

#CWCon22



PRACTICING  
**DIGITAL**  
**ACTIVISMS**

May 19–21  
**2022**



**EAST CAROLINA**  
**UNIVERSITY**  
Greenville, NC



# Graduate Study in **RHETORIC AND WRITING**

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More information about graduate student support and opportunities, along with application materials, are available on our web site; please feel free to direct any questions to our Director of Graduate Programs, Ben Lauren (bl Lauren@msu.edu).



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Dr. Jennifer Nish

Dr. Lisa Phillips  
Dr. Beau Pihlaja  
Dr. Rich Rice  
Dr. Rebecca Rickly  
Dr. David Roach  
Dr. Brian Still  
Dr. Jason Tham  
Dr. Scott Weedon

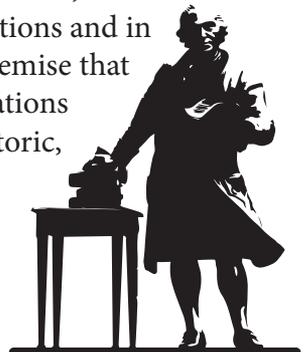


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[writingandrhetoric.gmu.edu](http://writingandrhetoric.gmu.edu)



# Practicing Digital Activisms

May 19-21, 2022  
East Carolina University  
Greenville, NC

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## Welcome to East Carolina University!

On behalf of the Thomas Harriot College of Arts and Sciences, the Department of English, the University Writing Program, and the doctoral program in Rhetoric, Writing, and Professional Communication, we are thrilled to welcome you to Greenville. To have the opportunity to host the Computers & Writing community after our pandemic-enforced hiatus is truly an honor, and we hope you'll enter this conference in a spirit of homecoming and celebration as we engage with intentionality and candor the important work of practicing digital activism.

Our theme for the conference is “Practicing Digital Activisms,” and we mean the term *practice* to be about both learning and action. To that end, we've created for this particular conference the Digital Activism Showcase as a session type that lets presenters and participants spend an entire session engaged in the work of digital activism. We are also highlighting the work of six brilliant scholars in the Emergent Voices series. These scholars represent some of the best of what's coming in the field, and we're thrilled to be able to feature them throughout the conference.

As the conference proceeds, we hope you'll keep in mind—and be energized by—the many ways that the C&W community can leverage its power for social justice with both immediate and far-reaching impact. Welcome back! We're so excited to get underway.

Erin, Michelle, & Will

# Acknowledgements

We acknowledge the Tuscarora people, who are the traditional custodians of the land on which this conference is meeting, and recognize their continuing connection to the land, water, and air that present-day Greenville consumes. We pay respect to eight state-recognized tribes of our region: Coharie, Eastern Band of Cherokee, Haliwa-Saponi, Lumbee, Meherrin, Occaneechi Band of Saponi, Sappony, and Waccamaw-Siouan, all Nations, and their elders past, present, and emerging.

In addition to being the first UNC system campus to vote on a land acknowledgement, East Carolina University has established a designated indigenous outdoor space located at the Main Campus Student Center (501 E. 10th Street, Greenville, NC 27858). The space:

- Recognizes the history and impact of the Indigenous Tribes of Eastern NC.
- Celebrates Indigenous students, faculty, and staff.
- Demonstrates ECU's commitment to diversity, scholarship, and service.
- Encourages unity, education, and collaboration among Pirate Nation.

Future plans are for an art installation in the space to represent indigenous artists. Feel free to visit and utilize the space.



ECU is also home to Sigma Omicron Epsilon, a national Native American sorority; Epsilon Chi Nu, a national Native American fraternity; and to the East Carolina Native American Organization, the student club primarily responsible for organizing and hosting the university's annual powwow on campus.

We also gratefully acknowledge the help of many planners, including:

Carleigh Davis, Virtual Conference Organizer

Allison Danell, Dean, Thomas Harriot College of Arts and Sciences

Debby Diffenbaugh, Engagement and Outreach Specialist, Thomas Harriot College of Arts and Sciences

Todd Berry, Associate Dean for Resource Management, Thomas Harriot College of Arts and Sciences

Marianne Montgomery, Chair, Department of English

Laura Jolly, Lead Administrator, Department of English

Aleshia Hunt, advisor of ECU's Native American Organization (ECNAO)

Kirstin Squint, Associate Professor, Department of English

Holly Matthews, Professor, Department of Anthropology

Marc Rasdorf, Director, Dr. Jesse R. Peel LGBTQ Center

Ashley Harzog, Director, Women and Gender Office

Sharon Paynter, Assistant Vice Chancellor for Economic and Community Engagement

Annette Kariko, Director, Office of Continuing Professional Education

Ashley Cox, University Program Specialist, Office of Continuing Professional Education

Justin Pritchard, Administrative Support Specialist, Community Engagement and Research

Teaching Assistant Professors, Department of English

Charles Woods

Sarah Lonelodge

Kim Thompson

Rhetoric, Writing, and Professional Communication PhD Students

Nicole Allen

Steven Amador

Morgan Banville

Codi Renee Blackmon

Gordon Byrd

Kasen Christensen

Bess McCullouch

Anie Partin

Rocky Patacsil

Jayde Rice

Zac Singletary

MA in English Students

Alexis McCloskey

Galena Mosovich

# Accessibility

We aim for C&W 2022 to be radically accessible. Accessibility, of course, is a group effort. We hope these resources can move us, as a group of communicators, toward that end. For local accessibility contacts, please call or email: 252-737-1018 or [ada-coordinator@ecu.edu](mailto:ada-coordinator@ecu.edu)

## Resources for Presenters

We recommend the following resources for all presenters at Computers & Writing.<sup>1</sup> We've linked to the information especially pertinent for virtual presentations under the first two resources below.

Composing Access: An Invitation to Creating Accessible Events  
([bit.ly/composingaccess](http://bit.ly/composingaccess))

    Preparing Your Presentation ([bit.ly/preparingpres](http://bit.ly/preparingpres))

Conference on College Composition and Communication (CCCC) 2022  
Access Guide and Information ([bit.ly/CCCC2022Access](http://bit.ly/CCCC2022Access))

    Building Accessible Presentation Slides ([bit.ly/accessiblepresslides](http://bit.ly/accessiblepresslides))

    Preparing Access Copies, Captions, and/or Transcripts  
([bit.ly/preaccesscopies](http://bit.ly/preaccesscopies))

CCCC 2022 Access Mini-Guide PDF ([bit.ly/accessminiguide](http://bit.ly/accessminiguide))

Conference on Community Writing 2021 Access Guide ([bit.ly/CCWaccess](http://bit.ly/CCWaccess))

ADA Compliant PowerPoint Video ([bit.ly/ADAPowerPoint](http://bit.ly/ADAPowerPoint))

Microsoft PowerPoint Accessibility ([bit.ly/accessiblepowerpoint](http://bit.ly/accessiblepowerpoint))

Microsoft Accessible Templates ([bit.ly/accessiblepptemplate](http://bit.ly/accessiblepptemplate))

Google Slides Accessibility ([bit.ly/accessiblelides](http://bit.ly/accessiblelides))

PDF Accessibility ([bit.ly/definingpdfaccessibility](http://bit.ly/definingpdfaccessibility))

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<sup>1</sup> Thanks so much to the CCCC Committee on Disability Issues in College Composition (CDICC) for their continuing and steadfast commitment to making conferences accessible and their promotion of inclusive practices. The committee includes: Co-chairs Ruth Osorio and Dev Bose and members: Sean Kamperman, Valparaiso University (Chair), Morgan Blair, University of Louisville, Andrea Olinger, University of Louisville, Jeanne Popowits, Dominican University

C&W 2022 will include digital space for all presenters (in-person and virtual) to share materials via Google Drive.

Virtual presentations will be accessed by conference attendees through a Google folder that corresponds to the session identifier listed in the conference program. Links to these folders will be available in the digital program for easy access. We ask that presentations remain available from May 1-June 30 so that attendees will have an opportunity to access these presentations before, during, and after the in-person conference.

All audio and video files should include captioning and/or a transcript. See below for additional technology recommendations. Be sure presentations include contact information (name, email, website, phone number, twitter handle, etc.).

The following file types are recommended for presentations.

MP4, MOV, AVI  
PDF

PowerPoint: If your presentation is in PowerPoint, we recommend converting it to a PDF prior to uploading.

Google Slides/Doc: If you are linking a Google Slide presentation or Google Doc by adding a shortcut to the C&W Google Drive, remember to make your slidedeck and/or documents shareable to anyone with the link; otherwise, the shortcut will not work.

The following technologies are recommended for open- and closed-captioning.

Handbrake for open-captioning  
Zoom for closed-captioning and session transcript options  
Rev for closed-captioning  
Zubtitle for closed-captioning

The technology available in all on-site presentation rooms includes the following: a computer (PC), projector, and wired bring-your-own-device capability.

# Social Media & Contact Information

[cwcon2022.org](http://cwcon2022.org)

Twitter: [@candwcon](https://twitter.com/candwcon)

[facebook.com/CandWCon](https://facebook.com/CandWCon)

[candwconference@gmail.com](mailto:candwconference@gmail.com)

## Area Information (Welcome to ENC!)

Greenville, NC, is a city of about 90,000 residents. It is home to East Carolina University, which is part of the UNC system. ECU is proud to serve the region in many ways; ECU and Greenville are a major hub for all of Eastern North Carolina (ENC).

Greenville has an Uptown District that strives to be a “livable, memorable destination, with modern infrastructure, a tapestry of unique areas, and a diversity of thriving businesses and recreational amenities.” Uptown Greenville hosts numerous coffee shops, restaurants, and taprooms and is less than half a mile from the conference site. Our Saturday Night Out will be hosted in the Uptown District, with Stumpy’s Hatchet House serving as a home base.

Every town has favorite eateries. Greenville is no exception, and the options extend beyond Uptown. Yelp can provide directions to a variety of personal chain favorites, but here is a list of local haunts worth checking out.

### **The Breakfast Bar ([thebreakfastbar.club](http://thebreakfastbar.club))**

Tucked down the street from campus is this hidden breakfast spot. The food is Southern comfort breakfast items, but the menu offers brunch options as well. It’s a great start for the day! Cost factor: \$\$ - \$\$\$

### **The Scullery ([facebook.com/thescullerygreenville](https://facebook.com/thescullerygreenville))**

If a local breakfast, lunch, or brunch place is what you need, consider this alum-owned establishment. The food is good and they offer vegetarian and vegan options, and it is a quick walk from campus. Cost factor: \$\$ - \$\$\$

### **Sup Dogs ([supdogs.com](http://supdogs.com))**

This little bar specializes in hot dogs and was named the best college bar in the country in 2019 and 2020 in the Barstool Best Bar competition. They do serve burgers as well but have a creative original menu worth considering. The cost is reasonable and they tend to keep late hours. They are also just a quick walk from campus. Cost factor: \$

**5th Street Hardware Restaurant and Taproom ([www.facebook.com/5th-StreetHardware](http://www.facebook.com/5th-StreetHardware))**

Uptown's newest offering, 5th Street Hardware offers a wide variety of bar food but their claim to fame is the bar. If you are looking for beer on tap, they have a long line of options. They also have a wide variety of specialty drinks from martinis to mules. The atmosphere encourages groups to sit and talk over good food and beverages. It is also a quick walk from campus. Cost factor: \$\$ - \$\$\$

**Dickinson Avenue Public House ([www.facebook.com/D.A.P.House](http://www.facebook.com/D.A.P.House))**

Another local place with great service, good food, and an inviting atmosphere. It's a farm-to-table style so the menu is variable, but there is enough variety to satisfy most. It is also a pleasant walk from campus. Cost factor: \$\$ - \$\$\$

**Starlight Café (<https://www.starlightcafeandfarm.com>)**

Another local place that offers vegetarian and vegan options within walking distance of campus. The staff is friendly, the food is good, and the atmosphere is inviting. Cost factor: \$\$ - \$\$\$

**Wassabi 88 (<https://www.facebook.com/Wasabi-88-118138158212727/>)**

If sushi is on the menu, check out this place. The sushi rolls are buy one get one free Sunday through Thursday. The menu also carries standard Japanese meals. The service is friendly and inviting. While not walking distance to ECU, it is close and easily accessible. Cost factor: \$\$ - \$\$\$

**Nino's Cucinna Italian ([ninoscucinaitaliana.com](http://ninoscucinaitaliana.com))**

Note: Call ahead for reservations as seating is limited (252-689-6446) and the food is fabulous. The kitchen offers standard Italian fare and the wine list is varied. There is both indoor and outdoor seating, but it is still small considering the crowds. Cost factor: \$\$ - \$\$\$

**Parker's Barbeque ([parkersbbq.com](http://parkersbbq.com))**

If you are looking for a local barbeque place, Parker's is a spot worth exploring. Great food, large portions, and friendly servers, it is a hidden gem. While not within walking distance, it is close to campus. Cost factor: \$

**a Tavola! Market ([atavolamarket.com](http://atavolamarket.com))**

No list is complete without a local pizza place. a Tavola! Market offers traditional Italian dishes as well as hand-tossed pizzas. The food is authentic, the servers are friendly, and the atmosphere inviting. It's a short drive from campus. Cost factor: \$\$ - \$\$\$

Additional recommended Uptown offerings include:

Coastal Fog - [coastalfog.com](http://coastalfog.com)

Ford & Shep - [fordandshep.com](http://fordandshep.com)

Uptown Brewing Company -

[visitgreenvillenc.com/listing/uptown-brewing-company/187](http://visitgreenvillenc.com/listing/uptown-brewing-company/187)

Pitt Street Brewing Company - [pittstreetbrewing.com](http://pittstreetbrewing.com)

Luna Pizza - [lunapizzacafe.com](http://lunapizzacafe.com)

Jack Brown's Beer & Burger Joint - [jackbrownsjoint.com](http://jackbrownsjoint.com)

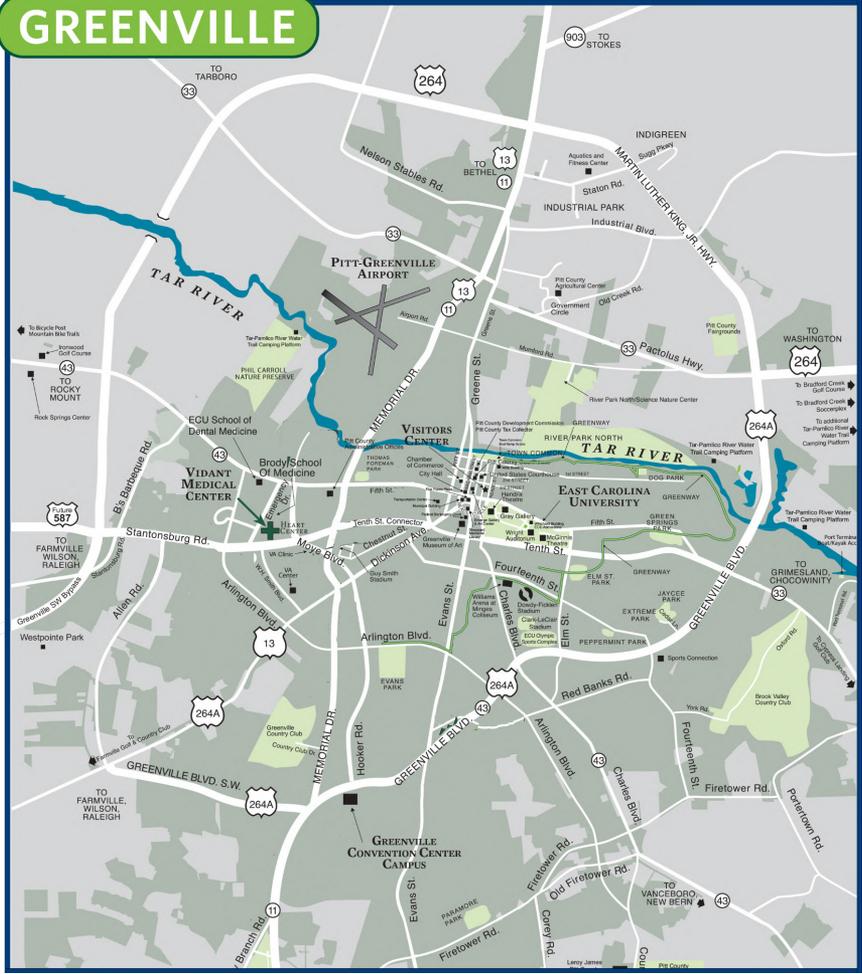
Mpourium - [mpourium.com](http://mpourium.com)

Side Bar - [sidebargreenville.com](http://sidebargreenville.com)

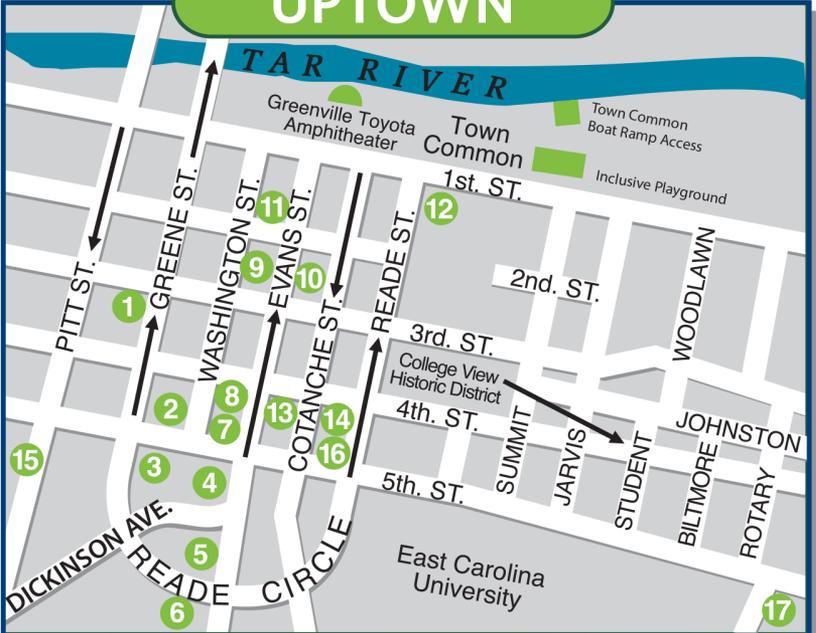
Pirate's Deli - [mikesdeligreenvillenc.com/28615](http://mikesdeligreenvillenc.com/28615)

Kings Deli - [kings-deli.com](http://kings-deli.com)

# Maps

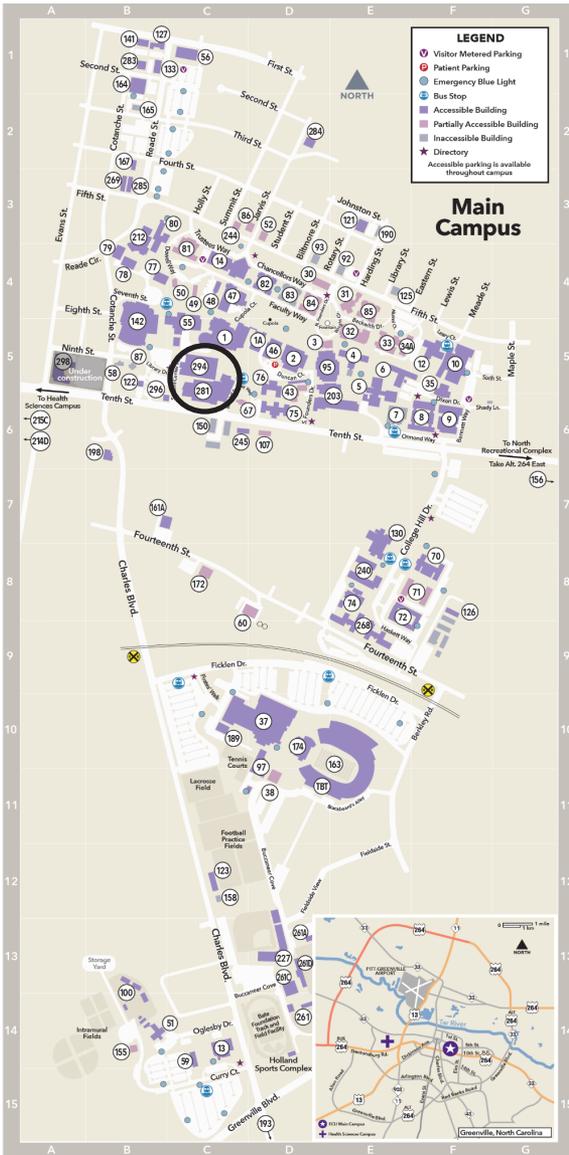


# UPTOWN



- |                                |   |
|--------------------------------|---|
| 1. Chamber of Commerce         | 10. United States Courthouse  |
| 2. City Hall                   | 11. Pitt County Development Commission<br>Pitt County Tax Collector |
| 3. Municipal Building          | 12. Willis Building   |
| 4. Five Points Plaza           | 13. Fourth Street Parking Deck                                      |
| 5. Sheppard Memorial Library   | 14. Greenville-Pitt County Visitors Center                          |
| 6. Federal Bankruptcy Court    | 15. G.K. Butterfield Transportation Center                          |
| 7. Emerge Gallery & Art Center | 16. ECU Registrar's Office  |
| 8. Uptown Greenville Office    | 17. Whichard Building ECU Admissions                                |
| 9. Pitt County Courthouse      |   |

For more information and an interactive map, go to [uptowngreenville.com/locations](http://uptowngreenville.com/locations) and [ecu.edu/maps](http://ecu.edu/maps).



**MAIN CAMPUS**

- 1 Joyner Library (C5)
- 1A Joyner East (D5)
- 2 Flanagan Building (D5)
- 3 Graham Building (D5)
- 4 Rawl Building and Annex (E5)
- 5 Howell Science Complex (E5)
- 6 Austin Building (E5)
- 7 Christenbury Memorial Gymnasium (E6)
- 8 Brewster Building (F4)
- 9 Fletcher Music Center (F6)
- 10 Rivers Building (F5)
- 11 Speight Building (F5)
- 12 Belk Building (C14)
- 14 Jenkins Fine Arts Center (C4)
- 15 Silman Building (C4)
- 31 Whitchard Building and Annex (E4)
- 32 Wright Building (E5)
- 33 McGinnis Auditorium (E5)
- 34A Messick Theatre Arts Center (E5)
- 35 Croxan (F5)
- 37 Minges Coliseum (D10)
- 38 Scales Field House (D11)
- 43 Building 43 (D5)
- 46 Student Health Center (D5)
- 47 Old Cafeteria Complex (C4)
- 48 Mamie Jenkins Building (C4)
- 49 Erwin Building (C4)
- 50 Bloxton House (C4)
- 51 Irons Building (B14)
- 52 Career Center (C5)
- 55 Mendenhall (C5)
- 56 Willis Building (C1)
- 58 Eller House (B5)
- 59 Belk Annex 1 (C14)
- 60 Facilities Services Steam Plant (C8)
- 67 Blount House (F8)
- 70 Jones Residence Hall (F8)
- 71 Legacy Residence Hall (E8)
- 72 Scott Residence Hall (E8)
- 74 Tyler Residence Hall (E8)
- 75 Umstead Residence Hall (D6)
- 76 Slay Hall (D5)
- 77 Greene Residence Hall (B4)
- 78 White Residence Hall (B4)
- 79 Clement Residence Hall (B4)
- 80 Fletcher Residence Hall (B3)
- 81 Garrett Residence Hall (C4)
- 82 Jarvis Residence Hall (D4)
- 83 Fleming Residence Hall (D4)
- 84 Cotten Residence Hall (D4)
- 85 Ragdale Hall and Annex (E4)
- 86 Dail House (D3)
- 87 International House (B5)
- 92 Howard House (E4)
- 93 Taylor Slaughter Alumni Center (D4)
- 95 Bate Building (D5)
- 97 Yard Sports Medicine Building (D11)
- 100 Facilities Services Grounds Operations (B14)
- 107 Family Therapy Clinic (D6)
- 121 Facilities Administration (E3)
- 122 Building 122 (B5)
- 123 Building 123 (C12)
- 125 Ward Guest House (E4)
- 126 Facilities Service Center (F8)
- 127 Building 127 (B1)
- 130 Todd Dining Hall (E7)
- 133 Building 133 (B1)
- 141 Building 141 (B1)
- 142 Eskin Student Recreation Center (B5)
- 150 Ross Place (C6)
- 155 Blount Recreational Sports Complex (B14)
- 156 Harris Building (G7)
- 158 Building 158 (C12)
- 161A Building 161A (B7)
- 163 Dowdy-Ficklen Stadium (E10)
- 164 Cotanche Building (B1)
- 165 Building 165 (B2)
- 167 Building 167 (B3)
- 172 Building 172 (C8)
- 174 Murphy Center (D10)
- 189 Building 189 (C10)
- 190 Facilities Annex (E3)
- 193 Greenville Centre (D15)
- 198 Building 198 (B6)
- 203 Science and Technology Building (E6)
- 212 West End Dining Hall (B3)
- 214D Building 214D (A6)
- 215C Building 215C (A6)
- 227 Clark-LeClair Stadium (D13)
- 240 College Hill Suites (E8)
- 244 Proctor-Yongue House (C3)
- 245 Redditt House (D6)
- 246 Joyner Stadium (D1)
- 261A Athletic Maintenance Building (D13)
- 261C Williams-Harvey Teams Building (D13)
- 261D Johnson Stadium (D13)
- 261E Softball Hitting Facility (D14)
- 268 Ballard Residence Hall (E9)
- 269 Uptown 207 (E3)
- 281 Student Center (C5)
- 283 Building 283 (B1)
- 284 Jarvis 211 (D2)
- 285 Uptown 209 (B3)
- 294 Parking Deck 1 (C5)
- 295 Williams Hitting Facility (D13)
- 296 Building 296 (C5)
- 298 Life Sciences and Biotechnology Building (A5)

