

Program Overview	
9:00–9:30	Registration & Coffee <i>Zachs Atrium, Hartford Times Building (HTB)</i>
9:30–10:45	Session 1 <i>HTB Rooms 219, 226, 227, 228</i>
11:00–12:15	Session 2 <i>HTB Rooms 208, 219, 227, 228</i>
12:15–1:30	Lunch and Keynote Presentation <b>Dr. Shannon Walters, Temple University</b> <i>Center for Contemporary Culture (in the Hartford Public Library)</i>
1:30–2:00	Poster Session <i>Hartford Public Library Room 140</i>
2:00–4:30	Afternoon Workshop <b>Writing with Community Partners</b> <i>Center for Contemporary Culture (in the Hartford Public Library)</i>

Visit the conference website:  
<http://fyw.uconn.edu/ctw2019/>

Access presentation materials at  
<http://s.uconn.edu/4or>  
Password: **conference19**



Or visit our conference website by scanning this QR code with your device



Follow the conversation on Twitter with **#ctw19**

The Fourteenth Annual Conference on the Teaching of Writing is sponsored by the Aetna Chair of Writing, the College of Liberal Arts and Sciences, the Department of English, the First-Year Writing Program, the Center for Excellence in Teaching and Learning, the University of Connecticut Humanities Institute, and the Center for Hartford Engagement and Research at Trinity College.



With a Keynote by  
**Dr. Shannon Walters**  
and a  
Community Partner  
Writing Workshop by  
Trinity College

**2019**  
Conference  
on the  
Teaching  
of Writing

**Active and  
Accessible:  
Engaging  
Writing  
Pedagogy  
in the 21st  
Century**

In Partnership with  
**Trinity College (Hartford, CT)**  
Office of Community Learning

**UConn Hartford**  
Regional Campus  
Friday, April 5th

## Session 1 (9:30–10:45)

### A. Writing through Community in First-Year Writing

#### Panel Presentation

(HTB 219) | Chair: Sarah Moon

1. “Artivism as Active Learning in the Writing Classroom” by Kathleen Lyons
2. “Exploring the Thirdspaces of Writing in the College Writing Classroom: The Importance of Place, Poetry, and Performance” by Nicole Cunningham-Frisbey (University of New Hampshire)
3. “Discovering Connections: Bridging the Personal to the Academic in the Teaching of Writing” by Soni Adhikari (Stony Brook University)
4. “Words are Change: Writing With, Through, and For Community” by Svetlana Grushina (Dartmouth College)

### B. Strategies for Active and Inclusive Invention

#### Panel Presentation

(HTB 226) | Chair: Hannah Taylor

1. “Embedded Access: Using Course Structure to Benefit Students with Invisible Disabilities” by Elizabeth Brewer Olson (Central Connecticut State University)
2. “Access and Active Learning in Trauma-Informed Writing Pedagogy” by Michelle Day (University of Louisville)
3. “Visual Representation as an Engagement Tool: Its Potential and Its Potential Problems” by Patricia Dunn (Stony Brook University)
4. “The Pedagogy of Being Wrong” by Rebecca Valley (University of Massachusetts Amherst)

### C. Re-Envisioning the Research Paper through Collage: Accessibility and Active Learning in Practice

#### Roundtable Discussion

(HTB 227) | Chair: Sarah Bertekap

Julia Brush (University of Connecticut)  
Sophie Wallis Buckner (University of Connecticut)  
Sarah Bertekap (University of Connecticut)

### D. Writing Centers, HBCUs, and First-Year Classrooms: Facilitating Active Writing Pedagogies through Universal Design

#### Group Presentation

(HTB 228) | Chair: Kyle Barron

Laila Ferreira (University of British Columbia)  
Shurli Makmillen (Clafin University)  
Holly Salmon (Douglas College)

