities. Writing Across Communities seeks to guide curriculum development, stimulate resource-sharing, support multi-modal approaches to community arts, cultivate networking, and promote research in language practices and literacy education throughout the nation to support local colleges and universities working to serve the vulnerable communities within their spheres of influence. A cultural ecology approach to college writing instruction invites students to consider how an understanding of the dimensions of diversity enhances their ability to write and communicate: Appropriately (with an awareness of different conventions); Productively (to achieve their desired aims); Ethically (to remain attuned to the communities they serve); Critically (to learn to engage in inquiry and discovery), and Responsively (to negotiate the tensions caused by the exercise of authority in their spheres of belonging). In this workshop we will consider how to cultivate citizen scholars as we ask: what are the values and benefits of academic literacy and how do these relate to student access and success in higher education as well as professional and community settings? How can teachers across the disciplines practice effective approaches to teaching writing that help students move between their different communities of belonging with authority?

W2 Writing Futures: Designing Sustainable Writing Outreach For Your Community

Jen Almjd, James Madison University

Kristine Blair, Bowling Green State University

Jen England, New Mexico State University

Identifying a literacy need in your community, designing an outreach program, lining up partners on and off campus, and designing a network that will support your project long-term are all daunting steps. This workshop, facilitated by three speakers involved in technology and composition camps for tweens, will provide participants with theoretical and practical guides for creating sustainable community literacy projects. The speakers represent three “generations” of a girl’s digital literacy camp model. The workshop will first introduce participants to theoretical and scholarly approaches to community outreach and then ask them to brainstorm about local projects or initiatives they are interested in developing. Participants will work to identify local assets in their departments and communities for their projects and will share their ideas, and discover new ones, with other participants. Finally, workshop leaders will share artifacts and resources from their own camp experiences – for attracting volunteers, recognizing local sponsors, organizing the project, and other logistical matters – with the workshop ending in small group sessions designed to allow participants a space to ask questions and seek feedback from the workshop leaders and other participants on specific projects or general concerns.

W3 Making Life More Beautiful and Complicated: Service-Learning Within Earth Literacy Infrastructures

Carlos Gonzalez Morales, Miami Dade College

Alex Salinas, Miami Dade College

The first 30 minutes of the workshop focuses on telling the story of our collaboration teaching service-learning freshman composition courses and building engaged infrastructure around them for more than 10 years. We have sustained long partnerships with an underserved public school, an educational program in Nicaragua, and a center for mentally disabled adults. The second part of the workshop will begin with an overview of the work of MacGregor Smith, a pioneer who began innovating an educational model based on Earth Literacy principles in the 1970’s, and has given our work its theoretical foundations. He draws from cosmology and the wisdom traditions of many cultures. In the last hour, we’ll model Smith’s “Seven-Generation Earth Literacy Dialogues” around participants’ own work in community-based education. The dialogues are based on principles that encourage deep listening and self-reflection rather than debate. The dialogues, in their spirit and structure, represent a miniature version of the engaged infrastructure we have gradually come to favor. We hope participants begin to see their work from new perspectives and take the dialogues back with them to continue exploring with their colleagues.

W4 Writing Democracy: Building a National Writers' Network

Shannon Carter, Texas A&M-Commerce

Deborah Mutnick, LIU Brooklyn

David Jolliffe, University of Arkansas

Jennifer L. Clifton, University of Texas at El Paso

Elenore Long, Arizona State University

Paul Feigenbaum, Florida International University

Steve Parks, Syracuse University

Writing Democracy (WD) held its first conference in March 2011 at Texas A&M University-Commerce and has since sponsored annual CCCC workshops, including presentations by John Carlos and Angela Davis. Inspired by a national dialogue on reviving the 1930s Federal Writers' Project (FWP) after the 2008 economic crash, WD has sought to imagine what forms national or even international university-community-based writing and research projects might take in the 21st century. As WD approaches its fifth anniversary, the Conference on Community Writing enables us to reflect on what spurred us to call for a new FWP, our individual connections to it, our collective vision for its future—including our call for a “political turn”—and the obstacles to achieving that vision. Speakers' remarks will be brief, allowing for dialogue with audience members regarding questions such as: (1) In your own communities, what projects are you involved in? (2) What methods have you used and what obstacles have you faced in attempting to turn progressive stances into actions? (3) How might a national network of similarly situated researchers, teachers, students, and activists support your work? Workshop will conclude with a call to action regarding next steps for a national network of university-community partnerships.

W5 The Local Food Revolution: A Case Study in Catalytic Language

Michael Brownlee, Local Food Shift Boulder

The battle for independence from global industrialized food systems is being fought with words. Marketing spin cannot compete with authentically arising memes. “Consumers” are opting out of being economic targets and are now learning to be responsible food citizens. “Feeding the world” is anachronism; feeding local populations first is the new mission. Sustainability is passe; say hello to regenerative agriculture and restorative economics. It's a spontaneous revolution, shifting from the global to the local, profoundly changing how humanity will feed itself in increasingly uncertain times. Presented by the publisher of *Local Food Shift Magazine*, and drawing upon a decade of experience in community relocation efforts, this workshop explores the principles of transformational or catalytic communication in an era of converging planetary crises (climate change, economic turmoil, resource depletion, mass extinction). By learning to pivot from change-making to emergence, writers and educators can powerfully contribute to the development of unexpectedly effective approaches to some of the greatest challenges of our time.

Workshops – Friday

W6 Strategies for Building Public Memory Partnerships: Museums, Archives, and Memorials

Jane Greer, University of Missouri Kansas City
Tammie M. Kennedy, University of Nebraska Omaha
Angelika Walker, University of Nebraska Omaha
Heather Lettner-Rust, Longwood University
Michael Mergen, Longwood University
Larissa Smith-Ferguson, Longwood University
Laurie Grobman, Penn State Berks
Douglas Page, Penn State Altoona
Laura Rotunno, Penn State Altoona

This workshop, facilitated by the co-editors and several contributors to *Pedagogies of Public Memory: Teaching Writing and Rhetoric at Museums, Archives, and Memorials* (Routledge, June 2015), aligns pedagogies of public memory with theories of civic engagement and scholarship on community literacy. The facilitators will make brief presentations on their partnerships at diverse public memory sites (the Flight 93 Memorial, the UNO Women's Archive Project, the Robert Russa Moton Museum, the Central Pennsylvania Museum of African American History, the National Museum of Toys and Miniatures). Participants will then break into small groups to brainstorm potential public memory sites with whom they might like to partner. Facilitators will move among the groups, helping participants think through critical questions about approaching community partners at public memory sites, defining projects of mutual interest, preparing students to work at public memory sites, assessing the pedagogical success of such projects for students and community partners, and ensuring that such projects have plans for long-term sustainability. The workshop will end with each attendee having articulated immediate action steps he/she can take to begin building a partnership at a site of public memory.

W7 Community Writing Against the Rhetoric of the Corporate University

Ben Kuebrich, West Chester University
Vani Kannan, Syracuse University
Yanira Rodriguez, Syracuse University

The three workshop facilitators were organizers in an 18-day sit-in at Syracuse University's administration building. The group that staged the sit-in represented a coalition of more than 50 student groups, faculty, staff, alumni and community members who continue to battle a corporate restructuring of the university. What emerged was intersectional organizing that challenged rape culture, ableism, racism, and other forms of oppression, exploitation, and marginalization on campus. The three facilitators will briefly share the work done by this coalition. Together with participants, we hope to then explore the work that remains to be done on campuses across the nation. In this way, the workshop re-thinks "community writing" as para-university. Communities also exist on campus in struggles for rights, resources, and respect against corporate restructuring. As a group, we will discuss the need to maintain vigilance against university cooptation of campus activism, the risk of reinforcing campus/community divides, and the academic tendency to professionalize activism via rhetorics of branding, resume-building, and respectability. As a workshop, we will facilitate exercises that work towards a living, problem-posing dictionary. How do we define terms like democracy, community, sustainability, engagement, flexibility, multiculturalism and diversity? How does the corporate university co-opt and use such terms? We hope this exercise brings forward discussions about what we mean when we talk about "community writing," and that it leads to: a) a more deliberate use of terms, and b) conversations about when to fight for or find alternative terms and concepts to guide our work.

W8 Still *Unsustainable*? An Analysis of the Benefits and Challenges of Sustainable Community-University Partnerships

Laurie Cella (Shippensburg University)
Karen Johnson (Shippensburg University)
Paul Feigenbaum (Florida International University)
Elenore Long (Arizona State University)
Steve Parks (Syracuse University)
Jennifer Clifton (University of Texas at El Paso)
Eli Goldblatt (Temple University)
Paula Mathieu (Boston College)

In this workshop, we invite discussion and productive problem solving born out of the issues we raised in our book, *Unsustainable*. In our book, we explore the issue of “failure” in university/community writing partnerships in order to rethink long-term sustainability, the often university-defined and widely accepted hallmark of success for such partnerships. The goal of this workshop, then, is to take seriously what has become an increasingly unified call for praxis, where scholar-practitioners explore a specific project that fell short of theorized “best practice” sustainability in order to determine not only the nature of what remains—how and why we might find value in a community-based writing project that lacks long-term sustainability, for example—but also how or why we might rethink, redefine, and reevaluate best practice ideals in the first place. We invite current and future practitioners of university-community projects to describe their partnerships and describe the various challenges and setbacks that have characterized their experiences. We will then work in groups to address these problems and potentially develop solutions and/or responses to the challenges they face. We hope to provide participants with a renewed sense of purpose and new ideas for making sense of their current project.