# Main Campus Student Center

## DINING

1907	137
Au Bon Pain	140
Panda Express	138
Raising Cane's	142
Starbucks	143
Sweet Shop	112

## EVENT SPACES

Multipurpose Room	125
The Patio	Outside
The Pit	Outside

## RETAIL

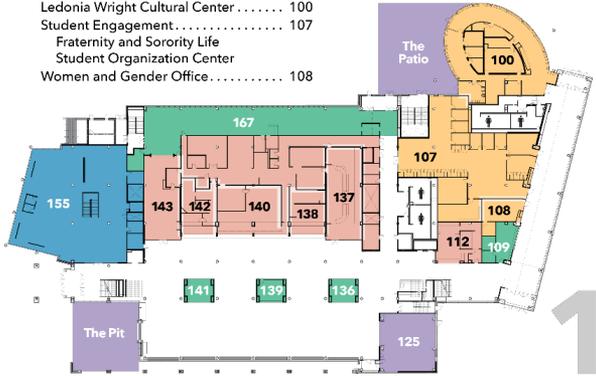
Dowdy Student Stores	155
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## SERVICES

Central Ticket Office	109
Financial Wellness Hub	136
Game Room	167
Pirate® Techs	139
Well-Being Hub	141

## STUDENT AFFAIRS

Ledonia Wright Cultural Center	100
Student Engagement	107
Fraternity and Sorority Life	
Student Organization Center	
Women and Gender Office	108



## EVENT SPACES

Alice Sauls Crawford Ballroom C	235C
Ballroom A	235A
Ballroom B	235B
Black Box Theater	200
Meeting Room	206
Leahmarie A. Gottlieb and Gigi A. Curtin Conference Room	234
Meeting Room	236
Meeting Room	237
Multipurpose Room	249
Multipurpose Room	253

## STUDENT AFFAIRS

Campus Activities and Events	282
Center for Leadership and Civic Engagement	208
Dr. Jesse R. Peel LGBTQ Center	209
Student Government Association	223



## EVENT SPACES

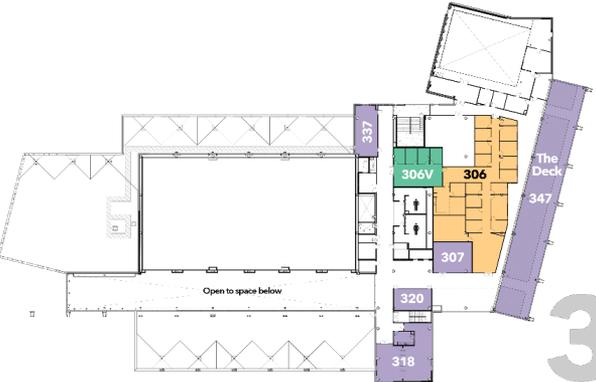
Board of Trustees Suite	318
Meeting Room	307
Meeting Room	320
Meeting Room	337
The Deck	347

## SERVICES

Central Reservations Office	306V
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## STUDENT AFFAIRS

SIL Administration	306
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# Schedule at a Glance

## Thursday, May 19

8:30-6:00	Registration (2nd floor MSC)
9:00-5:00	Graduate Research Network
9:00-noon	Morning Workshops
Noon-1:00	Box Lunches (GRN & Workshop Participants)
1:00-4:00	Afternoon Workshops
6:00-8:00	Opening Reception

## Friday, May 20

7:30-5:00	Registration (2nd floor MSC)
9:00-9:20	Welcome
9:30-10:45	Concurrent Sessions A
11:00-12:15	Concurrent Sessions B
12:30-2:15	Luncheon & Keynote
2:30-3:45	Concurrent Sessions C
4:00-5:15	Concurrent Sessions D
6:00-8:00	Awards Banquet

## Saturday, May 21

8:30-6:00	Registration (2nd floor MSC)
9:00-10:15	Concurrent Sessions E
10:30-11:45	Concurrent Sessions F
Noon-2:00	Luncheon & Emergent Voices Recognition
2:30-3:45	Concurrent Sessions G
4:00-5:15	Concurrent Sessions H
5:30-6:15	7Cs Committee Open Meeting
6:30-8:00	Night Out in the Arts District

# Keynote Address | Charlton McIlwain



Delivering our keynote address on Friday, May 20, will be Dr. Charlton McIlwain.

Author of the recent book, *Black Software: The Internet & Racial Justice, From the Afronet to Black Lives Matter*, Dr. Charlton McIlwain is Vice Provost for Faculty Development & Engagement at New York University, and Professor of Media, Culture, and Communication at NYU Steinhardt. He works at the intersec-

tions of computing technology, race, inequality, and racial justice activism. He has served as an expert witness in landmark U.S. Federal Court cases on reverse redlining/racial targeting in mortgage lending, and recently testified before the U.S. House Committee on Financial Services about the impacts of automation and artificial intelligence on the financial services sector. He writes regularly for outlets such as *The Guardian*, *Slate's Future Tense*, *MIT Technology Review*, and other outlets about the intersection of race and technology.

Dr. McIlwain is the founder of the Center for Critical Race & Digital Studies, heads NYU's Alliance for Public Interest Technology, is NYU's Designee to the Public Interest Technology University Network, is a board member at Data & Society Research Institute and chairs the board of the Washington Center for Technology Policy Inclusion.

## C&W Emergent Voices

New this year to C&W is a set of virtual featured speakers that we are calling "C&W Emergent Voices" in order to recognize the significant impact that early career scholars are having on our field. We invited the following speakers to create virtual presentations that we will be featuring at different times throughout the conference, and that will be available to all conference attendees, on-site or virtual. Several of these speakers will also be in attendance at the on-site conference and we will provide a space for on-site attendees to meet them and learn more about their projects. This event is sponsored by the University Writing Program at East Carolina University.

## **Antonio Byrd**

Antonio Byrd (he/him) is an assistant professor of English at the University of Missouri-Kansas City, where he teaches courses in Black/African American literacies, professional and technical writing, multimodal composition, and digital rhetoric. His research focuses on computer programming as a literacy and how Black communities access, learn, and use computer programming to address racial inequality and achieve upward social mobility. His work has appeared in *College Composition and Communication* and *Literacy in Composition Studies* and received the 2021 Richard Braddock Award for Best Research Article in CCC. He is currently writing a book manuscript called *The Literacy Pivot: How Black Adults Learn Computer Programming in a Racist World*.

## **Wilfredo Flores**

Wilfredo Flores (he/him) is a PhD candidate in the Department of Writing, Rhetoric, and American Cultures at Michigan State University and a co-founder of Queering Medicine, a grassroots health advocacy group based in Lansing, MI. His work constellates across technical and professional communication, digital cultural rhetorics, and health and medical rhetorics. Wilfredo researches how queer and trans people of color use various platforms to engage with their sexual health, and he works as a community organizer to use these findings to attend to issues of medical racism, sexual health justice, and inequitable clinical experiences. At the center of his work is building a better world for queer and trans people.

## **Constance Haywood**

Constance (she/her) is a fourth-year PhD candidate at Michigan State University. Her work lies at the intersection of Black feminism, digital rhetoric, and technical communication. Motivated by the protection and well-being of Black people both physically and digitally, Constance's research merges Black feminist thought with conversations around digital research ethics, demonstrating the importance of pairing digital methods, procedures, and ethical guidelines with the unique lived experience(s), values, and embodied knowledges that Black women carry. Constance is a co-author of CCCC's "Black Technical and Professional Position Statement with Resource Guide." Other recent publications include "'I Do This For Us': Thinking Through Reciprocity and Researcher-Community Relationships" (DRC) and "Welcomeness and Identity in Campus Partnerships" (WLN).

## **Jo Hsu**

V. Jo Hsu (They/Them) is an assistant professor of Rhetoric and Writing at the University of Texas at Austin. Most of their work uses narrative to explore how rhetorics of race, gender, and disability operate in harm and healing. Their book, *Constellating Home: Trans and Queer Asian American Rhetorics* will be published by Ohio State University Press in Fall 2022. Their most recent article is “Toward QTPOC Community: A Theory in the Flesh, an Open Letter, a Closing Wound.” You can access more of their work and contact them via [www.vjohsu.com](http://www.vjohsu.com).

## **Cana Itchuaqiyaq**

Cana Uluak Itchuaqiyaq (she/her) is a tribal member of the Noorvik Native Community in NW Alaska and is an assistant professor of professional and technical writing at Virginia Tech. Her research addresses how mainstream modes of academic practice often perpetuates the marginalization of under-represented scholars and communities and consequentially interferes with equity. Her research combines her academic background in both the digital humanities and physical sciences and currently centers on creating accessible online databases of Inuit knowledges and developing natural language processing techniques to extract climate change data from Inuit narratives. She is an author on the upcoming National Climate Assessment 5, Alaska Chapter. Recent work has appeared in *Communication Design Quarterly*, *Technical Communication Quarterly*, and *Rhetoric Review*, and she has also shared her work through public-facing digital spaces like the podcasts “Tell Me More” and “The Curiosity Hour.”

## **McKinley Green**

Dr. McKinley Green (he/him) is an Assistant Professor of English at George Mason University, where he studies queer rhetorics, technical communication, and sexual health risk communication around HIV/AIDS. His current research project investigates how young people living with HIV communicate about infectious disease risk. McKinley works from a premise that people living with HIV have developed extensive rhetorical expertise to communicate about health risk, and that this situated expertise offers a model for public health institutions contending with the HIV epidemic. His research has been published in *Technical Communication Quarterly* and *Computers and Composition*, and his work will appear in *The Routledge Handbook of Queer Rhetoric* and upcoming issues of *Rhetoric Review* and *Rhetoric of Health and Medicine*.

# About the Conference

Registration will be on the second floor of the Main Student Center (MSC), which is the main conference location.

Campus wifi username: cpe\_rede@ecu.edu

Password: gvV1FTtQ

Dedicated quiet space is available in the Women and Gender Office (MSC 108). The outdoor third floor terrace deck also will be available throughout the conference.

This conference includes the following session types:

- Panels = Either submitted as cohesive panels or constructed from individual presentations
- Roundtable / Lightning talks = Sessions with 5 or more presenters who give short talks
- Digital Activism Showcases = extended, interactive presentations featuring innovative approaches to digital activism
- Posters = Presenter is available to answer questions about their displayed poster
- Emergent Voices = Featured prepared presentation

These sessions are available in three different modes:

- In-person sessions = traditional synchronous conference session, supported by space in Google Drive and denoted with a session time and number (e.g. A.1)
- Virtual sessions = asynchronous, virtual, accessible through Google Drive and denoted with a session time, “V,” and number (e.g. A.V.1)
- Facilitated virtual sessions = asynchronous, virtual, accessible through Google Drive, and have been afforded physical conference space and a facilitator so in-person attendees can have a synchronous conversation. Facilitated virtual sessions are denoted with a session time, “V\*,” and number (e.g. A.V\*.1) (Virtual Roundtable / Lightning talks, Digital Activism Showcases, and Emergent Voices presentations are slated as facilitated virtual sessions.)

# Graduate Research Network

Thursday, May 19, 9:00 a.m. - 4 p.m.  
MSC 249

Breakfast, 8:00 - 9:00 a.m.

Roundtable Discussions, 9:00 - 11:45 a.m.

The Graduate Research Network (GRN) is a network of writing and technology researchers and mentors that collectively sponsor an annual workshop at the Computers and Writing Conference to provide an ideal setting for graduate students to share work-in-progress research with scholars of similar interests.

Lunch, 11:45 a.m. - 1:00 p.m. in Ballroom A

Announcements & Prizes, 1:00 - 1:30 p.m.

Professionalization Workshop, 1:30 - 4:00 p.m.

The GRN Professionalization Workshop supports academic job-seekers in navigating the academic job market. All are welcome.

## Morning Workshops

Thursday, May 19, 9:00 a.m. - noon

*Attendees must pre-register for workshops at \$25 per event.*

### **W.1: Social Media Ethics as Methodology and Pedagogy: Reflections and Practices Toward Black Feminist Digital Ethics Frameworks**

*MSC 209 (Dr. Jesse R. Peel LGBTQ Center) | On-site Workshop*

Nick Sanders, Ja'La Wourman, Constance Haywood, and Rachel Smith

In this half-day workshop, we ask participants to critically interrogate the ways social media ethics can be employed as a mechanism for digital activism that specifically engages Black feminist social media ethics in social media writing pedagogy and research methodologies. We ask: How do issues of social media appropriation implicate and complicate social media writing courses and social media writing methodologies? What concrete moves do we make as

researchers and teachers to foster culturally-sustaining frameworks particularly around reciprocity, privacy, and surveillance? How might social media writing teachers and researchers critically imagine developing ethically engaged practices to empower students and communities to be thoughtful, human-centered users? Participants should expect to leave with a working understanding of Black feminist social media ethics, a specific heuristic for their work, and examples for engaging these issues pedagogy and research. Content warning: Cultural appropriation on social media.

## **W.2: Hacking AAEEBL's Digital Ethics & ePortfolios Principles: Putting the Principles into Practice**

*MSC 125 | On-site Workshop*

Morgan Gresham, Sarah Zurhellen, and Megan Mize

For two years, a task force created by the Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) has investigated digital ethics and ePortfolios. The work resulted in thirteen principles promoting ethical ePortfolio practices to educators, staff, students, and platform providers. In this workshop, task force members will briefly introduce the history and the evolution of the Principles and invite participants to hack the principles—what's working, what's not, what's missing? How can we use these existing scenarios to generate new areas of research and practice with ePortfolios?

## **W.V.3: Creating Text Adventure Games with Inform 7**

*Virtual Workshop*

Dennis Jerz

A half-day workshop will introduce Inform 7, a free tool for creating text-adventure games. A parser-based text game is an interactive story in which the computer prints out a few lines describing the environment. The user is a co-author, who types out a simple command such as “enter building” or “take lamp.” The computer responds with a description of how the player's actions have (or have not) affected the simulated story-world. The Inform 7 development environment is a free authoring system based on natural language, and can generate a playable game from the following very basic instructions:

Your Office is a room. In your office is a desk. On the desk is a fragile-looking printout. The description of the fragile-looking printout is “It reads, ‘Practicing Digital Activisms. Computers and Writing 2022. Deadline Nov 1, 2021.’”

These four English sentences are all that's required to create a simple storyworld that responds predictably to predictable commands:

>examine printout

It reads, "Practicing Digital Activisms. Computers and Writing 2020. Deadline Nov 1, 2021."

The workshop will introduce participants (coders and non-coders alike) to this powerful programming environment.

**Workshop participants may join the GRN for lunch in Ballroom A, noon - 1:00 p.m.**

## **Afternoon Workshops** **Thursday, May 19, 1:00 - 4:00 p.m.**

### **W.4: Composing and Publishing Digital Scholarship**

*MSC 125 | On-site Workshop*

Douglas Eyman, Cheryl Ball, Brandy Dieterle, Christina V. Cedillo, Kristine Blair, Julianne Newmark, Sidney I. Dobrin, Patrick Berry, Amber Buck, Byron Hawk, and Caddie Alford

Editors from *Kairos*, *Enculturation*, *Constellations*, the *Journal of Multimodal Composition*, *Computers & Composition Online*, *Trace*, *Xchanges*, and the *Computers and Composition Digital Press* discuss digital publication authoring processes from the beginning of research projects to the publication stage and provide feedback and workshop opportunities to participants. Editors are particularly interested in projects that analyze or promote digital activism.

### **W.5: We Interrupt This Syllabus: Using Podcasts as Networked Texts with Activist Potential in the Writing Classroom**

*MSC 209 (Dr. Jesse R. Peel LGBTQ Center) | On-site Workshop*

Charles Wood and Devon Ralston

While podcasts permeate across writing studies curricula, scholars and practitioners from a variety of disciplines including media studies, communication studies, film and radio, and technical communication are actively considering how to engage in the potential benefits of turning student attention to sound. Our half-day work-

shop works as an interactive space challenging participants to focus on podcasts as texts and provides an opportunity to conceptualize podcast projects designed for courses they teach.

As Allison Marchetti and Rebekah O'Dell remind us “by broadening the definition of text, we connect our students so much more with the real world of writing. We prepare them for the world [...] so that they can participate in that conversation.” We believe that part of such an intervention should be oriented to activism and advocacy. Ultimately, our half-day workshop invites participants to identify a course where teaching a podcast project intersects with activism and to develop a course plan for that project. In doing so, participants will make generative contributions to the scholarly conversations concerning podcasting, activism and the ways this intersection can be employed for social change.

## **W.6: Instructor as Game Master: Applying Games' Material Rhetorics to Writing Course Design**

### *Virtual Workshop*

Erin Kathleen Bahl, Sergio Figueiredo, Jeffrey David Greene

A Game Master's (GM) role parallels that of an instructor in several ways. This virtual half-day workshop invites participants to explore their pedagogical practices through the lens of game design (specifically, through the pedagogical implications embedded in the role of “game master”). Participants will:

- take up theoretical framing at the intersections of writing instructor, game master, and mannerist-rhetor (White, 1987), and align it with their respective pedagogical goals and experiences;
- customize gaming avatars to explore issues of representation in media and engage students in reflective writing;
- consider options for spatially based delivery systems that encourage nonlinear navigation and challenge defaults of traditional learning management systems.

Participants will utilize Storium and Black Desert Online to create avatars for discrete writing exercises that explore representation in mobile and desktop gaming.

Participants will use Roll20 and HTML templates to investigate options for exploratory maps that complement traditional learning management systems such as D2L.

**Opening Reception**  
**6:00-8:00 p.m. Thursday, May 19**  
**MSC Third Floor Terrace Deck**

# Welcome

9:00-9:20 a.m. Friday, May 20  
MSC Ballroom B

## A Sessions

9:30-10:45 a.m.  
Friday, May 20

### A.1: A New Plot for Living: Storytelling as Collective Action and Homemaking

*MSC 125 | Emergent Voices*

Jo Hsu

This multimodal presentation centers storytelling as a means of mining shared histories, negotiating collective values, and driving coalitional action. In a combination of text and video, Jo explores how trans and queer Asian Americans (QTAPI) have storied their experiences to expose and challenge controlling narratives of Asian Americans in the West. Introducing their theory of



homing—that is, storytelling that deliberately engages and (re)makes sites of belonging—Jo maps a constellation of QTAPI experiences that illuminates the mutual dependencies of settler colonialism, cis- and heteronormativity, and ableism. Finally, Jo narrativizes their own recent experiences to bridge this constellation with Rhetoric’s commitments, practices, and responsibilities. Attendees will receive a critical framework for discussing the role of narrative in moving people toward and away from one another—and, hopefully, they’ll hear a decent story.

## **A.2: Intervening By Interviewing: The Big Rhetorical Podcast**

*MSC 200 (Black Box Theater) | Digital Activism Showcase*

Charles Woods

The last 4 years have seen the proliferation of podcasts as a viable medium to circulate knowledge within composition and rhetoric and the subfield of computers and writing of English Studies. In this project for the Digital Activism Showcase at Computers and Writing Conference, Charles Woods, creator, producer, and host of The Big Rhetorical Podcast will discuss the apparent, intentional shift in the trajectory of the podcast to perform digital activist work. The project will include visual and aural components: a presentation which highlights collaborations with activists and scholar-activists around the world and soundbites which amplify this work for conference-goers. Scholars doing activist work also can connect with The Big Rhetorical Podcast during the showcase.

## **A.3: Pandemic Era Pedagogy**

*MSC 249 | Panel*

Theresa Evans, “‘Pandemic Pedagogy’ as a Framework for DIY Professional Development”

DIY professional development is digital activism in an era of continually shifting expectations and circumstances. In this presentation, I use pandemic pedagogy-based on four professional and pedagogical themes developed by Sheppard (2021)-as a framework to describe my teaching experience and professional development over the past two years. The pandemic pedagogy themes are as follows: workload considerations for faculty and students, pedagogy-driven instead of technology-driven online teaching, personal and professional well-being teaching online, and the pedagogy of logistics required to teach online.

Kristine Blair, “Liberal Arts Online: Educating for Social Justice in the COVID Era”

As universities balance online and in-person instruction, we must move beyond the technological what’s and how’s of online and blended delivery of liberal arts curricula to the “why,” and how we maintain an emphasis on our social justice mission in increasingly virtual environments, which can prove challenging for units that have deployed that mission in residential campus settings. For that

reason, this presentation will focus on the possibilities and constraints of sustaining this process via digital methods during and beyond the pandemic.

Bonnie Kyburz, “CoZoomVid”

How we move with our pedagogies matters. “CoZoomVid” will consider how Zoom technologies and rhetorics vortexing within public and academic discourse may further illuminate how online courses that use real time video interfaces such as Zoom may reveal critical insights. In particular, the film will attempt to artfully move with existing scholarship through an ethnographically composed narrative through which the composer/presenter explores their experience and maps it onto the broader timeline of digital pedagogy scholarship.

#### **A.4: Imagining for Access Through Universal Design**

*MSC 253 | Panel*

Amelia Chesley, “Not All Transcripts are Created Equal”

This presentation explores variations in transcript quality for 8 example cases selected from popular and scholarly podcasts.

Through analyzing the accuracy, specificity, and design of podcast transcripts, I hope to open up conversations about how computers & writing scholars can intervene in the current conventions of podcast production and push toward more inclusive standards for podcast design.

Ann Amicucci, “Seeking an Ethical Balance Between Affect and Universal Design for Learning in Online Video Instruction”

A contradiction exists between online education scholarship that advocates for clear, direct instruction that reduces students’ cognitive load and film-composition scholarship that celebrates viewers’ affective experiences. Through examples from my video instruction in an online course and student surveys about course videos, I will explore the application of concepts of affect from Alexandra Hidalgo’s and Bonnie Kyburz’s film-composition scholarship to video instruction and the ethical question of attending to affect while risking compromise of Universal Design for Learning guidelines.

Margaret Moore, “A Virtually Possible Process: Digitizing the Entire Writing Process to Promote Access for Students with Disabilities”

The writing process is framed in writing courses as the key to successful composition. Pedagogical practices typically suggest pen-and-paper tools to engage with its steps. For students with disabilities, these tools are often impractical. A graduate student dependent on an Assistive and Augmentative Communication device to speak and write, the speaker exhibits how digital tools promote access to the whole process. Attendees will participate in an interactive demonstration of how tools such as virtual sticky notes and track changes can be used across a variety of devices to make the process accessible for students with a broad range of disabilities.

### **A.5: Social Media and Education**

*MSC 307 | Panel*

Jacob Richter, “Networking Composition: ‘Best Practices’ for using Social Media Networks as Educational Tools in Composition and Rhetoric Courses”

This presentation offers Computers and Writing participants a series of “best practices” for using social media tools in their Composition pedagogies by reporting on a qualitative study conducted in the Fall semester of 2021. Examining how a writing pedagogy that uses the social network tool Slack nurtures digital literacy, rhetorical invention, distributed expertise, and learning ecology formation, this proposal helps to examine what sorts of learning can occur through social interaction, participation, and sharing online.

Laura Wilson, “Teaching Digital Activism in an Undergraduate ‘Social Media for Social Justice and Activism’ Course”

This presentation details the creation of a course titled “Social Media for Social Justice and Activism” in an undergraduate Rhetoric and Professional Writing program. The talk will center around the need for the course; the development of learning objectives, activities, and assignments for the course; and the curricular impacts of the course. Participants will learn how to engage students in analyzing strategies and considering audiences involved in digital activism to propose potential calls-to-action for contemporary issues of social justice.

Meagan Malone, “Teaching Writing through an Exploration of the Affordances and Limitations of Social Media Activism”

This presentation offers a first-year composition course curriculum focusing on digital activism. Through readings, discussions, and class activities, students consider the affordances and limitations of using social media to intervene in unjust situations. Throughout the semester, students compose a unique argument about how some specific social media platform affects some specific social justice movement. In the presentation, I share assignment sheets, course materials, class activities, and student work from the spring, 2021 course pilot. I also present suggestions for developing writing courses that challenge students to critically think, read, and write about how social media affects social movements.

Adam Padgett, “Identity, Ideology, and Algorithmic Community-Based Moderation”

This presentation traces the life of a popular internet meme as a case study to evaluate Reddit’s community-based algorithmic mediation system, known as “karma.” In this analysis, I argue that community-based approaches to content moderation is not the panacea it purports to be. As educators, we should teach that just composing should not be limited to what we write and publish. Understanding how people compose in these complex networks has significant implications for how our students develop writing strategies, creatively innovate, and practice an ethics of composing in digital spaces. Content warning: References to violent and harmful language.

### **A.V\*.6: Parlare Gender Neutral Pronoun App**

*MSC 209 (Dr. Jesse R. Peel LGBTQ Center) | Digital Activism Showcase*

Franny Howes, Brennen Thacker, Haley Werst

Parlare is an app that teaches gender neutral pronouns, covering they/them, several neopronouns, and basic etiquette. It was developed by an intergenerational team of queer technical communicators to be a key tool for allies to improve social inclusion for their trans|nonbinary|gender friends, colleagues, and loved ones, but also for queer people to learn to use these pronouns for themselves. This digital activism showcase will present the app and discuss the developers’ process and desired impact.

