

MnWE 2024

CONCURRENT SESSION DESCRIPTIONS

SESSION	DESCRIPTION
<p data-bbox="203 611 573 772">A.1 Diversity, Equity, and Inclusion in Writing and English</p> <p data-bbox="203 806 513 863">Leni Marshall, University of Wisconsin-Stout</p> <p data-bbox="203 898 573 955">Brandi Fuglsby, Austin Peay State University</p> <p data-bbox="203 991 477 1050">Eric Blankenburg, Anoka Technical College</p>	<p data-bbox="613 606 1393 873">Marshall: “Diversity, Equity, and Inclusion.” To improve people’s intercultural agility, it is more effective when they have intrinsic, rather than extrinsic, reasons to learn about topics such as equity, diversity, inclusion, access, and social justice. My approach to these topics is based on data-driven change efficacy research. With this approach, each individual’s values are used as a foundation on which they can build a greater understanding and awareness. For people who believe in an institution’s mission, an awareness of ways they can contribute to advancing that mission encourages reflection and development.</p> <p data-bbox="613 909 1409 1514">Fuglsby: “Intercultural Communication in the Classroom.” With increases in remote collaboration and advances in technologies, professional activities often involve colleagues living in states, or even countries, away from one another and representing differing cultural backgrounds and experiences. These intercultural interactions call for effective pedagogical approaches, specifically, intercultural communication (IC) instruction, to prepare students for the dynamic professional situations they will encounter. This presentation will explore one technical writing course’s ten-year evolution of the incorporation of IC. It will reveal how the teaching materials, including syllabi, course schedules, lecture notes, genre examples, and class activities, attended to and set up the course’s discussion of IC. The main findings include the following: an increase in scaffolding culture over the ten-year period, a realization of the broad use of the term “culture,” and a switch in naming cultural interactions from “cross-cultural” to “intercultural.” Along with demonstrating critical reflection of one’s own teaching practices, this presentation describes strategies, based on the findings, that broaden writing students’ understanding and conception of IC and culture in general. These strategies prepare students for IC situations, whether happening locally or globally, that they will likely encounter in their careers.</p> <p data-bbox="613 1549 1417 1791">Blankenburg: “Equitable Grading Practices.” Traditional grading practices hide information, invite instructor biases, and provide misleading information. This stifles risk-taking and trust between the teacher and student while encouraging students to chase points rather than motivating them towards a growth mindset. Equitable grading practices provide faculty with researched-based tools to support all students’ achievements, overcome equity gaps, improve learning, minimize grade inflation, reduce failure rates, and create stronger teacher-student relationships.</p>

A.2
Whither Dev Ed? Wither Dev Ed??

Michelle Cochran, Rochester Community and Technical College (Virtual)

Larry Sklaney, Century College

Yanmei Jiang, Century College

Ryuto Hashimoto, Minnesota State University, Mankato

What’s going on with Dev Ed at your school? In this session, let’s compare notes!

Michelle will showcase an innovative, evidence-based developmental reading course at RCTC in which reading coaches work with groups of 4-7 students, English learners learn side-by-side with *not* English learners, and both make significant gains in one semester. Her 2023 sabbatical research focused on identifying “who are our English learners?” and how to address diverse needs. She will share student progress data and some surprising things learned from student assessments, both qualitative and quantitative, that are helping Rochester design individualized curriculum.

Larry will recount Century’s redesign of corequisite Developmental Composition, “corequisite” meaning 12 of 24 Comp I students simultaneously enroll in a Dev Ed writing course. The department hopes to save students time and money by cutting the developmental credits in half, but some faculty worry about accomplishing the open-enrollment college mission to serve learners of *varying* preparedness with less instruction and no options besides co-req Composition for students.

Yanmei, like Michelle, is engaged in statewide conversations on the future of Developmental Education. In light of Minnesota State’s push to eliminate all stand-alone developmental courses and adopt the corequisite model state-wide by 2026, it is imperative that educators (re)consider the consequences of granting students access to college-level courses through the corequisite model—without considering the unique academic needs stemming from a myriad of factors (e.g. socioeconomic status, cultural upbringing, linguistic background, mental health, neurodivergence, etc.).

Ryuto will explore his education journey as an international student from Japan. His Century ESOL student experience highlights the pivotal role that developmental education courses serve for international students through cultural and academic initiation. As a TLC (Tutor Linked to Class), he became concerned about students whose needs are not sufficiently addressed in the current corequisite model. And now as a graduate student, he will identify potential directions for developmental education research.