W9 Sustaining Literacy: A Workshop in Service-Learning, Partnership, and Reciprocity

Teagan Decker, University of North Carolina at Pembroke
Jane Haladay, University of North Carolina at Pembroke
Scott Hicks, University of North Carolina at Pembroke
Laura Staal, University of North Carolina at Pembroke
David Marquard, Ferris State University

This workshop will catalyze conversations on developing, sustaining, and enhancing community literacy partnerships, with special attention to the development of community partnerships in ethnically diverse, economically challenged regions. An interdisciplinary cohort of faculty in American Indian Studies, English, and Education from the University of North Carolina at Pembroke and Ferris State University will share stories and activities in the areas of curriculum development, pedagogy, and community praxis. For these faculty, the existence of the Literacy Commons—a UNCP-based hub established in 2012 for faculty, staff, student, community, and public school partnerships in adult literacy tutoring, community publishing, and service-learning—has served as a support system for faculty, staff, and students while providing an ethical and durable conduit to various communities. During the workshop, participants will have frequent opportunities to discuss, share, and theorize their own experiences, curricula, and service-learning activities, capitalizing upon the unique environment created by the Conference to form broader collegial connections and to initiate national collaborations.

Roundtable: Editors Discussion & Breakout Tables

We are pleased to announce a roundtable session with editors of nationally prominent journals; they have offered to speak with potential authors about engaging with the expectations of a range of publication venues. This roundtable includes:

Jonathan Alexander, editor, *College Composition and Communication*
Laurie Gries, managing editor, *enculturation*
Cristina Kirklighter, editor, *Reflections: A Journal of Public Rhetoric, Civic Writing, and Service Learning*
Tara Lockhart, editor, *Literacy in Composition Studies*
Michael Moore, co-editor, *Community Literacy Journal*
Juli Parrish, editor, *Literacy in Composition Studies*
Kathleen Yancey, past editor, *College Composition and Communication*

DeepThink Tanks

In all of the DeepThink Tanks, we will consider whether we can create infrastructures to help make our community-based work more impactful and successful. How might each session serve as a launching point for something bigger than our individual work?

The **Resilient Communities** DeepThink Tank will invite participants to deeply consider the relationship between infrastructure and the varieties of resilience in their home places and in the City of Boulder. By working our way together through the Boulder Creek watershed, the group will explore the questions, challenges, and possibilities that emerge from traveling off campus and engaging with the buildings, natural features, and bodies in the places beyond. Through brief presentations on campus, a peripatetic break-out session featuring a 20-minute walk down to Boulder Creek, and small and large group discussions with conference participants and representatives from the City on the recently flooded riverbanks, participants will explore and expand on understandings and practices for building resilient communities through university engagement.

The **Community Literacy** DeepThink Tank will engage participants in a process of defining community literacy work in ways that balance career advancement with social commitments. This collaborative exchange will address the challenges of professionally sustaining community literacy work through appreciative inquiry. To concretize the discussion, participants may wish to review their local standards of performance, criteria for advancement, or requirements for continued employment prior to the conference.

In the **Poverty, Homelessness, Prisons** DeepThink Tank, participants will dig into the question of what it means for students to engage in service in a manner that is deeply reciprocal. How do we structure this experience so that the students and the community members begin to feel a sense of mutuality? What are strategies to use? What are the limits of this potential? Facilitators will lead a discussion on the root causes of homelessness and mass incarceration, as these can be issues that get pathologized into an individual problem (why is this person homeless? Why is this person a criminal?) rather than the structural issues that they are: why do we have housing/mental health/medical/employment/ prison systems that make it so difficult to escape poverty? How do we interrogate the root causes of social issues, when they are so deeply intertwined? How do we maintain a sense of hope in the face of such complexities? How do we develop deep and reciprocal relationships, while acknowledging the personal and institutional constraints on our time and focus?

Schedule

Community Literacy	Friday, 3:15pm, Tent (outside UMC, 2nd floor terrace)
Poverty, Homelessness, Prisons	Friday, 3:15pm, UMC 235
Resilient Communities	Friday, 3:15pm, Aspen Rooms (UMC 2nd floor)
Professionalization & Engaged Infrastructure	Saturday, 3:30pm, UMC 235

Flashlab Room and Digital Poster Displays

UMC 245 (8:30am–3:30pm)

We're trying something new, dedicating space for “pop-up” roundtable discussions and collaboration. The **Flashlab** will be open throughout all three days of the conference, during most hours. If you are engrossed in discussion during a panel Q&A, a workshop, or a DeepThink Tank, and you want to keep it going, you've got somewhere to go. Want to invite others into the conversation? Tweet or use the website forum to let other participants know what and when you'll be discussing. Migrate in from the hallways: the Flashlab room will have work and lounge areas, charging stations, and a laptop dedicated to using and displaying the forums.

The Flashlab will also host our **Journal and Book Tables**, featuring scholarship by our presenters. We see showcasing attendee scholarship as a vital part of infrastructure building.

Here we will also show **Digital Poster Displays** all three days, with dedicated time for Q&A with the creators each day:

Thursday

<i>AM displays</i> 8:30–11:30am	Q&A 10:45–11:00am
Allison Walker (High Point University): Communal Creativity: Poetic Medicine Fights Ageism and Fosters Empathy Heather Martin (University of Denver) & Thomas Rode (Charles Hay World School): It's a Process: Building Durable and Mutually Beneficial Bonds in Writing-Focused Service Partnerships	
<i>PM displays</i> 12:30–3:30pm	Q&A 1:45–2:00pm
Kyle Larson (Miami University OH) & Ellen Cecil (Florida State University): Building Collaborative Communities: Empowering Students through Community-Engaged Writing Shauna Edson (Salt Lake City Community College): Unpacking Assumptions with Low-literacy, Multilingual Writers in the Community	
Cengage Learning—MindTap Overview: “Connect the World They Live in with the World They Compose in” Q&A with Lina Hasiba and Katie Reynolds, Learning Consultants (3:15pm)	

Friday

<i>AM displays</i> 8:30–11:30am	Q&A 11:30–11:45am
Melanie Loehwing (Mississippi State University) Communities of Civic Spectators: The Public Rhetoric of Occupy Wall Street's Digital Protest Photography Jon Wargo (Michigan State University): Mobile Media and Community Literacies: Lessons from LGBTQ Youth on Writing and Digital Rhetoric	
<i>PM displays</i> 12:00–3:00pm	Q&A 2:45–3:00pm
Matt Demers (ARCHODOS Chicago): Design with Multiple Stakeholders as Experimental Method Development Tara Walker (University of Colorado Boulder): Personifying Chicago: Engaging Communities through Storytelling	

Saturday

<i>AM displays</i> 8:30–11:30am	Q&A 10:45–11:00am
Danielle Rado & Rena Dulberg (Johnson & Wales University): The Urban Writing Project Rebecca Hayes (Michigan State University): Building a Public Conversation on Street Harassment: Visualizing “10 Hours of Walking in NYC as a Woman”	
<i>PM displays</i> 12:00–3:00pm	Q&A 1:45–2:00pm
Angela J. Aguayo (Southern Illinois University Carbondale): The Rural Civil Rights Project Jay Ellis (University of Colorado Boulder): <i>Journal 2020</i> , Program for Writing & Rhetoric	

Thursday October 15

Overview Schedule

Registration (7:00am–4:00pm)

Aspen Room (UMC, 2nd floor)

Coffee (7:00am)

Ballroom Foyer

Welcome (8:00am)

Tent (outside UMC, 2nd floor terrace)

John-Michael Rivera, Director, Program for Writing and Rhetoric

David Driskell, Executive Director of Community Planning and Sustainability, City of Boulder

Chair's Address (8:15am)

Tent (outside UMC, 2nd floor terrace)

Veronica House: Building Engaged Infrastructure for an Engaged Discipline

Workshops (8:45am–10:45am)

5 concurrent sessions

Coffee Break (10:45am)

Ballroom Foyer

Sponsored by Environmental Studies Program, University of Colorado

Session A (11:00am–12:15pm)

7 concurrent panels

Digital Poster Media Displays

UMC 245 (Flashlab room)

Displays on-going, with creator **Q&A:** 10:45am (AM Posters) & 1:45pm (PM Posters)

Lunch & Keynote Speaker with Q&A

12:15pm–1:45pm, Tent (terrace)

Welcome from Valerio Ferme (Associate Dean for the College of Arts and Sciences, University of Colorado Boulder)

Introduction by Shannon Carter (Texas A&M University-Commerce)

Keynote: Paul Feigenbaum (Florida International University): Itinerant Networks of a (Still) Frustrated Idealist: Or, Can (and Should) Community Literacy Practitioners Move from Serendipitous Encounters to Formal Infrastructures?