## **A.V\*.7: Cycle Space Invaders**

*MSC 206 (Center for Leadership and Civic Engagement) | Digital Activism Showcase*

Keith Phelan

The last decade has seen the hashtag become a key tool in the arsenal of social and political activists throughout the world. Movements which consolidated organically across online social media (OSM) platforms around hashtags such as #OccupyWallStreet, #ArabSpring, #BlackLivesMatter and #MeToo have manifested huge changes in the real world. In 2015 after repeated calls for the enforcement of the laws prohibiting parking in cycle-lanes were ignored, cyclists throughout Ireland took to OSM using using #FreeTheCycleLanes to highlight this behavior by drivers which was putting cyclists at risk. While Hashtag Activism has been criticized for encouraging armchair activism and narcissism, with claims that people post in order to make themselves feel better rather than engaging in ‘real’ protest, the nature of the #FreeTheCycleLanes campaign is well suited to this. This session reports on a website I created, Cycle Space Invaders (<http://cyclespaceinvaders.com>), which is powered by #FreeTheCycleLanes postings on Twitter.

## **A.8: Methods, Methodologies, & Questions of Representation**

*MSC 320 | Panel*

Devon Cook, “A Methodology for Studying Material Interactions Between Writers and Technology”

A discussion of empirical methodology for studying material influences in writing technology use, including the strengths and weaknesses of a proposed methodology: “material action tracking.” Following the work of Karen Barad and others in theories of materiality, I discuss how researchers in Computers & Writing might design empirical studies that take seriously the challenge to decenter human subjectivity and account for non-human material agency. The pilot study for this approach, which used a triangulation of observations, interviews, and written artifacts to study the composition practices of letterpress typesetters, will also be discussed.

Alex Reid, “The Revolution of Posthuman Computer Vision”

My presentation brings together posthuman and digital rhetoric

(e.g., Boyle, Davis, Gries, Hawk, Rickert) with media and cultural theory (e.g., Barad, Braidotti, DeLanda, Ernst, Mattern, Parrika) to examine the technical dimensions of computer vision. As I argue, while the technologies are not deterministic and there are many other avenues of investigation, a posthuman, media archeological and rhetorical analysis contribute insight into our deliberations about the technologies we produce and the uses to which we put them.

Ana M. Cortés Lagos, Larry Morgan, “Contesting the Representation of Transnational Science Research”

This presentation grounds itself in the secondary literature around transnational exchange and the geopolitics of scientific knowledge production. Using Theo Van Leeuwen’s (2008) framework for Critical Discourse Analysis, we look into the way transnational exchanges are constructed in the websites of two vaccine research centers, CVD Maryland, and CVD Mali, and the research network around them. The analysis examines the power dynamics of these transnational collaborations and their construction at sentence level, before offering some concluding remarks on how analysis of these representations can contribute to doing the rhetorical work that advances more equitable representations of transnational collaboration.

## **A.9: Memes, Conspiracies, and Ethics**

*MSC 337 | Panel*

Vee Lawson, “God-Honoring Snark: Ethical Schisms and Reflexive Storying in the Fundie-Snarking Reddits”

Following an increase in vitriolically misogynist discourse, an ethical schism erupted within a subreddit devoted to snarking on Christian fundamentalists, resulting in the creation of a new subreddit, a new emphasis on reflexive story-based snark, and a series of ongoing conversations about the ethics of snark, the relationship between snarkers and the subjects of snark, and the subreddit moderation practices that can enable this critical snark discourse. A mixed-methods analysis is utilized to understand how the media ecosystem of this new subreddit affects the snark and snark-related ethical conversations conducted within it. Content warning: Discussion of religious fundamentalism, discussion of gender-based violence and misogynist language.

Kathryn Lambrecht, “‘These Nevada memes are coming out faster than the results’: Community Norms and Solidarity During the 2020 Election”

In this presentation, I use a collection of ‘slow Nevada’ memes created during the counting of ballots from the 2020 election to show the power of harnessing humor and community values to build coalitions for stronger activism. Because memes index community norms that bring people together, their power to facilitate digital activism lies in bringing people together and highlighting the needs of the communities they serve. Using topological coding of community norms and values, this presentation will discuss the various strategies used to create solidarity during a time of extreme division and how they might be applied in future contexts.

Jeaneen S. Canfield, “A 21st Century Call to Citizenship: The Rhetorical Longevity of Smokey Bear”

In this presentation, I examine a Smokey Bear “fascist” digital meme and ways it embodies rhetorical practices indicative of digital composing techniques afforded 21st century American citizens. This presentation is guided by the following questions: How does the Smokey Bear meme image represent 21st century citizenship. How might we, through rhetorical analysis, develop an analytical approach that examines an image’s long-standing impact? Further, how might this approach impact pedagogical strategies? I posit that this type of exploration provides the foundation for a critical understanding of memetic texts, forwarded here as “rhetorical longevity.”

Gordon Byrd, “Composing Conspiracy Theories”

Conspiracy theories need explaining. In this workshop, the explanation of conspiracy theories will be the focus, but a pedagogical template will be the takeaway. Specifically, analyzing the artifact that conveys the conspiracy and composing new conspiracy theories will be workshoped for the purpose of giving attendees a new digital literacy teaching aid for the composition classroom. The artifact that conveys the conspiracy theory is novel. But the conspiracy itself is either satirical genius or the pinnacle of madness, you decide. We will begin the workshop with an introduction to the artifact, then a genre analysis to break down the artifact into recognizable elements, followed by a rhetorical analysis to familiarize ourselves with the persuasive attempts/moves. This first part of the workshop will have audience participation and opportunity to interject. The last part of

the workshop, we will all take a crack at this particular conspiracy theory genre. We will construct and then present arguments for our favorite conspiracy theories using the same modes employed by the original artifact to persuade each other of the edgy theories we harbor outside of the mainline accepted facts/realities. Content warning: Some content will not be readable on text-to-speech platforms.

## **A.10: Gaming as Activism**

### *MSC 207 | Panel*

Emi Stuemke, “Visual Game Design for Teaching Algorithmic Literacy”

This presentation explores the importance of incorporating visible and accessible programming logic while minimizing gatekeeping, thereby allowing digital rhetoric students to learn from low-stakes failures and playful experimentation. In addition to offering a theoretical framework for the importance of multiliterate approaches to teaching computational thinking, I will include a rapid demo of what a visual game programming environment can look like and show that anyone who is able to use a GUI and wants to teach rule-based rhetoric through game programming has accessible and empowering options, even without previous coding experience.

Jacob Euteneuer, “The Mediafication of Video Games and the Future of Digital Activism”

Video games offer more ways and modes to communicate than any other digital medium. Through play, design, audio, video, text, and more, video games now represent complex communicative ecologies that savvy rhetors can use to produce effective and persuasive messages. This new form of digital communication and activism has been taken up by major players from the U.S. President to military whistleblowers. This presentation analyzes the affordances of these new potential political messages and examines how these video game platforms give rise to new ways of communicating and interacting with constituents and activists.

Brenta Blevins, “Representation as Activism: Composing New Public Rhetoric in Augmented and Mixed Reality”

In an environment of physical underrepresentation, new digital projects seek to present those bodies and histories not represented in public statuary. This presentation explores how Digital Augmented

and Mixed Reality composing can resist exclusion by emplacing virtual bodies over physical statues and other sites of exclusion. The presenter analyzes several projects to explore how rhetors use new digital technologies to represent historically marginalized individuals and their histories.

### **A.11: Interventionist Digital Humanities**

*MSC Ballroom C | Lightning Talk / Roundtable*

Brett Chambers, “Growing the Digital Humanities Collective of North Carolina”

Olivia Dorsey Peacock, “Developing Black Digital Humanities”

Margaret Baker, “Reframing Photography of the Anti-Apartheid Photographic Movement in South Africa”

James B. Harr, III, “Data Activism as a Critical Approach”

Stacey Kirby, “Representing Being Human”

Jan Davidson “Mapping the Wilmington NC Massacre”

Donna Kain, “Launching a Technology Expertise Exchange”

This Roundtable/Lightning Talks session will focus on the digital humanities as a broad ground for community building and as a set of activities for creating and nurturing social justice interventions. In the digital humanities, we are dependent on other people and infrastructures, so we build networks. We hope our work illustrates the power of the humanities to do public good. The presenters will share experiences in grounding, collaborating, sharing, making, and making visible histories, projects, and interventions using digital humanities approaches. Our multi-disciplinary panel includes academics, a museum historian, an independent scholar, and a performance artist. The panelists will discuss the development of a digital humanities collective, a technology expert exchange program, big data used to address disparities in humanities projects, and several projects that illustrate how digital humanities can be used to promote social/cultural interventions.

### **A.V\*.12: Researching Enthymemes in Digital Social Spaces: Information, Circulation, and Status Quo(s)**

*MSC 234 | Digital Activism Showcase*

Courney Werner, Patrick Love

Digital circulation changes the public’s perception of information, and circulation platforms are the (privatized) public squares of our

day. A circulation theory-critique of these platforms and content shows how the status quo is constructed and protected in individual and shared experiences. This presentation explores methods focused on ethical empirical response to fraught social spaces, i.e., Facebook, and this presentation contributes to an understanding of how enthymemes define and alienate identities in privatized social spheres.

### **A.V.13: #Ferguson, #MeToo, and #MLM: Activist Interventions, Intersections, and Tensions**

*Virtual | Panel*

Lauren Obermark, Caroline Dadas, Katherine DeLuca

This panel engages the question of what intervention looks like in contemporary digital contexts. From a thematic study of the digital memorialization of Michael Brown, #Ferguson, and #BLM on the anniversaries of his death; to the rhetorical analysis of the circulation and coverage of the hashtag #MeToo; to an ethnographic exploration of retailers and consumers in online multi-level marketing communities: each presentation offers insights about the value and tension of activism in digital contexts. The panel will offer theoretical insights gleaned from primary data, while also exploring broad methodological and pedagogical applicability for other teacher-scholars. Content warning: This panel engages #MeToo and #BlackLivesMatter; as such, it will reference sexual harassment, sexual assault, and state-sanctioned violence against racialized subjects.

### **A.V.14: Virtual Composition as Activism**

*Virtual | Panel*

Cara Marta Messina, “Fan Composing as Digital Activism: Transformative Representations of Gender, Sexuality, and Race”

Fanfiction and broader fan work demonstrates the ways in which fans resist canonical and hegemonic representations of sexuality, gender, and race in the cultural materials they love. By examining fan works and select interviews from fan authors of the television shows *The Legend of Korra* and *Game of Thrones*, this panel will dive into how fans resist heteronormativity, racism, and homophobia to demonstrate how fans from all walks of life can implement critical uptakes into their everyday fan practices.

Julianne Newmark, Caroline Jennings, Jennifer Burke Reifman, “Online Journal Publishing and Editorial Activism: Measuring Xchanges’s History as a Site for Access, Inclusion, and Impact”

This presentation will address how undergraduate research education can facilitate digital activism to widen the participation of minority and under-represented scholars. By providing a snapshot of survey data that elucidates the experience and longitudinal impact of graduate and undergraduate publishing, our editorial team at *Xchanges* seeks to inform activist and equity-minded publishing practices. We will conclude with a discussion of best practices for mentorship and transparency concerning the publication process.

Jaclyn Fiscus-Cannaday, “Reflective Storytelling on Social Media as Digital Activism: Considering Implications for Writing Pedagogy”

Using the “slow inquiry” methodology outlined by Nathan Crick (2020), I will demonstrate how the public-facing reflective writing in an Instagram account called “blackatUW” is emblematic of the narrative storytelling employed by black feminist theory (Collins, 2012).

Abbie DeCamp, “Activism and the Everyday in Queer Meme Communities”

My presentation explores the disruptive power of memes in queer online meme groups. Everyday acts of queer meme making highlight the ways the personal is political, seeking to displace heteronormativity with queer world-making through humor. I look at how queer people utilize memes in their online communities as a community literacy, and the ways these memes disrupt current notions of instrumentality, virality, genre, and publics. To do this, I showcase a qualitative study using both queer community memes and interviews with queer meme community members, in order to truly unearth how queer memes function socially within their communities.

### **A.V.15: Living and Learning Digital Literacies: Digital Literacy (In) Action**

*Virtual | Panel*

Noah Wason, Jason Markins, Benesemon Simmons

This panel takes up the 2022 conference theme of “Practicing Digital Activism” as a reminder that our work is not to teach the latest technology or particular methods but to teach students how to ethically navigate, research, and compose meaning in digital spaces. We recognize that the “technologized classroom can be both sites of resistance and sites for furthering knowledge and understanding in a multicultural world” (Barber, Sullivan, and Walker, 1997). Furthermore, we argue that this work is particularly necessary in our current political and technological climate wherein arguments for technology’s “neutrality” inevitably contribute to what Rhua Benjamin terms the “New Jim Code”: social inequalities are designed into the very

technologies that were created to bridge these divides. Our pedagogies must include digital literacies that adequately challenge the inequalities further perpetuated by our technologies. To do this, the panelists in this presentation work to take a critical look at digital practices inside and outside of the academy so that we might better understand the intersections of technology, identity, literacy, and power.

## **B Sessions**

**11:00 a.m. - 12:15 p.m.**  
**Friday, May 20**



### **B.1: Storying Sex: Oral Histories of Activism, Digital Life, and Sexual Health**

*MSC 125 | Emergent Voices*

McKinley Green

\*co-presenting with  
Wilfredo Flores, see E.1

In this born-digital oral history / archive project, titled Storying Sex, we showcase how LGBTQI BIPOC use social media and other technologies to 1) gather information about their sexual health in relation to HIV/AIDS, 2) assess that information, and 3) present that information to others

via folk approaches to science and health communication. The purpose for this project is to develop a communication process by which LGBTQI BIPOC can have alternative sexual health practices equitably accounted for within health and medical contexts. Our goal with this project is to disseminate health-related information through a series of oral history interviews with other LGBTQI people to show that we know a thing or two about our own health. We will present the web-based hub for the project and the first episodes of an accompanying podcast featuring conversations with activists, scholars, and sex workers.

## **B.2: DEI Efforts at Kairos: A Journal of Rhetoric, Technology, and Pedagogy**

*MSC 200 (Black Box Theater) | Digital Activism Showcase*

Cheryl Ball, Brandy Dieterle, Christopher Andrews

This showcase highlights Kairos' efforts to examine, revise, and adopt inclusivity practices and actions we have taken across the journal, its staff, and structure, with the knowledge that DEI work is ongoing and is the responsibility of the entire staff and board. The presenters will specifically highlight our exigence and influences, processes for organizational self-assessment and creating new initiatives, practices for anti-racist mentoring for authors and staff, updates to our editorial board and peer review processes, and other mentoring and transparency initiatives we have undertaken towards becoming a publication venue that enacts and models anti-racist practices. Part of our diversity, equity, and inclusivity action is to report on our efforts to internal and external audiences; this showcase represents one of those reporting mechanisms, and we look forward to the opportunity to share our work and receive community feedback through this event.

## **B.3: Social Media as Political Engagement**

*MSC 249 | Panel*

Abir Ward, Emma Moghabghab, "Social Media Activism as a Form of Multiliteracy in the Lebanese Uprisings"

This presentation addresses digital activism in Lebanon in the light of its most recently endured crises including a social and political upheaval, an economic meltdown, and a massive explosion that took out part of the city of Beirut and its port. Forced into lockdown due to the Covid outbreak, the Lebanese's social media activism extended their networked spaces into spaces of meaning-making that kept the uprising alive during the lockdown. The question thus diverges from positioning social media compositions as a form of counter-literacy toward the better suited model of digital compositions as multiliteracies coproducing meaning both on the streets and on the internet as a form of resistance.

Elmar Hashimov, "'Back in the U.S.S.R.': An Actor-Network Theory inquiry into Digital and In-Person Resistance to State Oppression in Belarus and Russia"

Digital activism and mediated in-person protests continue to expand globally, beyond social movements visible in the West. In Belarus and Russia, protesters coordinated action and collaboratively

documented gross state-perpetrated injustices online, constructing meaning in complex digital ecologies and working together toward liberation. Each totalitarian state in question committed brutal violence against its own people, and online platforms made the people's suffering visible globally. This presentation applies Actor-Network Theory to interrogate anti-totalitarian social movements in Belarus and Russia, examining the human and nonhuman actors, as well as the ecologies they form across space and time. Content warning: Presentation may contain images of police brutality.

Motunrayo Ogunrinbokun, "Bulls and Bears: Rhetoric, Protest and the Democratization of the Financial Market"

This presentation will examine the composing practices of Wallstreetbets, a subreddit community to explore how they build community and challenge institutional investors in the financial market. Analyzing Reddit posts related to meme stocks such as GameStop and AMC, the presenter will argue that the group employed a range of rhetorical tactics to democratize the financial market thereby upending the power dynamics between retail and institutional investors. The presenter situates the interactions on Wallstreetbets as a form of activism and will argue those interactions can provide insights on rhetoric, finance and composing in social media spaces.

Katie Walkup "“Where Are These Numbers Coming From?": Salary Data and Digital (Mal)Practice in Online Job Ads"

Digital networks produce information collaboratively, which can make it difficult to determine and hold accountable the agent(s) responsible for misinformation. In the wake of a law requiring companies to post accurate salary ranges for job ads, many inaccurate listings were discovered. This presentation explores how one company engaged in digital activism by navigating its information network to correct the human and non-human authors of inaccurate salary data.

## **B.4: The Realities of Teaching Online**

*MSC 253 | Panel*

Troy Hicks, "Teaching Argument in the Real World: Visualizing Evidence, Evaluating Sources"

Every day, our students are inundated by information—as well as opinions and misinformation—across multiple screens and devices. These digital texts influence what they buy, who they vote for, and what they believe about themselves and their world. In this workshop, we will draw from authentic examples to examine sources—through both textual and visual analysis—to better understand what kind of evidence counts, for whom, and in what contexts. Please

bring a laptop or tablet so you can access resources and become an active participant, using a Google Doc template to build your own compelling argument around a contemporary and controversial topic.

Tawnya Azar, “Digital Advocacy and Community-Engaged Writing”

Community-engaged writing courses explore what it means to be an advocate for digital literacy and inclusion by participating in a public writing campaign for NDIA’s Digital Inclusion Week. The students’ creations span the genre spectrum from paper zines to tweet threads and reflect a concern with our class discussions on issues of accessibility, ethics, and rhetoric. This presentation explores our experience and our understanding of advocacy and community-engagement in a digital world.

Phillip Lovas, “Where We Stand: Multimodality to Benefit Our Communities”

This presentation is focused on the use of multimodal projects in the classroom and how those projects can give students voices on campus. Using Gee’s (1990) discussion of discourse to investigate the role that, as he states, an “individual instantiates, gives body to, a Discourse every time he or she acts or speaks, and thus carries it, and ultimately changes it, through time” and how that change affects the communities in which we teach. As a pedagogical tool multimodal projects help students connect their technological knowledge with larger issues that they face as college students, either on or off campus.

## **B.5: Stakeholders in Action: Complicating Notions of Digital Literacies, Advocacy, and Agency**

*MSC 307 | Panel*

Kasen Christensen, “Digital Activism in the Comment Section: How Fiber Arts Content Creators Build Community through Comment Moderation”

Social media personalities are often tasked with moderating their own comment sections. For apparently feminist fiber artists (e.g., people who quilt, knit, or embroider), these comment sections can invite contention but are also an opportunity to reinforce community guidelines and identities. This presentation looks at how personalities from Instagram and Tiktok use their comment sections to perform digital activism for social justice causes through this kind of comment moderation.

Ashlyn Walden and Meaghan Rand, “A Series of Unfortunate Contradictions—Or Is It: How Can Faculty Push for Advocacy to Create Meaningful Change?”

38 This presentation will discuss tensions involving a large-scale uni-

versity-supported curriculum design project for online course development that ran counter to what we know are common practices in online writing instruction. In discussing how stakeholders involved were at odds with the goal of the project, we hope to generate discussion about how best to advocate for truly collaborative professional development and curriculum design opportunities in OWI and our institutions at large. Special consideration will be given to the tensions that can sometimes arise between the institution's need for efficiency and the well-researched practices of online writing/literacy instruction.

Stephen Boakye, "Skills Students Want Prioritized When Integrating Digital Literacy Pedagogy in First-Year Composition"

Digital literacy pedagogy has been noted to be essential to First-Year Composition (FYC). Nonetheless, key skills that need to be emphasized in the classroom have tended to be suggested by experts leaving out the opinions of literacy recipients like students. This study asks students in a self-assessment survey and interviews about the digital literacy skills which they want to acquire. Preliminary findings indicate that major among the skills that students want stressed were reproductive literacies like video editing, picture editing, using spreadsheets and getting more acquainted with computer interfaces. This study suggests how instructors of FYC can embed digital literacy pedagogy in their praxis.

Rochelle (Shelley) Rodrigo, Teresa Davis, "Assigning & Assessing Creative & Digital Literacies"

This presentation will share data about incorporating Adobe Creative Cloud applications into undergraduate courses across the curriculum. Participants will be prompted to share their own experiences in assigning and assessing multimodal assignments and leave with suggestions on how to design projects focused on specific digital and creative literacies.

## **B.6: Queering and Decolonizing Online Spaces**

*MSC 209 (Dr. Jesse R. Peel LGBTQ Center) | Panel*

Jayde Rice, "Strategic Exclusion: The Furry Community as an Example of Identity Maintenance in Digital Spaces."

In this presentation, I discuss my ongoing research into what I've named "Strategic Exclusion" (SE): the practice through which queer communities - defined as any marginalized, stigmatized, or non-normative groups - rhetorically downplay or exclude their least normative members in order to mitigate stigma and pursue acceptance in

heteronormative society. Informed by scholars in queer theory and stigma, I examine SE in relation to the digital furry community. I acknowledge that practices like SE are often deemed necessary due to pervasive anti-furry hostility online, but argue that, in the long-term, such practices promote the erasure and further stigmatization of already stigmatized individuals. Content warning: Some included visuals may include language or viewpoints that will be offensive to some audience members. These visuals are included NOT to endorse the views expressed but to provide examples of stigmatization and anti-furry hate. There may also be frank (but not detailed) discussions of sex and sexuality.

Chloe Milligan, “Let’s Play ‘Crack the Egg’: Digital Communities for Gender Exploration as Trans Technologies”

I articulate the importance of online spaces for trans people exploring their gender. The rise of digital communities for gender exploration on Tumblr, Reddit, Twitter, etc. has become crucial for the identity formation of trans people. I describe this self-actualization as digital cultural rhetoric, showcasing the power of storytelling online for real change. Borrowing from Haimson et al., I call these digital communities “trans technologies” that navigate toxicity and subvert normativity on larger social media platforms to create spaces of identification by trans people for trans people. It’s within these digital communities that our digital activism begins. Content warning: gender dysphoria, transphobia, cyberbullying.

Shelby Ramsey, “Digital Decolonization: Pedagogical Applications in the Composition Classroom”

Decolonizing the classroom is an important mission that takes purposeful action and effort. Although decolonization is difficult for the traditional writing classroom and is only complicated using digital and multimodal spaces, it is paramount to provide an equitable and inclusive learning environment for all students. Previous research asserts digital pedagogy as more inclusive than traditional techniques but misses the active mission to decolonize these digital spaces before including them in the writing classroom. I argue that the issue of decolonizing the writing classroom should be combined with a digital approach to composition to create a more equitable and inclusive learning environment.

## **B.V.7: Capitalizing on Short Attention Spans: The Overlooked Potential of the Graphic Essay as an Agent of Digital Activism**

*MSC 206 (Center for Leadership and Civic Engagement) | Digital Activism*

## *Showcase*

Logan Mickel

While the internet age has seen a decrease in attention spans (Fillmore, 2015) and, by extension, the efficacy of long-form written rhetoric like the traditional essay, it simultaneously affords intriguing possibilities for those willing to embrace multi-modal forms of persuasive rhetoric. In particular, the graphic essay is especially well-suited to digital activism as it combines brevity and visual allure with depth and nuance. This showcase will detail my successes and misadventures utilizing the graphic essay in a thoroughly conservative, red state to champion causes typically considered liberal-white privilege, compassionate treatment of refugees, minority representation, etc. Content warning: Heavy use of images.

### **B.8: Digital and Community Literacies**

*MSC 320| Panel*

Kate Comer, “Eco/Logical Activism: Hashtags as Community Education”

How are hashtags used? What can they do? Based on participatory research and Twitter analytics, this case study explores their rhetorical potential in activist networks. It illustrates how orca advocates used paired hashtags to connect animal rights activism to wildlife conservation, promoting ecological awareness and expanding their potential influence. Demonstrating how hashtags contribute to collective identity, community education, and connective action, this study engages rhetorical theory and social movement studies, while considering implications for activists.

Brenta Blevins, “Immersing the Audience in Digital Space: Activist Practices in Virtual Reality”

This presentation argues that immersive Virtual Reality presents a medium that offers affordances for activism by analyzing how the United Nations and UNICEF have been using VR since 2015 to engage global audiences in action campaigns. To support that argument, the presentation analyzes how UN/UNICEF audiences are immersed within VR environments of rain forests, refugee camps, disaster sites, and medical treatment facilities to emplace the audience in remote locations to increase engagement with issues and concerns physically distant from the viewer’s context.

Drew Virtue, “Back to the Basics: Listservs as Digital Activism”

In this paper, I explore how Mozilla uses a basic email listserv as one contribution for developing a social movement for digital literacy. More specifically, I argue that the combination of Mozilla’s use of an

older, more “basic” digital tool as well as its place in internet culture provides a rich opportunity to affect positive changes—changes that have a broader reach and more sustainable future than other digital movements and maybe even other activist groups.