<p>A.3 Changing Landscapes: Generative AI in First- Year Writing</p> <p>Molly Vasich, University of Minnesota Twin Cities</p> <p>Kris Cory, University of Minnesota Twin Cities</p> <p>Marcy Bock-Eastley, University of Minnesota Twin Cities</p> <p>Rebecca Jurisz, University of Minnesota Twin Cities</p>	<p>The growing availability and popularity of large language models, most notably ChatGPT, represents a significant change in the landscape of writing that is shifting writing practices of both students and professionals. We see our First-Year Writing (FYW) Program as a key space to respond by helping students develop critical information and digital literacy, including AI literacy. We aim to help students thoughtfully consider the rhetorical impact of AI use across contexts (AWAC, 2023), ethical implications of AI writing tools (Bjork, 2023; CWCAB, 2023; Gordon, 2023), concerns about information accuracy (Hicks, 2023), and how use of ChatGPT might impact their learning (AWAC, 2023; CWCAB, 2023). This approach is grounded in our program’s broader curricular focus on rhetorical agency and information literacy.</p> <p>This panel shares perspectives from FYW administrators and faculty in the process of actively iterating practices around ChatGPT. Administrators share program survey data on students’ AI use and reflect on our evolving strategies to build instructor capacity around AI literacy, including updated policies, professional development, and model curriculum materials. Faculty share their experiences piloting activities engaging students in critical use of AI, including student responses.</p>
<p>B.1 Writing Centers and Writing Workshops</p> <p>Luke Morgan, Metropolitan State University</p> <p>Alec Sonstebly, Metropolitan State University</p> <p>Melissa Castino-Reid, Normandale Community College</p> <p>Kari Fisher, Normandale Community College</p>	<p>Morgan and Sonstebly: “Supporting Post-Traditional Researchers and Writers.” Presenters from the Writing Center and Library at Metro State will share insights on collaborative research and writing support for post-traditional students. Our survey of 500+ students found visiting our drop-in service led to positive self-reported outcomes in confidence, sense of community, and achievement across online and in-person service modalities during and after the COVID-19 pandemic. Even more encouraging, outcomes were largely equitable across the diverse student population Metro serves. We’ll focus on three key student behaviors from our study correlated with these outcomes: the quantity of time spent with support, the frequency of student visits, and whether students interacted with the same staff member over time. With the diverse range of attendees at MnWE in mind, we’ll use our findings and their implications to start a conversation considering questions such as: What are the needs of post-traditional writers at your university, and how is the university responding to them? What behaviors and expectations have you observed in your post-traditional writers that might create opportunities to improve their learning? How might libraries, writing centers, and faculty partner to improve student learning in research and writing?</p> <p>Castino-Reid: “Informal Writing Workshop.” As students enter the composition classroom on Day One, many are conditioned by traditional, very formal writing guidelines. Even in the introductory essays many teachers assign, formats are strict, cookie-cutter, and lack engagement. The late Winston Weathers wrote a slim but powerful book called "An Alternate Style," and in it, he argues that a looser, freer, more poetic style of writing exists. My students know it as the Grammar B essay, and I know it can do powerful things for writers and teachers. The only thing stopping most? Fear of having fun in place of rigor. Let's engage, and let's see what authentic voices can look like and sound like on the page. Yep. This is a dare. Come on in! You might just like it!</p> <p>Fisher: "A Year-Long Writing project, Wild Turkeys, a Renaissance-Era Executioner, Class Notes, and a Bunch of Other Stuff Walk into an Imperfect Bullet Journal. . . ." In December of 2022, I joined a writing community through Portland, Oregon's Attic Writing. Each month for a</p>

	<p>year we met by Zoom to talk through our writing notebooks and how we were using them to support our writing lives. For 5 years, I've used a very imperfect bullet journal to keep track of my teaching, family, writing, creative projects, bills (and basically anything that I do). I'll share about the year's experiences in using a writing notebook, regular writing observations (including the quest for wild turkeys at our nearby Nature Center), and ideas that I've integrated into my teaching of composition (and IRW) classrooms, and a few ideas for other ideas to consider to improve writing and learning by using writing notebooks.</p>
<p>B. 2. Empowering Students for Success</p> <p>Kia Thompson, Independent Scholar</p> <p>Sara Waddle, Saint Catherine University Student</p> <p>Megan Nekola, Century College Student</p>	<p>Thompson: An article about student mental health in <i>The Chronicle of Higher Education</i> addressed students' mental health needs and its impact on instructors. I was pleased to learn that instructors are starting to practice mindfulness within the classroom and allowing mental health days for students. One instructor explained how she uses her counseling psychology background through active listening and validation to assist her psych students (Field, 2023). However, instructors also expressed how bogged down they felt. A poll showed that words like "burnout," and "not enough time" described how instructors felt at work (Field, 2023, par.19). Furthermore, some instructors expressed uneasiness about how to help their students (Field, 2023). Therefore, thinking about writing center faculty, I pose the following questions for discussion: How can students and writing center faculty build reciprocity (mutual support) for one another? What therapeutic techniques within counseling psychology can writing center faculty use to address student writers' mental health needs?</p> <p>Waddle: "Reflections on Literacy Tutoring of Early Learners." My main focus will be reflecting on my previous 4 years of Reading Corp literacy training as a job while I am completing my bachelor's degree in psychology. I would advocate for more relationship-building in the classroom rather than test-only reviews. I often see children who do not perform well on tests, so they have lower scores at benchmarking. However, I can pull out more of their potential by showing them what is already there or giving them a large boost of confidence. To get students the correct services in the areas they are struggling with, their needs should be dissected and identified before establishing an outlook for their trends and goals. If we can adapt a "relationship first" mentality, students will soar far above where we imagined because building rapport and relationships with students (much like a counselor-type role) can positively impact their literacy acquisition.</p> <p>Nekola: "My Journey in Education—From a Gender Studies' Perspective." The presentation focuses on my journey in education from my teenage years as a high school student, through the pandemic as a front-line worker and new college student, to a soon-to-be college graduate and Gender Studies Certificate recipient. I will discuss the multifaceted factors or reasons that have impacted my growth or transformation — with the goal of envisioning a future as a civil rights attorney.</p>

B.3
Critical Literacies and
AI's Big Sell

Mark Brenden, University of
Wisconsin-River Falls

Patrick Bruch, University of
Minnesota Twin Cities

Tom Reynolds, University of
Minnesota Twin Cities

Our panel will explore the challenges and opportunities that our current moment presents for projects of critical literacy and education. Moreover, we will share how we have attempted to help students develop critical literacies in the writing classroom as alternatives to the new vision for writing and learning cast by AI and Large Language Models such as Chat-GPT. As writing teachers, we recognize that our students receive punitive syllabi policies and stern warnings about AI's threats to critical thought. Such warnings compete with a sophisticated counter offer (orchestrated by students' own AI devices) that sells AI as itself liberatory in everything from glossy Super Bowl ads to online popup "news" stories. Our panel will critically reflect upon our attempts to bring AI into the classroom as an inspiring object of critical analysis, and we will share a pedagogical activity that seeks to help students establish more distance from the transmogrification of liberation in our current moment.