Session B (2:00pm–3:15pm)

8 concurrent panels

Session C (3:30pm–4:45pm)

8 concurrent panels

Workshops (8:45am–10:45am)

*All rooms in University Memorial Center
except Tent (located on terrace)*

W1 Citizen Scholars and the Cultural Rhetorical Ecology of Writing Across Communities	UMC 235
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Facilitator: Michelle Hall Kells (University of New Mexico)

W2 Writing Futures: Designing Sustainable Writing Outreach For Your Community	UMC 247
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Facilitators:

Jen Almjeld (James Madison University)
Kristine Blair (Bowling Green State University)
Jen England (New Mexico State University)

W3 Making Life More Beautiful and Complicated: Service–Learning Within Earth Literacy Infrastructures	UMC Art Gallery
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Facilitators:

Carlos Gonzalez Morales (Miami Dade College)
Alex Salinas (Miami Dade College)

W4 Writing Democracy: Building a National Writers' Network	Tent
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Facilitators:

Shannon Carter (Texas A&M–Commerce)
Deborah Mutnick (LIU Brooklyn)
David Jolliffe (University of Arkansas)
Jennifer L. Clifton (University of Texas at El Paso)
Elenore Long (Arizona State University)
Paul Feigenbaum (Florida International University)
Steve Parks (Syracuse University)

W5 The Local Food Revolution: A Case Study in Catalytic Language	UMC Aspen Rooms
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Facilitator: Michael Brownlee (Local Food Shift, Boulder)

Session A (11:00am-12:15pm)

A1	Digital Storytelling	UMC Art Gallery
<i>Chair:</i> Beth Godbee		
John Tinnell (University of Colorado Denver): Augmenting the Wildlife Exhibit: A Digital Storytelling Project with the Denver Museum of Nature and Science		
Beth Godbee & Elizabeth Gibes (Marquette University): Cross-Campus Collaborations As Necessary Infrastructure for Community-Based Learning		
Candace Walworth (Naropa University) & Daniel Weinshanker (Center for Digital Storytelling): Nourishing Storytellers, Sustaining Communities: Digital Storytelling in the Front Range		

A2	Community Writing through Ethnography	UMC 382
<i>Chair:</i> Sara Alvarez		
Sara Alvarez (University of Louisville): Agentive Translanguaging: Emerging Practices and Polymedia		
Ligia Mihut (Barry University): Community Writing as a Contact Zone		
Brice Nordquist (Syracuse University): Networking Literacies across Family Ties		

A3	Engaging ELL/International/Undocumented Students	UMC 384
<i>Chair:</i> Andrea Feldman		
Andrea Feldman & Pilar Prostko (University of Colorado Boulder): Using Dialogue in Service Learning to Integrate ELL Students into the Community		
Glenn Hutchinson (Florida International University): Undocumented Students & Community Writing Activism		
Deborah Romero (University of Northern Colorado): Re-Writing Communities: Collaborative Literacies as Sites for Empowerment and Vehicles for Change		

A4	Messy Infrastructures: Community Engagement and University Accountability	UMC 386
<i>Chair:</i> Sarah Harris		
Sarah Harris (Indiana University East): Bridging the Two Worlds: Service-Learning and the Preparation of Writing Teachers		
Ashley Holmes (Georgia State University): Student Involvement in Negotiating Public Partnerships		
Jessica Pisano (University of North Carolina Asheville): Framing the Mess: Critical Thinking Instead of Control		
Amanda Wray (University of North Carolina Asheville): Rhetorical Frames for Inclusivity		

Session A (11:00am-12:15pm)

A5 Digital and Visual Engagement	UMC 425
<p><i>Chair:</i> Petger Schaberg</p> <p>Kelly Bradbury (University of Colorado Boulder) & Kathryn Comer (Barry University): Eager Academics and Elusive Publics: The Challenges of Digital Community Engagement</p> <p>Alexander Fobes & Dave Underwood (University of Colorado Boulder): Visual Rhetoric and Community Writing: Building Engaged Infrastructure through Word and Image</p> <p>Petger Schaberg (University of Colorado Boulder): The Gallery is Open</p>	
A6 The Thrill of Victory/The Agony of Defeat: Rebuilding Engaged Scholarship through English Courses	UMC Aspen Rooms
<p><i>Chair:</i> Libba Vaughan</p> <p>Libba Vaughan (University of Alabama at Birmingham): Introductory Remarks</p> <p>Cassandra Ellis (University of Alabama at Birmingham): Teaching Empathetic Communication through Writing and Literature</p> <p>Nichole Lariscy (University of Alabama at Birmingham): Dramatically Engaged Pedagogy: Paulo Friere and Augusto Boal in the Rhet/Comp Classroom</p> <p>Jaclyn Wells (University of Alabama at Birmingham): Conflicting Expectations and Disappointing Deliverables: Some Lessons Learned</p>	
A7 Sentence by Sentence: Incarcerated People, Students, and the Infrastructure of a University-Jailhouse Literacy Program	UMC 247
<p><i>Chair:</i> Wendy Hinshaw (Florida Atlantic University)</p> <p>Chuck Jackson (University of Houston-Downtown)</p> <p>Sara Farris (University of Houston-Downtown)</p> <p>Dagmar Scharold (University of Houston-Downtown)</p>	

Session B (2:00pm–3:15pm)

B1	Marginalized Communities	UMC Art Gallery
<i>Chair:</i> Dylan Medina		
Doug Cloud (Colorado State University): Coming Out Gay, Coming Out Atheist: Building Rhetorical Infrastructures for Marginalized Speakers		
Michelle Day (University of Louisville): Helping or Hurting? Trauma-informed Practice in Literacy-mediated Community Engagement		
Dylan Medina (University of Washington): Recontextualizing Transitions: Veteran Reintegration into Civilian Life as Rhetorical Action		

B2	Location and Public Writing	UMC 382
<i>Chair:</i> Mark Latta		
Rachel Jackson & Michele Eodice (University of Oklahoma): Sustaining Community Writing through Building Campus Capital: Developing the Weather Recovery Writing Project in Moore, OK		
Mark Latta (Marian University): Get Onto the Bus: Reflections on the Evolving Framework and Function of a Public Transit Community Writing Project		
Michael Pennell (University of Kentucky): Twitter, Food Zones, and Community Food: Perspectives from a Chef		

B3	Writing Beyond the Classroom: Supporting Community Engagement across the Department	Tent
<i>Chair:</i> Peggy O'Neill		
Peggy O'Neill (Loyola University)		
Andrea Leary (Loyola University)		
Allen Brizee (Loyola University)		

B4	Engaging Students & Community through Storytelling as Activism	UMC 235
<i>Chair:</i> Sarah Hart Micke		
Elizabeth Drogin (University of Denver): "The Power of Stories": Using Narratives to Critically Engage Social Issues		
Megan Kelly (University of Denver): What We Talk about When We Talk about Sustainability: Using Narratives to Communicate Social Action		
Sarah Hart Micke (University of Denver): Rewriting History: Using Narratives to Engage Communal Audiences with Chad King (Sustainability Coordinator, University of Denver), Michelle Saab (Assistant Principal, Grant Beacon Middle School); Jennifer Kent (Literacy Facilitator, Grant Beacon Middle School); and University of Denver students		

Session B (2:00pm-3:15pm)

B5	Connecting Comunidades: Diversifying Methods for Community Engagement Writing
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UMC 384

Chair: Casie Moreland

Rachel Bloom-Pojar (University of Dayton): Writing a Prescription for Post-Program Support in Global Health

Casie Moreland (Arizona State University) Expansion of a Field: Incorporating Race and Place in Business, Professional, and Technical Writing Instruction

Julie O'Connell (Felician College): Poverty In Our Midst: A Deeper Understanding of At-Risk Students in Higher Education

B6	Creating Sustainable Engagement: Campus, City, and International Partnerships
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UMC 386

Chair: Tara Friedman

Tara Friedman (Widener University): Local and Global Social Change: Building Engagement on Campus

Jayne Thompson (Widener University): Local and Global Social Change: Building Engagement in our City

Patricia Dyer (Widener University): Local and Global Social Change: Building Engagement in Central America

B7	Locating and Generating Knowledge Beyond the University
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UMC 415-17

Chair: Kathryn Burleson

Jennifer Bay (Purdue University): Infrastructures for Community Engaged Research: Cultivating Homegrown Research Methodologies

Kathryn Burleson (Warren Wilson College) & Justin Levy (Conscious Alliance): How my Curriculum Became a Guidebook: Eliciting and incorporating insights from community partners

Michelle Albert & Caroline Sinkinson (University of Colorado Boulder): Inquire, Create, Collaborate: Information Literacy as Civic Practice

