Computers & Writing 2023 Schedule

Pre-Conference Workshops

Morning Workshops: Thursday, June 22, 9:00 a.m. - 12:00 p.m.

Graduate Research Network (GRN)
Tim Amidon, Colorado State and Donnie Sackey, University of Texas
TLC 1215

Beyond Design Thinking: Designing for Equity
Aimée Knight, Saint Joseph's University
TLC 2218

Composing and Publishing Digital Scholarship
Douglas Eyman, Kairos; Cheryl Ball, Kairos; Kris Blair, Computers & Composition; Patrick Berry, Computers and Composition Digital Press; and Charles Woods, The Big Rhetorical Podcast
TLC 1218

The Choice of the Rhetor: Using "ChoiceScript" to Code Branching Path and Stats-based RPG Hybrid Digital Storygames
Dennis G. Jerz, Seton Hill University [Virtual/Remote (Synchronous)]
TLC 1214 (Remote)

Afternoon Workshops: Thursday, June 22, 1:00 p.m. - 4:00 p.m.

Graduate Research Network (GRN)
Tim Amidon, Colorado State and Donnie Sackey, University of Texas
TLC 1215

Hybridity Through Play: Discord and the Gamified Course
Lauren Malone, University of Tampa [Virtual/Remote (Synchronous) - workshop materials shared pre-conf via Discord]
TLC 1214 (Remote)

Left to My Own (Multiple) Devices: Reimagining the Writing Process as a Hybridized Procedure to Promote Disability Access
Margaret Moore, Independent Scholar
TLC 1218

Adding a Third Dimension to Third Spaces: XR and Educational Support Training
Megan Mize, Old Dominion University; Jamie Henthorn, Catawba College
TLC 2218

Town Halls & Keynote Addresses

Opening Townhall
Hybridity & Engagement - A User's Guide to Computers & Writing 2023
Friday, June 23, 9:00-10:00 a.m.
TLC 1020
  Kory Ching, University of California, Davis
  Jennifer Burke Reifman, University of California, Davis
  Cynthia Carter Ching, University of California, Davis
  Jenae Cohn, University of California, Berkeley
  Carl Whithaus, University of California, Davis

Friday Keynote - Revisiting the Politics of the Interface: Language, Positionality, and Computers and Writing Scholarship
Friday, June 23, 12:30-1:30 p.m.
TLC 1020
  Laura Gonzales, University of Florida

Townhall II - A Strange Hybridity: Writing with Generative AI
Saturday, June 24, 9:00-10:00 a.m.
TLC 1020
  Carl Whithaus, University of California, Davis
  Antonio Hamilton, University of Illinois
  Marit MacArthur, University of California, Davis
  Anna Mills, College of Marin
  Wendi Sierra, Texas Christian University
  Charles Woods, Texas A&M University-Commerce

Saturday Keynote - Slow Composition
Saturday, June 24, 12:30-1:30 p.m.
TLC 1020
  Kristin Arola, Michigan State University

Closing Townhall
Sunday, June 25, 12:30-1:30 p.m.
TLC 1020

      Cynthia Carter Ching, University of California, Davis
      Jonathan Alexander, University of California, Irvine
      Patrick W. Berry, Syracuse University
      Janine Butler, Rochester Institute of Technology
      Laura Gonzales, University of Florida

Concurrent Sessions

Note: Remote presentations are indicated by ==an asterisk and yellow highlighting==.

A Sessions: Friday, June 23, 10:15-11:30 a.m.

A.01   Artificial Intelligence: Pedagogies and Possibilities
       TLC 1214, *Hybrid Panel*

       Perils and Promises of the Entelechy of Pedagogical Hybridization
       Shiva Mainaly, University of Louisville

       Pretending to be Human: The Role of Bots in Hybrid Environments
       Baxter Krug, Texas Tech University

       ==**Remembering...Reddit? On the Need to Re-Define Predictive and Generate Writing Technologies as Memory Palaces***==
       John J Silvestro, Slippery Rock University

       ==**Bringing AI to the Center: What Historical Writing Center Software Discourse Can Teach Us about Responses to Artificial Intelligence-Based Writing Tools***==
       Matthew Bryan, University of Central Florida

A.02   Assessment in Programs, Courses, and Placements
       TLC 1218, *Panel*

       Conceptualizations of Time and Labor in Contract-Assessed Online Writing Courses
       Sydney Sullivan, University of California, Davis

Mikenna Sims, University of California, Davis
Jennifer Burke Reifman, University of California, Davis

Unflattening Assessment: Three-dimensional Thinking, Modeling, and Mapping for Classrooms and Writing Programs
Stephanie West-Puckett, University of Rhode Island