Speaker One will introduce the concept of "the Big Sell" and position critical literacies as a possible corrective to its depiction of writing and identification.

Speaker Two will report on a recent attempt to build AI into a course that focuses on writing arguments.

Speaker Three will share first-hand classroom experiences with AI, including student reflections on the promises and perils of using AI for critical insight into contemporary events.

C.1 Theorizing and Envisioning AI's Limits and Possibilities

Jessica Possin,
Minnesota State University,
Mankato

J. Gregory Brister,
Valley City State University

Emily D. Wicktor,
Valley City State University

Mialisa Moline, University of
Wisconsin-River Falls

Possin: "Teaching Writing Through Reflection: A Pedagogical Model in a World of AI." As writing instructors, we are exploring how AI will play a role in our classrooms and instruction. To ignore it seems detrimental to our students, as it will be a part of their writing world. However, AI cannot replace the human need to communicate through writing. It is imperative that writing instructors learn pedagogical strategies that will allow their students to increase, rather than decrease, their understanding and engagement in writing practices. This session will explore how student reflection as a pedagogical practice can be leveraged to engage students in their own learning, allowing them to explore what AI can do, and what it cannot. This will allow our students to more fully engage in the world of communication. We will explore how reflective writing and discussions empower students to create texts that communicate their ideas effectively, and how reflective writing can allow students to transfer their skills to multiple contexts, modalities, and audiences.

Brister: "AI, Composition Theory and Teaching Writing." The emergence of AI/ Large Language Models has led to alarmist cries of "the end of high-school English" (Herman, *The Atlantic Monthly*) and a debate among teachers of writing who either embrace the possibilities of LLMs like ChatGPT or reject it for fears of the increasing problem of plagiarism and the difficulty of finding reliable AI writing detection programs. As a professor who teaches secondary educators about composition pedagogy, my interest is considering how AI can be considered within the history of composition theory. In particular, how does AI-generated writing force us to return to or reconsider cognitive approaches to writing (Emig, Lunsford), process-centered instruction (Murray, Elbow, et. al.), post-process arguments (Kastman Breuch), and the New Rhetoricians arguments for a return to classical rhetorical methods? While I do not intend to provide an historical overview of these movements, I would like to situate AI-generated writing within the context of composition theory. Moreover, I would like to consider ways to help students understand that writing is a way of thinking and how writing assignments based on classical imitation and multimodal discursive practices like those used by Gloria Anzaldúa and modernist writers like John Dos Passos may be able to help students understand the limitations of AI-generated responses in the production of their own writing.

Wicktor: "To ask is to break the spell": Neil Postman, the Huxleyan Warning, and Old-New Visions for College Writing in the Age of AI." In Neil Postman's 1985 *Amusing Ourselves to Death*, he refers to "collateral learning," a Deweyian concept positing that "the content of a lesson is the least important thing about learning" and that the "most important thing one learns is always about how one learns ... we learn what we do" (Postman 144). I find myself back at Postman and John Dewey—two foundational authors from my early years as graduate student learning how (and why) to teach college writing—not because I wish to regress to my old pedagogical touchstones but because in their assertions on "learning by doing" and on what Postman calls "The Huxleyan Warning" I find a critical path forward in an age of AI. And it's a path lined with questions that lead to knowingness for, as Postman states, "no medium is excessively dangerous if its users understand what its dangers are" (161). Postman's "Huxleyan warning" concludes by claiming the point of *Brave New World* was not that the characters "were laughing instead of thinking, but that they did not know what they were laughing about and why they had stopped thinking" (163). In transferring both Dewey's and Postman's assertions to contemporary writing classrooms potentially interconnected to such

	<p>inescapable AI or LLM technology, I find my old-new pedagogical practices informed by “breaking the spell” that technological advancements are unquestionably a sign of inevitable progress and acceptance.</p> <p>Moline: “Memory and Writing Mode: Social and Individual Knowledge Retention.” This presenter delves into the connections between memory, one of the five elements of Aristotle’s canon, and increasing tensions between a clear social preference for, and significant reliance upon, digital writing over handwriting among college students. New studies are emerging in the cognitive sciences that reveal differences between how handwriting affects individual memory processing and how digital writing affects individual memory processing. At the same time, the digital realm has become so ubiquitous as to have nearly completely taken over the role of social and cultural memory repository. Artificial Intelligence continues to expand its influence over the digital sphere, directly affecting our social construction of knowledge in increasingly important ways. How might educators in the field of writing best ensure that individual learning not get harmed in the wake of such rapid technological development? Can the academy find and implement hybrid approaches to the teaching of writing that would help students capitalize on the inherent values of both the social construction of knowledge and the individual expressions of thought to inject into those social spaces, using both high tech and low tech writing methods? If so, what might that look like?</p>
<p>C.2 Reflective Practice: Creating Community Among Students and Colleagues in First-Year Writing</p> <p>Danielle Hinrichs, University of Minnesota Twin Cities</p> <p>Megan Mills-Rittman, University of Minnesota Twin Cities</p> <p>Dylan Reynolds, University of Minnesota Twin Cities</p> <p>Tréza Rosado, University of Minnesota Twin Cities</p> <p>Allison Vincent, University of Minnesota Twin Cities</p>	<p>Our roundtable discussion will explore the promise of learning communities by showcasing our experiences with reflective practice groups designed by the First-Year Writing program at the University of Minnesota. Drawing from extensive research in multiple disciplines, <i>How Learning Works</i> explains that students who “self-monitor” and reflect on their learning achieve deeper learning goals and apply their learning to new contexts. Students often develop these metacognitive practices not alone but in community. The classroom community models reflective practices, helping students to develop individual strategies for enhancing their learning across many contexts (Lovett et al., 2023, p. 196). As constantly developing, iterative learners, both students and faculty benefit from a sense of belonging in such “communities of practice,” collaborative groups of people who reflect and learn together (Taczac and Robertson 212). We will share context and scholarship about the idea of reflective practice and then describe specific strategies for reflective community building in our classrooms and among our colleagues in first-year writing.</p>