B8	Engaging Writing Students
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UMC 425

Chair: Morgan Read-Davidson

Erin O'Quinn (University of North Carolina- Wilmington): Teaching the Social Issue Photo Essay in the FYC Classroom

Jacqueline Preston (Utah Valley University): Shattering Frames: Re-envisioning the Role of (Discourse) Communities in FYW Instruction

Morgan Read-Davidson (Chapman University): Bringing the Writing Program to the Community

Session C (3:30pm-4:45pm)

C1	An Organized Community Is a Sustainable Community: Writing Center Pedagogy and Community Organizing Practices at the DU Community Writing Center	UMC 235
<i>Chair:</i> John Tiedemann		
John Tiedemann (University of Denver) Tiffany Rousculp (Salt Lake Community College) Eliana Schonberg (Duke University) Teresa Carmody (University of Denver) Craig Charlesworth (artist)		
Jennie Foster (The Gathering Place) Elizabeth VonAarons (The Gathering Place) Leslie Foster (The Gathering Place) John Farrell Kelly (St. Francis Center Homeless Shelter) Joel Cassady (Saint Francis Center)		

C2	A Student Residency Program in the Urban Core: Building A Place-Based Approach	Art Gallery
<i>Chair:</i> Christopher Wilkey		
Tom Dutton (Miami University): Moving the Student Residency Program Beyond the Single-Semester Bonnie Neumeier (Community Activist Educator): Community Teaching and Mentoring as Activism Alice Skirtz (Greater Cincinnati Homeless Coalition): Teaching Public Policy as Writing for Social Change Christopher Wilkey (Northern Kentucky University): The Extracurriculum of a Community Writing Collaborative		

C3	Collective Acts of Invention: Engaging Rhetoric and Communication for Community-Based Research and Teaching	Tent
<i>Chair:</i> Molly Hartzog		
Caroline Druschke (University of Rhode Island): Merging Community-Based Writing and Social-Ecological Research through Funded Collaboration Molly Hartzog (North Carolina State University): Building Research Collaborations and Composing Genes through Community-Based Organism Databases Bridie McGreavy (University of Maine): Identification Across Difference: Rhetoric & Strategies of Invention in Sustainability Collaborations		

C4	Composing Community: Connecting Basic Writers' Academic and Community Identities	UMC 382
<i>Chair:</i> Steve Lamos (University of Colorado)		
Rick Fisher (University of Wyoming) Joyce Stewart (University of Wyoming) David Bray (University of Wyoming) Jenna Yoches (University of Wyoming)		

Session C (3:30pm-4:45pm)

C5	Listening Locally, Responding Rhetorically	UMC 384
<i>Chair:</i> Caroline Dadas Caroline Dadas (Montclair State University): Hashtags as Rhetorical Intervention Lauren Obermark (University of Missouri-St. Louis): In the Shadow of Ferguson Michele Simmons (Miami University): Sustainable Community-based Projects: Sustainable Community Building Kathryn Taylor (Miami University): Advocacy Beyond Bricks: Sustaining Community Efforts Through Rhetorical Strategies		
C6	Paving the Way: Efforts to Promote Community Engagement in Graduate Student Programs at the University of Louisville	UMC 415-17
<i>Chair:</i> Keri Mathis Keri Mathis & Beth Boehm (University of Louisville): Building Interdisciplinary Paths to Community Engagement Megan Hartline (University of Louisville): Engaged Scholars in Training: Designing, Teaching, and Researching the Digital Media Academy Mary Sheridan (University of Louisville)		
C7	Composing the Stories of Our Lives and Futures through Public Pedagogy	UMC 386
<i>Chair:</i> Elise Verzosa Hurley Elise Verzosa Hurley (Illinois State University): Going Public and the Politics of Representation Crystal Fodrey (Moravian College): From "Writing About" to "Writing With": Problematizing Immersion Research in Creative Nonfiction Lauri Goodling (Georgia Perimeter College): Where is the Public Forum in the 21st Century?: Composing (Online) to Change the World Brooke Hessler (Oklahoma City University): When Love Won: Oral History as Digital Activism in the Freedom to Marry Campaign		
C8	Communicating the Environment	UMC Aspen Rooms
<i>Chair:</i> Lonni Pearce Lonni Pearce (University of Colorado Boulder): Political Ecology in First-Year Writing: Complexity and Context Rebecca Dickson (University of Colorado Boulder): Teaching Sustainability: Political Ecology and Piling Up Sticks Alexis Piper (University of Wisconsin-Milwaukee): Building Infrastructure for a More Environmentally Engaged Public: Five Specific Ways Eco-Rhetoricians Can Help		

Friday October 16

Overview Schedule

Registration (7:00am–5:00pm)

Coffee (7:30am)

Aspen Room (UMC, 2nd floor)

Ballroom Foyer

Workshops (8:00am–10:00am)

5 concurrent sessions

Coffee Break (10:00am)

Ballroom Foyer

Session D (10:15am–11:30am)

8 concurrent panels

Digital Poster Media Displays

UMC 245 (Flashlab Room)

Displays on-going, with creator **Q&A**: 11:30am (AM Posters) & 1:15pm (PM Posters)

Award Lunch & Keynote Speaker with Q&A

11:45am–1:15pm, Tent (terrace)

Sponsored by Office of Outreach and Engagement, University of Colorado Boulder

Welcome from David Meens (Director, Office of Outreach and Engagement)

Introduction and presentation of award by Steve Parks (Syracuse University):

The Conference on Community Writing Distinguished Scholar Award

Keynote: Eli Goldblatt (Temple University): How to LEARN & Why We Care

Session E (1:30pm–2:45pm)

8 concurrent panels

Coffee & Snack Break / Networking (2:45–3:15pm)

UMC Foyer

Sponsored by INVST Community Studies, University of Colorado Boulder

DeepThink Tanks (3:15pm–5:15pm)

Community Literacy

Poverty, Homelessness, Prisons

Resilient Communities

Tent (outside UMC, 2nd floor terrace)

UMC 235

Aspen Rooms (UMC, 2nd floor)

Workshops (8:00am–10:00am)

*All rooms in University Memorial Center
except Tent (located on terrace)*

W6 Strategies for Building Public Memory Partnerships: Museums, Archives, and Memorials	UMC West Ballroom
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Facilitators:

Jane Greer (U of Missouri, Kansas City)
Tammie M. Kennedy (U of Nebraska at Omaha)
Angelika Walker (U of Nebraska at Omaha)
Heather Lettner-Rust (Longwood University)
Michael Mergen (Longwood University)
Larissa Smith-Ferguson (Longwood University)
Laurie Grobman (Penn State Berks)
Douglas Page (Penn State Altoona)
Laura Rotunno (Penn State Altoona)

W7 Community Writing against the Rhetoric of the Corporate University	UMC Aspen Rooms
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Facilitators:

Ben Kuebrich (West Chester University)
Vani Kannan (Syracuse University)
Yanira Rodriguez (Syracuse University)

W8 Still <i>Unsustainable</i> ? An Analysis of the Benefits and Challenges of Sustainable Community–University Partnerships	UMC East Ballroom
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Facilitators:

Laurie Cella (Shippensburg University)
Karen Johnson (Shippensburg University)
Paul Feigenbaum (Florida International University)
Elenore Long (Arizona State University)
Steve Parks (Syracuse University)
Jennifer Clifton (University of Texas at El Paso)
Eli Goldblatt (Temple University)
Paula Mathieu (Boston College)

Workshops (8:00am–10:00am)

W9	Sustaining Literacy: A Workshop in Service-Learning, Partnership, and Reciprocity	Tent
<i>Facilitators:</i> Teagan Decker (University of North Carolina at Pembroke) Jane Haladay (University of North Carolina at Pembroke) Scott Hicks (University of North Carolina at Pembroke) Laura Staal (University of North Carolina at Pembroke) David Marquard, (Ferris State University)		

<i>Roundtable:</i>	Editors Discussion & Break-out Tables	UMC 235
<i>Participants:</i> Jonathan Alexander, editor, <i>College Composition and Communication</i> Laurie Gries, managing editor, <i>enculturation</i> Cristina Kirklighter, editor, <i>Reflections: A Journal of Public Rhetoric, Civic Writing, and Service Learning</i> Tara Lockhart, editor, <i>Literacy in Composition Studies</i> Michael Moore, co-editor, <i>Community Literacy Journal</i> Juli Parrish, editor, <i>Literacy in Composition Studies</i> Kathleen Yancey, past editor, <i>College Composition and Communication</i>		

Session D (10:15am-11:30am)

D1	Building an Outreach Program: Three Key Considerations for Creating, Developing, and Sustaining Community Partnerships	UMC 415-17
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Chair: Trixie Smith

Trixie Smith (Michigan State University)

Dianna Baldwin (Michigan State University)

Phil Bratta (Michigan State University)

McKinley Green (Michigan State University)

Mirabeth Broade (Michigan State University)

James Schulert (Michigan State University)

Heather Turner (Michigan State University)

