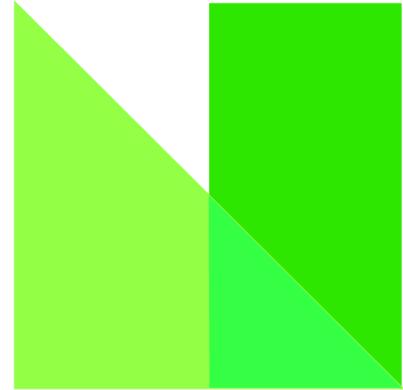# GRN

GRADUATE   RESEARCH   NETWORK

Discussion Tables Groups

Table 1: Platforms

Discussion Leaders
Timothy R. Amidon, Jason Tham

Presenters
Cameron Cavalier
Adefunke Eruobodo
Rachael Jordan
Dogukan Ozgen
Jessica Veirs

Table 2: Research Methods

Discussion Leader
Karen Lunsford

Presenters
Raj K. Baral
Rena Perez
Samaria Sylvester
Min Yang

Table 3: Social Justice

Discussion Leaders
Kristen Arola, Donnie Johnson Sackey

Presenters
Lydia Boateng
Karisa Bridgelal
Roland Dumavor
Hannah Hopkins

Table 4: Hybridity

Discussion Leaders
Tim Lockeridge, Ryan Shepard

Presenters
Meghalee Das
Linford Lamptey
Isaac Newton Nyatuame
Jennifer Whitfield

Abigail Long
Clarissa McIntire

Table 5 : Pedagogy

Discussion Leaders

Shelly Rodrigo

Presenters

Grant Glass

Noël Ingram

Karen Liou

Nathan Nugent

Alexis Voisard

Ernestina Akorfa Akorli

Table 6: Game Studies & Narrative

Discussion Leaders

Wendi Sierra, Michael Faris

Presenter

Stefan Blancha

Alexandra Gunnells

Alexandra Krasova

Urmi Parekh

Andrew Weimer

Table 7: Literacy

Discussion Leaders

Derek Van Ittersum

Presenters

Ali Alalem

Baxter Krug

Sydney Sullivan

Abigail Long

Syracuse University

Negotiating Embodied, Affective, and Temporal Friction in the Writing Process

Social Justice

Drawing on disability studies, new materialism, and research on digital and material writing workflows, I explore the role of friction in the composing process for disabled and neuroqueer writers. Specifically, I argue for a composition pedagogy that centers, examines, and engages with embodied, affective, and temporal friction, enabling neuroqueer and disabled writers to negotiate friction in their writing process. What unnecessary friction is introduced through demands on disabled writers to conform, perform, inform, and "fit the norm" of the expected composing processes? How can friction, once identified, be negotiated in ways that move words, ideas, and the writer, giving disabled bodyminds traction? If foregrounded as a site for agential negotiation, friction in the composing process can become a transformative site of rhetorical activity. A pedagogy that illuminates negotiations with friction can enable writers, including those who engage the world through crip spacetime, to make informed decisions about their composing practices grounded in their own encounters with embodied, affective, and temporal friction.

Adefunke Eruobodo

The University of Alabama

Hybrid Practices Enabling Persuasion in Social Media Marketing

Social Media

This paper will examine how social media adverts are used to appeal to consumers' emotion in order to elicit patronage from them. The focus is on how adverts' contents in form of title, comments and linguistic style on social media are used by brands to appeal to consumers' emotions. To carry out the research, titles of product adverts, adverts' contents, comments, shares and likes used on Amazon Prime for students on Instagram will be observed. About 25 advert samples from this page across different periods and seasons of the academic year will be examined in order to understand shifting cultural meanings, hybrid practices, variations of language and their engagements. The methodology that will be used for this research paper is ethnography as extensively theorized by Fiona Copland and Angela Creese. This approach is employed because it is necessary to explore how hybrid practices enable persuasion in social media marketing.