### C. Game Changer: Strategies for Incorporating Technological Literacy into First-Year Writing

#### Group Presentation

(HTB 227) | Chair: Tom Layman

Michelle Niestepski (Lasell College)  
Gregory Cass (Lasell College)  
Sara Large (Lasell College)  
Annie Ou (Lasell College)

### D. Is Twitter the Next Tool in Becoming a Reflective Practitioner?

#### Group Presentation

(HTB 228) | Chair: Becca Rowe

Victoria Hood (University of Maine)  
Kaitlyn Hanson (University of Maine)  
Cassidy Marsh (University of Maine)

## Keynote Presentation: 12:30–1:30

### Dr. Shannon Walters, Temple University

Center for Contemporary Culture (Hartford Public Library)

## Poster Session (1:30–2:00)

*Come see poster presentations that share innovative teaching practices and offer opportunities for reflecting on our roles as writing instructors.*

Hartford Public Library, Room 140

#### Presenters:

Réme Bohlin, Ruth Book, and Alex Gatten (University of Connecticut), “WPA Negotiations: Reassessing Liminal Authority”  
Christine Garcia (Eastern Connecticut State University), “Aligning Accessibility: Using Course Learning Outcomes as Our Guides”  
Wei-Hao Huang (University of Connecticut), “How to Teach the Interplay between Visuals and Words”  
Gabriel Morrison (University of Connecticut), “The Writing Classroom as Studio: Negotiating Space in Multimodal Writing Program Redesign” with Brenda Brueggemann, Lisa Blansett, and Ruth Book  
Nicole Lawrence (University of Connecticut), “Composing through Collaboration: A Class Podcast”  
Aaron Proudfoot and Maurice Rodriguez (University of Connecticut), “Teaching Writing with Hip Hop”  
Patricia Rossi (University of Connecticut), “Using the Online Format to Increase Writing Course Accessibility”  
Chris Walsh (Boston University), “The Blank Syllabus: Engaging Students with Reading, Writing, and Each Other”  
Gregory Zuch (Northeastern University), “Instructor Experience Teaching Interdisciplinary Writing”

## Session 2 (11:00–12:15)

### A. Student Storytelling of Pasts, Presents, and Futures

#### Panel Presentation

(HTB 208) | Chair: Sophie Buckner

1. “‘Reacting to the Past’ in the Writing Classroom” by Chris Walsh (Boston University)
2. “Multimodality, Storytelling, and The Moth: Expanding Story for the Writing Classroom” by Lindy Briggette (Fairfield University)
3. “Reacting to the Past and Active Writing Pedagogy” by Anna Ziering (University of Connecticut)
4. “A Series of Fortunate Prompts: The Universality of Rhetorical Terms in the First-Year Writing Classroom” by Ryan Orr (SUNY Albany)

### B. Engaging with the Active and Accessible University

#### Panel Presentation

(HTB 219) | Chair: Leah Begg

1. “The Ethical Problems of Corequisite Models: Imagining More Equitable Solutions for Student Agency” by Becky Caouette (Rhode Island College)
2. “Who Wants Free Money? Teaching Writing Tools of Access for Scholarship Attainment in Underserved Communities” by Candace Chambers (UNC at Charlotte)
3. “Writing in the First: First-Year Students” by Rachael Barlow (Wesleyan University)
4. “The Flipped Writing Classroom and Active, Accessible Learning” by Brigetta Abel (Macalester College)

## Afternoon Workshop (2:00–4:30)

### Writing with Community Partners

This workshop is conducted by our conference co-sponsors: Trinity College (Hartford, CT) Outreach & Engagement. This FREE 2.5 hour afternoon workshop brings together faculty, students, and community partners to discuss strategies for projects that use writing to contribute to social change in your local community. Learn about pedagogical and organizational strategies to create reciprocal partnerships that engage students in active learning beyond the classroom and help community organizations reach their goals. This workshop is presented by Trinity College Community Learning and is open to faculty, staff, and community partners who are interested in strengthening their approach to writing across university/community partnerships.