

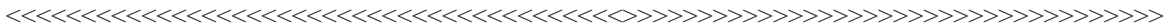


CORRIDORS

The Blue Ridge Writing and Rhetoric Conference



Writing Remains



September 23, 2023

Virginia Tech
Shanks Hall, Third Floor
323 Turner Street NW
Blacksburg, Virginia 24061

Sponsored by the Virginia Tech
Center for Rhetoric in Society
Co-Sponsored by the Virginia Tech
University Writing Program and
PhD Program in Rhetoric and Writing

Registration (free), Coffee, and Light Pastries

8:30 – 9:00 a.m.

Join us in Shanks 340E (the Center for Rhetoric in Society) for pre-conference coffee, conversation, and some light pastries. And let us know you're here!

Session A

9:00 – 10:15 a.m.

Roundtable Discussion A.1: What Remains of Writing in the Age of Generative AI?

Shanks Hall, Room 340

Kim Gainer, Laurie Cubbison, and Laura Vernon, Radford University

Generative AI (GAI) can instantaneously output grammatical sentences into coherent paragraphs ordered into seemingly rational sequences. What remains of writing instruction when writing can be rapidly generated by algorithm? What role, if any, will GAI play in that instruction? Panelists bring different perspectives to the table: a professional writing instructor asks how they may help students develop the ability to make effective and ethical use of GAI in the workplace; the head of a GTA program asks how they may help prospective teachers design assignments that use GAI as a tool that provides content as a step toward human-generated writing rather than as a replacement for such writing; a college's academic integrity coordinator asks how they can help their colleagues design assignments that preclude unethical reliance on GAI. Panelists will join attendees in discussing the continuing importance of approaching writing as thinking, a crucial element that remains no matter how much GAI becomes a part of the communication landscape.

Panel A.2: Identity, Culture, and Social Justice

Shanks Hall, Room 355

Travis Webster, Virginia Tech

"Case Study Reflections on Queer Lifespan Writing"

Megan Weaver and Shakil Rabbi, Virginia Tech

"Composing Intercultural Competencies that Remain: A View on Implementing Linked Classroom Models for Fostering Domestic and International Students' Interactions"

Temitope Ojede, Virginia Tech

"Writing and Social Justice: Mapping Out the Core Constructs of Social Justice in Selected Technical Communication Articles Using the 4Rs Model"

Session B

10:30 – 11:45 a.m.

Workshop B. 1: How to Make Your Own Journal

Shanks Hall, Room 360

Leslie King, Virginia Tech

During this workshop, learn to make handbound journals. These missives can be highly artistic or simple and sophisticated. The process we will use is at the heart of basic bookbinding. You will create a journal cover from cardstock and decorative papers that can be individualized through paint, collage, or embossing. From there, you will use clean and precise folding techniques to create the signatures that make up the journal pages. And then the binding magic happens: pulling the pages and covers together with a little sewing completes the journals. Using a saddle stitch and a sewing template, you will attach the pages to the cover using waxed thread and needles. Although this is a simple book-making process, you can embellish and adapt your journals to craft books that are as unique as the words that will fill them. By the end of the workshop, you will have made your own hand-bound journal. *All supplies will be provided at the workshop.*

Panel B.2: Writing in the Age of AI

Shanks Hall, Room 355

Ashley Hogan, Meredith College

“The College Writing Classroom of the Future: Harnessing the Power of Artificial Intelligence”

Kerry Smith, George Mason University

“How Motivation Theory Can Help Instructors Approach ChatGPT in Writing”

Kristy Crawley, Forsyth Technical Community College

“Transforming Anxiety into Action: Utilizing ChatGPT in Writing about Writing”

Keynote Address

12:45 – 1:45 p.m.