## **B.9: Creating Composition Assignments**

*MSC 337 | Panel*

E. Jonathan Arnett, “Free Your Mind and the Rest Will Follow: Lessons from Creating a Renewable, Sustainable Assignment”

This presentation will discuss the process of developing and deploying a renewable, sustainable, authentic assignment that asked undergraduate students to generate content for an Open Educational Resource, and the lessons learned from the project’s ultimate failure.

Michelle Sprouse, “Tagging the Persuasive Moves in Technical Communication Genres”

We have also long understood that merely providing genre models does not improve writing (Smagorinsky, 1992) and that students may need explicit instruction to use the models (Bunn, 2013). This explicit instruction sometimes takes the form of asking students to study the texts through annotation, either independently (Bunn, 2010; Carillo, 2015) or collaboratively (Sprouse, 2019). Our study investigates an annotation and composing tool to help students learn to write in genres like the cover letter. These supports are especially important as this genre serves to introduce students, including those with less-extensive professional networks to potential employers.

Nicole Allen, “Mapping Semiotic Meanings in Visual and Multimodal Texts”

With the rise of mis- and disinformation, critically evaluating visual and multimodal texts has become urgently important due to how rapidly such texts can spread to global audiences through networked online environments. To enable students in composition to evaluate such texts, Kress’ framework for multimodal Discourse analysis (MMDA) provides a bridge toward theories in visual rhetorics to decode rhetorical properties of complex texts. Building upon MMDA, DePalma and Alexander’s strategy of semiotic mapping, and visual rhetorical theories, I propose a framework for constructing semiotic maps that provide students with a foundation for identifying and understanding the rhetorical, multimodal strategies.

## **B.10: Toxicity in Social Media & Failures of Communication**

*MSC 207 | Panel*

Timothy Laquintano, “The Physical and Emotional Costs of Writing in Toxic Social Media Environments”

Social justice activists must often write in algorithmic environments filled with vitriol and naked hatred. This talk will present two case studies of professional writers whose activism has made them the object of death threats and trolling, and the consequences that being trolled had for their physical and mental health. Understanding the tolls of online activism can help us understand barriers to sustained action and help us rethink the relationship between composing and wellness. Content warning: The talk profiles two writers who were targets of death threats from online trolls.

Zachary Singletary, “Trending Trauma: Hashtags & Content Warnings in Trauma-Informed Amplifications of Social (In)justice on Social Media”

This presentation looks to encourage conversation surrounding the creation and development of a more trauma-informed digital etiquette, as it relates to the sharing of potentially traumatizing images or narratives in the name of digital activism following social injustices and state sanctioned violence. By engaging amplification rhetorics (Mckoy), rhetorical listening (Ratcliffe), and existing tech comm scholarship related to hashtags (Shelton; Haywood; Sparby) I hope to develop a rhetorically flexible means for White allies to engage in digital activism, without having to retraumatize Black people in the process, through the inclusion of mutable content/trigger warnings on social media like Twitter. Content warning: Police violence.

Harley Ferris, “Discursive Distortion: When Signals Overload Systems in Digital Environments”

As a technological phenomenon, distortion can occur when a signal overloads a system’s ability to contain it. This presentation examines distortion as a rich metaphor for considering current capacities and failures of social discourse in digital environments. Beginning with models of distortion in analog circuitry, and drawing on recent theories of circulation and publics (Gries; Hawk; Smith and Brown, Jr.; Rickert; Warner), we will explore similarities between sonic distortion and social discourse to seek additional insight into the marvelous failures of communication, debate, and progress seemingly inherent in both physical and digital spaces.

## **B.V\*.11: Wording and Worlding the Colonial Internet**

*MSC Ballroom C | Lightning Talk / Roundtable*

Laura Gonzales, Wilfredo Flores, Hannah Hopkins, Ruby Mendoza, Dustin Edwards, Seth Graves

Respondents: Alexandra Lockett, Kristin Arola, and Angela Haas

Across older metaphors such as “surfing the web” and newer articulations like “the cloud,” the language of digital technologies typifies colonial abstraction through metaphor. In these depictions, often reinforced by big tech companies and extractive industries, “the digital” is out there, nowhere, everywhere. This panel considers how activism, both historical and ongoing, is embedded not only in discursive exchanges that circulate on- and offline, but also in the lands that make our digital worlds possible. The panel will constellation around six keywords—such as activism, land, energy, language, mining—that are designed as entry points for uptake, enactment, and/or contestation. Through six lightning talks and three responses, this panel emphasizes the lands, waterways, bodies, and materialities that power and sustain digital networks, as well as the languages we use to conceptualize those networks. In doing so, panelists and respondents draw attention to how legacies and ongoing realities of colonization shape digital networks and how we talk about them. We position this panel as an invitation to build further capacity in both sharpening attention to these realities and making them otherwise.

## **B.V\*.12: Facing the Inequities of Analytics**

*MSC 234 | Digital Activism Showcase*

Angela Glotfelter

This showcase will review case studies of writing teachers who are developing analytics that spread equitable and evidence-based views about writing in higher education. Originally created for use in corporate contexts, analytics are now becoming popular in higher education, where they can promote linearity, efficiency, and return on investment and risk inequitable outcomes for marginalized stakeholders. Because they use similar processes, analytics can have comparable outcomes to the kinds of bias generated by algorithmic processes (see work by Noble, Gillespie, O’Neill, etc.). To illustrate, a predictive analytics application used to promote successful and efficient student pathways for college students may make recommendations that marginalized students opt out of career pathways that have historically been unwelcoming to them. This presentation will educate attendees about uses of analytics in higher education, potential bias via analytics, and alternatives to harmful analytics. I will discuss how analytics can be used to create grassroots change in progressive, equitable directions.

### **B.V.13: Digital Activism in the Fabric of Digital Life: Surfacing Positionality, Privilege and Power in a Communication Infrastructure**

*Virtual | Panel*

Ann Hill Duin, “Responding to the Digital Literacy Crisis”

Isabel Pedersen, “The Fabric of Digital Life”

Daniel Hocutt, “Study Design & Data Analysis”

Jessica Campbell, “Elements of Infrastructure in Assignments, Collections & Reflections”

Katlynn Davis, “Positionality, Privilege & Power in the Elements of Infrastructure”

Danielle Mollie Stambler, “Digital Infrastructure Activisms: Findings & Implications”

Writing pedagogy helps students become critical communicators who use writing to question often-unseen systems of power enabled by infrastructures, including digital spaces and technologies. Panelists have used Read’s (2019) and Frith’s (2020) infrastructure frameworks to analyze assignments, submissions, and reflections centered on the Fabric of Digital Life ([fabricofdigitallife.com](http://fabricofdigitallife.com)), a digital archive of embodied and embedded technology representations. This panel presentation applies Walton, Moore, and Jones’ (2019) 3Ps Framework—positionality, privilege, and power—to explore how, through the assignments that we have developed incorporating the Fabric of Digital Life digital archive, students make visible the invisible layers of infrastructure in their writing. Using the 3Ps framework, we illustrate how our pedagogical approach encourages students to use writing to interrogate digital infrastructure; to reveal how writing infrastructure is entangled with positionality, privilege, and power; and to uncover acts of erasure that attempt to hide infrastructural injustices from view.

### **B.V.14: Distant Reading Writing Studies: A Large Corpus Analyses**

*Virtual | Panel*

John Gallagher, Aaron Beveridge

This presentation presents a corpus analysis of published articles (n=2738) in seven major writing studies journals (*College Composition and Communication*, *College English*, *Computers and Composition*, *Research in the Teaching of English*, *Rhetoric Review*, *Rhetoric Society Quarterly*, and *Written Communication*). We analyze approximately 99% of articles from 2000-2019 to determine writing patterns.

## **B.V.15: Digital Distribution and Progressive Pedagogies: A Programmatic Approach to Valuing Diverse Linguistic and Literacy Practices**

*Virtual | Panel*

Denise Paster, Becky Childs, Emma Howes

To create a programmatic approach to teaching composition that values multiplicity through the linguistic diversity of our students, the First Year Writing Program at Coastal Carolina University uses emerging technologies as a platform to develop and deliver progressive pedagogies that acknowledge students' new literacy practices and their varied discourses. During this presentation, faculty members will discuss the ways in which we create, cultivate, and host a theoretically driven approach to teaching writing grounded in inclusivity across our composition program. We will highlight concrete tactics we use to empower our students and make their languages, dialects, and practices central to our first-year writing program. By highlighting the pedagogies and platforms we have developed, we will share the ways in which we are using emerging technologies to reposition our students by challenging hierarchical approaches to both literacies and languages to make the linguistic competencies our students bring to our program central to our work and theirs.

## **B.V.16: Course Design and Data**

*Virtual | Panel*

Jason Godfrey, "The Shape of Inter-institutional Information Privilege"

Access to academic research allows campus communities the opportunity to engage with the most up-to-date scholarly conversations, but access to such information is critically limited. Currently, scholarship suggests pedagogical techniques to raise awareness about the access inequities between campus affiliates and non-affiliates; however, thus far little research has attempted to detail the differences in information access between college-level institutions. My study analyzes budgetary and consumer data from the Association of Research Libraries to show the disparities of information access across post-secondary institutions in America and help define the contours of information privilege within American higher education spaces.

Megan Kane, "Assessing Change: Using Computational Tools to Support Rhetorical Writing Assessment"

I discuss how computational tools can be leveraged to identify linguistic patterns linked to rhetorical moves in high-scoring student academic writing and suggest ways to incorporate such analysis to support formative and summative modes of first-year writing assessment.

Lee Hibbard, “Technological Temporality: Strategies for Adaptable Digital Course Design in Higher Education”

This presentation shares three iterations of a Multimedia Writing course: one taught before 2020, one taught during 2020, and one taught in the Spring of 2021. Drawing from my experiences as an archival scholar and integrating readings and discussions directly related to social justice movements in the United States, I use this course as a blueprint for my experience adapting my pedagogical practice to new instructional technologies, equitable pedagogical practices, and addressing social and cultural events relevant to student lives. This demonstrates how creating flexible and adaptable courses benefits student learning and provides a space for enacting equitable and just pedagogical strategies in higher education classrooms.

Traci Gardner, “Supporting Students through Digital Interventions: Using Course Analytics and Student Messaging to Build Connections”

The session will demonstrate specific ways that teachers can check in on, motivate, and engage students, using tools built into the Canvas learning management system. In this session, the presenter will explain how the instructor’s presence contributes to the course community; show attendees how to use Analytics to identify students who may need specific support; demonstrate how to use messaging tools to send targeted messages to students; and outline a sample communication plan to support students. Where possible, connections will be made to other learning management systems providers. While other software will offer different analytics and messaging tools, the strategies presented can be adapted to alternative learning management systems.

## **Luncheon and Keynote**

**12:30 - 2:15 p.m. Friday, May 20**

**MSC Ballroom B**

# C Sessions

2:30 - 3:45 p.m.  
Friday, May 20

## **C.1: Mutt Strutting: Digital Activism Gone to the Dogs**

*MSC 125 | Digital Activism Showcase*

Melanie Sartore-Baldwin

Animal advocacy and rescue has gained a great deal of traction as a social movement (Abrell, 2021; Peterson, 2020). As a result, the visibility of animals in need has increased substantially. At the local level, animal rescue often takes the form of adopting from local animal shelters. Given the multiple challenges that open-admission municipal shelters must contend with, however, finding creative ways to inform the community about animals in their care often becomes difficult. As a result, volunteers often take to the Internet to inform the public. The purpose of this presentation is to highlight the ways the Internet can be used to inform, promote, and ultimately create change for shelter animals. Adopting the perspective that animals are a marginalized group (see Cudworth, 2005), the purpose of this presentation is to showcase the ways in which volunteers can leverage technology and the Internet as a tool to “give shelter animals a voice.” Content warning: Dogs will be present at this showcase.

## **C.2: Church So Segregated: An Analysis of Non-Denominational Church Websites As Gatekeeping or Gateway Digital Spaces**

*MSC 200 (Black Box Theater) | Digital Activism Showcase*

Amanda Patterson-Partin

Assessing belonging is a survival strategy for members of traditionally marginalized groups. Because digital spaces act as an extension of physical spaces and can communicate expectations for a physical space, community members increasingly refer to organization websites to determine what to expect prior to entering into a physical space (Zech, Wagner & West, 2013). This research project focuses on people of color and their virtual experiences when searching for places of worship. Specifically, this research project will conduct a textual analysis of church websites as entry points for potential new members. In addition, this project will attempt to apply the Aladwani-Palvia framework for developing and validating websites adapted specifically for non-denominational church websites.

### C.3: Assessment, Algorithms, Activism, and Advocacy

#### *MSC 249 | Panel*

Daniel Ernst, “Writing Education in the Age of Automation”

Recent developments in Automated Writing Evaluation (AWE) technology have made it appear like a legitimate tool for responding to student writing. The use of AWE tech as a replacement for human teacher feedback represents a significant shift to automated writing pedagogy, and also threatens to reproduce cultural and language biases that are encoded into the technology’s algorithms and statistical models. This presentation details an experiment designed to test the efficacy of AWE programs, finding them incapable of improving student writing and raising questions about their use.

Megan Von Bergen, “How LMS Gradebooks Interfere with Ungrading’s Activist Potential and What We Can Do About It”

This talk addresses the challenges that LMS platforms pose to equitable assessment practices, such as labor-based grading. The gradebooks built into LMS platforms, by assuming the use of a system of weighted percentages that track student conformity with dominant discourse, restrict instructors’ choices about assessment design and interfere with effective practice of labor-based grading. Drawing on an IRB-approved study, the talk describes specific challenges that first-year writing instructors using labor-based grading face, such as managing their time, communicating clearly, and valuing labor appropriately. The talk concludes by discussing short-term work-arounds in LMS systems and calling for longer-term solutions.

Mark Crane, “Leaving Canvas: Individual and Institutional Resistance to Algorithmic Assessment”

This presentation explores ways in which learning management systems may serve as a perfect storm of surveillance and extractive capitalism. In a context where students and instructors, especially contingent faculty, are being evaluated within an increasingly corporatized system of higher education, the possibility of pervasive algorithmic assessment is increasingly possible. In this presentation I will explore what form resistance might take on an individual and institutional level.

Lynn Reid, “Advocating for Online Learners: The Stories Student-Facing Resources Tell About OWI”

In this session, I will present a discourse analysis of student resource guides for online courses from across the country, which reveals an emphasis on personality traits, technological ability, and

time management instead of learning strategies. The second half of this session will address this gap with suggestions for instructors to address metacognition explicitly as a learning outcome to better support less-prepared students.

#### **C.4: Embodied Activism**

##### *MSC 253 | Panel*

Angela Crow, “Engaging the Senses: Embodied Transportation Activism for Climate Change”

This presentation explores the strategies social media activists use to suggest what a differently embodied transportation system might feel like - one that clears the path for a socially just infrastructure story (Schiller, 2018; Costanza-Chock, 2020; Cox & Koglin, 2020), one that suggests alternatives to car-centric transportation that are not only viable, but also desirable. I am especially interested in how social activist voices on social media (Twitter and Instagram) creatively reimagine micromobility in ways that are seriously fun, both conscious of and responding to the larger agendas about safety and equity as well as pressing climate change concerns while prioritizing pleasure in travel (Bruntlett 2021; Cox 2020; CROW manual; Lugo 2018). I explore these social media approaches through the intersection of mobility studies research, our field’s work with mobility (Horner et. al 2021) and embodied literacy studies (Gonzales 2018; Swatcha 2018).

Rabiatu Mohammed, “Curly Activism”

Given the definition of Technical Communication that includes the work of content creators (Kimball), I intend to further elucidate how the works of Black women DIY hair content creators contribute to Technical Communication. Further, I intend to use their work to argue for activism against racial discrimination as an inclusionary practice of Technical Communication. In addition, by embarking on this study, I will be contributing to decolonizing methodology scholarship as well as work on social justice in Technical Communication (Agboka, Haas, Frost, Williams, Jones etc.).

Hua Wang, “Digital Sex Education Activism Changing China’s Traditional Sex Context”

Framed by cultural rhetoric and with a lens of rhetorical analysis, this research analyzes the 2019 posts on the WeChat public platform MAYLOVE to see how MAYLOVE works as a sex education activist platform by spreading sex-related knowledge such as sex orientations, STD prevention, and sex abuse/harassment prevention skills to empower young people (girls). It also investigates how

MAYLOVE encourages sexual harassment/abuse victims to share their experience and young girls to say “no” to sex abuse/harassment or assert their sexual orientations. MAYLOVE brings sex to the public context openly, disturbing or even changing traditional Chinese Confucius culture on sex and sexuality.

Meg McGuire, “Selfie or It Didn’t Happen: Embodied Activism through Selfies”

This presentation examines what a selfie means as a form of digital activism. Looking at selfies taken at events such as protests for George Floyd and Women’s Rights, this presentation will discuss selfies as a concept and selfies in action as an embodied approach to being more engaged with the current political climate. Selfies can be a tool to bridge digital activism and slacktivism with offline identity performance.

### **C.5: Social Justice in Administration**

*MSC 307 | Panel*

Peter Brooks, “Drowning Behind the Screen: How Online Pandemic-Teaching Exacerbates Emotional Labor”

And how are you feeling today? A normally routine, almost invisible question that soon became a genuine lifeline the past two years between teacher and students. Let’s unpack the invisible tragedies (and triumphs) related to Emotional Labor during online pandemic-teaching for writing instructors through three means: first, a personal narrative providing background on Emotional Labor and its pre-pandemic challenges; second, an exploration of in-progress research regarding the emotional stress of students and faculty; third, an introspective, yet engaging activity to help process and prepare our Emotional Literacy. Content warning: student hardships and tragedies as well as a personal discussion of depression and anxiety.

Jen Almjeld, “Telling It Like It Is, Not Selling It Like It Should Be: Program Recruitment as Social Justice Effort”

This presentation considers ways recruitment might move from sales pitch to engaged DEI effort. The speaker will share samples from one MA Writing Studies program’s social media recruitment campaign as well as strategies—and challenges faced—in making recruitment a more equitable endeavor. The speaker will offer techniques for engaging current students, graduate faculty, and classroom assignments in creating recruitment materials from a variety of points of view and positionalities.

Sarah Zurhellen, “Making Labor Visible: Mapping WAC Work on Campus”  
Bringing D’Ignazio and Klein’s work in *Data Feminism* into conversation with Cox, Galin, and Melzer’s *Sustainable WAC*, this presentation shows how the development of a networked relationship map using the Kumu platform reveals aspects of faculty labor and WAC program effectiveness that remain largely invisible within more traditional forms of institutional reporting and crediting. As part of a larger project aimed at making the labor of teaching writing on a college campus visible, this map reveals how effective WAC work requires networked, iterative processes that operate alongside—without necessarily aligning with—shifting institutional agendas.

Julia Romberger, “Organizing Writing Program Technologists: Administration and Advocacy”

The presenter will define Writing Program Technologist as a type of administrator within a writing program who provides a range of technology-focused support based upon disciplinary expertise. Based upon research about such administrative work and the history of the organizing surrounding WPA work, the presenter will then argue that a national level organization could provide an important platform for advocacy and support for those who do such work and their students.

## **C.6: Give GIFs a Chance: Exploring the Radical Potential of Looping Images**

*MSC 209 (Dr. Jesse R. Peel LGBTQ Center) | Panel*

Matthew Beale, “Communicating the Communicable: Spreading Public Health GIFs”

Jamie Henthorn, “Not Today, Satan: Complicating Race, Class, and Accessibility in GIFs”

Megan Mize, “[X] Gonna GIF It to You: Assimilating the Radical Potential of GIFs for Commercial Use”

This panel explores the potential to use GIFs (Graphics Interchange Format) in meaningful digital activism. With their emotional impact and repetitive imagery, GIFs invite the viewer to relate to content and other points of view. GIFs have low technical and compositional barriers, meaning that novice rhetors can easily create and share expressions of their political perspective. GIFs can serve as

a punctuation marker for serious concepts, allowing the rhetor to double-down on their message or provide an escape route if the initial idea is poorly received. Thus, this panel explores how GIFs, when viewed and analyzed as rhetorical products and processes, can serve as productive tools for training students to engage in digital activism. Due to their naturalized presence in online users' daily lives, GIFs can be insidious and subversive, reinforcing traditional cultural narratives—often rooted in racism, classism, ableism, sexism—or disrupting them. Speakers will discuss GIFs as: health, environmental, and technical rhetorics; a means of feminist, queer, and accessibility identity construction; a means for corporate entities to assimilate these rhetorics through GIFs for their own ends. Finally, the presentation will conclude by considering how we might train our students to enter these GIF exchanges and harness their radical potential. Content warning: There will be GIFs presented that some viewers may find offensive. Some may also involve flashing.

### **C.7: Through a Zoom Darkly: Examining Teacher Preparation Online (During a Global Pandemic)**

*MSC 206 (Center for Leadership and Civic Engagement) | Lightning Talk / Roundtable*

Zachary Beare, Amy Berrier, Brittney McKoy, Cricket Moore, Shana Scudder

This roundtable reflects on the logistical and affective challenges associated with reimagining first-year writing GTA teacher preparation programs to be solely virtual during the global COVID-19 pandemic. Roundtable participants include GTAs trained during the pandemic, veteran composition instructors who have served as teaching mentors, and a WPA who oversees GTA teacher preparation. Audience members will be invited to share their own experiences and to collaborate with the roundtable participants on further theorizing these challenges and imagining possibilities as we enter a new stage for higher education in the ongoing global pandemic.

### **C.8: Data Collection, Algorithms, and Artificial Intelligence**

*MSC 320 | Panel*

Alan Knowles, “Dataset Cultivation: A Role for Rhetoricians in the Training of Ethical AI”

The deep learning method of training AI writing technologies, which trains them on datasets of largely unfiltered text from the internet and elsewhere, has led to rapid advances in natural language generation in recent years. However, this training method also creates universal adversarial triggers, sequences of words that reliably cause AI to generate unethical text. I introduce dataset

cultivation as a rhetorical practice aimed at reducing the occurrence of unethical text generation, and argue that rhetoric scholars are ideal expert readers to serve as cultivators of ethical datasets for the future training of AI writing technologies.

Bess McCullough, “CX and Audiences Looking Back: Agentic Audiences and the Media Industry”

Increasingly media audiences contend with compulsory incursions into their personal information and decision-making in order to engage the entertainment they value as part of data harvesting by the media industry. Data collection and its unrestrained uses includes contingencies for privacy, persuasion, meaning making, and agency. How do media audiences intervene in these scenarios? *CX and Audiences Looking Back* provides a short history of big data analytics in media as well as analysis of data collection rhetoric and its implications for audiences. In addition, active disruption and opportunities for interventions by audiences to recognize and counter this new space are explored.

Veronica Joyner, “Persuading the Algorithm: Digital Activism on TikTok”

This presentation examines the continued criticisms of TikTok’s algorithm and the rhetorical tactics some users employ to maneuver through algorithmic constraints and serve the aims of their activism. Does TikTok suppress content that draws attention to political, social, and environmental justice initiatives? The company denies any unethical suppression of content. Nevertheless, as this presentation will examine, some activist users, or those whose content centers on social activism and political issues, are beginning to experiment with the affordances of the platform in attempts to persuade the algorithm not to “shadowban” them or block their content from the “For You” page.

## **C.9: Digital Storytelling**

*MSC 337 | Panel*

Kimberly Thompson, “Feminist and Queer Activism for Neurofeminist and Neuroqueer Survival: The Rhetorics of Counter Diagnosis in Kabi Nagata’s *My Alcoholic Escape from Reality*”

Visually and discursively exploring the rhetorics of counter diagnosis in Kabi Nagata’s *My Alcoholic Escape from Reality*, I illuminate the ways in which the rhetorics of counter diagnosis produce alternative paths of feminist and queer activism for neurofeminist and neuroqueer survival. Content warning: Critical Physical and Cognitive Illness and Disability (Pancreatitis, Addiction, Depression, ADHD, Anxiety, Eating Disorders), Graphic Hospital Scenes,

## Trauma, Pain, and Nudity.

### Ali Alalem, “Voicing the Voiceless Through Digital Storytelling”

This presentation aims at demonstrating how digital storytelling can be utilized as a mean for activism and giving voice to the voiceless individuals whose voices have been suppressed due to being a minority among a dominant population in different social settings or due to being dissatisfied with or disinterested in the traditional literacy practices that are enforced in various educational settings. This presentation illustrates the potential of digital storytelling to serve as a pedagogy of voice and transformation because it aligns with the goals of critical pedagogy, social pedagogy, and turn-around pedagogy.

### Joseph Robertshaw, “A Settler’s Respect for the Land”

The corporate food system is dependent on the extraction of wealth from the land, and not built upon a sustainable framework. This project is, itself, a digital activism that seeks to acquaint people with the counterculture of Homesteading through digital means. The project is an interactive digital map that works as a nexus of information that hopes to organize the YouTuber homesteading community into a geo-spatial guide to access information that could undermine Big Agriculture.

## **C.10: *Cuentos de Confianza*: A Community Writing Project for Reproductive Justice**

*MSC 207 | Panel*

Danielle Koepke, Maria Barker, Rachel Bloom-Pojar

The practice of sharing stories has always been a core component to activism and movements for social justice. This panel will feature three stories about a community writing class and digital storytelling project with a group of *promotores de salud* (Latinx health promoters). Drawing from scholarship in Cultural Rhetorics (Cobos et al.; Powell et al.) and Reproductive Justice (Ross and Solinger; Silliman et al.), we will discuss some of the benefits and risks that come with sharing our stories in public forums with special attention to when those stories are tied up in the stories of other people. We consider how spaces that create *confianza* (trust and confidence) also demand care from the people who engage in those spaces (Bloom-Pojar and Barker; Novotny and Gagnon). By describing the ethical considerations and practical decisions we navigated with this project, we invite attendees to consider how academic resources, space, and time can be leveraged to support community-driven initiatives and movements for justice.