<p>C.3 Practicum: Embodied Writing: Ways to Write with Mind and Body</p> <p>Jennifer Miller, Normandale Community College</p>	<p>Writing can be very intimidating, both for students who are writing essays for class as well as for seasoned writing veterans. This 1-hour practicum will teach strategies that can help writers get out of the doubts of their heads and into the confidence and experience of their bodies. Whether you are looking for strategies to teach your students or for a new perspective on your own writing, everyone is invited to come learn practices from the yoga tradition that can help them approach writing more holistically. Activities will include breathing as a brainstorming strategy, simple asanas (poses) to overcome writer’s block, and using vinyasa (flow) to move your writing forward. In addition to demonstrating specific activities that can be used to approach writing more holistically, this practicum will also provide a model for integrating other ways of knowing into the writing classroom to create a space that is more inclusive. No yoga experience or special equipment/clothing required; modifications are available to participate either standing or seated.</p>
<p>D.1 Inclusion and Equity in the Classroom</p> <p>Ryan Eichberger, Saint Olaf College</p> <p>Leni Marshall, University of Wisconsin-Stout</p> <p>Carol Saalmueller, University of Minnesota Twin Cities</p>	<p>Eichberger: “Improving Syllabus Design for Neurodivergent Learners” How can syllabus design be adapted to best serve the needs of neurodivergent learners, especially those who are autistic or have ADHD? 1 in every 32 students is likely to be autistic, and 1 in every 20 to have ADHD. These numbers climb yearly; in 2020, it was estimated that 1 in 54 people was autistic, for instance. Answering this need, my presentation describes the results of three years of interviews and usability discussions with neurodivergent learners, providing recommendations for how syllabi can be redesigned to foster engagement and clarity. The presentation highlights changes to length, language, chunking of information, and calendar/schedule design intended to support autistic and ADHD learners, and also details how non-neurodivergent learners have responded favorably to these new design elements. As has been said, making a world that works for neurodivergent folks makes a better world for everyone.</p> <p>Marshall: “Teaching EDI in Comp 101: Overcoming Student Resistance.” Preparing students to join the workforce means preparing them to enter a diverse, globally connected, competitive economy. Community and technical colleges tend to focus on providing students with field-specific skills. Students would benefit from gaining intercultural agility skills as well – the ability to communicate across many intersectional kinds of differences. However, some students do not value or see the relevance of those skills. In my first-year composition classes, I use one of the no-cost PERTS (Project for Education Research that Scales) tools, the Ascend survey. The Ascend survey is an online interactive instrument that assesses how students experience self-efficacy, trust, and belonging in the classroom. The PERTS program provides instructors with evidence-based strategies to advance educational excellence, equity, and student success. In my classrooms, the survey results demonstrate to students some of the unseen diversity and inequity that exists in their classroom. As a result, students are more willing to engage in intercultural communication skill-building. Sharing Ascend survey data supports student engagement in classroom exercises designed to improve communication across a wide range of differences, such as race, socioeconomics, gender, sexual orientation, gender identity, bodily ability, mental health, neurodivergence, and political and religious values.</p> <p>Saalmueller: “Novice Graduate Instructors Navigating the Pedagogical Implications of the Social Justice Turn in Technical Communication.” I am</p>

	<p>currently part of a pedagogy seminar in Writing Studies at the University of Minnesota that aims to prepare graduate instructors to transition from teaching First Year Writing to Technical Communication. As such, this is our first comprehensive introduction to Tech Comm pedagogy. Our seminar readings are heavily driven by three edited collections, Bridgeford's <i>Teaching Professional and Technical Communication: A Practicum in a Book</i>, Haas and Eble's <i>Key Theoretical Frameworks: Teaching Technical Communication in the Twenty-First Century</i>, and Walton, Moore, and Jones's <i>Technical Communication after the Social Justice Turn: Building Coalitions for Action</i>. While there is some straightforward input on teaching concepts like genres, usability, and content management that Bridgeford's collection offers excellent classroom example activities on, we find ourselves more and more entrenched in conversations spawned by the other two volumes. As, overall, relatively novice instructors, we have been debating antiracist pedagogies, hidden curricula, equitable education, and so on since we began training to teach FYW. However, with the highly specialized content of TC classes, there seems to be an added layer of DEI and general social justice issues superimposed on those of primarily pedagogical concern. I will illustrate some of my insights on this observation.</p>
<p>D.2 College Literacy Experiences from English Second Language Learners</p> <p>Camila Baca Navarrete, Century College Student</p> <p>Belginy Landaverde, Century College Student</p> <p>Marie-Grace Sirima, Century College Student</p> <p>Joab Nyabuto, Century College Student</p> <p>Ife Olajide, Century College Student</p>	<p>The panelists will share their experience pursuing an associate's degree in international relations, computer information system, mechanical engineering, and computer science as English Second Language speakers, with the goal of obtaining (at least) a bachelor's degree in the future. They will particularly focus on the challenges, struggles, and triumphs they have encountered in acquiring academic literacy.</p>
<p>D.3 New Visions for Teaching Literature</p> <p>Alison Bertolini, North Dakota State University</p> <p>Sierra Crocker, Valley City State University (Virtual)</p>	<p>Bertolini: "Literary Analysis as a Path to Inclusivity in the Graduate Classroom." I will discuss the balance between teaching scholarly conventions that prepare students for existing labor practices, while simultaneously resisting systems that devalue unfamiliar scholarship, ideas, and approaches to research and coursework. I emphasize that expansive innovative scholarly perspectives are inhibited if teachers discourage students from courageous literary analysis that takes risks, introduces new perspectives, uses new forms, or explores topics in ways that we may find uncomfortable or challenging. For this conversation, I will draw from bell hooks's <i>Teaching to Transgress</i> and from more current critical articles that interrogate ways that current pedagogical practices reinscribe racial</p>