D2	Community Writing through Ethnography	UMC East Ballroom
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Chair: Wendy Hinshaw

Wendy Hinshaw (Florida Atlantic University): Moving Beyond Personal Transformation in Prison Programming

Tobi Jacobi (Colorado State University): Still Speaking Out: Reflections on 10 Years of Prison Writing Workshops

Joshua Schriftman (Miami University): Failure, Revision, and Ownership in the Civic-Engagement Writing Exchange

D3	Composing Place	UMC 247
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Chair: Christopher Susak

Christopher Susak (Wayne State University): Bounding Detroit and Theorizing “Community” as an Answer:
Public Rhetorics & Methods of Community Engagement

Ginger Knowlton (University of Colorado Boulder): Inviting Indeterminacy: Creative Place-Centered Writing
and Community-Engaged Learning

Vanessa Diana (Westfield State University): Keeping it Real and Getting Muddy: Composition in the Park

D4	Constructing Participatory Infrastructures: Engaging Communities that Mediate Risk through Communications and Technologies	UMC 382
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Chair: Tim Amidon

Tim Amidon (Colorado State University) & Cpt. Chris Brandmeier (Firefighter): Fighting Fire, Fighting Identities:
Tensions between Knowledge Work and Working Class Knowledges in the Fireservice

Michelle Eble (East Carolina University): Risk as a Rhetorical Construct in IRB Review Processes

Erin Frost (East Carolina University): Risks to Embodiment and Environment: Evolving Rhetorics in an
Online Graduate Course

Session D (10:15am-11:30am)

D5	Revisiting the Past, Reconnecting with Story	UMC 384-86
<i>Chair:</i> Sigman Byrd (University of Colorado Boulder) Patricia Steenland (University of California, Berkeley): A Place at the Table: Building a Community Partnership Harry Williams (Owens Valley Paiute tribal elder and water activist; American Cultures Engaged Community Scholar, University of California, Berkeley): A Lost Water Story, Found Theresa Salazar (Curator, Bancroft Collection of Western Americana, UC Berkeley): Opening the Archives		

D6	Partnering with People, Not Providing to: Curricular Infrastructures in Fairbanks, Alaska	UMC Art Gallery
<i>Chair:</i> Sarah Stanley Sarah Stanley (University of Alaska Fairbanks): Partnering with people, not providing to: Curricular Infrastructures in Fairbanks, Alaska Jaclyn Berganimo (University of Alaska Fairbanks): Bringing Place into the Classroom and Bringing Student Writing Out of It Walkie Charles (University of Alaska Fairbanks): Dialogue Journals in the Kitchen Suzanne Bishop (University of Alaska Fairbanks) Kendell Newman Sadiik (University of Alaska Fairbanks) Jennifer Jolis (Bread Line's Stone Soup Cafe and Stone's Throw): Ideas are Food: Cooking in a Catalyst Kitchen Chanelle Fournier (Volunteer): Collaborating on Drive: One Year of Kids Cafe		

D7	Institutional Innovations	UMC West Ballroom
<i>Chair:</i> Tiffany Rousculp Tiffany Rousculp (Salt Lake Community College): Re-Structuring WAC through Community Engagement Principles Katherine Savini (Westfield State University): From Service Learning to Community Engagement: Establishing Infrastructure through Faculty Writing Retreats Ryan McBride (Tulane University): A Practical Guide to the Rhetoric of Idealistic Subversion		

D8	Social Justice	UMC Aspen Rooms
<i>Chair:</i> Connie Snyder Mick Phyllis Ryder (George Washington University): From Reciprocity to Interdependence: Linking the Global and Local in Service-Learning Connie Snyder Mick (Notre Dame University): Capstone Coursework for Community Change: Living (and Learning) United for Poverty Reduction Christina Matthiesen (Aarhus University, Denmark): Considering Rhetorical Agency – Who's in after school? Why and how?		

Session E (1:30pm–2:45pm)

E1	Locating Site-Based Research(ers): Four Case Studies on College and Community Writing
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UMC 235

Chair: Shannon Carter

Shannon Carter (Texas A&M University-Commerce): Public History as a Political Act: What Happens When the Audience for Our Site-Based Research includes Our Local Communities

Jenn Fishman (Marquette University): College as Community: A Case for Expanding Our Definitions of These Keywords

Ben Kuebrich (West Chester University): “Take a Picture”: White Privilege, Student Agency, and the Complexity of Representation from Campus to Community

Laura Matravers (University of Louisville): Community and Digital Spaces: An Examination

Elenore Long (Arizona State University)—*Respondent*

E2	Prison Writing/Prison Rhetorics
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UMC Art Gallery

Chair: Tessa Fontaine

Maria Conti (University of Arizona): Counterpublics on Death Row: the Rhetoric of a Death Row Advocacy Group

Tessa Fontaine (SLCC/ University of Utah): Between the Bars: Engaged Teaching & Learning with Incarcerated Students

Jeremy Godfrey (University of Arizona): GFADP and Civil Disobedience: Education and Public Forwarding of a Capital Punishment Abolitionist Group’s Counterpublic

E3	Successful University/Community Collaboration
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UMC 247

Chair: Terri Fredrick

Justina Rompogren & Roger Chao (University of Washington): Secondary / Post-Secondary Collaboration: Demonstrating Sustainable Communication across Institutions

Leah Chambers & Rich Lane (Clarion University of Pennsylvania): Navigating the Challenges of Developing a Lasting Community-University Partnership with The Community Learning Workshop

Terri Fredrick (Eastern Illinois Univ) & Kristen McIntyre (University of Arkansas at Little Rock): Approaching Community Partners as Co-Educators

E4	Catalyzing Engagement
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UMC 415-17

Chair: Carol Spaulding-Kruse

Carol Spaulding-Kruse (Drake University): Beyond Reflection: Community Publishing as Engaged Rhetorical Practice

Liz Lane (Purdue University) & Don Unger (St. Edwards University): Networking Service and Engagement: Our Experiences with 4C4Equality

Jody Swilky (Drake University): Critical Contributions: Reconsidering the Functions of Student Collaboration in High School-College Writing Projects

Session E (1:30pm-2:45pm)

E5 Connecting Comunidades: Diversifying Methods for Community Engagement Writing	UMC Aspen Rooms
<i>Chair:</i> Tracy Ferrell (University of Colorado Boulder) Andrea Malouf (Salt Lake Community College) Nic Contreras (Salt Lake Community College) Atticus Olmedo (Salt Lake Community College) Westin Porter (SLCC Community Writing Center) Sandra Hernandez-Salazar (Salt Lake Community College)	

E6 Long-Term Community Relationships and Short-Term Video Collaborations	UMC 382
<i>Chair:</i> Stephanie Bower Susan Harris (University of Southern California): Playing the Long-Game in Community Engagement John Murray (University of Southern California): Video as Writing: Video in a Composition Classroom Stephanie Bower (University of Southern California): Video as Activism: Collaborations Across Difference Edward O'Neill (Yale University): Embedding Video and Technology Support	

E7 Engaging Graduate Students	Tent
<i>Chair:</i> John Warnock Cheryl Duffy, Lia Blanchard, Rhonda Lippert-Bortz (Fort Hays State University): Writing for the Public, Not the Professor: Embracing Diversity in Rural Kansas John Warnock (University of Arizona) & Rachael Wendler (University of Nebraska-Lincoln): Radical Openness: Insights from Community Partners on Graduate Student Engagement	

E8 Public Rhetorics for Sustainable Communities	UMC 384-86
<i>Chair:</i> Rebecca Dickson (University of Colorado Boulder) Jamie Remillard (University of Rhode Island): Using Public Science Writing to Engage Community Partners in Pedagogies of Play: Co-creating Ethical Teaching Strategies to Build Sustainable Communities Barbara George (Kent State University): Public Rhetorics: Possibilities for Participatory Risk Communication in Determining Energy Policy Robert Wonnott (University of Colorado, Colorado Springs): Civic Rhetoric and the Public Landscape: The Production of Republic Space through Government Speech	

DeepThink Tanks (3:15pm–5:15pm)

Community Literacy	Tent
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Facilitators:

Paul Feigenbaum (Florida International University)

Eli Goldblatt (Temple University)

David Jolliffe (University of Arkansas, Fayetteville)

Tiffany Rousculp (Salt Lake Community College)

Poverty, Homelessness, Prisons	UMC 235
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Facilitators:

Stephen Hartnett (University of Colorado Denver)

Mike Homner (Boulder Outreach for Homeless Overflow)

Tobi Jacobi (Colorado State University)

Paula Mathieu (Boston College)

Isabel McDevitt (Bridge House, Boulder)

Phyllis Ryder (George Washington University)

Resilient Communities	UMC Aspen Rooms
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Facilitators:

John Ackerman (University of Colorado Boulder)

David Driskell (Executive Director of Community Planning and Sustainability, City of Boulder)

Caroline Gottschalk Druschke (University of Rhode Island)

Bridie McGreavy (University of Maine)

Derek Owens (St. John's University)