**C.11: Methods and Methodologies for Research in Digital Writing and Rhetoric: What We've Learned Through Sharing How and Why We Do Digital Research (Part 1 of 2, see D.11)**

*MSC Ballroom C | Lightning Talk / Roundtable*

Crystal VanKooten, Victor Del Hierro, Kati Fargo Ahern, John Gallagher, Temptaous Mckoy, Ann Shivers-McNair, Eda Ozyesilpinar, Stephanie Mahnke

Scholars in Computers and Writing have always used digital methods and methodologies for conducting research into writing and rhetorical activity. Even so, we too rarely discuss and share our methods and the related complexities. Our field and all of the researchers within it are in need of detailed methodological description, reflection, and guidance as we continue to develop, use, and refine digital approaches for research in writing and rhetoric. In these Roundtable discussions, a group of Computers and Writing researchers will begin to fill this gap as they discuss their work for a forthcoming edited collection entitled *Methods and Methodologies for Research in Digital Writing and Rhetoric*. Roundtable participants will share about methods and methodologies for digital writing research described in their chapters and discuss how positionality impacts methodological approaches and opportunities for digital activism. Then, they will reflect on their experiences in the context of giving and receiving feedback within the edited collection as a whole, discussing new and evolving avenues for digital research methods and methodologies.

**C.12: Available**

*MSC 234 | Available for meetings or quiet space*

**C.13: Available**

*MSC 236 | Available for meetings or quiet space*

**C.14: Powernotes: Making Reading Visible**

*MSC 237 | Technology Showcase*

Jimmy Fleming

PowerNotes is a digital research platform that helps researchers gather, annotate, organize and track their online reading. It is designed to address three problems encountered by student researchers: screen reading and comprehension; managing the flood of resources and information; and protecting the integrity of

sources while avoiding patchwriting and plagiarism. For students, PowerNotes helps make reading visible. For teachers, it offers moments for teaching reading and research strategies rhetorically. With review and sharing tools, PowerNotes makes it possible for researchers to collaborate and reflect, and for tutors and teachers to see students' work early, helping identify struggling students earlier in the process of reading and writing for research.

### **C.V.15: Working for Systemic Change: Putting (Digital) Antiracist Activisms First in Multimodal Pedagogies**

*Virtual | Panel*

Sean Whelan, "Digital Activisms and Player Growth: Video Games and Trauma Rhetorics in Composition Classrooms."

Christopher Lozensky, "Heroic Tales and Horror Stories: Feminist Pedagogy and College Composition in Two Red States"

Samuel Stinson, "Multimodal Composition, Video Games, and Activist Spaces: The Contribution of Video Games to Digital Antiracist Activisms"

In the past year and a half a reckoning has occurred with respect to the need to acknowledge and combat systemic racism in embedded cultural institutions. In this panel, we offer antiracist approaches to analysis and multimodal composition that allow the surfacing of the political space for interrogation (Kendi 2019; Delgado & Stefancic 2017).

### **C.V.16: Circulation and Design on Social Media: Navigating Civic, Personal, and Pedagogical Commitments**

*Virtual | Panel*

Kristin Ravel, Rachael Sullivan, Rachel Winter, L. Corrinne Jones

Social media companies often claim they are neutral vehicles for expression; however, technology is far from neutral (Haas). Rather, the business models that undergird social media companies' designs prioritize profit and engagement over equity and quality (Gerlitz and Helmond). Thus, commonplace conceptions about writing now mean navigating multimodal design (Wysocki; Arola), platform policies (Vie; McKee), circulation gatekeepers (Edwards), and complicated issues around publicity and privacy (Nissenbaum). With these issues in mind, this panel explores how social media platforms challenge and expand rhetorical understandings of writing, design, and the field's conceptions of civic, personal, and academic commitments by considering design and circulation as a means to promote critically engaged users of social media. Content warning: Online violence and harassment.

# D Sessions

4:00-5:15 p.m.

Friday, May 20

## D.1: Gifts of Knowledge and Embodied Experience: Black Feminist Contributions to Digital Research Ethics

*MSC 125 | Emergent Voices*

Constance Haywood

Building from my dissertation research, this presentation situates five (5) ethical gifts that Black feminism can offer scholars and humans navigating digital worlds of writing and communication. Developing out of Black feminist ethics and the perspectives of Black women digital researchers in the field, I use this presentation to do the following: 1) introduce viewers/listeners to Black feminism, 2) discuss common ethical challenges amongst Black feminist practitioners, and 3) highlight a number of



methods and practices that can be useful to scholars and humans who take up research, teaching and mentoring, professional development, and personal tech/internet/social media use. Ultimately, this work aims to provide a framework and set of tools that can revolutionize the ways we approach a number of digital spaces and contexts.

## **D.2: Empowering Students through Art and Writing: Social Justice Explored through Online Events and Discussions**

*MSC 200 (Black Box Theater) | Digital Activism Showcase*

Borim Song

This Digital Activism Showcase session will report the outcomes of the “Exploring Social Justice, Anti-Racism, and Diversity through Art and Writing” project I organized in Spring 2021. The purpose of this project is for students who are enrolled in writing intensive (WI) courses at the School of Art and Design to explore the themes of social justice, anti-racism, and diversity. Through this project, 19 students who were enrolled in the ART2123: Early Experiences for Prospective Teachers course, along with some other students at CFAC, explored the themes of social justice, anti-racism, and diversity. The students participated in the following activities: 1) the students attended six virtual guest speaker sessions; 2) the students developed writings, such as position statements with arguments supported by sources and reflective essays, in order to personalize the project themes; and 3) the students created a webpage that presents their writings, artworks, and photos, using Adobe Spark. The session participants will explore how students can examine and personalize the theme of social justice through digital platforms, including Webex video conferences, Canvas discussion board forums, and Adobe Spark web pages.

## **D.3: Unruly but Useful: A Self-Analysis of the DALN as Critical Archive**

*MSC 249 | Panel*

Kate Comer, Michael Harker, Ben McCorkle

This presentation critically analyzes the Digital Archive of Literacy Narratives (DALN), an online public collection of over 9,000 personal accounts related to literacy and learning. Intentionally designed to be somewhat unruly, the DALN’s collaborative collection and participatory curation of self-representations can also be understood as an experiment in critical archival practice. Through that lens, the presenters explore the ongoing challenges of open access and ethical curation in the hybrid academic, public, community-engaged DALN: How do technological and administrative infrastructures shape the power dynamics of open digital archives? Reflecting on its evolution, the presenters examine the DALN’s processes and back-end design through key issues of provenance, custody, representation, and usability. This case study demonstrates

how project infrastructure is inextricable from values, with implications for the study and practice of other unruly critical archives.

#### **D.4: Tactical Innovations: Misusing Technologies for Advocacy, Activism, and Social Justice**

*MSC 253 | Panel*

Jacob Richter, Sethunya Mokoko, Kaitlyn Samons

This panel examines how technologies can be “misused” for ends of advocacy, activism, and social justice. Definitions, expectations, and assumptions around expected “use” of technologies are cultural constructions, and frequently are tailored toward an expected typical user who usually is white, male, straight, and cisgender. As such, how designers, platforms, and toolmakers envision a technology being conventionally used oftentimes differs from how publics, and especially activist publics, end up making use of them. Panelists argue that as cultures adapt how technologies are used in heterogeneous, creative, and unexpected ways, they oftentimes take advantage of this capacity to “misuse” for ends of advocacy, activism, and social justice. Panelist #1 examines TikTok and Reddit “misuse” for ends of activism and advocacy, drawing on “misuse” of the platforms for advocacy related to abortion rights, COVID misinformation, and the 2020 Presidential election. Panelist #2 examines how universities can use technologies such as cameras, drones, and social media platforms for public relations purposes, using a staged and carefully choreographed racial justice event on a campus as a case study. Finally, Panelist #3 examines how memes, as popular cultural texts, can be “misused” in a process of “counter-memeing” in pedagogical settings such as college composition classrooms. Content warning: Discussion of racism; discussion of Uyghur ethnic group and Chinese government; Discussion of January 6th Capital Insurrection.

#### **D.5: GameStop (GME) Case Study: Reddit, Robinhood & Networked Power Surges**

*MSC 307 | Panel*

Kimberlyn Harrison, Jade Arvizu, Abby Burns, Autumn Reyes

For many of us, the Coronavirus pandemic transformed our computer screens into our sole window to the outside world. At once, our access to traditional “publics” from which we might participate in civil deliberation and resistance ostensibly narrowed. While common sense might lead us to believe this renewed privatization would ren-

der social movement if not entirely out of reach then certainly rare, this window revealed just the opposite as we paid witness to a social media platform censor a sitting US President, a Shiba Inu digital currency that generated millionaires overnight with a single retweet from the richest man in the world, and laymen playing at stock investors rallying to save nostalgic brands like GameStop and AMC Theaters from bankruptcy. These events produced fleeting social “movements” where participants, though physically isolated within their own “private” spheres, nonetheless affected change that would ripple across our political and economic systems, if only for the duration of a news cycle. Brief and erratic movements like that born from the GameStop nostalgia project turned Robinhood campaign thus present a complex and necessary case study for digital rhetoric scholars. How do human and non-human agents, with the specific goal of inciting change, interact among and through various layers of mediation? How does power and resistance move through and between networks on- and offline? How does offline power inflect and inform its online antecedent? Why do these movements seemingly surge out of “nowhere” and dissipate just as quickly? How do game mechanics exploit and lure participants into pseudo spaces for activism by presenting complicated financial decisions as opportunities to “rob” autocratic entities on Wall Street and virtually “beat” them at their own game? And how do we make sense of the significance and consequences of such movements as they garner intense public and political attention and yet seemingly fail to endure past their brief moment? Following the impetus of Damien Pfister (2014) to investigate how a networked public sphere enables particular kinds of political engagement, this panel consists of four presentations that begin to interrogate these questions in a case study of the GameStop “movement.” Collectively, they explore the relationship between digital rhetorics and activism with a focus on “power surges”: unexpected yet intense bursts of rhetorical energy and action, perhaps strong enough to cause damage, yet nonetheless short and fixed. The presentations that follow will analyze the GameStop movement through the lenses of posthumanism, game theory, critical whiteness studies, and legal and political theory with the goal of understanding how power moves through and within digital publics.

## **D.6: Queer & Embodied Stories of Mentoring Digital Activism**

*MSC 209 (Dr. Jesse R. Peel LGBTQ Center) | Panel*

Matthew Cox, Katie Manthey, Maria Novotny

As three cultural rhetoricians who occupy marginalized bodies, we come to digital activism work understanding its power circulating<sub>1</sub>

invisible, and often underrepresented stories. Moving storytelling into digital spaces expands the connections and radical change possible when working to address social injustices. Digital rhetoricians also recognize the power behind digital storytelling and this has expanded the sites and scenes whereby digital rhetoric matters, including the evolution of digital identity (Arola, 2012; Hutchinson, 2016; DeLuca, 2015) and the use of social media to support digital storytelling goals (Selfe & Selfe, 1994; Vie, 2008). This panel narrates our pedagogical approaches to mentoring ethical digital rhetorics research. Additionally, as queer, feminist scholars whose work explicitly seeks to amplify marginalized voices and embrace vulnerable research practices, this panel will offer an embodied approach to digital rhetoric work - an orientation that, at times, can be assumed to be removed from the body.

### **D.7: Depictions of Settler Colonialism in Magic: The Gathering**

*MSC 206 (Center for Leadership and Civic Engagement) | Digital Activism Showcase*

Zakery Muñoz

On June 10th, 2020, Magic: The Gathering released a news statement titled “Depictions of Racism in Magic.” This statement was published after the murder of George Floyd as Wizards of the Coast followed a series of changes made by major corporations in response to the public’s outcry for social justice—racialized stereotypes in all areas of public life were made more visible. This exigence of heightened racial awareness has inspired measurable change in the representations of minority cultures. Magic’s decision to ban 7 cards, deemed as racist, and efface them from their database, can be understood as a rhetorical act of transformative justice. However, depictions of settler colonialism remain in the game, both tabletop and online. This presentation intersects settler colonialism theory with Bogost’s conception of procedural rhetoric to demonstrate how settler colonialism is sustained and realized in Magic’s Ixalan. Ixalan uses settler colonialist tropes to create a world where players participate in a procedural act of colonization. In addition, Ixalan was the first set featured in Magic: The Gathering Arena—the newest iteration of the online version of the game. Ultimately, this presentation hopes to further the discussion of settler misappropriation, holding Magic accountable to its promise “to make [their] games, communities, and company more inclusive.” Content warning: Some of the images in my presentation will show cards deemed as racist. The cards will show depictions of violence and racial slurs against historically marginalized cultures.

## **D.8: CCCC Wikipedia Initiative for Knowledge Equity in Writing Studies Coverage**

*MSC 320 | Panel*

Andrew Hoogendyk Yim, Alexandra Krasova, Abir Ward, Katie Bramlett  
Founded in 2019, the CCCC Wikipedia Initiative proceeds from the conviction that it matters to edit Wikipedia, especially for academics who recognize knowledge equity as fundamental groundwork for social justice. The CCCC Wikipedia Initiative is a digital intervention meant to improve representation of disciplinary expertise and address issues related to knowledge equity in Wikipedia. Wikipedia has emerged within living memory as a key knowledge-broker and perception-shaper for readers and writers worldwide. We are developing skills, cultivating an inclusive community, and building structures of support and recognition for scholars of writing, rhetoric, literacy, and language studies who want to engage with Wikipedia as a form of global public scholarship.

## **D.9: Reaching Audiences**

*MSC 337 | Panel*

Jill Manoukian, “Accountability Transparency and the Circulation of Blame in Social Media as a means of Undermining Transparency”

My presentation argues that ideals of transparency tied to accountability are particularly prone to producing a culture of blame that can threaten the existence of that original ideal of transparency in social media activism. This is demonstrated by combining and expanding Burke and Schmitt’s use of scapegoating with Balkin’s use of accountability transparency within social media activists’ use of Twitter in response to the August, 2020 Beirut port explosion and some surrounding crises in Lebanon.

Carrie Grant, “The Challenge of Digital Upkeep for Local Grassroots Organizations”

As online engagement has become a critical tool for promoting visibility and support for social justice issues, small local grassroots efforts toward change have the potential to get lost in the noise. This presentation shares the challenges faced by several small, Black-led Baltimore-based nonprofits in creating and sustaining their online presence, then offers ideas for how C&W scholars can help amplify local efforts for change.

Hillary Coenen, “‘Snowballing’: Instagram-Worthy Antiracist Grassroots Activism”

This presentation considers how The Conversation Workshops (TCW), an antiracist educational workshop implemented in the Oklahoma City metro, incorporates Instagram-style design techniques both on and off social media as a tool to recruit participants in ways that are responsive to the immediate contexts. Interviews with project founders and a survey of TCW’s workshop and social media artifacts reveal that the Instagram aesthetic is intended to communicate a warm and soothing space for self-improvement and community healing, one that is especially inviting to spiritual or religious white women in Oklahoma City, whom project founders see as potential allies and necessary participants.

### **D.V\*.10: Positionality, Purpose, and Methodology in Social Media Research**

*MSC 207 | Virtual Lightning Talk / Roundtable*

Laura Gonzales, Lizzy Nichols, Chandler Mordecai, Anwasha Chattopadhyay, Daun Fields, Motunrayo Ogunrinbokun, Judy Colindres, Maria Arcange, Sweta Baniya

In this roundtable, panelists consider how their own positionalities influence methodological decisions in social media research. Presenting projects ranging from conversations about language learning apps tutorials to discussions of mental health on TikTok, presenters will discuss how their positionalities shaped their methodological divisions, and how social media researchers and teachers can further consider issues of power, privilege, and positionality when analyzing, teaching, and building social media content.

### **D.11: Methods and Methodologies for Research in Digital Writing and Rhetoric: What We’ve Learned through Sharing How and Why We Do Digital Research (Part 2 of 2, see C.11)**

*MSC Ballroom C | Lightning Talk / Roundtable*

Crystal VanKooten, Victor Del Hierro, Janine Butler, Todd Craig, Erika Sparby, Shannon Kelly, Eric Rodriguez, Ben Lauren, Diane Quaglia Beltran

Scholars in Computers and Writing have always used digital methods and methodologies for conducting research into writing and rhetorical activity. Even so, we too rarely discuss and share our methods and the related complexities. Our field and all of the researchers within it are in need of detailed methodological de-

scription, reflection, and guidance as we continue to develop, use, and refine digital approaches for research in writing and rhetoric. In these Roundtable discussions, a group of Computers and Writing researchers will begin to fill this gap as they discuss their work for a forthcoming edited collection entitled *Methods and Methodologies for Research in Digital Writing and Rhetoric*. Roundtable participants will share about methods and methodologies for digital writing research described in their chapters and discuss how positionality impacts methodological approaches and opportunities for digital activism. Then, they will reflect on their experiences in the context of giving and receiving feedback within the edited collection as a whole, discussing new and evolving avenues for digital research methods and methodologies.

#### **D.12: Available**

*MSC 234 | Available for meetings or quiet space*

#### **D.V.13: The Lived Experience of Technology-Enabled Activism: Case Studies from the Wayfinding Project**

*Virtual | Panel*

Karen Lunsford, Jonathan Alexander, Carl Whithaus

This presentation examines a group of writers, all alumni of the University of California and participants in the Wayfinding Project, who have begun orienting part of their writing activity toward civic engagement and what we might call “casual activism.” This orientation, for these writers, has developed both post-graduation and in tandem with their use and exploration of a variety of digital tools. While the technologies used do not cause the activist orientation, they often help facilitate the development of civic and political consciousness. This presentation explores how these orientations towards activism have developed.

#### **D.V.14: Crip Time Travel: Reflections on Technoableism and the Academy**

*Virtual | Panel*

Remi Yergeau, Sarah Hughes, L. Cynthia Lao

Our panel reflects on the following statement: “Things always come due.” One of our panelists shared this adage, in a state of frustration, after describing the challenges of navigating disability accommodation systems and associated techno-ableist barriers during the pan-

demic. Through the institution, time merely shifts. Time is not given. In her seminal “Six Ways of Looking at Crip Time,” Ellen Samuels describes crip time as “time travel.” Our panel builds upon the work of Samuels, Kafer, and other disability studies scholars to consider the ways in which crip time might portal us into alternative dimensions, or alternative models for practicing and re/imagining just digital futures. In particular, our panel appeals to crip wisdom (Barbarin, Wong) as a guiding framework for dismantling ableist temporalities and ultimately working toward more humane, accessible infrastructures for clocking in/out/through academic spaces. Structured as a threaded conversation, each panelist will relate stories about barriers as well as concrete suggestions for access advocacy (Osorio) that span the digital, physical, and temporal. Content warning: discussion of ableism.

### **D.V.15: Modal Responsivity: Ethical Pivots to Meet Pandemic-Induced Distance Education Challenges**

*Virtual | Panel*

Lauren Fusilier, Michael Benjamin, Cooper Day, Caitlin Burns Allen

This panel investigates how vulnerable populations—adjunct faculty and graduate teaching assistants—modeled modal reflexivity in response to the challenges created by the pandemic’s need for distance education. By forging connections across modes of communication to support non-dominant communities, the speakers on this panel practiced and promoted digital activism despite their own, and their students’, vulnerability. Collaborative reflection has yielded useful takeaways and best practices for engaging in responsive pedagogy across multiple modal channels.

### **D.V.16: Teaching Digital Activism: Case Studies from Graduate Instructors**

*Virtual | Panel*

Alexis Walston, Rachel Stroup, Erin Green

This panel describes case studies in teaching digital activism, ultimately offering various frameworks for ethically engaging in, learning, and teaching digital activism. Panelists argue that teaching digital activism in a nuanced way requires attention to framing the digital as rhetorical through intentionally selected readings and scaffolded research projects. Case studies include how to teach a research paper engaging in rhetoric, social media, and digital activism in a general education course; how to use cancel culture as a lens to

teach rhetorical ecologies; and how to use feminist theory to inform digital rhetorical praxis. Through these case studies, this panel offers myriad ways to ethically teach rhetoric and digital activism.

**Awards Banquet**  
**6:00-8:00 p.m. Friday, May 20**  
**MSC Ballroom B**

# E Sessions

9:00-10:15 a.m.  
Saturday, May 21

## **E.1: Storying Sex: Oral Histories of Activism, Digital Life, and Sexual Health**

*MSC 125 | Emergent Voices*

Wilfredo Flores

\*co-presenting with McKinley Green, see B.1

In this born-digital oral history / archive project, titled *Storying Sex*, we showcase how LGBTQI BI-



POC use social media and other technologies to 1) gather information about their sexual health in relation to HIV/AIDS, 2) assess that information, and 3) present that information to others via folk approaches to science and health communication. The purpose for this project is to develop a communication process by which LGBTQI BIPOC can have alternative sexual health practices equitably accounted for within health and medical contexts. Our goal with

this project is to disseminate health-related information through a series of oral history interviews with other LGBTQI people to show that we know a thing or two about our own health. We will present the web-based hub for the project and the first episodes of an accompanying podcast featuring conversations with activists, scholars, and sex workers.

## **E.2: Speaking Their Language: Understanding the Perspective of Multilingual Learners Through a Student-Centered Video Creation Project**

*MSC 200 (Black Box Theater) | Digital Activism Showcase*

Cheryl Caesar, Joyce Meier, Juhua Huang, Ky Chimrak, Claudia Lim, Apichaya Thaneeerat

This project showcase features three educational videos made by a collaborative student-faculty team that has examined varying

pedagogical challenges faced by multilingual, international learners at our university. The project originated several years ago, after discussions in a two-year faculty learning community led two participating professors to propose and then receive a grant, to form a team that would examine such issues from a distinctly student-centered perspective. The ensuing videos served as aids in ensuing faculty workshops and regional conferences, and as an ongoing digital resource on our university website ([iteach@msu.edu](mailto:iteach@msu.edu)). Each video presents a scenario that surfaces multilingual students' perspectives in response to different instructional move; the videos then ask the teacher-viewer to identify the problem that is being portrayed; finally, each video proposes an array of pedagogical solutions. Overall, the project exemplifies the affordances of digital writing: through the team's choice of video as the most effective means by which to communicate multilingual student concerns to faculty, and the fact that ever since the pandemic began, the group has been collaboratively meeting and co-creating its products on-line.

### **E.3: Digital Activism and Social Media Ethics: Exploring the Appropriation of Black Rhetorical Practices**

*MSC 249 | Panel*

Ja'La Wourman, "Here We Go Again! How Black TikTok Users are Taking a Stance Through African American Rhetorical Practices"

Rachel Rebecca Smith, "Performative Allyship & Whiteness: How Viral TikTokers Got It Wrong"

Nick Sanders, "The Case of Black Linguistic Appropriation on White Gay Twitter: Notes Toward Community-Accountability"

This panel presentation grapples with the complex issues of social media ethics and cultural appropriation. We argue for a reexamination and critique of the ways in which social media platforms have become spaces that promote the appropriation of Black culture and Black language practices. Baker-Bell has argued that Black Language and culture are consistently "capitalized on by non-native Black Language-speakers for marketing and for play" (13). We specifically examine TikTok and Twitter as sites to think about appropriation so we imagine other routes for engaging and being critical of anti-Blackness in social media technologies. Across our arguments, we advocate for deep engagement with Black creators as a foundational practice of ethical social media engagement and for non-Black creators and communities to be critical of everyday practices that sustain inequity and prejudice.

#### **E.4: Activism by Design: Cultivating Change through Social Innovation, Human-Centered Design, Place-Based Social Justice Advocacy, and Community-Led Efforts**

*MSC 253 | Panel*

Jason Tham, “Writing Social Innovation into Service-Learning Pedagogy with Design Thinking”

Antonio Byrd, “Designing an Online Asynchronous Technical Communication Course to Close Digital Distances for Social Change”

Madison Jones, “Deep Mapping Public Memory: Using Locative Media for Counter-Tourism”

Lehua Ledbetter, “Learning from community-based models for sustainable food system communication”

This panel employs a design-centric approach to identify pedagogical possibilities and community based digital activism. Presenters experiment with design thinking mindsets for social innovation in writing pedagogy, challenge racial inequality through community collaboration, investigate erasure of tribal memories via augmentation technologies, and engage community voices in shifting institutional discourses about resource management.

#### **E.5: Challenges Across Modes and Culture: Multimodal Composition and Cultural Competencies with New Teaching Assistants**

*MSC 307 | Panel*

Rachael Ryerson, Courtney A. Mauck, Ryan Shepherd

This panel explores a writing curriculum that combines elements of multimodal teaching, cultural competencies, and antiracist pedagogies. This curriculum attempted to connect multimodal literacies to the lived home literacies of students in order for them to see the place of digital and cultural literacy practices in their writing both for and outside of school. Assignments in the curriculum included literacy narratives and rhetorical analyses of important cultural issues. The course built toward a final project that asked students to create a multimodal argument for a cultural issue important to them. In this presentation, the first speaker will present the curriculum, the exigency that called for it, and how it was developed. The second will explore the challenges that new TAs encountered in implementing the curriculum through collected interview data, classroom observation, and discussions with the TAs. And the final speaker will offer suggestions for how to implement this kind of multimodal curriculum with new TAs more effectively. These suggestions may

apply to anyone wishing to teach multimodal composition for the first time and may help writing program administrators minimize challenges when electing to implement a multimodal curriculum.

