

UConn First-Year Writing's Twelfth Annual Conference on the Teaching of Writing

# Humility and Conviction

Friday, April 7, 2017

## Session 1 (9:00–10:15), Panels A–D

### A. *Space and Silence* (Room 304A)

Chair: Jason Courtmanche

- 1) **Skye Anicca (SUNY Albany)**  
The Problem of Participation in the Experiential Writing Classroom
- 2) **Cynthia DeRoma (UConn)**  
Contemplating Contemplative Practices in First-Year Writing
- 3) **Sumyat Thu (University of Washington, Seattle)**  
Teaching Rhetorical Listening as a Scaffolding Text
- 4) **Brandon Whiting (Arizona State/Mesa Community College)**  
In Which Awkward Silences Become Graceful

### B. *Embodied Pedagogies* (Room 304B)

Chair: Alex Gatten

- 1) **Crystal Bickford (Southern New Hampshire University)**  
Mediated Failure in Search of Conviction
- 2) **Lindy Brigette (University of Rhode Island)**  
Embodied Rhetorics in the Undergraduate Writing Classroom: An Example of Teaching with Humility and Conviction
- 3) **Paige Hermansen (Westfield State)**  
Best (Queer) Practices: Rethinking Queer Narratives in the Composition Classroom
- 4) **Donora A. Rihn (University of Akron)**  
“I don’t know what’s going to happen”: Postpedagogy and Pedagogical Failure as Performance Art

### C. *Writing Partnerships* (Room 304C)

Chair: Amy Fehr

- 1) **Becky Caouette & Patricia Brennan (Rhode Island College)**  
Making Room for Realistic Research Fluency: A Library/FYW Program Collaboration
- 2) **Thomas Long & Cheryl Tatano Beck (UConn)**  
Humility and Conviction in Nursing Writing across the Academic Spectrum

### D. *The Contemporary Writing Center* (Room 410)

Chair: Laura Godfrey

- 1) **Deepti Dhir & Diana Hamilton (Baruch College, CUNY)**  
Tell Me How: Framing Written Comments to Help Multilingual Writers Apply Feedback with Clarity and Conviction
- 2) **Robert Mundy & Paul Ziek (Pace University)**  
“People just assume I’m here because I am wonderful”: Humility and Male Leadership in the Writing Center

## Session 2 (10:30–11:45), Panels A–C

### A. *Adventures in Cultural Awareness, Personal Voice, and Pride in the Writing Center* (Room 304A)

Chair: Jason Hoppe

- 1) **CDT Matthew Babich (USMA)**  
Intellectual Escapades: Writing Center Adventuring and Authoritative Writing
- 2) **CDT Kate Campbell (USMA)**  
Getting Basic Writers off the Assembly Line: Toward Reconciling Self-Expression, Style, and Standards
- 3) **CDT Danny Nguyen (USMA)**  
Cultural Stretching, Discomfort Zones, and Conversations about Writing Process

### B. *Alternative Facts* (Room 304B)

Chair: Brenda Brueggemann

- 1) **Lisa Blansett (UConn)**  
Why You Gotta Be So Mean: Hubris, *Chutzpah*, and *Ad Hominem* in Social Media
- 2) **Derek Burtch (Middlebury College Bread Loaf School of English)**  
Looking beyond Your Hashtag: Teaching Productive Public Discourse in the Post-Truth Era
- 3) **Brett Shanley (Teachers College, Columbia University)**  
Confronting Bullshitticus: The Application of Sincerity in Undergraduate Writing
- 4) **Erin Waggoner (UConn)**  
The Flawed Media Critic: Teaching Self-Reflexivity in Media Literacy Writing

### C. *Classroom-Based Writing Tutors and the Humility-Conviction Dialectic* (Room 410)

Shannon DeHoff, Barbara Lowe, Robert Ruehl, Jill Swiencicki, & Alexa Zappia  
(St. John Fisher College)

# Lunch & Keynote Address

Room 330, 12:00–1:30

“Radical Humilities: Post-Truth, Ethics, and the Teaching of Writing”

John Duffy

## Session 3 (1:45–2:45), Panels A–D

<p><b>A. Institutional Situations</b> (Room 221) <i>Chair: Cynthia DeRoma</i></p> <p>1) <b>William Morgan</b> (NYU) Roots and Weak Ties: A Structure for Ethical Design in First-Year Composition</p> <p>2) <b>Sarah Moon</b> (UConn) You Can Be Anyone: Freedom and Possibility Writing outside the Classroom</p>	<p><b>B. Accessing Writing: Reframing the Work of Composition in the Classroom</b> (Room 303)</p> <p><b>Christopher Iverson, Gabriel Morrison, &amp; Kathryn Warrender</b> (UConn)</p>
<p><b>C. Writing across and through Genre</b> (Room 325) <i>Chair: Eleanor Reeds</i></p> <p>1) <b>Gennifer Dorgan</b> (Independent Scholar) Autobiography and Empowerment: Reflections on a Resume Workshop with Second Language Writers</p> <p>2) <b>Hugh Wiese</b> (Worcester State) “Portable Ignorance” in the Composition Classroom: How Journalism Training Can Benefit Student Writers</p> <p>3) <b>William Magrino</b> (Rutgers University) Knowing the “Rules of the Game”: Working with Paradigms in Professional Writing</p>	<p><b>D. “Teacher-Student and Students-Teachers”: Listening and Learning in the ELL Classroom</b> (Room 410)</p> <p><b>David Cregar, Denice Martone, &amp; Amira Pierce</b> (NYU)</p>

## Session 4 (3:00–4:00), Panels A–C

<p><b>A. Learning in Liminal Spaces: The Reciprocal Growth of Humility and Conviction within the Fellows Program</b> (Room 321)</p> <p><b>Noah Bukowski &amp; Catherine Han</b> (UConn)</p>	<p><b>B. Fostering Civic Engagement among Millennials: Emerging Research and Opportunities</b> (Room 324)</p> <p><b>Darrell Hucks, Tanya Sturtz, &amp; Katherine Tirabassi</b> (Keene State)</p>
<p><b>C. Using Themed Writing Courses to Promote Humility and Conviction</b> (Room 325)</p> <p><b>Gavin Hurley, Sara Bartlett Large, &amp; Michelle Niestepski</b> (Lasell College)</p>	

# Assignment Prompt Workshop

Room 310, 4:00–5:30

Facilitators: Brenda Brueggemann (UConn) & John Duffy (Notre Dame)