Analyzing and Visualizing Student Writing in a Hybrid Approach to Placement
Madeleine Sorapure, UC Santa Barbara

A.03   A Hybrid Resource for Teaching and Learning about Privacy and Surveillance: The Digital Rhetorical Privacy Collective
TLC 2218, *Virtual Roundtable*

Gavin P. Johnson, Texas A&M University-Commerce
Charles Woods, Texas A&M University-Commerce
Noah Wason, Binghamton University

A.04   Theorizing the Ethics of Concealment through Digital Spaces and Practices
TLC 3214, *Panel*

"'Telling Our Story': Navigating Hybridity within the National FFA Organization"
        Callie Kostelich, Texas Tech University

Should We Unconceal Antivaxxer's Hidden Emojis?
Kellie M. Gray, Texas Tech University

Antiracist Hybridity in the Antebellum South: Lessons for 21st Century Networked Activism
Steve Holmes, Texas Tech University

Hybrid Concealment & Safety: Digital Sex Work Guides
Rachael Jordan, California State University Channel Islands

A.05   Storying Sex: Oral Histories of Activism, Digital Life, and Sexual Health
TLC 3218, *Panel*

Storying Sex: Beginnings, Plans, and Scope
Wilfredo Flores, University of North Carolina at Charlotte

Storying Sex: Response
Michael J. Faris, Texas Tech University

Storying Sex: Interviews, Sonics, Activisms
McKinley Green, George Mason University

A.06   Publishing and Knowledge Dissemination
TLC 1212, *Hybrid Panel*

The Long Status Quo: Information Economics, Digital Circulation, and the Labor of Knowing
Patrick Love, Monmouth University

AI Systems, Predatory Journals, and Digital Scholarship
Douglas Eyman, George Mason University

Keywords in Writing Studies: Distant Reading Seven Writing Studies Journals, 2000-2019*
John Gallagher, University of Illinois, Urbana-Champaign

A.08   Writing in Hybrid Spaces: The Real and Unreal of Virtual Reality
TLC 3211, *Panel*

Rich Shivener, York University
Stefan Blacha, York University

A.09   Connecting Places: The Hybrid Practices of Graduate Students
TLC 3213, *Hybrid Lightning Talk*

Graduate Course Community Building Through Hybridity
Jiaxin Zhang, Texas Tech University

Hybrid Practices in First-Year Composition: A Case Study
Alyse Campbell, University of Michigan

Digital Platforms and Spacial Connections in a First-Year Composition Classroom
Nitya Pandey, Florida State University

The Hybrid Practices of Multilingual Students' Digital Storytelling
Alexandra Krasova, Indiana University of Pennsylvania

Limitations of Hybridity in Broadband Internet Geography
Christoffer Turpin, Ohio State University

Facilitators
Naomi Silver, University of Michigan
Simone Sessolo, University of Michigan

A.10   **Virtual Spaces and Places in Online Writing Instruction**
TLC 3212, *Hybrid Panel*

Online Embedded vs. Walk-in Tutoring in Developmental Writing Contexts: Student/Instructor Perceptions and Impact on Student Writing
Kendon Kurzer, University of California, Davis
Erika I-Tremblay, University of California, Davis
Jennifer Nguyen, University of California, Davis

"It just makes me feel less alone": Presence and Hybridity in the Third – or maybe Fourth? – Space Writing Studio Classroom*
Elizabeth Davis, University of Georgia

The Lonely Classroom Project: The Place to Start with Digital and Media Literacy Resources*
Paul Cook, Indiana University Kokomo
Erin O'Hanlon, Stockton University

Hybrid Embodiment: Creating Access Across Pedagogical Modalities*
Molly Ubbesen, University of Minnesota Rochester

B Sessions: Friday, June 23, 1:45-3:00 p.m.

B.01   **Affect and Belonging in COVID and Other Traumas**
TLC 1214, *Hybrid Panel*

Hybrid Strategies for Trauma-Informed Online Writing Instruction: A Course Design
Kara Mae Brown, University of California Santa Barbara

A Lesson of COVID-19: Hybrid Instructional Modalities in Nepali Universities
Raj Kumar Baral, The University of Texas at El Paso

Sense of Belonging: Mapping Out the Lived Transnational Experiences of International Students at US Universities During the COVID-19 Pandemic*
Jianfen Chen, Purdue University

B.02   Perspectives on Social Media Practices
TLC 1218, *Panel*

Hybrid Practices Enabling Persuasion in Social Media Marketing
Adefunke Eruobodo, The University of Alabama