## **E.6: Decoding Data: Critical Digital Literacies in Algorithmic Times**

*MSC 209 | Panel*

Kellie Sharp-Hoskins, Marie Moeller, Kathleen Daly Weisse, Kerry Banazek

Because algorithms are ubiquitous and (often) blackboxed by their creators, their effects are difficult to recognize, which in turn makes it difficult to imagine alternative, more equitable possibilities for digital landscapes (Eubanks). Speakers on this panel take these realities and urgent calls for action included in Safiya Noble’s theorization of “digital redlining,” Ruha Benjamin’s work developing “abolitionist tools for the new Jim Code,” Annette Vee’s work on the necessity of understanding computer programming as literacy, and related critical code studies research as exigence to question how institutions and dominant discourse use digital tools to do their work and how can we intervene? Each speaker offers provisional answers, modeling critical digital literacy in specific ways. As a panel, we participate in “decoding” (Benjamin) the promises of big tech and big data and frame critical data literacies as essential to efforts that intervene in forms of violence specific to algorithmic culture.

## **E.V\*.7: Multimodal Assessment as Digital Activism: Approaches and Considerations across Institutional Contexts**

*MSC 206 (Center for Leadership and Civic Engagement) | Virtual Lightning Talk / Roundtable*

Gavin P. Johnson, Ashanka Kumari, Shane Wood, Kristin Arola, and Temptaous Mckoy

Central to current conversations about writing assessment as well as multimodal composing pedagogies is the idea of honoring student work on its own terms. Even with booming interest and growing adoption of alternative modes of knowledge making and assessment, limited work has been done considering the intersections of antiracist assessment practices and multimodal composing. Our roundtable seeks to address this gap in scholarship by considering the evolving practices of teacher-scholars across varying teaching and learning contexts-R1 and R2 universities, HBCUs, and small liberal arts universities; first year writing, digital media composing, and technical communications classrooms. This roundtable, in sum,

considers how multimodal pedagogies and antiracist writing assessment practices invite all of us to reimagine and challenge traditional structures and understandings of literacy that work against students as a kind of digital activism within and beyond the classroom.

## **E.8: Alphabets, Algorithms, and Activism**

*MSC 320 | Panel*

Matthew Halm, “Speech-to-Text and Algorithmic Smoothing”

Stephen B. Crofts Wiley, “Alphabetic Subjectivation”

Khawar Latif Khan, “Urdu and Digital Colonialism”

Maurika Smurtherman, “Subverting the Infrastructure: The Digital Activism of Black Twitter”

Over the past 50 years, digital media infrastructures have converted the previously distinct communication channels of print, sound recording, and film into a single data stream in which “text,” “audio,” and “video” are nothing more than genres of user interface produced at the site where bodies connect to an integrated planetary discourse network (Kittler, 1999). More recently, advances in speech-processing algorithms, such as those used in the dictation feature of smartphones or the voice-command functions of “smart home” devices like Alexa, are transforming human-computer interfaces by making it possible to produce digital texts and issue computer commands directly via oral expression, thus bypassing the need for conventional alphabetic literacy and typing skills. Taken together, these changes have unsettled the historical relations between orality and literacy, making alphabetic literacy visible as one a specific mode of expression among many and thereby foregrounding the historical relationship between writing and European coloniality (Grosfoguel, 2008; Quijano, 2000; Newman, 2012; Towns, 2016). In the four papers assembled here, we explore the shifting place of the alphabet within the multimodal infrastructures of digital media and algorithmic processing, the ongoing operation of colonial logics of subjectivation, and the importance of activist projects that intervene in that terrain. Content warning: Presentation #4 (Decolonizing the literate subject: The Digital activism of Black Twitter) may contain still images from videos that document police

brutality and killings of Black people.

### **E.9: University-Industry Interventions in Digital Composing: Surveying Game Developer Communication and Collaboration Practices During a Global Pandemic**

*MSC 337 | Panel*

Elizabeth Caravella, Rich Shivener, Nanditha Narayanamoorthy

This panel is based on a university-industry partnership between writing studies researchers and the International Game Developers Association (IGDA). It focuses on the results of summer 2021 survey and interview data with regard to how moving to remote work influenced team communication and collaboration ability across a wide array of game developers during the COVID-19 pandemic. The project goal aimed to inform any future digital intervention by the IGDA to provide its members remote support. Overall, the presentation examines reports of mental health prior to and during the height of the pandemic, sentiment toward remote work, the effects of remote work on overall productivity, and how developers feel about various plans for returning to the office (fully remote, hybrid, full return). Despite noting a slight dip in mental health over the pandemic, most developers did not report a loss of productivity, and few seem keen on a full return to the physical office space; social support (rather than productivity support) was mentioned most often. In addition to the survey results, interview responses from various developers are also included in order to help the researchers determine the most relevant digital interventions to best support these developers as they continue working remotely.

### **E.10: Digital Activism & Teaching Ethics**

*MSC 207 | Panel*

Elizabeth Davis, “Criticism, Creation, Collaboration, Community: Cultivating an Ethic of Digital Citizenship in Digital Rhetoric and Technical Communication Courses”

This presentation will discuss the evolution of an activist pedagogy for courses on writing for the web and technical communication that interrogates current practices in big tech to ask how digital content creators can contribute ethically and productively to the ongoing development of the digital information ecosystem. Additionally, this pedagogy advocates for the humanities as an essential partner to computer science research and platform development. The goal is to foster an ethic of digital citizenship based in the Citizen Principles articulated in the Contract for the Web.

Dustin Morris, “Networked Hype: Resisting Hype in Digital Spaces”

Rhetorical Hype, as I define it, features persuasive means throughout promotion, marketing and manipulation of an argument in order to purposefully change an audience but is ultimately an empty act. Hype Rhetoric is often negative. Rhetoric of Hype in today’s digital world creates social and epistemic space that, once employed, becomes a larger campaign of misinformation. Building on theories of rhetorical velocity (DeVoss and Ridolfo), virality (Gries), and spectacle (Cloud), I shall argue that rhetorical hype employed in digital spaces like social media platforms can prey on audiences clamoring to change. One such manipulator was the LuLaRoe clothing company which employed hype across multiple social media platforms to spread a message of false hope through hard work. Raising awareness of this predatory behavior can help “how digital technology can be structured, governed, and used to maximize the good and minimize the evil” (MacKinnon). It is only by recognizing hype that we can begin to enact more digital literacy awareness within our student’s writing projects.

Adrienne Raw, “Journaling for Self-Reflection and Discussion in Digital Activism Classes”

Extending existing research into the practices and values of journal writing in the composition classroom, this presentation leverages a case study of journaling among undergraduate students in upper-level composition classes about digital activism to explore how traditional forms of writing and reflection like journaling can facilitate the kind of reflective learning necessary for students’ development as activists. Journals can serve as a familiar foundation to bolster students’ confidence when exploring new content and digital writing genres, as well as promoting activist engagement that continues after classroom discussion has ended.

### **E.11: Working across Curriculums, Classrooms, and Institutions for Digital Access and Equity**

*MSC Ballroom C | Lightning Talk / Roundtable*

Anicca Cox, Suzanne Blum-Malley, Tyler Easterbrook, Victoria Houser, Ragan Glover-Rijkse

This roundtable takes up issues of access and equity in “tech-light” teaching environments (Karper 2013). We see these areas as social justice concerns that composition instructors and administrators frequently face in their attempts to integrate digital and multimodal practices in their curriculum design. We address questions of access

and equity at both the institutional and pedagogical level through our work with redesigning the first-year writing curriculum at a small liberal arts university in the southeastern United States. Our approach centers on questions regarding building responsive and relationally engaged models with students, instructors, and administrators. This roundtable offers examples of collaborative models for designing digital instruction in flexible and dynamic ways as a response to material and institutional constraints as a move toward more socially just writing programs.

### **E.V\*.12 “Writing with AI” Activity**

*MSC 234 | Virtual Poster Presentation*

Christine Photinos, Julie Wilhelm

Our poster will share the curriculum and companion site for a course on “Ed Tech Stories” that we taught in an online format in the summer of 2021. We will focus primarily on a “Writing with AI” class activity in which students composed short essays with GPT-3 based AI writing software (such as Shortly.ai and Copy.ai). Students documented and shared their writing experience (the “story” of their encounter with the composing technology) in think-aloud transcripts (Flower and Hayes 1981). These materials furnished the group with a set of primary texts that the class studied as a means of considering possible futures for AI writing tools, and reflecting on the role of various literacies—functional, critical, and rhetorical (Selber 2004)—in shaping how these tools might be used and what they might become (McKee and Porter 2018).

### **E.V.13: Investigating and Advocating for the Liminal, “Middle,” Inter-face of Writing Technologies**

*Virtual | Panel*

Scott Kowalewski, Bill Williamson, Steven Benninghoff

This panel explores the potential of makerspaces and digital writing projects to make visible and tangible the rhetorical, meaning-making middle space between technology and human articulation. Speakers 1 and 2 will posit situating a makerspace within a professional and technical writing program--a field that specializes in connecting STEM and humanities. Students have the opportunity to engage with hands-on experiences and exposure to a materialized, more engaged design process that privileges invention, advocacy, problem-solving, usability testing, revision, and reflection. Speaker 3 will report on digital writing/TPC projects where students learn

tools/create documents, but then are asked to recontextualize these interfaces, and the struggles students have returning these to rhetorical spaces. Thus these projects call students' attention to Walls' idea of the liminal, rhetorical network, engaging with the space between to remake the spaces in which we live-rhetorical, digital, and material.

#### **E.V.14: Using the Digital to Make Social Change**

##### *Virtual | Panel*

Sipai Klein, "Digital Communities in Turbulent Times"

This presentation will discuss my efforts to address shifting the studio entirely online and how we employed the power of digital spaces and multimodal texts to create new relationships, ensure an inclusive writing tutoring pedagogy, and ensure a cohesive community.

Raj Kumar Baral, "Facebook and Twitter as the Platforms for Social Justice: A Case of Egypt Uprising, 2011"

Drawing upon the ideas of social media rhetoric and Foucauldian horizontal power, I argue that the co-existence of digital technologies and social movements contributes for a 'giant leap' as seen in the Egyptian history where the thirty years dictatorship of Hosni Mubarak came to an end letting Egyptian citizens took a long breath of freedom and justice. Social media sites provide a virtual forum for the intellectual, socio-political discussion and accretion of awareness among the users which by uniting stifled and ignored voices, can initiate, and accelerate the protest movement to safeguard people's rights.

Brittany Starr, "Modeling Eloquent Rage on Instagram"

At the height of the 2020 Black Lives Matter protests, Los Angeles Youth Vanguard founder Thandiwe Abdullah used Instagram's "Stories" feature to deliver a steady but fleeting stream of content that included various representations of their political anger commingled with political messages and joyful portraits from daily life. In this talk, I argue that Abdullah's strategy models the centrality of what Brittney Cooper calls "eloquent rage" to the daily life of a Black femme teen activist today. This talk prompts conversation about what it means for Abdullah to model eloquent rage through the continuous temporality of Instagram's Stories.

Kristin Bennett, “Framing Access as Social Justice in Digital Class Design through a Combination of User-Experience and Universal Design Methods”  
Online learning is frequently celebrated for its democratic potential. However, digital classroom interfaces may contribute to systems of oppression like ableism when relying on normative assumptions regarding students’ embodied needs. Drawing from research in disability studies and technical and professional communication, this presentation applies a combination of user-experience and universal design tactics to gain insight into students’ experiences with navigating a fully online MA program. Ultimately, this presentation offers participants data-driven guidelines for designing more equitable online courses that understand access as social justice.

### **E.V.15: Circulations of Digital Culture**

*Virtual | Panel*

Eric Smothers, “Reacting/Cataloging ‘Iconographic’ Activity in Social Media Threads”

The role of visual content, specifically “cultural” icons, are significant in how communities and scholars engage, interact, and teach from them. By looking at numerous examples online such as the Celtic Cross adaptation by white power movements, to the public memorial rhetoric of George Floyd monuments (raised fist), this presentation will provide the audience with the rhetoric and methods of researching visual content (icons) in online spaces, chiefly among social media threads and websites. This session will be valuable for other visual and digital rhetoric scholars interested in how icons and visual content impact us in online spaces. Content warning: Due to the visual nature of potentially offensive icons/symbols being shown or used in the discussion (related to reactions towards white supremacist and Black Lives Matter icons), be advised that the nature of using these symbols is to show “iconic,” rhetorical transformation and instruction for scholars and students. These “icons” are used for educational purposes, not to promote or condone certain beliefs or viewpoints.

Zhaozhe Wang, “The Switched-Off Circulation: A Rhetoric of Disconnect”  
In this presentation, I theorize a rhetoric of disconnect, defined as becomings of rhetorical energies in the event of an abrupt, institutionally enforced disruption of digitally networked circulatory routes. A rhetoric of disconnect destabilizes current frameworks for analyzing digital rhetorical circulation and compels us to rethink the interplay between material rhetoricity, circulatory dimensions and

the public's rhetorical adaptability in a transnational context.

Bridget Gelms, "Climate Change Influencers & Social Justice Action Online"

This presentation examines the relationship between climate change activism and social media influencing by analyzing the content and engagement practices of climate change influencers on social media. These content creators are leading the way for climate justice through influencing, particularly among Gen-Z communities, and are thus creating new forms of social justice organizing. By understanding their approaches to content creation and engagement, we gain greater insight into the role that influencing can play in social justice movements. This research will give activists and social justice advocacy groups tools for designing successful mission-driven campaigns and strategic approaches to influence, audience engagement, and community-building.

Chen Chen, Celine Liao, "Anti-Feminist Nationalistic Trolls on Weibo: A Parasitic Public"

In this presentation we present a case study of anti-feminist/women rhetoric on Weibo, embedded in a symbiotic relationship with a parasitic public created by accounts spewing neoliberal nationalistic rhetoric. In the case we examine, feminist activist Xiao Meili was attacked by nationalistic and anti-feminist discourse led by key opinion leaders when she advocated against public smoking and shared her altercation with a man who refused to stop smoking in a restaurant. Through a mixed-methods research (topic modeling and qualitative coding), we will illustrate the influence of nationalism on anti-feminist movements.

## **E.V.16: Digital Assignments for Activist & Justice-Oriented Projects**

*Virtual | Panel*

Traci Gardner

This presentation will share assignments for composition and professional writing students that focus on how collective digital activism works, how to participate in social justice issues and related activism, and how (and when) to protect and maintain private information in public campaigns. Through these assignments, students examine how hashtags, Tweetstorms, infographics, and livestreaming can be used for digital activism and then create their own justice-oriented projects using these strategies. Assignments make use of free digital tools, such as Twitter, TikTok, Pinterest, YouTube, and Instagram to publish student work. Projects highlighted include

digital research, rhetorical analysis, and multimedia storytelling, persuasion, and argument. This session demonstrates how students can create their own digital toolkits for a specific social justice issue that include ready-to-share memes, Tweets, and short videos. The presenter will provide links to related assignment sheets, examples, classroom activities, and supporting materials.

## **F Sessions**

**10:30-11:45 a.m.**  
**Saturday, May 21**



### **F.1: Coding Black Functions for White Software Programs**

*MSC 125 | Emergent Voices*

Antonio Byrd

This presentation draws on Chapter Four from *The Literacy Pivot: How Black Adults Learn Computer Programming in a Racist World*, the speaker's book manuscript that reports on a year-long ethnographic study of Black adults attending a computer code bootcamp called Clearwater Academy. In this presentation

the speaker argues that computer code bootcamps are racial organizations that “program” racially marginalized people into viable bits of code called functions to assist in designing White software systems, or technologies that center White end users and uphold White supremacist policies and practices. By the end of the presentation, attendees will consider strategies and practices that integrate Black knowledge and lived experiences into coding literacy curricula.

## **F.2: Radical Museology/Radical Pedagogy: Curating Beyond Boundaries**

*MSC 200 (Black Box Theater) | Digital Activism Showcase*

Stephanie West-Puckett, Kerri Flinchbaugh

Welcome to our virtual reality teaching and learning worlds! Strap on an Oculus headset or use an old-school cardboard viewer with your cell phone to visit our spaces and experience our stories of work with students and faculty to transform the teaching and learning of writing. In these born digital projects, we use the practices, genres, and logics of exhibition as an organizing framework for communicating subversive approaches to writing pedagogy and professional development. Our exhibitions reject hegemonic methods of teaching writing and teaching teachers of writing by fostering disagreement, difference, and complexity while rejecting outcomes-focused efficiency. In this session, we invite participants to experience these affective dimensions of radical pedagogy and listen to the “noise” as they step into three-dimensional virtual reality classrooms we developed with the open-source platform Artsteps. Visitors will leave with ideas and strategies for using VR as a radical curation technology in writing classrooms across the curriculum. Content warning: Participants with low vision, mobility impairments, and neurodivergence may experience accessibility issues with VR technologies.

## **F.3: Teaching, Enacting, Acknowledging, and Modeling (TEAM): Expanding Definitions of Access in the Classroom**

*MSC 249 | Panel*

Casey McArdle, Jessie Borgman, Cat Mahaffey, Heidi Skurat Harris

This panel will discuss how teaching, enacting, acknowledging, and modeling (TEAM) access in the classroom can create more inclusive learning environments. By expanding the definition of “access,” we can generate more diverse and inclusive spaces that seek insight and collaboration from multiple stakeholders. We view access as a form of social justice, and in doing so, put forth that by building access into our classrooms, we provide a space for students to engage in work needed to make change. We want to encourage faculty and administrators to teach students how to be advocates for their own access. Speakers will discuss the importance of helping students become change agents in their professional spaces and developing a support system that teaches, enacts, acknowledges, and models systems that are equitable and accessible. After the speakers

have talked, attendees will have the option to ask questions and discuss access with the speakers.

#### **F.4: Dataviz in Writing Studies: Learning, Genres, and Accessibility**

*MSC 253 | Panel*

Danielle Nicole DeVoss, John Gallagher, Madeleine Sorapure, Tim Amidon, Adam Strantz

From information-dense infographics to interactive graphic storytelling to trends displayed through other visual interfaces, data visualization has become a critical part of the work of writing studies, composition, technical communication, and the digital humanities. In the first of this two-part panel series, presenters will introduce and situate data viz theoretically and technically; address issues of visualizing to learn—how faculty across disciplines use visualizations to think through data; navigating COVID contexts through data visualizations meant to reach broad audiences; and offering approaches for understanding and teaching accessible data visualization design.

#### **F.5: Student Silence and the Teaching of Writing**

*MSC 307 | Panel*

Josh Welsh, Austin Fricke, Dan Martin

Decades of rhetorical scholarship has gone into understanding the role that silence plays in rhetoric and persuasion (see for example: Black, 1988; Glenn 2004; Glenn and Ratcliff 2012). As a rhetorical art, silence plays a role in the making of meaning; like all rhetorical tactics, the exact nature of that meaning depends on context. Pedagogues such as Stenberg (2014) and Hinshaw (2014) have extended this rhetoric of silence to address the concerns of teachers. This panel further extends that pedagogical thread, exploring the role that silence can play in the teaching of writing, both in face-to-face and online classes.

#### **F.V\*.6: Listening to Survivors: News Framing, Organizational Strategy, and Ethos in Gendered Violence Awareness Campaigns**

*MSC 209 (Dr. Jesse R. Peel LGBTQ Center) | Virtual Panel*

Alex Rister, Christine I. Kugelmann, Meghan Velez

Digital communication platforms are essential in awareness campaigns and responses to traumas that disproportionately affect women and girls, such as human trafficking, sexual assault and 81

harassment, and nonconsensual pornography. Much of this activism relies on the voices of victims/survivors to increase visibility for widespread but frequently ignored or misunderstood issues. This panel considers the consequences of digital activism on perceptions of sexual violence. Speaker 1 will present a content analysis of news reports on #MeToo allegations and sexual assault convictions; Speaker 2 will examine how one women's civic leadership organization's anti-trafficking digital activism efforts have been impacted by the organization's new diversity, equity, inclusion and belonging strategy; and Speaker 3 will trace the relationships between ethos, agency, and resilience in awareness campaigns that rely on digitally circulated victim narratives. Content warning: Our presentation discusses gender violence including issues of sexual assault and harassment, human trafficking, and nonconsensual pornography.

### **F.7: Figuring out Funding: A Roundtable on Funding Sources for Projects**

*MSC 206 (Center for Leadership and Civic Engagement) | Lightning Talk / Roundtable*

Wendi Sierra, Michael DeAnda, Bill Hart-Davidson, Rich Shivener, Cody Mejeur, Gracie Lu Straznickas

Identifying and securing external funding and/or research support is an increasingly viable way to support digital media projects and research. However, the process to find, apply for, and ultimately receive external funding can be difficult to navigate. In this roundtable panelists with a variety of backgrounds will share their experiences securing funding from a number of different sources. Thus, attendees will hear about federal grants, private grants, and Kickstarter as potential options for supporting an array of project types (including dissertations, games, and empirical research).

### **F.8: Fostering Critical Engagement with AI-Technologies: Examining Human-Machine Writing, Pedagogy, and Ethical Frameworks**

*MSC 320 | Panel*

Heidi McKee, Alan Knowles, Nathan Riggs

AI has created a seismic shift in writing studies. We four panelists (3 humans and 1 AI-writing agent respondent) focus on human-machine writing and how we might integrate and critically examine AI-writing technologies, considering possibilities, biases, and limitations. Specifically, we examine (1) faculty and student human-machine collaborative writing projects, (2) the impact of AI

and bots on digital writing research methods, (3) intersecting ethical realms in AI and writing; and, from our AI-writing agent respondent (4) a response to the ideas in the panel focusing on AI and education.

## **F.9: Rhetorical Approaches to Science**

### *MSC 337 | Panel*

Benjamin Abel, “Quantum Rhetoric — How We Process Non-local Information and How Rhetors Manipulate Us”

Persuasion, and manipulation, of individuals and groups is understood by most by the symptoms and results of a rhetor’s deliberate and systematic approach to persuasive communication. What is rarely considered by those in the communications fields are the conscious and unconscious mechanisms that are required for persuasive communications to be received, and processed, by the individual. I propose a theory of Quantum Rhetoric to explain how all sentient beings have access to a well of shared information and how rhetoricians exploit that shared well of information to achieve intentional, material goals.

Daniel Anderson, “CWCON Ethos Meets COVID: Digital Rhetoric and Wellness in Teaching and Research”

The ethos of Cwcon is one of care and collaboration. Over the years, digital rhetoricians have practiced approaches that facilitate human connections and foreground risk, trust, and empathy. Studying the rhetoric of self-help reveals tenets and approaches that can be mapped over computers and writing. And these features help us to understand and practice positive approaches to disruptions like those caused by the COVID19 pandemic. This presentation looks at these aspects of computers and writing and offers concrete strategies for bringing care-based approaches into our digital teaching and research.

Linford Lamptey “Navigating the Online through the Lens of African Rhetorics”

Despite the issues surrounding access to technology in Africa, the number of Africans signing up online are increasing by the day. There are about 170 million Africans signed up on Facebook alone and this may grow by 42% monthly (Shapshak, 2017). Social media platforms have become avenues or space through which the contemporary African communicates. Online platforms like WhatsApp, Instagram and Facebook have become an integral communication channel of the African, particularly the youth and the middle class. While African users are translating their daily lifestyle on these

platforms, these platforms could be problematic. As Selfe and Selfe (1994) note, computers can implicitly lead to cultural alienation and domination. Technology should serve the best interests of a people highlighting their indigenous but progressive practices and asserting their contributions to a global world. In their use of technology, Africans can put technology, specifically digital writing to a good use, decolonizing acquired and alienating acts when they infuse tenets of African rhetoric online. African rhetoric practice is centered on community good and aims to foster preservation of moral values and harmony in the society (Blake, 2009; Fox, 1983). I argue that through adopting the visual and material rhetorics of African rhetoric, particularly the Kente and the Adinkra, Africans can engage the digital in ways that not only foster harmony and build community but transcend the limitations that may exist online while asserting their cultures.

Alexandra Russell, “Contagious Rhetoric: Understanding Audience and Virality in Digital Spaces”

Drawing from recent studies in circulation, I will outline the concept of contagious rhetoric as a method to explore the conditions that allow information to become viral within a digital public.

While circulation studies largely focus on the rhetor’s role in the spread of information, I argue the spans of information’s contagion also depends on the audience. While algorithms play a role in creating publics where information is circulated and repeated online, there are specific rhetorical strategies used in digital texts that spread through the solicitation of heightened emotions in an audience such as fear and rage. To illustrate this phenomenon, I will focus on followers of QAnon, who consider themselves digital activists.

## **F.10: Digital Aggression Working Group**

*MSC 207 | Working Group*

The Digital Aggression Working Group provides resources and support for researchers of digital aggression and adjacent areas of study. All are welcome. Content warning: Every warning you can think of: racism, sexism, homophobia, ableism, xenophobia, and many more.

## **F.11: The Will to Remember: Intervention through Preserving and Analyzing Our Computers and Writing Conference History**

*MSC Ballroom C | Lightning Talk / Roundtable*

Michael Day, Ashley Hall, James P. Purdy, Jennifer Marlow

Who are we as a discipline, and more particularly, who are we as a community of digital activists that comes together at the yearly Computers and Writing Conference? What can the artifacts of our 40 year history tell us about our identities, not only in our common themes, but also in our points of divergence and specialization? How do we sustain the process of collecting and digitally archiving our history, and how do we preserve and disseminate our archives? How is the process of preserving, archiving, and mining our history a kind of intervention and digital activism? Join us as we explore these questions through first examining the recent history of the conference archives, and then hearing about two research projects, one focused on the digital archive of the conference, and another focused on the material culture and visual rhetoric of the conference as expressed in the annual T-shirts and logos. Finally, let's share our collective wisdom to help guide the reconstruction of the physical and virtual archives and suggest ideas to prevent further data losses, leading to more general discussion of archival generation, preservation, and analysis methods for digital rhetoric scholar-activists.