<p>Lianna Farber, University of Minnesota Twin Cities</p> <p>Lisa Heise, Western Technical College</p>	<p>oppression in the college classroom. I argue that Graduate Studies in English can intentionally strengthen inclusivity efforts and build diversity in academia simply by supporting more inclusive literary analysis practices.</p> <p>Crocker: “Ethical Literary Theory.” Within the field of modern literary theory, there are a wide variety of approaches that each examine different facets of a text’s cultural relevance. Perhaps one of the broadest theories, and consequently one of the vaguest, is ethical literary criticism. This is due to varying interpretations and applications of the word “ethics” in this theory’s methodology born from its many branches and sub-theories and their respective narratological or philosophical emphases. A prime example of this variance can be found between the generalized Aristotelian ethical theory typically used in the West and a more contemporary Chinese moral theory based on philosophy and historical influence. Both operate under the pretense of identifying a text’s ethical implications, however, these theories use entirely different metrics to establish what aspects of literature are worthy of ethical inquiry. The purpose of this study is to share a literature review of impactful Western studies of ethical theory and compare their methods to those of Nie Zhenzhao’s Chinese moral theory with the intention of identifying how each form of ethical theory is intended to be applied to a text and what the desired outcome of that application is.</p> <p>Farber: “Teaching Banned Books.” There are two primary ways to teach banned books. In one, the course takes the perspective that “they” have deemed some books too dangerous to read, and then together we engage in the inherently subversive act of reading them, discussing both the danger of the works, usually in terms of what they explicitly say, and the literary quality of the works, including less explicit interpretations. In the other, the course examines the long tradition of banning books, starting at least from Plato, and asks why people see books as potentially dangerous, which immediately brings up the theoretical question of what books do. I have taught both ways, and both lead to wonderful readings across genres. While I prefer the latter, introducing the crucial question of the role of literature in society through the back door, I do not think that it has been uniformly successful, too often leading students to conclude that the books with messages they like should be allowed and those with messages they dislike should be banned. In this presentation I’d like to sketch methods and questions of both classes and to invite as much feedback and discussion as possible about ways of teaching banned books.</p> <p>Heise: “Literature Pedagogy.” I teach an Ethnic Literature course every year. For our summative assessments, I switched to multi-modal opportunities a few years ago, and I have never looked back. I love it! I do offer students more traditional written analytical opportunities in formative assessments, so they get a variety. I will share my assignments and rubrics, as well as my use of library databases as our textbook for readings. The only book students need to purchase is a novel that can't be accessed through a literature database. I will share my LibGuide (our librarian constructed it for me) that gives students free access to plenty of readings in the genres we consider in this class.</p>
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<p>D.4 Writing in the AI Age: Navigating Challenges and Opportunities</p> <p>Matt Barton, Saint Cloud State University</p> <p>Kaden Hearne, Saint Cloud State University</p> <p>Grace Jacobson, Saint Cloud State University</p> <p>Samiha Tazin, Saint Cloud State University</p> <p>Derek Thury, Saint Cloud State University</p>	<p>In a rapidly evolving landscape shaped by technological advancements and systemic changes, the future of college writing instruction demands collaborative efforts and innovative strategies. This roundtable presentation will explore the challenges and opportunities facing our field, particularly regarding the influence of AI on writing quality and creativity, and the role of gatekeepers in maintaining standards. The group will explore the influence of AI on writing quality. How does AI make writing decisions and develop better writing strategies? Other questions include: Does AI contribute to homogenization? Will AI limit the creativity of writers accustomed to predetermined patterns? Will AI-generating writing lack the depth and richness of human experience? How does AI understand "good" writing? Attendees will be invited to engage in critical dialogue and collaborative efforts to address the complexities surrounding AI's impact on writing and writing instruction.</p>
<p>E.1 Student Agency, Autonomy, and Community</p> <p>Adrienne Lamberti, University of Northern Iowa (Virtual)</p> <p>Carlos Toledo-Parada, Des Moines Area Community College (Virtual)</p> <p>Alexandra Tostrud and Grace Anderson, Minnesota State University Mankato</p>	<p>Lamberti: "When Students Aren't Feeling It: A New Vision for Service-Learning in the Writing Classroom." This presentation will explore the impact of the Covid-19 pandemic on my teaching methods within a professional writing program at a U.S. Midwestern university, including a decline in student engagement, disparity in students' technological access, and changes in student behavior during service-learning projects assigned in my writing courses. These issues have prompted me to reassess my post-pandemic writing pedagogy. I especially have noticed how students' difficulties with information literacy, the influence of AI, and the nature of client/student relationships in service-learning may contribute to these challenges. My presentation discusses how the concept of reciprocity in service-learning can serve as one strategy for responding. Pre-Covid, I was mindful of how a reciprocity-centered service-learning assignment can encourage equitable exchange between students, instructors, and the community, negotiate meaning, and avoid imposing academic knowledge. As this approach no longer seems sufficient, however, I have looked to public pedagogy for suggestions as to how reciprocity might be rethought. In particular, public pedagogy scholarship reveals how reciprocity can extend transformative and critical thinking in educational contexts; raises questions about intentionality and role rigidity in service-learning partnerships; and suggests how reciprocity might expand beyond the community immediately involved in a partnership. Specifically, I propose widening the scope of participants in my class projects, shifting learning outcomes, challenging notions of expertise, and allowing each participant to conclude a project with knowledge specific to their needs.</p> <p>Toledo-Parada: "What Is Rhetorical Agency and How to Foster It." When linked to teaching writing with a critical or social justice orientation, the discussion on rhetorical conversations on student agency seem to bypass the question of what rhetorical agency might be. Although mostly assumed and unexamined, agency seems to be considered as the enactment of a form of resistance to social forces with the aim of effecting a change. While this approach yields desirable results and substantiates necessary action, my presentation takes a step back to reflect on what agency itself might be, beyond the enactment of resistance. Drawing on and briefly synthesizing</p>