"'Where's Jim Cantore?': Using Humor & Affective Ecologies for Crisis Communication"
Ashleigh Hill Taylor, East Carolina University

Black Santas Matter
Seth E. Davis, LeMoyne-Owen College

B.03   Analytics, Surveillance, Privacy
TLC 2218, *Panel*

Developing an Equity Dashboard for Composition Administration
Angela Glotfelter, The University of Alabama in Huntsville

Instructor Data Analytics in Learning Management Systems
Eugene Crane, Utah Valley University

B.04   The Cloud is the Land: Digital Infrastructure amid Environmental Catastrophes
TLC 3214, *Panel*

Clouds of Wonder, Clouds of Waste: Rematerializing Human and Planetary Costs of Digital Networks
Rachael Sullivan, Saint Joseph's University

Environmental Justice Activism in the TikTok Era
Bridget Gelms, San Francisco State University

Extractive Frontiers and Lithium Futures: Tracking Settler Promises to the Salton Sea
Dustin Edwards, San Diego State University

Panels, Pages, and Place: Solar Computing and Energy Cultures in Writing Classrooms
Hannah Hopkins, University of Texas Austin

B.05 **No Reservations: Hybridizing Instruction for Traction and Transgression in Professional, Personal, and Social Writing Spaces**
TLC 3218, *Hybrid Panel*

Teaching Disruptive DH as Digital Writing
Desiree Dighton, East Carolina University

Teaching the Rhetoric of Machine Learning Techniques
Grant Glass, University of North Carolina Chapel Hill

<mark>**Teaching Workplace and Athletic Team Communication***</mark>
Daniel Hocutt, University of Richmond

<mark>**Teaching AI Writing Tools in the Editing Classrooms***</mark>
Nupoor Ranade, George Mason University

B.06 **Gaming and Game Design as Writing Pedagogy**
TLC 1212, *Virtual Panel*

<mark>**Teaching Composition as Digital Game Design***</mark>
Lia Schuermann, Texas Woman's University

<mark>**Writing/Designing an Online Course as a Narrative Game***</mark>
Christian Thomas, University of California, Santa Barbara

B.07 **Complication or Clarity? Student Agency and Alternative Assessment in Hybrid Spaces**
TLC 3211, *Panel*

Fostering Executive-Function Skills
Heidi Naylor, Boise State University

Supporting Student Agency and Resilience through Alternative Assessments
Jill Heney, Boise State University

Adapting Assessment Methods for Clarity and Enhanced Student Support
Debra Purdy, Boise State University

Nurturing Growth Beyond the Classroom through Guided Self-Assessment
Sherena Huntsman, Boise State University

B.08   Pursuing Compositional Equity and Making Labor Visible in Hybrid Composing Processes
TLC 3213, Virtual Panel

Making Labor Visible in Hybrid Composing Processes
Jenna Sheffield, Salem Academy and College

Pursuing Compositional Equity
Paul Muhlhauser, McDaniel College

Hybridizing Authorship (Note – asynchronous presentation)
Hillery Glasby, Michigan State University

B.09   Developing Instructors for Online and Hybrid Teaching
TLC 3210, *Panel*

Pandemic-Era Workload in the Online Writing Classroom: Lessons in Sustainability for the Future
Jennifer Sheppard, San Diego State University

GSOLE's Certification Training as Professional Development Opportunity
Rich Rice, Texas Tech University

What Does "Teaching Online" Even Mean Anymore? Examining the Spectrum of Approaches to Online Courses During the Covid Pandemic and Beyond
Steven Krause, Eastern Michigan University

C Sessions: Friday, June 23, 3:15-4:30 p.m.

C.01   Multimodal Pedagogies: Empathy, Accessibility, and Social Justice
TLC 1214, *Virtual Panel*

Using Foley Soundwriting to Explore Empathy in Hybrid Composing*
Kati Ahern, SUNY Cortland

Accessible Digital, Hybrid, and In-Person Spaces with Sound and Captions*
Janine Butler, Rochester Institute of Technology

C.02   **Decolonizing Identit(ies), Rhetoric(s), and a Socially Just Future**
TLC 1218, *Hybrid Panel*

<mark>**NFT as an Online Pedagogical Decolonializing Pl(art)form for Black Female Digital Artists***</mark>
Oluwafunmilayo Akinpelu, The University of Alabama

Disciplinary Origin Stories of Multimodality: Deploying "A Pedagogy of Multiliteracies" for a Socially Just Future
Kristine Blair, Duquesne University

Language Nostalgia and "The Elements of Style" as a Technology of White Supremacy
Clarissa McIntire, University of Oklahoma

C.03   **Adapting Hybridity Across Writing Centers to Promote Accessibility, Diversity, Inclusion**
TLC 2218, *Panel*