## **F.V\*.12: Soliciting and Publishing Multimodal Mess as Digital Activism**

*MSC 234 | Lightning Talk / Roundtable*

Ruth Osorio, Vyshali Manivannan, Jessie Male, Christina Cedillo, Ebony Lumumba,, Ashanka Kumari, Sarah Riddick, Sophie Buckner

Focusing on the CFP for the *Journal of Multimodal Rhetoric's* (JOMR) special issue on Carework and Writing During COVID, this roundtable highlights the presenters' efforts as editors, reviewers, and select contributors to document our processes of embracing multimodal mess during the pandemic, in our writing and editing, and help the field strategize ways of promoting and legitimizing carework in contributing, editing, and publishing scholarship. If we are truly invested in amplifying the perspectives of multiply-marginalized folks in the field, we must make space for carework and multimodal mess in the scholarship we deem legitimate. Content warning: pandemic-related exhaustion.

## **F.V.13: Making, Designing, and New Experiences**

### *Virtual | Panel*

Heather Linstead “Communities and Cultures of Making: Bringing Diversity to Makerspaces”

Makerspaces are well documented as being less than inclusive with exceptions like feminist makerspaces. This presentation seeks to present a preliminary framework for increasing diversity, equity, and inclusion within makerspaces by bringing cultural and heritage making knowledge to the makerspace while also looking to practices that makerspaces currently use to make their spaces accessible. I bring together interviews with directors and makers in makerspaces with classroom research to show how community within makerspaces functions and how cultural backgrounds of making can increase DE&I principles as well as contribute to broader innovation in student invention.

Jeffrey Bacha, “Document Design and DIY Activism”

By balancing theory with practical application, this presentation demonstrates how I encourage my students to engage in public rhetorics by producing their own self-published, Zine style publications that focus on changes my students would like to see happen on our shared college campus.

Steven Krause, “Online Teaching and ‘The New Normal’: A Survey of Faculty in the Midst of an Unprecedented ‘Natural Experiment’”

While numerous studies have found online courses are just as effective as traditional f2f courses, one of the critiques of these studies has always been that students and faculty typically self-select into this mode of delivery and thus have a bias in favor of distance education. The tragedy of the Covid pandemic presented the opportunity for an “unprecedented natural experiment” where faculty and students had no choice but to move their courses online. My presentation discusses a survey and series of interviews of faculty teaching online during the 2020-21 school year about the experiences of teaching online, often for the first time.

Rebecca Hallman Martini, “Space to Chat: Analyzing Marginal Talk in the Writing Classroom”

This presentation analyzes how the Zoom chatbox function was utilized in a highly interactive, participatory fashion by graduate students enrolled in a Composition Theory and Pedagogy course in Spring 2021. Preliminary data suggests that the chatbox is primarily

a space for peer-to-peer learning that creates greater accessibility, wider participation across difference, and more attention to self-care. In addition, this space supports more one-on-one exchanges between instructor and student than time permits in the face-to-face environment. Using NVivo, I study the chatbox as archive and offer strategies for continuing the work of the chatbox function across a range of teaching environments.

#### **F.V.14: Infrastructure and Social Justice**

##### *Virtual | Panel*

Stan Harrison, “Digital Feudalism and the Digital Peasant’s Struggle for Full Freedom, All the Land, and the Socialization of the Means of Production”

Talk of class-based activism is absent from the C&W CFP. My presentation seeks to redress the balance by presenting the findings of my recent publication, “Digital Feudalism,” and arguing that the establishment of feudal exploitation on the internet creates the conditions needed for peasant-based class struggle. After demonstrating that capitals like Facebook and ISPs have cast account holders in the role of digital peasants, I will argue that digital peasants may follow Lenin’s advice and struggle side-by-side with the proletariat for three necessities of life: full freedom, all the land, and socialization of the means of production.

Thomas Lawson, “Confronting Infrastructural Violence with Gilbert Simondon”

This presentation introduces “metastable networks” as a starting point for intervening in what Damien Pfister and Caddie Alford term “infrastructural violence.” In recent years there has been increased scrutiny surrounding social media infrastructure, specifically algorithms that produce filter bubbles, spread disinformation, and proliferate extremist, bigoted rhetoric. Underlying this discourse is concern for how infrastructure circulates, amplifies and normalizes toxic opinions, beliefs, and values (or doxa). This presentation turns to French philosopher Gilbert Simondon in order to reimagine the processes of doxa formation that underpin networks and highlight rhetorical practices capable of diversifying and developing the doxa of social media networks.

#### **F.V.15: Religion and Embodiment**

##### *Virtual | Panel*

Spencer Cooke, “‘I Can See Your Religion’: Curatorial Authority, Nudity, and Eroticism on Instagram”

In this presentation, I explore the power dynamics of social me-

dia sites, in the form of Instagram's "appropriate imagery" rules. By conducting a rhetorical analysis of Instagram posts containing "#Erotic," I evaluate Instagram reinforces a hegemonic memory of Christian conservatism by curating, and ultimately limiting, what information can be seen. As I show, this hegemonic cultural memory reinforces a notion of "nudity" as the primary indicator of "eroticism," as images that contain even desexualized nudity are removed while sketches, drawings, paintings, and sculptures are allowed to remain because they are deemed "artistic." Content warning: May contain nudity or erotic images.

Kathryn Van Zanen, "Raised-Evangelical Social Media Writers and the (Religious) Rhetoric of Political Resistance"

Evangelical social media users, including high-profile Christian leaders, regularly make the news for inflammatory, conspiracy-laden statements. But other Christians are writing back. My project follows raised evangelicals- many of whom have reconsidered their childhood views around the political expression of Christian faith-engage in the activist project of challenging the political orthodoxy of their communities of origin. Focusing on Instagram, Facebook, Twitter, and Tiktok users, I examine the ways these writers respond to the statements of evangelical leaders and institutions, broadly defined, and their efforts to reframe religious values to advance a more inclusive nation and faith.

Codi Renee Blackmon, "Spiritual Rhetoric on BIPOC Facebook"

This presentation examines the intersections of cultural rhetorics, social media usage, and activism by asking: In what ways does using spiritual rhetoric rather than religious rhetoric in Facebook posts on BIPOC pages work to support digital activism? The word religious denotes a set of rules, whereas spiritual denotes a deconstruction of rules, a freeing and an unlearning of the ways we were taught and programmed to be. Spirituality, I posit, is a type of activism in that it calls out the ways we oppress each other and oppress ourselves so that we can do the work of releasing those systems. Drawing on scholars who have studied Facebook (Decarie, McEachern) and social media intersections with cultural rhetorics and activism (Brock, Lockett, Vegh), I propose to offer specific examples of posts from the pages of @relentlessindigenouswoman, supportblkmentalhealth, and @BELatinaMedia that perform digital activism by promoting spirituality over traditional religion. These pages are doing the work of decentering whiteness and the traditional assumptions of white culture that exist in the US from within their own communities and minds.

Catherine Braun, “Reframing & Reclaiming Tradition: Darci Kern’s ‘Knitting While Black’ Portrait Series”

This presentation will analyze Darci Kern’s “Knitting While Black” portrait series on her @darcidoesit Instagram account through the lens of feminist visual and multimodal rhetoric to argue that knitting is a form of languaging as embodied practice that can enrich our understanding of multimodal composition practices.

## **F.V.16: Data and Surveillance**

*Virtual | Panel*

Morgan Banville, “Am I who I say I am? The Illusion of Choice: Biometric Identification in Professional Contexts”

This presentation, grounded in surveillance studies and technical communication, seeks to explore preliminary data collection for a dissertation project. The site of study is situated within the healthcare field, and contributes to a general question: How can we as technical communicators analyze and create suggestions for transparent and critical ways of gathering and using biometric data? Takeaways will include preliminary data analysis of a corpus, analyzing the language used by biometric corporations to communicate to interested parties, such as outside companies (Vidant Medical Center) who employ such technologies internally. This study focuses on the concept of privacy with regard to biometrics, which I consider to be personal information. Privacy is situated as both a tradeoff and illusion of choice; you can change your password, but you can’t change your fingerprint.

Kyle Mattson, “Breaking the ‘Objective’ Eye of Technical Communication Practice Along the Blockchain: Using Dapps to Wayfind Activist Outcomes”

For those of us looking to challenge the myth of the objective eye in technical communication practice, decentralized applications (Dapps) can empower digital wayfinding to more effectively engage users who can then choose to hide the visibility of their own information within otherwise all-knowing, quite public digital mapping systems (e.g., Edwood, ‘Mapping’). This allows for a kind of cloak-and-dagger alternative in highly controlled human geographies where voting access may be at the end of a very long list of very human aspirational needs.

Nitya Pandey, “Contexts and Connections: Analyzing Social Media Platforms as Sites of ‘Care-Fullness’”

This presentation addresses the COVID-19 pandemic and the fact

that it caused digital spaces to assume new facets of necessity and contribute to digital activism. Social media and digital activism thrive on interconnectedness. This interconnectedness further links them with relational care. The presentation selects popular social media hashtags, one each for the beginning, middle, and later stages of the COVID-19 pandemic, and identifies the caregivers and care-receivers in each context. It then individually analyzes each context through the lenses of interconnectedness and engrossment, and finally views social media as sites of care through a comprehensive evaluation of the three situations.

## **Luncheon and Emergent Voices Recognition**

**12:00-2:00 p.m. Saturday, May 21  
MSC Ballroom B**

### **G Sessions**

**2:30-3:45 p.m.  
Saturday, May 21**

#### **G.1: Community-Driven Research With/In My Own Inuit Community**

*MSC 125 | Emergent Voices*

Cana Itchuaqiyaq

In this narrated video, Itchuaqiyaq uses the backdrop of brief scenes of everyday life in her home community in the Alaskan Arctic to illustrate the contexts from which her research and its corresponding drives, ethics, and potentials are born.



## **G.2: Good Neighbors: Education, research, and activism at Auburn University's Rural Studio**

*MSC 200 (Black Box Theater) | Digital Activism Showcase*

Michelle Sidler, Susan Youngblood, Natalie Butts-Ball

Rural Studio is a design/build program located in the Black Belt of West Alabama, one of the most systemically impoverished areas in the nation. The program's core mission is to educate Auburn's architecture students, who live in West Alabama year-round, building structures and improving common spaces for the local community. Rural Studio implicitly espouses an "asset-based" approach to activism because they are neighbors within the community, living with and learning from other residents. This presentation will describe a 3-year interdisciplinary collaboration between Rural Studio, graphic design faculty, and technical communication faculty. The team produced a collection of information products to help Rural Studio grow both its internal projects and its external impact. We will feature three documents that span digital and print spaces: the website, social media channels (including student blogs), and the style guide. These documents embody and record Rural Studio's seamless integration of education, research, and activism.

## **G.3: Antiracist Social Media Activism**

*MSC 249 | Panel*

Cecilia Shelton, "#BlackLivesMatter 2.0: The View from the Margins"

This presentation employs A Techne of Marginality, a new Black Feminist methodology for technical and professional communication theory and praxis, to compare and contrast the initial virality of #BlackLivesMatter Black Twitter activism in 2016 with the re-emergence of #BlackLivesMatter digital activism in summer 2020. I will discuss the affordances of using a Black feminist methodological framework for understanding the unique technical communication work happening in these moments, ultimately arguing that Black activism and other kinds of Black rhetorical activities have always, already been examples of technical and professional communication.

Desiree Dighton, "Encountering Anti-Gentrification Activism's Uncivil Tongue"

Highlighting takeaways from a large-scale, multi-year Twitter data collection of approximately 2.5 million gentrification-related tweets, the presentation will demonstrate how large-scale data research informs better understandings of activism by extending

rhetorical theories of encounter and adding nuance to notions of agency and persuasion. Examining anti-gentrification encounters at various scales reveals vital opportunities for negotiation and uncivil resistance's role in achieving greater social justice for those made vulnerable by gender, social, economic, and racial/ethnic oppressions related to gentrification.

Ashley Beardsley, ““Calling All Bakers, Chefs, Home Bakers & Cooks’: #BakersAgainstRacism and Baking As Digital Social Activist Rhetoric”

This presentation examines how three professional chefs created and circulated virtual bake sale materials to fundraise and fight systemic racism alongside #BlackLivesMatter protests. I ask how do social movements use digital tools to support in-person activism during the COVID-19 pandemic? In what ways do hashtags contribute to digital food activism? And how have the platform-specific vernaculars of Instagram shaped distinct performances of social activism? Through an analysis of #BakersAgainstRacism, I reveal how baking was used as digital social activist rhetoric during a global pandemic and how baking and social media continue to contribute to digital activism.

#### **G.4: Demons, Ghosts, and Robots: The Human Trace in Automated Media**

*MSC 253 | Panel*

Jason Crider, Annette Vee, Natalie Goodman

The current proliferation of machine learning, automation, AI, synthetic speech systems, and text generation signal a shifting paradigm in the way we engage with and through digital tools, and what role such “intelligent” tools play in coauthoring our criticism, activism, and scholarship. Oftentimes these systems purport a utopian vision of transparency and ease, which then flattens identities and erases the human labor and decisions that power them. This panel centers on the rhetoric and writing that operate alongside these digital infrastructures. Each panelist takes up an emerging digital system—from the algorithmic daemons driving artificial intelligence systems, to the supernatural trace lurking in automated writing systems, to the robotic invasions of the autistic bodymind—in order to explore the traces of humanity persistent within them despite the impulse towards automation and/as innovation. Collectively, these explorations of human traces work to undo the erasures inherent in digital automation. Ultimately, this panel serves as a reminder that there will always be ghosts in the machine, and that we are those ghosts.

## **G.5: New Directions: What We Learned When a Student-Centered Digital Project Went a Lot More Digital Than We Planned**

*MSC 307 | Panel*

Cheryl Caesar, Joyce Meier, Juhua Huang, Ky Chimrak, Claudia Lim, Apichaya Thaneerat

This presentation analyzes the multiple challenges faced and rhetorical choices made, when our student-faculty team created educational videos on the pedagogical challenges faced by multi-lingual, international learners at our institution. From the start, we acknowledged the affordances of the video medium itself, which we collaboratively used to demonstrate and surface the difficulties our students faced. At the same time, our panel also recognizes the monumental shift in our co-creative processes, when we were all forced online after the pandemic hit. As Manuel Castells notes in *Networks of Outrage and Hope* (2015), digital movements in our modern “network society” allow for an organic, bottom-up growth process that we have observed during our extended project. Although we, the two faculty members of the team, had contemplated a series of student-created videos (mindful of the affordances of this medium for both audience and EFL creators), we did not anticipate that our collaborative work itself would be driven online by the COVID pandemic and subsequent shutdown, and that our student creators would use the virtual creation space so effectively.

## **G.6: Digital Archives: Turtle Island Games and Drag Bingo**

*MSC 209 (Dr. Jesse R. Peel LGBTQ Center) | Digital Activism Showcase*

Wendi Sierra, Kit Snyder, Michael DeAnda

Enoch and VanHaitsma (2015) highlight digital archives as an increasingly attractive pedagogical space, particularly as the tools to create and access them become ever more plentiful and accessible to novice users. However, as Rivard explores (Cushman et al 2019), archives have historically been used in ways that both exclude and marginalize already vulnerable groups. Thus, any digital activism archival project must use an ethics of care and consider not only the content of the archive, but also the guiding principles and philosophies that support the decision making process. This showcase will demonstrate how two digital archives have tackled this challenge. Turtle Island Game Archive, a collection of video games with Native American characters, is informed by Indigenous rhetorics (e.g., Arola 2018, Cushman et al. 2015, and Jackson 2015), and by Carol Cornelius’ Haudenosaunee perspective on culturally engaged teaching. Drag Bingo, a collection of oral history interviews con-

ducted with drag queens who host drag bingo, is grounded in queer worldbuilding, demonstrating LGBTQ people as critical makers of culture exploring values of community, gender, and sexuality.

### **G.7: Paying Reparations Now**

*MSC 206 (Center for Leadership and Civic Engagement) | Digital Activism Showcase*

Jimmy Fleming

Through the summer of 2021, a group of friends in the NYC area met online to reflect on the peaceful actions of Black Lives Matter and other community protesters in the aftermath of the George Floyd killing. Exploring the readings, videos, and podcasts of The 21-Day Challenge, we discussed courses of action.

We established a community group, Paying Reparations Now. Our purpose is to explore ways our members, individually or as a group, can: provide financial, communal and personal reparations to individuals, and/or entities, affected by institutional racism emanating from the existence of slavery in America; engage with other community groups regarding the issues of reparations; and, organize research to identify cases where direct reparations might be possible.

### **G.8: All About Activism: Activist Pedagogical and Methodological Practices in the Writing Classroom**

*MSC 320 | Panel*

Sarah Warren-Riley, Julie C. Bates, Lisa Dooley, Oriana Gilson

In this informal, interactive session, four teacher-scholars share how their different activist pedagogies enable them to engage students in studying, learning from, and even creating acts of resistance and moments of digital activism in writing classrooms. The presenters will share their respective approaches and pedagogical examples, acknowledging the affordances and limitations of each, and then will engage in an idea-sharing discussion with attendees. Attendees will leave this session with ideas for implementing activist pedagogies and engaging in/with digital activism in their own classrooms.

### **G.9: Resisting Power Structures**

*MSC 337 | Panel*

Samuel Fuller, “The Nintendo Gigaleak as Hacktivism”

94 The controversial Nintendo Gigaleak reflects the ongoing conflict between hacker ethics and intellectual property law over the

ownership of digital culture. A discourse analysis of published writing about the Gigaleak reveals simultaneous threads of joy, fear, and anger at the prospect of people studying a company's private, internal documents, correspondences, and source code. I argue that the Gigaleak can be seen as an act of revolutionary hacktivism with significant implications for the future of digital scholarship.

John Seabloom-Dunne, "Some Disassembly Required: Instructions for Sabotage, Past and Present"

Sabotage, the subversive disruption of technological systems, has a long history as a tool of activists, organizers, and dissidents. Although sabotage is most commonly discussed in the context of warfare and espionage, it has also been deployed as a productive part of many other sociopolitical struggles. Examples include the machine-breaking luddites, Amazon employees artificially inflating productivity metrics, and online communities coordinating to overwhelm and crash websites through sheer volume. Taking the 1916 explanatory pamphlet "Sabotage" as its point of departure, this presentation argues that the historical traditions of sabotage continue to inform contemporary sociopolitical struggles in digital contexts.

Amber Buck, "Redrawing the Maps: Rhetorical Ecologies of Community Activism Around Redistricting"

This presentation analyzes the digital literacy practices of a grassroots activist group that advocated for fair municipal maps during the 2021 redistricting process in a midsize Southern city. Through interviews with group members, this speaker demonstrates how individuals educated community members about this technical process and then lobbied for their citizen-generated district map. Accessible mapping tools allow citizens to create maps, but as this speaker argues, success requires knowledge of and participation in multiple rhetorical ecologies and community networks. This case study demonstrates how social justice activists can engage in both education and advocacy through technocratic processes to effect change.

**G.10: "‘This Isn’t The Right Place For This’: The Powers and Pitfalls of the Departmental Listserv"**

*MSC 207 | Panel*

James Eubanks, "Respectability Politics and Listserv Use as Public Resistance"

Tasha Coryell, "Positions of Power: Context Collapse On The Outlook

Email Platform”

Brian Oliu, “On Behalf Of: The Pitfalls of Messaging as a Collective on a Department Listserv”

Lacey Nisbett, “Powerful Reality: A Practical Discussion of Listserv Administration”

Academic politics, particularly in the era of COVID-19, often play out over the email listserv. In this panel, we focus on the departmental listserv in order to discuss the affordances, the power, and the repercussions involved with this digital medium. For some, the email listserv provides a voice to those who might be silenced in physical locales. In other cases, the departmental listserv merely replicates hierarchies of race, gender, and status within the university as found in other digital spaces (Daniels; Noble). Email also allows for interactions between colleagues and students who might never otherwise have a chance to interact. These interactions can be a cause for unity over a departmental issue or they can lead to forms of digital bullying.

### **G.11: Rejecting Empty Inclusive Teaching: Student Led Faculty Development**

*MSC Ballroom C | Lightning Talk / Roundtable*

Roxanne Aftanas, Morgan Gresham, Molly Daniel, Rebecca Tomblin, Tanya Morris, Brittney Bennett, Joelle Williams, Sam Ruddle, Ashley McClure, Allison Wiseman, Mads Graves

This Engaged Learning Experience will include students from each facilitator’s institution sharing their experiences (in person and/or digitally present) with some of the best-intentioned inclusive teaching they have experienced, then facilitators will lead a series of revision activities for the approaches and/or assignments brought to the table.

### **G.12: Breaking Communication Boundaries: Social Media as Platforms of Identity Building for Young Adults with Autism**

*MSC 234 | Poster*

Rocky E. Patacsil

This presentation seeks to bring awareness to those with communication disorders and how they frame their identity on social media platforms. In this place of non-synchronous action and hidden spaces, young adults with communication disorders can create identities beyond their disabilities due to the nature of the communication. As

a primarily textual place, they can interact with able bodies without verbalization, physical body language, and interpretation of conversational signals. By engaging disability rhetorics (Bitman; Stewart & Spurgeon; Sweet, LeBlanc, Stough, & Sweany), I hope to present social media platforms to discard disability stigmas prevalent for young adults with communication disorders such as autism.

### **G.13: The Impacts on Writing and Well-Being of Weekly Journaling in an Online Nursing Class**

*MSC 236 | Poster*

Brenta Blevins

This poster presents research findings from an on-going study into the impacts on writing and well-being of weekly journaling in an online nursing class. This project aims to expand research into class-based journals addressing positive affect writing prompts by reporting student-perceived writing and well-being impacts. Specifically, the poster presents student-perceived writing and well-being impacts of keeping a private digital weekly journal in which students write for a set time period responding to an assigned prompt related to a positive emotion. The digital journal assignment incorporates elements of both freewriting (Elbow, 1973; Elbow, 1989), and expressive writing (Pennebaker, 1997), although unlike expressive writing the journal prompts focus on positive emotions. Given the COVID-19 pandemic's tremendous negative psychological impact on healthcare workers in the forms of stress, burnout, and PTSD (Prasad et al., 2021; Arnetz, 2020), this research investigates supporting the education of this working student population currently reporting highly negative emotional states.

### **G.V.14: Feminist Digital Activism**

*Virtual | Panel*

Salma Kalim, "Affective and Embodied Rhetorical Tactics in Transnational Feminist Movement #GirlsAtDhabas"

Building on feminist's notion of fun as a political and performative act, I analyze rhetorical work of #GirlsAtDhabas that aims at documenting and promoting women loitering in and seeking pleasure in public spaces, primarily in Pakistan but also across South Asian communities. Drawing on queer and feminist digital affect and digital scholarship, I demonstrate the role of affective rhetorical tactics such as embodied resistance (the use of bodies for speaking back to structures of power), memory work (revisiting past memories

of occupying physical spaces), affective reorientation (reorienting self to oppressive notions about bodies and spaces) for challenging normative and gendered construction of public spaces. Such an understanding of South Asian feminist rhetorics can help expand the scope of feminist digital rhetorics in the field of rhetoric and writing studies and beyond.

Barbi Smyser-Fauble, “Digital Interventions & Debates about ‘Three-Person IVF’ and Reproductive Justice on Twitter”

Recent debates on Twitter have focused on how reproductive technological advances can be presented as both progressive and discriminatory; a dual-label often attributed to reproductive technologies like “three-person IVF.” Thus, the presenter argues for the application of a feminist disability studies framework to examine the effects of Twitter posts about “three-person IVF” within the #DesignerBabies and #reproductive threads. This analysis will illustrate the benefits of this framework in 1) interrogating the complex relationship between individuals and reproductive technologies in digital spaces, and 2) being more inclusive of a wider variety of individuals impacted by different types of infertility.

Keshia McClantoc, “The Rise of Female Commentary YouTubers and Queer-Feminist Educational Activism”

This project unpacks three popular female YouTube commentary channels (ContraPoints, Khadija Mbowe, and Tiffany Ferg) to argue for YouTube as a source of educational activism, wherein queer-feminist YouTubers are making critical arguments about issues of race, class, and gender through the lens of pop culture and media commentary. This project ultimately argues for their videos as accessible digital tools of educational activism, which can be used variously in both educational and activist contexts.

Francis Macarthy, “The Good, the Bad, and the Projector-less: Rendering the Affordances And Limitations of a Digital Technofeminist Framework with Varying Access to Classroom Technologies”

Regardless of the access to technologies in and out of the classroom, we, as teachers, can give students the space to explore their identities through their composition. Digital Technofeminist frameworks help to reveal the complex relationship between instructor, student, and the technologies available. Throughout this presentation, I will share a variety of classroom-related technology experiences I’ve faced and how digital technofeminist frameworks have impacted my perspectives and utilizations of classroom technologies.