Sharon Yam, University of Kentucky
Shanks Hall, Room 370/380

“Political Issues Are Dog Issues: The Rhetoric and Praxis of Trans-Species Justice in Force-Free Dog Training”

Situated in the intersection of communication and animal studies, this talk examines the communication practices of what I term “justice-oriented force-free dog trainers.” Through semi-structured interviews and rhetorical analysis of social media and podcast content produced by this community, I argue that justice-oriented trainers—most of them from marginalized backgrounds—engage in epistemic disruption by promoting non-coercive dog training methods, while challenging oppressive ideologies that undergird our relationship with dogs and with marginalized human communities. By doing so, justice-oriented dog trainers advance visions of trans-species justice and empower their audience to reexamine and reinvent their everyday practices with their dogs.

Sharon Yam is an interdisciplinary scholar whose work focuses on Transnational studies, Affect/emotion, Critical theory, Citizenship and civil society, Reproductive justice, and Critical animal studies. She is the winner of the Rhetoric Society of America Fellow’s Early Career Award in 2021. Her monograph *Inconvenient Strangers: Transnational Subjects and the Politics of Citizenship* (Ohio State University Press, Intersectional Rhetorics Series) is the winner of the 2021 CCCC Outstanding Book Award that draws attention to how intersecting networks of power—particularly race and ethnicity, gender, and social class—marginalize transnational subjects who find themselves outside a dominant citizenship that privileges familiarity and socioeconomic and racial superiority. She is currently an Associate Professor of Writing, Rhetoric, and Digital Studies, and is Director of Social Theory at the University of Kentucky. She is also faculty affiliate of Gender and Women’s Studies and the Center for Equality and Social Justice.

Session C

2:00 – 3:15 p.m.

Workshop C. 1: Implementing Low-Stakes Journaling Assignments: How Writing Remains a Positive Reflection Tool

Shanks Hall, Room 360

Brenta Blevins, University of Mary Washington

This workshop focuses on applying writing studies-related Scholarship of Teaching and Learning (SoTL) research to workshop participants’ local contexts. Briefly, the workshop begins with a report on a study into student-perceived benefits of journaling, opportunities to engage in similar journaling, and concludes with reflection on the activity and possible applications in either the classroom or performing research. During this workshop, participants will try out a version of “low-stakes” writing in which students receive credit for the writing process rather than the writing product. This activity engages with research into writing about positive psychological experiences, such as gratitude and other positive affective states.

Panel C.2: Storytelling and the Ghosts of Composition

Shanks Hall, Room 340

Bethany Van Scooter, North Carolina State University
“Brusque and Beautiful: Iceland Through the Eyes of Women's Storytelling”

Molly Ryan, Virginia Tech
“Building From Rubble, Rising from Reason: Tracking Pedagogical Ghosts Past, Present, and Future in a Year of Teaching First-Year Writing”

Session D

3:30 – 4:15 p.m.

Workshop D. 1: Reclaiming Northern Appalachia: Storytelling as Identity Formation

Shanks Hall, Room 360

Amanda Marie Gipson, Wilkes University
In this workshop participants will apply a place-based, culturally-aware framework I have developed over my MFA teaching practicum in a Writing Center in Northern Appalachia—an intersectional pedagogy that is identity-centric, community-focused, competency-based, and tool-meditated—to learn the basics of non-linear Appalachian storytelling. Through sharing a short oral tale and retelling it and reshaping it on and off the page, writers will be shown ways to engage with Appalachian storytelling across the writing process. The workshop will examine ways in which writers remain able to reject a deficit-based understanding of the region in order to better contextualize Appalachia’s diverse past and look to its bright future. At the end of the workshop, participants will leave with a clear and actionable way of applying elements of non-linear oral Appalachian storytelling in their own writing. They will also leave with an understanding of Appalachian pedagogy and how it can benefit every writer—even those who do not view themselves as Appalachian or as a teacher.

Panel D.2: Reflection, Accessibility, and Advocacy in Composition

Shanks Hall, Room 355

Natalie Kopp, The Ohio State University
“Composing as Writing: Student Reflections on Process and Learning Transfer in the Digital Media Composition Classroom”

Grace Williams, Wayne State University
“Developing Accessible Writers”

Rob Kilgore, University of South Carolina Beaufort
“On Not Remaining Respectful: Professionalization v. Labor Consciousness in the Teaching of College Writing”