Training Writing Consultants: How Hybridity Affects Writing Center Appointments
Andrew Yim, University of Nevada, Las Vegas

Hybridity for Multilingual Writers in the Writing Center: Diversity & Inclusion
Alexandra Krasova, Indiana University of Pennsylvania

C.04   **The Cyborg Body as Media/tion: Exploring Embodiment through Hybrid Composing, Teaching, & Learning**
TLC 3214, *Panel*

Gesturing Bodies & Gestured Ideas in a Multimodal Composing Classroom
Yvaine Neyhard, University of Illinois at Urbana-Champaign

For You and For Students: An Examination of Composed Embodiment on TikTok
Finola McMahon, University of Illinois at Urbana-Champaign

Mediating the Trans Body: (Dis)Embodying the Trans Experience in YouTube Video Essays
Bri Lafond, University of Illinois at Urbana-Champaign

C.05   **Do You Hear What I Hear?: Curating and Collaging Community Voices**
TLC 3218, *Panel*

Collaging Oral History by Exploring Multi-vocality, Overlap, and Fugue
Crystal VanKooten, Oakland University

Realizing and Remixing Community Voices: Curating a Hybrid Story Archive
Bump Halbritter, Michigan State University
Julie Lindquist, Michigan State University

C.06   **Technical-Professional Writing and Communication**
TLC 1212, *Hybrid Panel*

Widgets Inc. Writing Simulation: Preparing First-Gen and Economically Marginalized Students to Become Nimble First-Gen Professionals in a Hybridized World
Peter Brooks, University of Washington Bothell

Writing the Great Resignation: Anti-Work Pedagogy in TPC Classrooms
Josh Chase, University of Louisiana Monroe
Leah Heilig, University of Rhode Island

Digitizing Student Work: Access and Engagement in a Tech Comm Digital Archive*
Mo Baldwin, Mercer University
Bremen Vance, Mercer University

C.07   **The No-Cost Textbook Initiative: Creating a Flexible and Participatory Space for Accessible and Multimodal Materials**
TLC 3210, *Panel*

Resources and the Future
Ryan Shepherd, Northern Illinois University

Infrastructure and Implementation
Eric Hoffman, Northern Illinois University

Library-Sponsored Resources
Jaime Schumacher, Northern Illinois University

On-the-Ground Experiences
Jennifer Justice, Northern Illinois University

Caitlin Gamble, Northern Illinois University

C.08   Lost in Translation: Challenges of Hybrid Writing Course Design
TLC 3211, *Panel*

Kory Lawson Ching, University of California Davis
Sabina Simon, University of California Davis
Carolyn Gubala, University of California Davis

C.09   DEI Training for Kairos Board and Staff: Closed Session
TLC 3212, *Closed Session*

Cheryl Ball

C.10   Hybrid Approaches to Teaching and Considerations across First-Year Composition
TLC 3213, *Virtual Panel*

Hybridizing the Classroom: Considerations from Disability Perspectives
Crystal Veronie, The University of Southern Mississippi

Reading Disability Narratives Through Digital Tools
Katrina Gaffney, The University of Southern Mississippi

Creating the Hybrid Experience through Culturally Sustaining Universal Design
Hannah Mummert, The University of Southern Mississippi

Respondent
Shane Wood, The University of Southern Mississippi

D Sessions: Saturday, June 24,10:15-11:30 a.m.

D.01   Challenges of Access in Online and Hybrid Writing
TLC 1214, *Hybrid Panel*

Small Writing: Using Smartphones to Manage Writing Tasks
Christopher Thacker, Texas Tech University

Hybrid Zoom Student Conferencing
Robert Samuels, UC Santa Barbara

D.02   **Writing with AI: Pedagogical Uses of Emerging Tools**
TLC 1218, *Panel*

Automated Writing: Understanding Our Writing Identity in an Era of Automated Composing
Antonio Hamilton, University of Illinois Urbana-Champaign

Generative AI and the Writing Classroom: A Hybrid Approach
Dr. Daniel Frank, UCSB Writing Program

Critical Editing with ChatGPT: A Comparison with Assisted Coding Practices using GitHub Copilot
Marit J. MacArthur, University of California, Davis

D.03   **Civic Participation in a Networked Age**
TLC 2218, *Panel*

Post-Scarcity Freedom of Speech: Beyond Town Squares and Marketplaces of Ideas in Social Media
Michael Trice, Massachusetts Institute of Technology

The Writing Classroom as an Incubator for Hybrid Civic Participation
Ali Alalem, The University of Alabama