	<p>the work of rhetorical scholars, I propose agency as an embodied and encultured phenomenon whose expression unfolds in a paradoxical developmental dialog: more agency involves an increased capacity to act originally and based on individual choice, which, to be sustained, requires more sophisticated forms of exchange with our material and cultural environments. In other words, agency involves increased relative autonomy and increased inter-dependence.</p> <p>Tostrud and Anderson: “Undergraduate Literary Publications: Crafting a Creative Community.” <i>River Whale Review</i> is an online literary journal run by and for Minnesota State University, Mankato undergraduate students. The journal aims to showcase the exceptional work of students within our creative writing program as well as students from other fields of study. Our journey began in the spring of 2022, and has since published dozens of prose, poetry, and visual art submissions. As we establish ourselves in our greater campus community, <i>River Whale</i> also looks to expand our reach to Minnesota community colleges with creative writing programs. We are proud of the variety of stories being told within our journal and the community fostered by our publication, editorial team, and the twice-annual reading event. Our presentation will explore how a journal with a limited submission pool positively affects the community and encourages participation from students typically uninvolved with creative writing. We will also address how to establish a school-specific publication, and the direct benefits to creative writing practices.</p>
<p>E.2 A Dialogue on Asian American Literature</p> <p>Peng Liu, University of Minnesota Twin Cities</p> <p>Ondrea Otterness, Century College Student</p> <p>Julian Christenson, Century College Student</p> <p>Allison Goodshied, Century College Student</p>	<p>This session will provide a platform for students taking an Asian American Literature class to reflect on their experiences as readers from diverse backgrounds. Participants will share their personal connections to the texts studied, discussing how these works have reshaped not only their understanding of Asian American experiences and communities but also how this process has impacted their own identity formation.</p> <p>The participants will also engage in a collaborative discussion with Peng Liu, an aspiring Asian American writer, on her book project featuring pipa master Gao Hong's musical journey as a first-generation Chinese immigrant.</p>
<p>E.3 Mental, Physical, and Emotional Health</p> <p>Dan Darling, Normandale Community College</p> <p>Daniel Ruefman, University of Wisconsin Stout</p> <p>Nasih Alam, North Dakota State University</p> <p>Kathleen Welch,</p>	<p>Darling: “Developmental Writing Instruction.” Recently, a classroom of developmental education students and I were discussing Social Emotional Learning in high schools and how transformative it can be for student learning. One of my students called me out: what does Normandale do for social emotional learning? In the moment, I was stumped. Since then, I’ve been reflecting on and developing practices for teaching the whole student, including caring for and cultivating their social-emotional intelligence. My contribution to the round table will include my philosophy of unconditional love for students and my approaches for healing past educational trauma and for redressing racial inequities.</p> <p>Ruefman: “False Memories: Trauma Writing in the College Classroom.” While working on a sabbatical project that explored the impact of trauma on writing across the curriculum, I identified an interesting (and troubling) risk that was not anticipated by some instructors—false memories. Over the</p>

<p>Metropolitan State University (Virtual)</p> <p>Anne Sweeney, Mankato Area Public Schools</p>	<p>course of my study, three students discussed how course assignments enabled them to initially “recover” traumatic memories, of which they had no recollection in the beginning of the term, and how those “recovered memories” were subsequently proven to be false memories. This presentation will discuss how false memories are formed and identify how lessons gleaned from the field of clinical psychology can help instructors to better engage with students and to mitigate the risks false memories pose to trauma-informed writing pedagogies.</p> <p>Alam: How should we factor mental, physical, and emotional health into our teaching and tutoring? How can we develop holistic pedagogies or other approaches to increase student success in the face of these nonacademic challenges? In America, international graduate teaching assistants (igtas) of first-year writing courses suffer from misery, pain, anxiety and depression because of extra workload and financial difficulties. Although igtas of composition courses are supposed to strike a balance between home and work, financial insolvency dents igtas’ confidence as pedagogists. In face of these nonacademic challenges, I request the research university authorities of North Dakota to reduce teaching loads (from two courses to one course) for igtas and abolish the requirement for mandatory health insurance fees. If igtas have less economic pressure and more time to think about the plan for course shell development, they will be able to concentrate more on their first-year writing students to help them become critical thinkers, writers, and speakers.</p> <p>Welch: “Helping Students in an Asynchronous Online World.” I will talk about something I incorporate into my asynchronous English 231 class. It consists of sayings and images built around the principles of the law of attraction and living in gratitude. I will talk about several different people, but I will mainly focus on Louise Hay’s book, <i>You Can Heal Your Life</i> and Wayne Dyer’s book <i>Inner Success, Inner Peace</i>. In an online asynchronous world, I believe it is important to try to connect to students and help them as whole complete beings and help with their mental, physical, and spiritual progression. Obviously, I mainly focus on writing but I try to also encourage personal growth and living in the moment among other healing principles.</p> <p>Sweeney: “From Secondary to Graduation: My Best Coaching Strategies and the Use of Hypnosis.” As an academic writing coach working in a K-12 context with experience teaching writing to students ranging in skill-level from basic English to high-level scholars, I will present what I’ve come to understand about coaching students of all kinds when they don’t believe in themselves. I will describe my use of hypnosis to generate excitement among my students and clients. Through a process-focused approach involving getting excited with my students mixed with coaching that focuses not only on writing tasks, but also time management practices to maximize the amount of writing generated, I have helped graduate scholars gain confidence and autonomy as writers. With my students from basic or K-12, I employ a variety of hypnotic processes grounded in play along with academic support to help them overcome a variety of issues related to their personal motivation. This has resulted in the emergence of my approach in coaching that I have used to help many students become autonomous and confident in their skills. If a student believes they can’t, they can’t. To teach someone who thinks they can’t, you have to change that belief.</p>
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E.4 AI Ethics