Saturday October 17

Overview Schedule

Registration (7:00am–4:00pm)

Aspen Room (UMC, 2nd floor)

Coffee (7:30am)

Ballroom Foyer

Session F (8:00am–9:15am)

8 concurrent panels

Session G (9:30am–10:45am)

7 concurrent panels

Digital Poster Media Displays

UMC 245 (Flashlab Room)

Displays on-going, with creator **Q&A:** 10:45am (AM Posters) & 1:45pm (PM Posters)

Lunch Break & Networking

(11:00am–12:30pm)

Session H (12:30pm–1:45pm)

7 concurrent panels

Session I (2:00pm–3:15pm)

7 concurrent panels

Coffee & Snack Break (3:15pm)

UMC Foyer (2nd floor)

Sponsored by CU Engage, University of Colorado Boulder

DeepThink Tank (3:30pm–5:30pm)

Professionalization and Engaged Infrastructure

UMC 235

Chair's Closing Remarks (5:30pm)

UMC 235

Session F (8:00am-9:15am)

*All rooms in University Memorial Center
except Tent (located on terrace)*

F1	Administrating Community in Internships, Multiliteracy Centers, and Writing Centers
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UMC 382

Chair: David Elder

David Elder (Morningside College): College Writing Centers Helping Local High Schools

Joel Overall (Belmont University): The Online Internship Practicum

Meghan Roe (Briar Cliff University): Combining Multimodal and Community-writing Initiatives
in Newly-Established Multiliteracy Center)

F2	Embodiment, Interconnectivity, and Public Struggle in Writing Education
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UMC 235

Chair: Tony Scott

Tony Scott (Syracuse University)

Romeo Garcia (Syracuse University)

Nicole Gonzales Howell (University of San Francisco)

Rachael Shapiro (Rowan University): Writing about Campus Activism amidst Conflicting Publics

F3	“Teaching in Situ”: Sustaining Post-Traditional Student Voices In & Out of the Chicago Writing Classroom
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UMC 384-86

Chair: Michelle Navarre Cleary

Kamilah Cummings (DePaul University): Listening to be Heard

Michelle Navarre Cleary (DePaul University): Engaging Faculty in Community-Based Writing: Strategies and Challenges

Steffanie Triller Fry (DePaul University): Write Where You Are

Kathryn Wozniak (DePaul University): Digital Storytelling and the New Public Square

F4	Schools, Arts, Community
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Tent

Chair: Tico Moore

Diane Abdo (University of Texas at San Antonio): Transforming and Empowering Inner-city Youth
through Journalistic Writing

Tico Moore (African American Writers Institute): The Counter-Culture of Hip-Hop and Counter-Revolution
of Urban Education in American Cities

Scott Gage & Ryan Grooms (Colorado State University-Pueblo): El Centro Music and Words: Creating an Engaged
Infrastructure for a Community-Based Music and Writing Program in Pueblo, Colorado

Chad Seader (Syracuse University): One Mic, One Voice: Performing Agency through Spoken-Word Poetry

Session F (8:00–9:15am)

F5	Building a Community of Lifelong Learners: Writing Centers, Senior Citizens, and Community Writing	UMC 415-17
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Chair: Alicia Yi Remolde

Lenny Grant (Virginia Tech University)

Melinda Knight (Montclair State University)

Emily Lagg (Montclair State University)

Alicia Yi Remolde (Montclair State University)

F6	Ethical Engagements Through Performance & Dialogue (A Performative Dialogue)	UMC Aspen Rooms
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Chair: Jim Walker

Jim Walker (University of Colorado Boulder / Playback Theatre West)

Kerry Reilly (University of Colorado Boulder)

Tracy Ferrell (University of Colorado Boulder)

Ian Andrew MacDonald (Community Arts Educator, PA)

F7	Building Supportive Infrastructures	UMC Art Gallery
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Chair: Darren Cambridge

Darren Cambridge (National Council of Teachers of English): The Literacy Capacity Building Movement:
First Steps and a Call for Collaboration

Peter Caster (University of South Carolina Upstate): Public Writing for Community Engagement: A Testimonial in 5 Keys

Elisabeth Miller (University of Wisconsin, Madison): Funding, Flexibility, and Finding an Audience: 20 Years of
Challenges and Successes for a Community Writing Program

F8	Working Together, Building Community	UMC 247
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Chair: Rebecca Damron

Rebecca Damron (Oklahoma State University): Peer Tutoring as Civic Discourse: Building Sustainable Literacy
Programming Across Communities

Karen Forgette, Chip Dunkin, and Stephen Monroe (University of Mississippi): A Cohort-Based Infrastructure
for Building Community through Writing

Session G (9:30am–10:45am)

G1	Digital Composition & Networked Community	UMC Aspen Rooms
<i>Chair:</i> Ann Amicucci Ann Amicucci (University of Colorado, Colorado Springs): Sixteen English Majors, Sixteen Weeks on Social Media: Extending Digital Community beyond an Undergraduate Course Seán McCarthy (James Madison University): Unbundling Innovation: Media-making Networks in Community Engagement Classes Daniel Singer (University of Denver): Digital Composition in Service-Learning: Engaging Students in the Identification and Service of Online Communities Through Emergent and Digitally Responsive Genres		
G2	“DIY is DIT”: Doing it Together with Zines	UMC Art Gallery
<i>Chair:</i> Jason Luther Jason Luther (Syracuse University): DIY is DIT: Doing It Together with Zines Frank Farmer (University of Kansas): “Breaking News!: 'Local WPA Goes DIY!'” Karen Cook (University of Kansas): Just Add Zines!: Online Communities, Higher Education, and Service-Learning Experiences		
G3	Engaging with Narrative: Personal, Political, and Academic	UMC 247
<i>Chair:</i> Brad Jacobson Katherine Silvester (University of Arizona): Making the Personal Transformative: Understanding Multilingual Community Literacy Brad Jacobson (University of Arizona): Making the Personal Political: Digital Storytelling as Testimonio Rachel Buck (University of Arizona): Making the Personal Academic: Using the Literacy Narrative in the Composition Classroom		
G4	Assessment and Research	UMC 415-17
<i>Chair:</i> Stephanie White Stephanie White (University of Waterloo): “Opening a New Door”: Students’ Perspectives on Service-Learning in First-Year Composition Jonathan Isaac (Purdue University): Results-Driven Service: The AmeriCorps Model and Service Learning Justin Lohr (University of Maryland): Community Literacy Partnership: Results from a Study of “Writing for Change”		

Session G (9:30am–10:45am)

G5	The Terms & Conditions for Community: The Role of Rhetoricians in Defining, Making and Practicing Community	UMC 384–86
<i>Chair:</i> Lori Beth De Hertogh Lori Beth De Hertogh (Washington State University): Sponsoring & Employing Community-Based Digital Literacies for Civic Action Jonathan Bradshaw (Miami University): Keeping With, not Keeping Up: Employing a Community-based Methodology for Civic Action Kaitlin Clinnin (Ohio State University): Defining Our Terms, Defining Our Commitments: Cataloging the Uses of "Community" in CCC		

G6	Conversations on Labor: Report on a Cross-Campus/Regional Organizing Approach Using Participatory Theatre	UMC 235
<i>Chair:</i> Sue Doe Sue Doe (Colorado State University): A Role for the Arts in the Academic Labor Movement Sarah Austin (United States Air Force Academy): Adjunct Ally? The Importance of Context for Contingent Activism Vani Kannan (Syracuse University): Assessing Activist Performance: What Happens after the Play is Over? Lydia Page (Colorado State University): Conversations on Labor		

G7	Insurgent Architects: Making Space for Critical English Education	Tent
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Lunch Break & Networking (11:00am–12:30pm)

Session H (12:30pm-1:45pm)

H1	Environmental Pedagogy and Communication	UMC Aspen Rooms
<i>Chair:</i> Tom Hothem Tom Hothem & Erik Habecker (University of California, Merced): Writing from the Ground Up: Community and Composition at a New University Timothy Gann (University of California, Merced): Climate Communication with/in the Community Andrea Mele (University of California, Merced): Creating Citizen Scholars in First Year Writing		

H2	When Graduate Students Teach Service-Learning: Building Infrastructures that Support Sustainable Partnerships	UMC 382
<i>Chair:</i> Stacy Nall Carrie Grant (Purdue University) Stacy Nall (Purdue University) Kathryn Yankura (Purdue University)		

H3	Engaging with Narrative: Personal, Political, and Academic	UMC Art Gallery
<i>Chair:</i> Rebekah Buchanan Rebekah Buchanan (Western Illinois University): Prison Writing as Community Activism Jacqueline Wilson-Jordan (Western Illinois University): Veterans' Voices: The Genesis and Development of a Literary Magazine for Western Illinois University Student and Alumni Veterans Barbara Harroun (Western Illinois University): Writing Partnerships as a Means of Service Learning and Literacy Expansion		