Tactical Organizing: What Can the r/wallstreetbets and GameStop Frenzy Teach Us About Technical Communication in a Networked Age
Jason Tham, Texas Tech University
Meghalee Das, Texas Tech University

D.04   **Writing Online Selves in Transition: Hybrid Praxes of Gender Exploration as Queer Composition**
TLC 3214, *Panel*

Performances of Uncertainty: Composing Non-Normative Trans Timelines
Elliot Tetreault, University at Albany SUNY

Finding Genders in Fic: A Genderqueer Experience in Online Fanfiction
Brit Kelley, University of California Davis

D.05 **Multimodality and First-Year Composition: Achieving Equity and Engagement through Hybridity in Teaching and Administration**
TLC 3218, *Hybrid Panel*

Reading/Writing//English/Film
Meagan E. Malone, The University of Alabama at Birmingham

<mark>**Administering Hybridity: Strategies for Composition Programs***</mark>
Kristen Ruccio, Arkansas State University

Using Social Annotation for Engagement and Equity
Stephanie A. Graves, Vanderbilt University

D.06 **Reimaging Rhetorical Practices in Hybrid Spaces**
TLC 1212, *Hybrid Panel*

Roundabouts and Hybrid Futures: Changing infrastructures, Changing Mobility
Angela Crow, James Madison University

Hybrid Activity Systems Theory and Formative Practice
Elmar Hashimov, Biola University

<mark>**Rhetorical Interaction: Hybrid Rhetoricity Through Body and Mind***</mark>
Julia Romberger, Old Dominion University

D.07 **Contemporary Composition and the Practice of Digital Identities**
TLC 3210, *Hybrid Panel*

Transmodality: Am I Understanding This Right?
Urmi Parekh, Syracuse University

A B Seas: Rewriting CHamoru (Chamorro) Identity
Curtis J. Jewell, Syracuse University

The Caribbean Metaverse: Done Wit Dat Loose Talk
Karisa Bridgelal, Syracuse University

The No Words Project: Composing the Un|Real
Kevin Adonis Browne, Syracuse University

D.08 **Flexible Conversations: One Writing Program's Experience Implementing Flipped,**

Hybrid First Year Writing Courses
TLC 3211, *Roundtable*

Elkie Burnside, UMass Amherst
Aaron Tillman, UMass Amherst
Nicole O'Connell, UMass Amherst

D.09   The "Reel" Discussion: Implementing Social Media in Writing Courses
TLC 3213, *Virtual Panel*

Jenna Puglisi, Monmouth University
Julie Temple, Monmouth University
Valerie Aristy-Reyes, Monmouth University
Samirah Sartor, Monmouth University

E Sessions: Saturday, June 24, 1:45-3:00 p.m.

E.01   Wikipedia and Beyond: Approaches to Collaborative Knowledge-Making
TLC 1214, *Hybrid Panel*

Wikipedia as a Tool for Hybrid Multilingual Practices: Building Digital Equity
Alexandra Krasova, Indiana University of Pennsylvania

Hybrid Identities and Classrooms: Using Google Sites to Position Students as Co-Constructors of Knowledge in the First-Year Composition Classroom
Noël Ingram, Boston College

<mark>Wikipedia's Invitational Approach to Expertise*</mark>
James P. Purdy, Duquesne University

E.02   Writing with Robots: Artificial Intelligence and Hybrid Rhetorical Negotiations
TLC 2218, *Virtual Roundtable*

Alan Knowles, Wright State University
Joanna Johnson, University of Miami
Ben Lauren, University of Miami

E.03   **Hybridity Across Contexts: Engaging New Frameworks and Practices in Digital Spaces for Teaching and Learning**
TLC 1218, *Hybrid Panel*

Living Across Contexts: Considering Hybrid-Lives and Using Feminist Digital Embodiment to Teach Rhetorical Decision Making in Digital Spaces*
Destiny Brugman, Miami University of Ohio

Telling Stories of Hybrid Spaces: Reimagining the Annotated Bibliography as a Multimodal Research Narrative
Rena Perez, Miami University of Ohio

Teaching In an Altered Landscape: A Framework for Rethinking New Graduate Teacher Training that Centers Hybrid Accessibility
Cam Cavaliere, Miami University of Ohio

#FeministMapathon: Streets as Sites of Feminist Resistance and Praxis*
salma kalim, Miami University

E.04   **Process This: Remaking Composition Hybridity**
TLC 3218, *Panel*

Watch Me Write: Twitch as Method in Graduate Writing Pedagogy
Zakery R. Muñoz, Syracuse University

"And Then It Hit Me": Re-materializing Composition Space-Time for Neurodivergent Writers
Abigail (Abby) Long, Syracuse University