Jaqueline Herbers,
Viterbo University

Jainab Banu, North Dakota State
University (Virtual)

Heidi Anderson, Minnesota State
Community and Technical College

Elizaveta Komkova,
Bemidji State University

Teresa FitzPatrick,
Concordia University

Herbers: “Is it Ethical to Require Students to Use Generative AI?” Before college English faculty dive into the “how” of using generative AI in the classroom, we need to seriously consider whether it is even ethical to require students to use these programs. Recent news reveals that tech companies face numerous legal allegations, including claims of illegal web scraping, copyright infringement, and breaches of data privacy. In addition, writing programs that use AI often store users’ chats for a period of time, sometimes 30 days, and are vague regarding what they do with that data. With this in mind, we must ask ourselves if it we should require students to learn how to use AI writing programs in the college English classroom before tech companies are cleared of legal wrongdoing and before Congress has passed any AI laws. In short, should we force students to use technology that could possibly harm them and others?

Banu: “Chat with It, Don’t Copy and Paste: Teaching Ethical Consideration of Using ChatGPT in a Writing Classroom” ChatGPT is no longer a new talk in the town. Ever since ChatGPT began to amaze people with its ability to write and respond to any given prompts, it has somehow become the best writing tool for many individuals, particularly student writers. Many students tend to just ask ChatGPT to generate a response to their prompts, and ChatGPT very efficiently does that for them. Writing teachers fear being replaced by ChatGPT’s superfast text generation capacity. However, students often do not realize that ChatGPT is merely a chatting tool which can be a non-human interactive writing assistant to human writers. The unethical use of it might permanently damage students’ ability to think and express their thoughts in writing. I will share my pedagogical strategies to cultivate ethical awareness regarding the use this AI-generated chatbot in my writing classes. Employing an autoethnographic approach, I will discuss how writing teachers can use ChatGPT and teach students to use it for an enhanced writing experience. I argue that if ethically used, ChatGPT can be a valuable pedagogical tool and can never replace the writing teachers in the AI-dense future.

Anderson: “Use Your Own Brain:” English Learners (ELs) and ChatGPT” While many of my EL students are not aware of the technologies available for text production, others are using ChatGPT in ways that may not support language acquisition and critical thinking skills. Thus, I’ve incorporated readings about ChatGPT into an ELL advanced writing course. Students work with these sources to write summaries, responses, and arguments about the topic. In this discussion, I will share how this student population is responding to and using AI.

Komkova: “Organization, Coherence, and Unity in the ChatGPT Era: Supporting ESL Students with Higher-Order Concerns.” ChatGPT has sparked debate within the academic community regarding its potential negative impact on college writing, students’ writing skills, and the work of writing centers. Nevertheless, some writing centers have already begun incorporating ChatGPT into their tutoring process, emphasizing its potential to help students develop critical thinking skills, brainstorm ideas, and find preliminary information for their first drafts (Dayton & Buck, University of Alabama). Moreover, David Wills provides positive feedback on the use of ChatGPT in addressing such lower-order issues as grammar, punctuation, and word choice while working with ESL students (Blog for ESL and IELTS Teachers). This presentation builds on these ideas to demonstrate how ChatGPT’s feedback on higher-order concerns such as organization, coherence, and unity can be applied in writing centers to