H4	Generating Sustainable Administrative Support for Work that Transcends University Boundaries	UMC 235
<i>Chair:</i> Zoe Speidel Zoe Speidel (University of New Mexico) Mindy Grossberg (ArtStreet Program Coordinator, Albuquerque Health Care for the Homeless) Don McIver (Central New Mexico Community College)		

Session H (12:30pm-1:45pm)

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<i>Chair:</i> Johanna Phelps-Hillen Rolf Norgaard (University of Colorado Boulder): Engaged Design: Pedagogies of Doing in Technical Communication Johanna Phelps-Hillen (University of South Florida): Transforming a “Service”/Service Course Scott Rogers (Pacific Lutheran University): Re-Orienting Rhetoric: An Examination of One Community-Based Professional Writing Partnership in Suburban Tacoma		
H6	Theory, Public Space Boundaries, Praxis	UMC 247
<i>Chair:</i> Lauren Goldstein Gary Hink (University of Colorado Boulder): Networked Ethology and Affective Protocols in Scripted Public Space Stephanie Mahnke (Michigan State University): Dissensus in Third Space Service Learning Lauren Goldstein (New Mexico State University): (RE)COLLECTIONS: Using a Public Writing Exhibit to Move Beyond Institutional Boundaries in a Gen-Ed Writing Course		
H7	Social Justice and Civic Responsibility	UMC 384-86
<i>Chair:</i> Susan Weinstein Patricia Steenland (University of California, Berkeley): “It Happened Here”: Helping Students Research the Japanese American Internment Michelle Baptiste (University of California, Berkeley): Moving Towards a Just Society: Research Projects that Create Bridges Teri Crisp (University of California, Berkeley): Knowing Oneself “as a Human Being and a Citizen”: Civil Rights and Beyond		

Session I (2:00pm-3:15pm)

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<i>Chair:</i> Sally Green Sally Green (University of Colorado Boulder): Engagement and Synergy Danny Long (University of Colorado Boulder): Growing Upwards and Sideways Mike Ryan (Teacher, Boulder Valley Schools) Kady Haisley (Vice Principal, Arapahoe Ridge High School)		
I2	Enacting and Engaging Local Academic Communities Through Regional Cohorts	UMC 382
<i>Chair:</i> Angela Sowa Angela Sowa (University of Denver) Juli Parrish (University of Denver) Matthew Hill (University of Denver)		
I3	Theories and Complexities	UMC 384-86
<i>Chair:</i> Lucia Pawlowski Lucia Pawlowski (University of St. Thomas): Service Learning and the Non-Profit Industrial Complex Elizabeth Parfitt & Stephen Shane (Emerson College): Working within the System: Community Writing and Public Education Christopher Scheidler (University of Louisville): Towards a Theory of Shared Appraisal of Community Writing Programs		
I4	Digital Literacies and Community Knowledge-Building	UMC 235
<i>Chair:</i> Douglas Walls Lisa Dush (DePaul University): The Writing Program as a Hub for Community Digital Media Training Maggie Melo (University of Arizona): Civic Hacking and the Creation of Community "Knowledge Work" Douglas Walls (University of Central Florida): Not Exactly Agile: Slow User Experience Development as Critical Practice		

Session I (2:00pm-3:15pm)

I5	Theories of Literacy and Narrative	UMC Art Gallery
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I6	Building Ethical Relationships: Community-Based Learning and Research Writing	UMC 415-17
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Molly Scanlon (Nova Southeastern University)		

I7	<i>Community Roundtable:</i> Social Entrepreneurship and Business Writing	UMC Aspen Rooms
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Todd Woloson (Managing Director, Greenmont Capital Partners)		

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Veronica House (University of Colorado Boulder)		
Ben Kirshner (Director, CU Engage, University of Colorado Boulder)		
Stuart Lord (Senior Associate, Kingston Bay Group and past President, Naropa University)		
Steve Parks (Syracuse University)		
Stephanie Schooley (Executive Director, Campus Compact of the Mountain West)		

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Chair's Acknowledgements

I would like to thank the many people who helped to make this conference happen. First, a huge thank you to the Program for Writing and Rhetoric director, John-Michael Rivera, and colleagues on the Faculty Advisory Committee, who approved work on and funding for this conference more than two years ago. John Ackerman championed the idea from the start and has been a tremendous help at every stage of planning. Thank you to the President's office and College of Arts and Sciences at the University of Colorado for providing grant money, and to the Office of Outreach and Engagement, INVST Community Studies, CU Engage, and Environmental Studies for offering sponsorship. It has been a wonderful collaboration across the campus. Thank you to Cengage Learning and Campus Compact of the Mountain West for generously providing sponsorship and support from the very beginning. I owe a big thank you to Shannon Carter, Deborah Mutnick, Ben Kuebrich, and Steve Parks, who brainstormed with me many times by email and phone about what this conference could offer. All of the invited speakers have shown incredible generosity and insight, and continually remind me of why I appreciate and value their work so much. A huge thanks to Kristine Grosland and her team at Conference Services, without whom I would have been lost. This conference could never have been in its current incarnation without my extraordinary colleagues on the conference planning committee. Christine Macdonald, who steered the ship so beautifully while I was on maternity leave and who showed me the definition of graceful leadership; Catherine Kunce, who has been a steadfast support for many years and my rock in moments of doubt; Gary Hink, who, with his genius technological wizardry, made a website appear where there was not one, the program come together with such beauty, and who built all of the (*ahem*) infrastructure for conference communication; and Seth Myers, who sees my visions and raises me one. Finally, thanks to the more than 300 presenters, who come from 135 universities and community organizations, 41 states and D.C., and 3 countries to share their passion and expertise. You inspire me!

Veronica House, Chair, October 2015

Conference Planning Committee

Veronica House (University of Colorado Boulder)

Gary Hink (University of Colorado Boulder)

Catherine Kunce (University of Colorado Boulder)

Christine Macdonald (University of Colorado Boulder)

Seth Myers (University of Colorado Boulder)

Call for Papers

Community Literacy Journal will publish a special issue in Fall 2016 on
“Building Engaged Infrastructure”

Guest editors Veronica House, Shannon Carter, and Seth Myers

Our vision for this special issue on “Building Engaged Infrastructure” begins with the Conference on Community Writing (CU-Boulder, October 15-17), which issued a call to action to the field of Rhetoric and Composition—for more information, see www.communitywriting.org. Building on the work and values of organizations like the Writing Democracy Project (writingdemocracy.wordpress.com), this event brought together academics and community members to explore the relationships between communication, writing, and social action. Attendees worked together to build sustainable communities, engaged departments, and professional identities that support engaged work. One of the goals for the conference echoed earlier efforts to create a national network of people, ideas, resources, and support structures to make the work we do in and about our communities more sustainable, impactful, rewarding, and rewarded. This engaged infrastructure will help to facilitate the work of community writing teachers and scholars, whose efforts sometimes are undervalued by academic cultures. It will also challenge the barriers between universities and the communities that house them. This special issue of *Community Literacy Journal* is part of the construction of this engaged infrastructure.

Clearly, you are a critical part of the infrastructure, as well. For this special issue, we invite you to submit a “snapshot” of 1-8 pages, relating to the theme of Building Engaged Infrastructure.

Snapshots may include theoretical and practical frameworks of cooperation, collaboration, and infrastructure from the perspective of scholar-teachers working to build curricula and projects engaged with community. Successful work will move between local communities, institutions, and larger communities of practice. Snapshots can include manifesto-like arguments for a set of values; narratives of successful infrastructure building between classroom and community; advice from a practitioner to novices; stories about negotiating administrative or institutional expectations, requirements, or limitations; or can reflect your experience at the conference.

Submissions are due by November 20, 2015.

If you have any questions, please do not hesitate to ask. For more information, see <http://www.communitywriting.org/participate/publish/>. Send inquiries and submissions to veronica.house@colorado.edu.

Call for Papers

Reflections: Public Rhetoric, Civic Writing, and Service-Learning will publish a special issue in Fall 2016 on “Sustainable Communities”

Guest editors Veronica House, Rebecca Dickson, and Catherine Lasswell

Environmentalism David Orr lamented some years ago that universities “still educate the young for the most part as if there were no planetary emergency,” and Derek Owens has argued that “a sustainable society cannot be created without sustainably-conscious curricula” (Change, 1995; *Composition*, 2001). Given today’s increasingly urgent environmental threats of climate change, drought, overpopulation, and food insecurity, this *Reflections* special issue will examine higher education’s role in helping students and communities to understand changing natural systems and the need to protect human and environmental resources. In particular, the special issue will explore the ways in which Rhetoric and Composition faculty and students are suited to intervene in issues of sustainability and environmental justice in the classroom, in scholarship, and in their local, national, and global communities. The issue will be devoted to manuscripts emerging from presentations and conversations at the Conference on Community Writing, held in Boulder, CO on October 15-17, 2015.

We invite submissions from Conference on Community Writing attendees that address the theme “Sustainable Communities.” Submissions may include abstracts for scholarly essays or “snapshots” focusing on theoretical, methodological, pedagogical, and/or historical dimensions of our work in the intersecting fields of sustainability and environmental studies, civic writing, public rhetoric, and communications.