Recomposing Post Incarceration
Patrick W. Berry, Syracuse University

Composing With Things: Translingualism and the Tinkering Ethos of Thingiverse
Geoffrey Huyck, Syracuse University

E.06   **PWR Game Design Studio: Challenges and Opportunities in Teaching Game Design in a Professional Writing Program**
TLC 3210, *Panel*

Franny Howes, Oregon Tech
Clint Rogers, Oregon Tech
Jacy Wasoski, Oregon Tech

E.07 **Innovative Approaches to Writing Instruction**
TLC 3211, *Hybrid Panel*

<mark>Writing with Code: How the Fusion of Composition and Programming Affect the Classroom Environment*</mark>
Brian Ernst, University of California, Santa Barbara

Exploring Hybridity through Pop Culture, Multimodality, and Postcoloniality in FYC
Jennifer Whitfield, Ohio University
Alexis L. Voisard, Ohio University

Come on In, the Makerspace is Fine: Creating a First-Year Writing Course that Integrates Making
Kelly Lynn Wheeler, Curry College

E.08 **Hybrid Histories: Blended Archives and Mediated Memory**
TLC 3213, *Virtual Panel*

Curatorial Presence and Material Disembodiment in the Hybrid 19th Century Composition Archive
Alex Evans, University of Cincinnati

The Long History of Normativity: Accessing Nineteenth-Century Counter-literacies
Christopher Carter, University of Cincinnati

A Conversation with the Past: The Interpretive Transcription of a 19th Century Woman's Journals
Bethany Hellwig, University of Cincinnati

Queer-Countering in the Archives
Katie Monthie, University of Cincinnati

Feminist Grief and Social Media: An Examination of Digital Memorials
Brooke Boling, University of Cincinnati

F Sessions: Saturday, June 24, 3:15-4:30 p.m.

F.01 **Reimagining Digital Rhetorical Systems**
TLC 1214, *Virtual Panel*

The Problem with Common Ground: Hybridity in the 'Imiloa Astronomy Center Interface*

Matthew Homer, Auburn University

Intrusive Trans Thoughts: Rhetorics of Exposure and Pathology in Behavioral Technologies*

M. Remi Yergeau, University of Michigan-Ann Arbor

Building with Care: Community Rhetoric in Digital Archives*

Carly Schnitzler, UNC-Chapel Hill

More Than Difficult: Hyflex, Disaster Capitalism, and Disability Access

Amy Vidali, UC Santa Cruz

F.02   **Tools for Writing, Teaching, and Inclusion**

TLC 1218, *Panel*

Exploring the Affordances of Microsoft Teams for Inclusive and Flexible Hybrid Course Design

Amelia Chesley, Embry-Riddle Aeronautical University

Supporting Learning Ecology Formation and Distributed Expertise with Social Media in Composition Courses

Jacob D. Richter, Georgia Institute of Technology

Hybridity as Confluence: Promoting Community Building and Diversity and Inclusion

Linford Odartey Lamptey, Miami University
Roland Dumavor, Michigan State University

F.03   **If I Don't Have to Work as Hard, Are the Robot Overlords All That Bad? A.I. Writing, Algorithms and Hybrid Agency**

TLC 2218, *Hybrid Panel*

Interviews with Machine Learning Experts*

John Gallagher, University of Illinois Urbana-Champaign

Theorycrafting Algorithms

Rebekah Shultz Colby, University of Denver

Co-authoring with AI

Richard Colby, University of Denver

F.05 **Writing Monsters: Hybridity as Collage**
TLC 3218, *Panel*

Hybrid Writing Spaces to Affect Change
Amber Buck, University of Alabama

Digital Notetaking as a Site of Practice and Inquiry
Tim Lockridge, Miami University

Rhetorical Moves in Response to Defining New Writing Tools
Derek Van Ittersum, Kent State University

F.06 **Addressing Internet Research Ethics Through Training and Mentoring**
TLC 1212, *Hybrid Panel*

(Re)Considering our Practices: A Study of Ethical Decisions in Internet Research
Kristi McDuffie, University of Illinois at Urbana-Champaign

Feminist Mentorship as a Strategy for Digital Aggression Research
Leigh Gruwell, Auburn University

Challenging Embodiment in Online "Public" Research*
Hannah Taylor, Clemson University

F.07 **Tracking the Eye of the Imagination: Eye-tracking, Mental Imagery, and Neuro-divergent Writing Strategies**
TLC 3210, *Panel*

Eye-tracking as a Methodology for Composition Studies
Seth Long, University of Nebraska Kearney

Eye-tracking, Attention, and Literacy
Katherine Moen, University of Nebraska Kearney

Eye-tracking and the Philosophy of Language
Joseph McCaffrey, University of Nebraska Omaha

F.08 **The Multimodal Classroom: Podcasting, Interviews, Social Media Content & Infographics**
TLC 3211, *Virtual Panel*

Jessica Piazza, University of Southern California
Harly Ramsey, University of Southern California
Brent Chappelow, University of Southern California

F.09   7Cs Business Meeting
TLC 3212

G Sessions: Sunday, June 25, 9:00-10:15 a.m.