## **G.V.15: How Can Podcasting Help Us ReEngage with Social Justice (Inside and Outside the Academy)?**

*Virtual | Panel*

Alex Helberg, Calvin Pollak, Benjamin Williams, Sophie Wodzak, and Michael Laudenbach

Increasingly, academics have been using podcasts as rhetorically rich tools for achieving pedagogical goals and re-theorizing the power and potential of sonic rhetorics. While academic podcasts can serve as a useful medium for scholarly conversations among insiders, less explored has been the potential for such podcasts to accommodate critical knowledge practices and disciplinary concepts for broader audiences. Our podcast, *re:verb*, bridges the divide between intellectual knowledge and activist practice, showcases movements and causes, and discusses such movements through rhetorical lenses. Through these discussions, we attempt to synthesize knowledges inside and outside the academy, and demystify activism by rhetorically analyzing the thought processes that go into planning and executing it. In this panel, the co-presenters will perform a live episode of the *re:verb* podcast to model this approach to engaging multiple publics in conversations concerning social justice.

## **G.V.16: Justice and Pedagogies**

*Virtual | Panel*

Quang Ly, “How Do Students Learn About Social Justice through Collaborative Writing?”

Given the increase in social justice taking place, students can be a part of this movement. There is a push taking place to integrate more collaborative writing into the classrooms, in conjunction with technology (Jones, 2005). Based on a team-based project examining a hashtag social justice issue, students worked collaboratively and learned how people used rhetorical appeals and techniques to promote their ideas. At the same time, students were able to learn about writing and substantive materials pertaining to their issue in an interactive environment. In the end, students were able to practice digital advocacy via popular social media channels.

Richard Van Dyke, “‘Nice for the Teachers, I’m Sure’: Critical Pedagogy and the Problem of Agency in Online Activism”

This paper re-frames digital activism in terms of agency in order to examine how critical pedagogy might foster resistance to the

exploitation of the privatized internet, as described by Stan Harrison in “Digital Feudalism.” Social media-centered activism brings wider access through the digital commons, but online, capital is unaffected by this organizing strategy because online providers operate as landowners in a sharecropping arrangement: the offer of land (social media spaces) to cultivate (content creation) in exchange for data tracking. Because capital subsumes online activism, critical pedagogy must guide would-be activists to become agents in opposition to the sharecropping arrangement itself.

Amber Foster, “Moving Towards a Pedagogy of Compassion in the Technology-Mediated Composition Classroom”

This presentation situates “compassion”—a term that embraces both Paul Bloom’s “rational compassion” and Jamil Zaki’s “motivational empathy”—as a core concern of the technology-mediated composition classroom. To that end, the speaker will build upon current scholarship on how learning technologies such as Blackboard or Zoom contribute to extant class disparities and social biases by exploring how a “pedagogy of compassion” might assist in addressing these systemic inequities, particularly within the context of online, hybrid, or technology-mediated college composition instruction.

Fatima Seck, “‘Set Me Up for Success’: Black Makerspaces”

This presentation builds on the current social justice theme in technical and professional communication to discuss how design thinking and making can be more inclusive. Using an intentional and unapologetic social justice framework, I call for the creation of Black Makerspaces. Using the Stanford basic model of design thinking (Empathize, Define, Ideate, Prototype, Test), I present how digital spaces already provide us with a basic layout on the tools and resources needed in a Makerspace for black technical communicators/black designers to foster and encourage a space of social learning and meaningful collaboration in a way that black designers need it.

# H Sessions

4:00-5:15 p.m.  
Saturday, May 21

## **H.1: Intersecting Rhetorical Velocity & Anti-Racism as Strategies for the Creation of University Crime Notifications under the Clery Act**

*MSC 125 | Digital Activism Showcase*

Jason Sugg

This project intersects rhetorical velocity and antiracism as strategies in the crafting and dissemination of crime notifications under the Clery Act. Under the Act, universities must, upon the detection of a potential threat, notify the community of the potential threat. Notifications often take the form of crime notifications and are disseminated through a variety of localized and third-party technology platforms. Crime notifications should provide the community with sufficient knowledge about certain crimes in the area to help community members avoid being victims of similar crimes. Campus communities continue to struggle over the equitable use of suspect race descriptions that may propagate stereotypes of communities of color, and messages are often created and disseminated by police-by-default process, thus crossing aspects of police rhetorics. This project engages Ridolfo and DeVoss' (2009) definition of rhetorical velocity as "a strategic approach to composing for rhetorical delivery" for the "strategic theorizing for how a text might be recomposed" (Ridolfo & DeVoss, 2009) by an audience, as well as why, how, and to what helpful or harmful rhetorical ends. Key take-aways are considerations for an antiracist approach to crafting Clery Act notifications and anticipating the rhetorical velocity of crime notifications and their impacts on communities of color.

## **H.2: Courses and Communities: Envisioning New Paths for Digital Activisms**

*MSC 200 (Black Box Theater) | Digital Activism Showcase*

Tina Puntasecca, Constance Haywood, Teresa Williams

This panel will examine the relationship between digital literacies and activism in research, teaching, and community engagement in three ways. Speaker 1 proposes a course design that prioritizes Black feminist digital literacies and activism in the modern-day writing classroom. Speaker 2 troubles post-crisis digital movements as community building, while suggesting inclusive interventions. Speaker

3 examines captioning and censorship on TikTok, how users work-around such censorship, and explore the impact those workarounds can have on accessibility. Together this panel contemplates alternative ways to think of and engage in digital activism, both inside and outside the classroom, and the ramifications they have for research, teaching, and community engagement. Content warning: Collective Trauma (disaster, shootings), Racism, Mentions of Suicide.

### **H.3: The Activist is Calling from Inside the House: Exploring Productive Frictions within Activist Praxes**

*MSC 249 | Panel*

Bri Lafond, Dustin Bacon, Yvaine Neyhard, Lesley Owens

The field of user experience (UX) architecture uses the term “friction” to refer to points of an interface that slow down an individual user’s navigation. The goal of many UX designers is to reduce these frictions in order to streamline user experience, but some have argued (Mejtoft et al, 2019) that instead of striving to reduce frictions, UX designers “can disrupt ‘mindless’ automatic interactions” through strategic points of friction (Cox et al., 2016). In this panel, we extend this principle of productive, disruptive frictions to recent work in our respective fields. Our work frames institutional limitations as constraints that continually shape the activists who confront them, simultaneously posing the risk of failure and offering generative possibilities. Panelist A discusses various platform frictions activist video essayists experience in publishing to YouTube. Panelist B uses machine learning to understand how environmental activists resist linguistic structures, challenging the boundaries of animacy and agency. Panelist C’s analysis of nontraditional-age college students’ use of digital composition technologies identifies unexpected frictions between users and interfaces, revealing pedagogical intervention opportunities. Panelist D describes how, in the absence of institutional supports, grad student workers have relied on private Discord servers for mutual aid, building community, and organizing.

### **H.4: Podcasting, Storytelling, Sonic Rhetoric, and Resistance: Four Variations on a Theme**

*MSC 253 | Panel*

Jeffrey Gerding, Liz Lane, Allison Preslar, Daniel Liddle

This panel brings together four variations on the themes of podcasting, storytelling, sonic rhetoric, and resistance. Together, these four

presentations examine the underlying conventions of storytelling as used in podcasting and soundwriting, and how these are informed by politics, activism, and soundscapes of the world beyond our classrooms and home institutions.

### **H.5: Toward C&W 2023**

*MSC 307 | Info Session*

Carl Whithaus

This session will be organized as an info session/workshop/brainstorming session about proposals for panels/sessions/workshops at C&W 2023.

### **H.V\*.6: Our Bodies, Our Apps: Discussing Best Practices for Navigating Health & Wellness Mobile Apps**

*MSC 209 (Dr. Jesse R. Peel LGBTQ Center) | Virtual Panel*

Melissa Stone, Zachary Beare, Allegra W. Smith, Gavin P. Johnson

Since 2008, health and wellness mobile apps have become increasingly ubiquitous technologies, and millions of these apps have been developed for download to smart devices. Furthermore, because of the proliferation of mobile app use within the last decade digital technological designs have witnessed a turn toward large-scale data collection. This roundtable discussion is composed of scholar-teachers who have concerns related to health and wellness app use, the way these apps track bodies, and how the entities behind such apps handle user data. We see this roundtable discussion as a space for which we might generate best practices documentation for choosing and navigating health and wellness apps.

### **H.7: “Tweet like the wind, friends!”: Building a Theory and Praxis of Conference Live-Tweeting**

*MSC 206 (Center for Leadership and Civic Engagement) | Lightning Talk / Roundtable*

Lauren Cagle, Sweta Baniya, Chen Chen, Megan McIntyre, Temptaous Mckoy, Ruby Nancy, Patti Poblete

Within academic communities, Twitter users have developed a shared practice of “live-tweeting” professional conferences, which has continued to evolve as COVID safety requires travel and event restrictions, shifting many academic events to virtual or hybrid for-

mats. However, this shared practice has yet to yield widely shared behavioral or discursive norms, either within academia more broadly or within rhetoric and composition specifically, and it remains undertheorized. Drawing from personal experiences as producers and consumers of conference live-tweeting, this roundtable presents initial results from a multi-author collaborative inquiry focused on extending our theoretical and ethical understanding of this practice.

## **H.8: Erasure Imagined, Erasure in Fact: Interventions for Digital Technologies Employed in Course and Instructor Evaluations**

*MSC 320 | Panel*

Heidi Naylor, Debra Purdy, Sherena Huntsman

This panel from a large public university in the Rocky Mountain West explores ways instructor identity, faculty satisfaction, and student engagement are complicated by digital and institutional constraints. What happens when erosion or alteration of writing instructor presence occurs in digital spaces? How can we avoid harm and increase justice while employing efficient yet impersonal digital technologies to assess faculty performance through student evaluations of writing instructors? How are student engagement and faculty regard (self- and other) complicated by evaluative structures, digital tools, and institutional policies, especially when these frame perceptions in ways that may erode instructor presence and risk its erasure?

## **H.9: It's All Part of an Education: Social Media Research Across Contexts**

*MSC 337 | Panel*

Aubrey Schiavone, Merideth Garcia, Anna Knutson

This panel explores research on digital activism in extracurricular, classroom, and professional development contexts. Acknowledging the “unruliness” (Alexander, Jarratt, & Welch, 2018) of activism that crosses contexts and draws on both traditional and new media literacies, speakers analyze social media posts, academic writing, and professional experiences to better understand how academic contexts might better align with writing and learning that take place outside of academia. This panel will be useful to teachers and administrators designing curriculum for both undergraduate and graduate student populations.

## **H.10: Methods and Methodologies of Digital Scholarly Activism**

*MSC 207 | Panel*

Jasmine An, Laurie E. Gries, Kelly L. Wheeler

In an effort to highlight the affordances of using digital technologies to bridge the relations between digital scholarship and activism, this panel discusses different methodologies, methods, and practices for studying and countering hate, violence, and racism during an era of intensifying antisemitic and anti-Asian sentiment and actions. Grounded in their experience developing three digital public humanities projects—The Swastika Counter Project, The Anti-Hmong Violence Report, and The Virulent Hate Project—each of the panelists share both the complexities and the rewards of doing this kind of engaged digital humanities scholarship.

## **H.V\*.11: Digital Assignments with the DRC: Toward a Pedagogy of Accessibility, Ethics, and Activist**

*MSC Ballroom C | Virtual Lightning Talk / Roundtable*

Jathan Day, Courtney A. Mauck, Jennifer Burke Reifman, Laken Brooks, Laura McCann, Laura Menard, Alyse Campbell, Sarah Hughes, Anne Rutgers Gere, Naomi Silver, Simone Sessolo

This mini-workshop will provide participants with lesson ideas and best practices to develop digital rhetoric assignments for the first year writing (FYW) classroom. Digital rhetoric assignments produce an opportunity for students and instructors alike to investigate the intersections of technology, power, and rhetoric by exploring concepts we are faced with daily, such as algorithms, information privacy, digital literacy, and big data. This hands-on is designed for graduate students and early career faculty who are interested in adding a digital rhetoric assignment to their FYW classroom. Participants will benefit from an overview of digital rhetoric pedagogies, and then work in small groups around one of three special topics to develop an assignment and rubric that they can implement in their classrooms: accessibility, ethics, or activism.

## **H.V\*.12: Constellated Learning: Professionalizing Graduate Student Researchers through the Creation of Oral Histories and Archives**

*MSC 234 | Lightning Talk / Roundtable*

Dundee Lackey, Rachel Daugherty, Lia Schuermann, Jennifer Judd, Kayla Almaguer, Danielle Littlefield Brady, Sarah Cho, Jennifer Conner, Kenneth “Woody” Evans

As teachers of research methods courses, we see a lack of cen- 105

tralized discussion about rhetoric and composition methods and methodologies that make these values visible. Our research seeks to address this gap through a long-term, open-access archival creation project that interviews rhetoric and composition scholars about their individual thoughts on research methodologies in their work. Collectively, these interviews constellate (Powell et al), with each individual interview creating a complex network of connections that visualize disciplinary research approaches. Together, these interviews provide a grounded and embodied way of looking at methodologies at work in our discipline. In this virtual, asynchronous roundtable we will discuss the ongoing creation of this archive and share early findings; explore the processes of collecting, editing, and sharing these interviews; and hear graduate student reactions to their use in a recent course in Research Methods in Rhetoric and Composition.

### **H.V.13: Data and Hacktivism**

#### *Virtual | Panel*

Chris Turpin, “Hackers and Hegemons; How Hacking Challenges the Centrality of the Designer”

This presentation challenges the hegemony of the designer within fields interested in the algorithm. It does so through an analysis of the hack, specifically activist led distributed denial of service attacks, to demonstrate that algorithms are not always unchanging, unidirectional, channels for a nominal designer’s agency. Instead, it shows the multifaceted nature of the algorithm as a point of articulation among various agents with various agendas. This multifaceted understanding of the algorithm encourages users and designers to consider ways the hegemony of the designer may be usurped for good and ill.

Elise Silva, Khirsten Scott, Tereisa Luster, Amber Taylor, “Information and Data Equity: A Community-Engaged Composition Project”

Homewood Youth-Powered and Engaged Media (HYPE), is a critical literacies program in the historically Black neighborhood of Homewood in Pittsburgh, PA focusing on youth-led story-making possibilities responding to stigmatized narratives of Black girls, women, and communities. This presentation will outline how community engaged researchers centered youth participation in various data collection activities in their neighborhood and then disseminated that information on a range of digital platforms. As an information equity project, the digital activism reported on in this project focus on youth participants as they advance counter-narratives about their communities.

Kaden Milliren, Paul Thompson Hunter, “‘It Made Me Realize I Was Not Alone’: Widow(er) Support Groups and Digitally-Mediated Assemblages of Care”

Given the rapid increase in the number of bereaved individuals, especially widow(er)s, during the COVID-19 pandemic, online support networks have become increasingly important spaces for conceptualizing and processing loss via rhetorical utterances. Emphasizing a feminist, new materialist methodological framework, data from one widow(er) support group was collected via participant observations, personal narratives, and anonymous surveys. This data indicates the salience of affective identification and the potential for generative understanding in digital spaces. Based on this research, we conceptualize these communities of bereavement as digitally-mediated assemblages (Bennett, 2005) of care (Puig de la Bellacasa, 2011) that warrant further examination. Content warning: Death, grief.

#### **H.V.14: Digitally Moderated Activism**

*Virtual | Panel*

Akram Zouaoui, “Translanguaging for Social Change”

Tunisia represents a rich sociolinguistic laboratory with a long-standing diglossic situation and a history of multilingualism. Systems of power, language practices, and identity constitute an important component of this cultural site. Translanguaging, as a practical theory of language, has enhanced the access of a wide range of Tunisians to digital activism and captured the creative and critical dimensions of their participation. Their negotiation of standardized writing rules has become entangled with language access and intelligibility.

Mary Le Rouge, “VR’s Role in Establishing Environmental Empathy and Its Potential to Model Complex Climate Systems”

VR has been used extensively to promote public empathy for the environment, especially for coral reefs in the face of bleaching caused by global warming. While empathy is important, VR has much greater potential to model climate systems and allow students and citizen scientists alike to help solve environmental problems. VR programs that model climate simulations and interventions using Gaia theory can offer a greater understanding of the Earth’s functions and diseases, and a safe space to develop solutions that can forecast how human interventions in climate will play out in multiple systems over long time periods.

Stephen Paur, “Print vs Screens: Curricular Media & Environmental Justice in FYC”

How might the disproportionately shouldered environmental costs (both short- and long-term) of the paper and printing industries (tree farming, ink-making, etc.), on one hand, and digital infrastructures (its power sources, conflict minerals, etc.), on the other hand, be more accurately understood, quantified, and ultimately compared? By exploring this question, this project aims to help students, teachers, and administrators make more informed media-specific choices about how to successfully go about teaching and producing writing, as well as fostering techno-critical literacy, in the 21st century.

Meghalee Das, “Networked Publics and Activism: Analyzing the Capacities of the Assam Protests against the Citizenship Amendment Bill in India”

Research suggests that digital platforms and hashtags have considerable potential for spurring socio-cultural or political action (Wang, Liu, & Gao, 2016; Skaza & Blais, 2017; Pang & Law, 2017). While there are studies on movements like Occupy Wall Street, the Arab Spring and #MeToo, there is a gap in scholarship on online activism in India, in spite of it having millions of active social media users. This presentation addresses this gap, and uses Tufekci’s signaling and capacities framework (2017) to analyze India’s anti-citizenship bill issue, and proposes “passive capacities” as another way to signal power and sustain a movement.

### **H.V.15: Digital Activism During COVID 19: Negotiating Civility, Political Discourse, and Uncertainty**

*Virtual | Panel*

Dorcas Anabire, Kelebogile Phalaagae, Lydia Boateng

This panel explores the digital space, specifically, social media’s representation of activism on the local or global level. Digital activism, based on its rhetoric, has the capacity for effecting change, whether positive or negative. With the COVID-19 pandemic global crisis, social media popularity and usage soared, and it was the platform for any conversation related to the pandemic. This panel adds to the scholarly conversations taking place currently, on the role social media has played in promoting digital activism during the COVID-19 global crisis.

## H.V.16: Storytelling

### *Virtual | Panel*

Bibhushana Poudyal, “Digital Storytelling through Community Praxis: Possibilities of Subverting Epistemic Violence of Colonial Discourses”

My proposed presentation discusses the precarities, negotiations, limitations, and affordances of building a digital archive in a South Asian context through collaborative, participatory design frameworks. I draw from my doctoral research where I am building and theorizing an open-access digital archive of my street photography in Nepal (Non-West) from an academic location of a doctoral program in the US (West). My presentation interrogates possible theoretical and methodological frameworks through community-led participatory design for digital storytelling from and as a location of resistance, and I propose it as a possibility of subverting epistemic violence of colonial discourses.

Jiaxin Zhang, “Studying Digital Practices of #StopAsianHate from YouTube Videos and Comment Space”

Responding to the call to explore “how digital technology can be structured, governed, and used to maximize the good and minimize the evil in digital practices” (MacKinnon, 2012), this study aims to examine public sentiments and engagement of a digital activism practice from the comment space of five #StopAsianHate YouTube videos. By applying grounded theory and content analysis, this study explores viewers’ sentiments toward digital activism videos, the constraints and affordances of YouTube when shaping the digital practice, and the implications of practicing digital activism by YouTube videos.

Cameron Becker, “#ActuallyAutistic: Rhetoricity, Self-Advocacy, and the Emergence of a Counterpublic”

#ActuallyAutistic is an activist hashtag intended for the exclusive use of autistic individuals to share resources, build community, and engage in self-advocacy. The hashtag was created as a direct response to ableism and abuse from mainstream autism advocacy campaigns like Autism Speaks and online environments like #autism. I argue that #ActuallyAutistic functions as a digital counterpublic and therefore merits deeper academic study as a site of rhetorical invention by minority rhetors which can help scholars develop new ways of documenting, studying, and understanding disability self-advocacy rhetoric. Content warning: ableism. Presentation includes slides with images, but the images are described and explained in the speech.

Deanna Laurette, “Re-Presenting Identity Online: Curation, Disclosure and Communication on Facebook Support Groups for People with Disabilities”

This presentation will explore how disabled people utilize various technologies and Facebook support groups to represent their identities. This work is informed by work in Disability Studies, Technical Rhetoric, and Body Rhetorics. Overall, the human body is recreated through every online interaction, and the disabled group member chooses the way that they are represented. This is the beauty of technologically mediated communication for disabled people. This presentation also relies on the work of usability studies and universal design to describe the many problems disabled people face when trying to embody Facebook spaces. Content warning: medical trauma.

### **H.V.17: Narrating Innovation**

*Virtual | Panel*

Allie Johnston, “Addressing Injustice in the First-Year Writing Classroom: Empowering Student Voices through Curriculum”

Over the last several years, technologies have changed, audiences have changed, and the experiences students share have changed (Walker, 2018, p. 270). How are we as writing instructors, researchers, and writers responding to these changes within our writing classrooms? While the workforce, career readiness, and communication in general has changed quickly, education has remained more stagnant and changed at a slower pace. In turn, our commitment to addressing areas of injustice has remained stagnant, as well. This presentation will highlight recent research addressing how first-year writing programs and writing classrooms implement digital assignments to support students and connect with their local communities.

Suresh Lohani, “Smartphone Texting Practices: From Fostering Multimodal Composition to Promoting Digital Activism.”

The impact of smartphone propelled digital composition is perceptibly felt in today’s communication sites, both across physical and cultural spaces and in and beyond academia. The use of smartphones, however, goes beyond mere engagement with digital composition. Today, in addition to using smartphones to do their assignments, traditionally marginalized students use them to promote digital activism, mainly in resisting the hegemonic implications of the standard language ideology. They do so through mobile texting practices by using this digital platform to resist, often without even realizing it, the standard English conventions through a fusion of multimodal components and translingual features.

Dana Comi, “‘A Powers-That-Be Situation’: Infrastructural Inversion, Access, and Intervention”

This presentation shares preliminary findings from a study of the WIC program and an information infrastructure genre, the Approved Food List (APL) that perpetuates and exacerbates the marginalization of women of color who are enrolled in WIC. The APL evidences an over-reliance on technological innovation to secure access for participants. This presentation posits that information infrastructures are sites to investigate systemic problems, and seeks to jumpstart conversations with fellow panelists and attendees about the infrastructures that marginalize, harm, and otherwise affect people in their everyday lives.

Collin Bjork, Philip Choong, “The Student-Podcaster as Narrator of Social Change?”

As a genre, narrative nonfiction podcasts such as *Serial*, *Uncivil*, and *Ear Hustle* afford both tantalizing possibilities and frustrating limitations for those invested in civic engagement. And when teaching soundwriting students to produce their own narrative nonfiction podcasts, these boundaries become increasingly magnified. To further explore the prospects and restrictions of using narrative nonfiction podcasts as a rhetorically-tuned pedagogical tool for enacting “social change” (Cushman, 1996), the co-presenters examine a case study of their experiences teaching such a course.

## **7Cs Committee Open Meeting**

**5:30-6:15 p.m. Saturday, May 21**

**MSC 249**

**Co-chairs Naomi Silver and Wendi Sierra**

## **Night Out in the Arts District**

**6:30-8:00 p.m. Saturday, May 21**

## Notes

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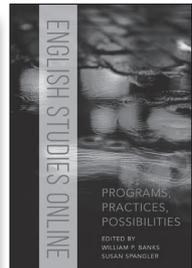
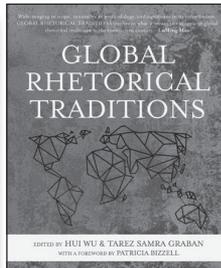
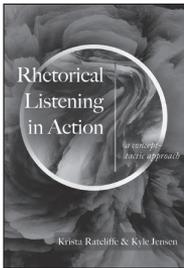
*Rhetorical Listening in Action: A Concept-Tactic Approach* by Krista Ratcliffe & Kyle Jensen

*Global Rhetorical Traditions* edited by Hui Wu & Tareq Samra Graban. With a Foreword by Patricia Bizzell

*A Rhetoric of Becoming: USAmerican Women in Qatar* by Nancy Small

*Writing in the Clouds: Inventing and Composing in Internetnetworked Writing Spaces* by John Logie

*English Studies Online: Programs, Practices, Possibilities*, edited by William P. Banks and Susan Spangler



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This part about healthy and unhealthy relationships seems a bit unclear I'm not sure what you're trying to say right there. Maybe go back and take a look make it more clear. Endorsed?  
[View in Context]  
 Classmate #26's Rating: ★★☆☆☆

When you first start talking about happiness and relationships I cant determine which you're talking friendship or marriage. Or maybe both you should really determine that. Endorsed?  
 Classmate #26's Rating: ★★☆☆☆ 🔄 revision plan

Add a thesis statement or make your thesis statement more clear so the audience can know what you're going to be talking about throughout the essay. Endorsed  
 Classmate #26's Rating: ★★☆☆☆ 🔄 revision plan

**Comments for Classmate #26 from Classmate #28 (4)**

In the introduction says if you ask someone today if they are happy they are most likely to tell you yes or no and the reason will be because of someone or something. I think they aiming at what the causes of people happiness. I think they should start the paper off with a better question. Endorsed  
 Classmate #26's Rating: ★★☆☆☆

The writer says a big part of happiness is found in relationships. The writer is aiming at is that happiness comes from relationships. I think they should improve it by saying that most of the happiness portion comes from healthy relationships. Endorsed?  
 Classmate #26's Rating: ★★☆☆☆

The writer says being in a happy relationship can determine how our health is going to be in the future and if we are unhappy in relationships our health will decline. They aiming for that the healthy relationships keep the bodies up. I think that they should give more details about this point. Endorsed?  
[View in Context]  
 Classmate #26's Rating: ★★☆☆☆

Community born and community driven, Eli Review was invented at Michigan State in 2007 by Jeff Grabill, Bill Hart-Davidson, and Mike McLeod.



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