We invite you to contribute in either of two ways:

1) Article abstract, between 250-500 words, **by November 1, 2015.**

If requested by editors, full-length manuscripts will be no more than 20 pages. We are not accepting full-length article manuscripts at this time. Below, please find the timeline for this project.

Article Timeline:

Article abstracts due: November 1, 2015

Editors’ decision: November 20, 2015

Complete manuscripts due for invited projects: February 1, 2016

Feedback from Editors: March 15, 2016

Revisions due: May 1, 2016

Publication date: Fall 2016

2) “Snapshots” of sustainable communities (1-8 pages), **by November 20, 2015.**

We encourage, for example, manifesto-like pieces, calls for a specific kind of action, and related, practical applications for the work we do as academics, activists, teachers, and community leaders.

If you have any questions, please do not hesitate to ask. For more information, see <http://www.communitywriting.org/participate/publish/>. Send inquiries and submissions to veronica.house@colorado.edu.

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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.

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)

Public Transit

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

Google Map of Conference-related Locations

Scan the QR code with your device:



The Millennium Harvest House hotel

1345 28th Street, Boulder CO 80302
Phone: 800-545-6285

University Memorial Center (conference venue)

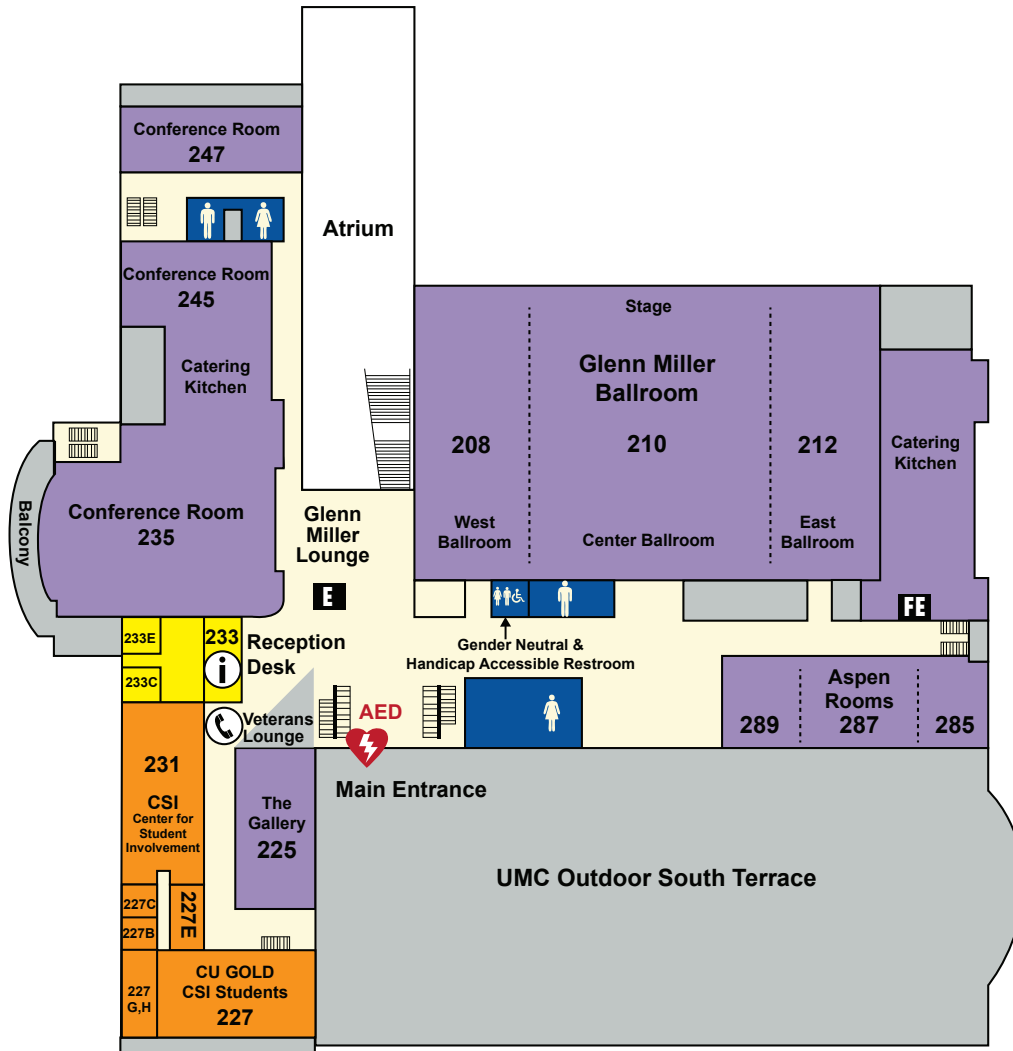
1669 Euclid Avenue (corner of Broadway and Euclid Avenue)
Boulder, Colorado 80309
(303) 492-6161

The Program for Writing & Rhetoric

University of Colorado Boulder
campus location: Environmental Design, Room 1B60
mailing address: 317 UCB
Boulder, CO 80309

University Memorial Center

Second Floor



OFFICE

RM

CU Gold..... 227
 Center for Student Involvement..... 231, 227
 UMC Reception Desk..... 233



Restroom or Lactation Room



Student Services



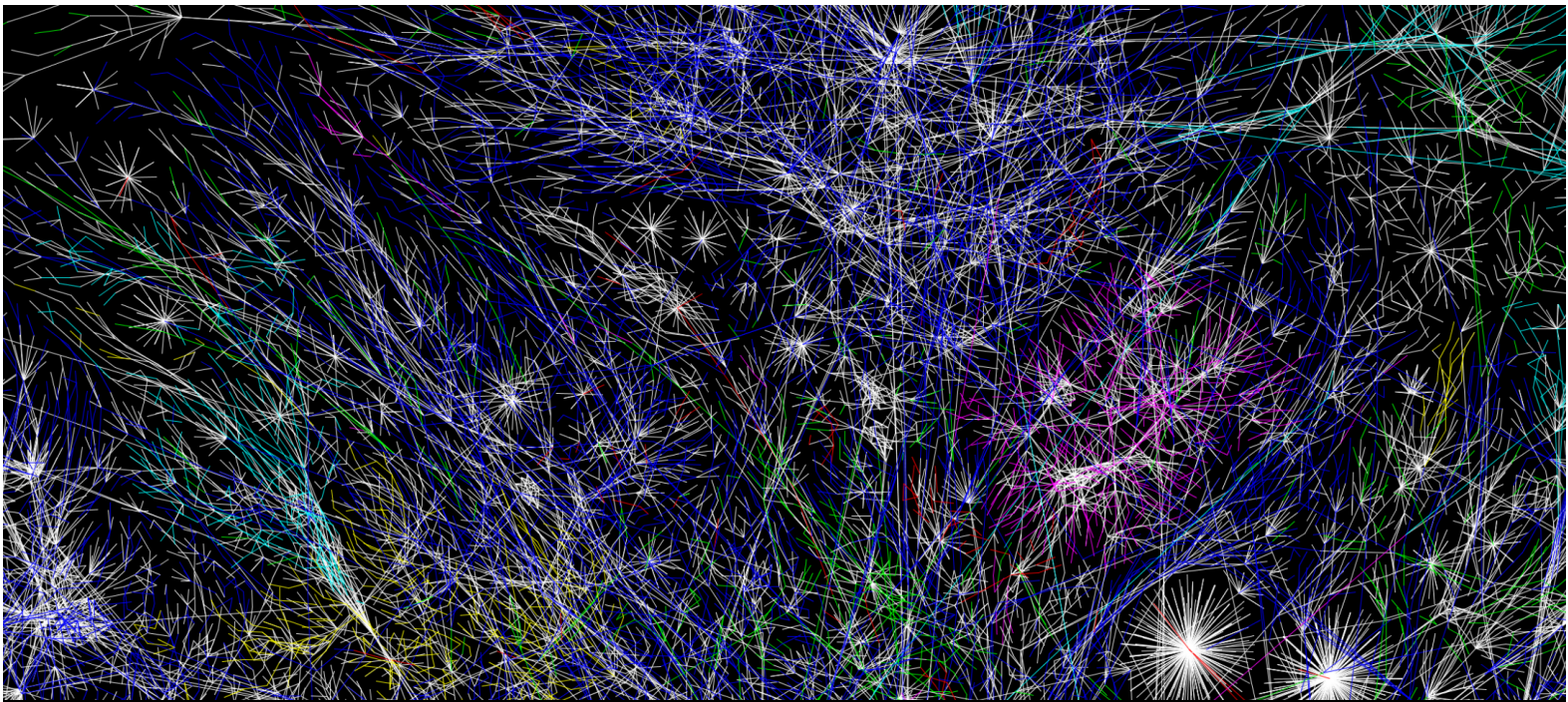
Administrative Offices



Elevator



Freight Elevator



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 8,000 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.

PWR faculty are actively involved within the program, across the campus, and in the region 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.