G.02   Writing through Fandom and Popular Culture
TLC 1218, *Hybrid Panel*

<mark>A Hashtag in Times Square: A New Materialist/Fanfiction Approach to Fan Campaigns*</mark>
Mandy Elizabeth Moore, University of Florida

The Curious Case of Trans-ing Izzy Hands: Transferring, Transposing, and Transitioning through Fan Works
Neil Simpkins, University of Washington Bothell

Self-Care and Nostalgia in a Mid-Pandemic Freshman Seminar: Writing about Embodiment and Technology
Cynthia Carter Ching, University of California Davis

G.03   Hybrid Reading Practices
TLC 2218, *Panel*

Hybrid Reading Lists: The Potential, Practicalities, and Challenges of a Hybridized Perspective on Course Readings
Adrienne E. Raw, SUNY Cortland

Hybrid Reading Practices to Engage Data Critically in the Writing Classroom
Angela Laflen, California State University, Sacramento

G.04   Creating Equitable and Inclusive Grading Contracts for Online Contexts
TLC 3214**,** *Panel*

Sarah Faye, University of California Davis
Andrea Ross, University of California Davis
Lisa Sperber, University of California Davis

G.05 **Distributed Communities of Care: Building Hybridized Faculty Development Networks**
TLC 3218, *Roundtable*

Jenae Cohn, University of California Berkeley
Sarah Klotz, College of the Holy Cross
Mary Stewart, California State University San Marcos

G.06 **Digital Aggression Working Group**
TLC 1212, *Closed Session*

Derek M. Sparby, Illinois State University

G.07 **A Picture Is Worth a Thousand Words: Studying (Un)Equitable Classroom Pedagogies with Grounded Theory and Machine Learning**
TLC 3210, *Panel*

Julia Voss, Santa Clara University
Navid Shaghaghi, Santa Clara University
Iris Tilton, Santa Clara University

G.08 **ePortfolios as Third Space: Challenging Notions of Identity, Labor, and Professionalism**
TLC 3213, *Hybrid Panel*

Morgan Gresham, University of South Florida St. Petersburg
Megan Mize, Old Dominion University
Sarah Zurhellen, Appalachian State University
Peter N. McLellan, Emory University

H Sessions: Sunday, June 25, 10:30-11:45 a.m.

H.01 **Student Perspectives in Online Writing Instruction**
TLC 1214, *Hybrid Panel*

Hybridizing Pedagogies and Fields in a Mathematical Modeling/Technical Communication Course
Olga Menagarishvili, Metropolitan State University

"Does it have to be in English?" Decolonizing TPC Pedagogies with Community-based Translation
<mark>Frank Macarthy, University of Washington</mark>
Josephine Walwema, University of Washington

H.02   The New Languages of Composing
TLC 1218, *Panel*

New Activity Systems of Composing
Karen Lunsford, University of California, Santa Barbara

New Affective Shifts in Digital Composing
Jonathan Alexander, University of California, Irvine

New Cultures of Technologically-Enabled Composing
Carl Whithaus, University of California, Davis

H.03   Hybrid Teaching and Learning During a Pandemic: Examining the Implications, Challenges, and Opportunities
TLC 2218, *Hybrid Panel*

Hybrid Learning During the COVID 19 Pandemic: Access, Inclusion and Social Justice Implications for Female Graduate Students in Some Ghanaian Universities
Lydia Boateng, New Mexico State University

<mark>**Learning Spaces in a Pandemic: Implications for Access, Engagement and Teaching Methods***</mark>
Emmanuella Afimaa, New Mexico State University

Considering Hybrid Learning for Ghana's Second Cycle Composition Program
Ernestina Akorli, New Mexico State University

H.05   Teaching Critical Use of AI Writing Tools
TLC 3213, *Hybrid Roundtable*

Anna Mills, College of Marin
<mark>Annette Vee, University of Pittsburgh</mark>
Lauren Goodlad, Rutgers
Elle Dimopoulos, College of Marin