	<p>address the needs of ESL students. The speaker will present the findings of an experimental study that will analyze ChatGPT’s higher-order suggestions on ESL student papers. The study will also compare ChatGPT’s suggestions with the suggestions made by tutors in addressing the same higher-order concerns with the same ESL student papers. Drawing on this data, the speaker will present practical recommendations on how tutors can incorporate ChatGPT into their tutoring sessions to support ESL students best.</p> <p>FitzPatrick: “A Radical Focus on In-Class, Handwritten Work in the Literature Classroom.” Recent developments in artificial intelligence have led to an existential crisis in writing and literature studies. If the foundation of our pedagogy and assessment is the written word, and we are unsure of how student writing is produced, we risk spending hours reading and assessing thoughts written by computers and not students. This wastes valuable time while giving no benefit to the students themselves. In my general education literature class this semester, I chose to shift all written work to in-class assignments produced by hand, while also focusing heavily on class discussion and the open exchange of ideas. In this session, I will present how this has worked so far, what I have learned, and how it will change my teaching methods in the future.</p>
<p>F.1 Acceleration? Or Not!: Student Perspectives on Corequisite English from Century College</p> <p>Jonathan Reeves, Century College</p> <p>Belginy Landaverde Lopez, Century College</p> <p>Helen Castillo-Delgado, Century College</p> <p>Ryuto Hashimoto, Minnesota State University, Mankato</p>	<p>Corequisite English was first piloted at Century College in Fall 2013. It was formally launched in 2014 and fully adopted in 2020. As Minnesota State is mandating the adoption of the corequisite model by 2027, we need to reflect on how this one-size-fits-all approach might impact students facing compounding challenges in life and at school—to develop effective strategies and wrap-around support to ensure their survival (and then success) in higher education. This student panel will feature the experiences of current Century College students and their peer tutors in corequisite English class from Summer 2023 to Spring 2024. They will explain how they navigated corequisite English with their tutors, detailing the challenges they encountered over the course of a whole academic year. Their voices will make a significant contribution to the state-wide debate about the corequisite model and provide further implications on its impact on student success. Furthermore, the students’ diverse backgrounds will inform practitioners about the needs of culturally sensitive pedagogy in college composition.</p>
<p>F.2 Engaging Students with New Teaching Practices</p> <p>Heidi Anderson, Minnesota State Community and Technical College</p> <p>Johan Christopherson, Normandale Community College</p> <p>Brian Lewis, Century College</p>	<p>Anderson: “Engagement: A Shared Responsibility.” In my 20+ years of teaching the first-year writing course, it is rare to find a student excited about taking college composition. Thus, I’ve sought and implemented activities, discussions, and tasks to engage students. With each endeavor, I wondered: How can I hold students accountable for their engagement? This discussion will focus on how a shared understanding of engagement can be used to set the foundation for a first-year writing course. I’ll also share how student voice and agency is used to engage students as they work collaboratively to determine evaluation criteria for written work, policies for attendance, late work, use of AI, etc.</p> <p>Christopherson: “Building Community and Confidence with Grammar by Playing Games in Class.” If we ignore the grammatical issues in student writing, will those problems go away? Maybe, maybe not. Few would dispute that “skill and drill” grammar work is ineffective and boring. But</p>

	<p>what if grammar can be learned in a way that enhances social connections and feels like fun? Grammar Games: Building Community and Confidence through In-Class Games will demonstrate what that approach might look and feel like.</p> <p>Lewis: “My Experiences with Ungrading: Composition and Literature.” I will share my experiences with "ungrading," a new equitable assessment method that I have been employing in my composition and literature classes. I will provide some brief background on how I got interested in the topic and how it's working for my current students.</p>
<p>F.3 New Visions for Information Literacy</p> <p>Heather McGrew, University of Wisconsin-Superior (Virtual)</p> <p>Kiera Ball, Northern State University</p> <p>Pam Solberg, Western Technical College</p>	<p>McGrew: “Metaliteracy in the First-Year Composition Classroom.” Grounded in cognitive dissonance theory and confirmation bias theory, this presentation focuses on the increased importance of information literacy (IL) in today’s complex and often confusing information landscape. We will discuss the use of such tools as media bias charts and scales, fact-checking sites, and self-directed tools such as the CRAAP test and Jack Caulfield’s SIFT method (aka The Four Moves). Concepts and practices that fall under the umbrella of metaliteracy including digital literacy, cyberliteracy, visual literacy, and transliteracy will be discussed as skills that are increasingly important for college students as they both consume and create information dynamically in the landscape of today’s complex digital age. There will be time following the presentation for discussion as we consider some important questions: What are some unique challenges today’s students have with IL? What are some techniques you use in your classrooms to teach IL? What are the pros and cons of some common IL tools?</p> <p>Ball: “Information Literacy, Researching Skills, Evaluating Sources.” This presentation will explore some of the questions surrounding the idea of information literacy: What is it? How can we encourage students to be more information literate? Whose job is it to teach information literacy? Often, the concept of information literacy is conflated with the idea of research; it is assumed to be the skills that students need to find information, vet those sources, and integrate their sources into their own writing. Certainly, research is part of information literacy, and research skills are incredibly important. However, the kinds of research skills most often taught in Composition are focused on making students successful in college. We encourage them to use the databases and teach them how to cite using MLA or APA, but often, the need for critical inquiry outside the classroom is passed over. In response to this gap between real-world application and classroom research, I developed and pioneered a general education course entitled Critical Inquiry and Information Literacy. This course was founded on the idea that students need to be able to make reasoned judgments about many subjects, such as social media algorithms, logical fallacies, argumentation techniques, scientific information, and visual media, based on the evaluation of evidence.</p> <p>Solberg: “Information Literacy and Disinformation.” This presentation will share a research paper assignment on disinformation, including formative activities. It will offer anecdotal observations on the students’ experiences and reflections. Students defined and analyzed one aspect of disinformation – either the disinformation itself or the systems that enable its spread. Topics included fake news/conspiracy theories about specific topics; specific genres of information such as clickbait, tabloids, extremist pundits, and satire; specific social media platforms and their policies; types of</p>

	artificial intelligence; types of educational censorship; and contemporary or historical propaganda/disinformation about specific groups of people.
<p>F.4 Workshop: Using AI Tools for Revising: Hands-on Activity and Discussion</p> <p>Amy Bakke, Walden University</p>	<p>During this session, we'll discuss the application of long-standing revision strategies to our use of AI tools and prompting techniques to promote an interactive learning process. Session attendees will have the opportunity to conduct a reverse outline revision process using Claude or another preferred generative AI tool. Then, we'll discuss takeaways and ideas the group has for classroom situations and curriculum development.</p> <p>Attendees can bring their own drafts or materials to engage with during the AI-supported revision activity. Amy will provide a digital copy of a model student paper for the activity, if needed.</p>