Asynchronous Sessions

AS.01 **#eldermillenials enter the chat: Fan adoption and adaptation in new community spaces**
Katie DeLuca, University of Massachusetts, Dartmouth
Caroline Gelmi, University of Massachusetts, Dartmouth

AS.02 **Accessible Podcasting: On The Fly?**
Phil Sandick, Georgetown University

AS.03 **A Class Half-Full: Supporting Student Videogame Projects in Uncertain Times**
Nicole O'Connell, University of Massachusetts Amherst

AS.04 **Analyzing Institutional Language: Task-Based Digital Classroom Activities for Linguistic Justice at PWIs**
Courtney L. Werner   Monmouth University

AS.05 **Communication Under Capitalism: Coding, Context, and Culture**
Ashley Plack O'Donnell, Towson University

AS.06 **Computational Text Analysis + Close Reading: A Hybrid Approach to Writing Program Assessment**
Megan Kane, Temple University

AS.07 **From Expedience to Superposition: Entangling Chronotopic Valuations of Hybrid Learning Spaces**
Manuel Piña, Texas A&M University-Corpus Christi

AS.08 **How Writers Can Use AI Image Generation Tools for Speculative Design**
Jamie Littlefield, Texas Tech University

AS.09 **Hybrid Workspaces as New Workplaces: Teaching Gig Economy Literacies**
Drew Virtue, Western Carolina University
Joshua Welsh, Central Washington University

AS.10 Identifying an Ace Gaze through Memetic Screens on TikTok
Derek M. Sparby, Illinois State University
Ela Przybyło, Illinois State University

AS.11 Incorporating Trauma-Informed Practices into the Hybrid First-Year Writing Classroom
Haley Stammen, Bowling Green State University

AS.12 I Roll To Instant Message the Dragon: Discord and Digital Hybridity in Roleplaying and Educational Contexts
Lee Hibbard, Georgia Institute of Technology

AS.13 Networking Prudence: Simondon and the Individuation of Doxa
Thomas Lawson, Fairmont State University

AS.14 Open Worlds, Open Compositions: Designing First-Year Writing as Exploration / Play
Desirée Thorpe, Texas Woman's University
Margaret Williams, Texas Woman's University

**AS.15 Play as Praxis: How using video games in an online writing classroom encourages
student learning**
Mikayla Davis, University of Minnesota - Twin Cities

AS.16 Resituating the University Inside Students & their Hybrid Sites of Learning
Loretta Ramirez, California State University, Long Beach

AS.17 Running with Relatives: Rosalie Fish and the Decolonial Rhetorics in the Race Space
Katie Cowger, The University of Oklahoma

AS.18 Stepping across the Gutter: Principles, Practices, and Pedagogies for Hybridity through Digital Graphic Storytelling
Erin Kathleen Bahl, Kennesaw State University

AS.19 Toward University Policies to Protect Teachers and Researchers from Digital Aggression
Derek M. Sparby, Illinois State University

~~**AS.20 Using a Hybrid Composition Approach in Writing Centers: Inviting Students with More Avenues of Participation**~~
~~Allie Johnston, Austin Peay State University~~

AS.22 What Snapchat Can Teach Us in FYW
Courtney A. Mauck, Hiram College

AS.24 Digital Literacy & Active Learning: A Case Study on an Alternative Approach to First-Year Composition

Sarah Fischer, Indiana University
~~Justin Hodgson, Indiana University~~
AC Carlson, Indiana University
~~James Benjamin (Ben) Boisvert-Storey, Indiana University~~

AS.25 Social Annotation in Undergraduate Composition: Student Engagement, Instructor Pedagogy, and Support for Large-scale Implementation

Why Study and Scale Social Annotation in Undergraduate Composition Courses and Writing Studies
~~Justin Hodgson, Indiana University Bloomington~~
~~Remi Kalir, University of Colorado Denver~~

Visualizing Patterns of Undergraduate Student Social Annotation Across Texts, Courses, and Time
~~Kanin Bender, Indiana University Bloomington~~

Social Annotation Pedagogy: Educators' Practical Wisdom and Instructional Practice Implementing Social Annotation in Multiple Course Formats
~~Chris Andrews, Indiana University Bloomington~~
AC Carlson, Indiana University Bloomington

AS.26 Supporting Equity, Diversity and Inclusion through Google Docs Collaborative Writing Tasks: Evidence from Composition Instructors
Mina Bikmohammadi, University of Dayton

AS.27 The Hybrid Mind of Podcasting: Journeys In and Through Hybrid Pedagogical Spaces in PTC Programs
TLC 3213, *Virtual Panel*

Scott J. Kowalewski, Central Michigan University
Bill Williamson, Saginaw Valley State University
Steven Benninghoff, Eastern Michigan University