Alexandra Gunnells

University of Texas - Austin

Constructing the U.S. South in Contemporary Podcasting

Digital Rhetorics; Narrative; Podcasting

This project began as a master's report to fulfill the graduation requirements for the dual degree MA/MSIS in English and information studies at UT-Austin; my goal is now to transition this work into a journal article or equivalent product. The primary focus of this project concerns how the U.S. South is constructed in contemporary podcasting. The dominant narratives of the South that circulate in popular media flatten the region's complexities, painting it as either a hopelessly backwards, regressive space or a region that maintains its heritage in the fact of modernization. In contrast, this project looks to Southern content creators who are utilizing the "new" media form of podcasting to resist these dominant narratives. Therefore, this project pays particular attention to the affordances of podcasting, arguing that it is a particularly apt technology for this kind of resistance work. Finally, this project concludes by considering to what extent these new resistance narratives actually craft a more nuanced, complex idea of the South or whether they simple recycle stereotypical narratives via a new media format.

Alexandra Krasova

Indiana University of Pennsylvania

Digital Storytelling as a Multilingual Writing Classroom Tool

Digital literacy, digital storytelling, digital composition, multimodality

My current research project examines digital stories created by multilingual writers. Digital storytelling has been proved to be a useful classroom tool (Robin, 2008), facilitating students' creative and communicative skills and teaching them how to share their opinions while writing narratives (Robin, 2016). My work emphasizes the importance of digital storytelling for multilingual writers as a way to construct their digital identities. I argue that digital storytelling is a great tool to use in a multilingual writing classroom, especially in a hybrid one, because it encourages the use of various modes and promotes multimodal learning. In addition, digital storytelling helps ESL learners to develop their voices (Hanauer, 2015) and provides space for their critical thinking. Finally, my research raises awareness about multilingual writing practices in digital space which promote diversity and knowledge equity.

Alexis Voisard

Ohio University

Affordances of a Postcolonial/Decolonial Framework in FYC Curriculum

Postcoloniality/Decoloniality, Multimodality, Pop Culture, Video Games, First-year Composition

In a collaboratively designed FYC curriculum with a postcolonial/decolonial framework, we are interested in applying our curriculum into a multi-institutional study to research the affordances of a postcolonial/decolonial framework. Our curriculum explores hybridity in first-year composition (FYC) through an FYC curriculum designed to privilege multimodal composition and a postcolonial framework in order to challenge, resist, and decenter traditional composition modes and Western rhetorical frameworks. Through multimodality and accessible course design, our curriculum furthers intentional social justice practices from the composition field such as STROL in connection with decolonial practices. Incorporating postcolonial elements such as Anzaldúa's la facultad and Spivak's subaltern other creates potential for critically engaging with writing threshold concepts regarding identity and negotiating language differences. This curriculum foregrounds hybrid access to postcolonial readings in multiple genres and modes, such as Matsuda's "Myth of Linguistic Homogeneity" and virtual game play of Legend of Zelda: Breath of the Wild. By analyzing texts from popular culture, this curriculum works to create opportunities for student engagement in hybrid, multidisciplinary conversations.

Ali Alalem

The University of Alabama

Multimodal Composition, Community Engagement, Citizenship

The Writing Classroom as an Incubator for Hybrid Civic Participation

Thanks to technology, much of human activity has shifted to digital spaces where individuals practice their lives not only as offline citizens but also as digital citizens. They inhabit cyberspaces where multiple opportunities for civic participation open up constantly. It has become possible for citizens to leverage the new modes of communication to practice civic sharing and lobbying. Therefore, they have become able to transfer their offline civic interests, concerns and habits to digital spaces, a digital practice I call hybrid civic participation that refers to the interconnectedness of digital and offline civic participation. In this paper, I argue that technology has made it imperative to devise a participatory approach to hybrid civic participation in the composition classroom. It is an approach that empowers students to bring civic issues of concern to digital spaces and to lobby for change. However, it aims not only at enabling students to advocate for issues in their communities but also at fostering critical thinking, rhetorical invention, and multimodal composition. I adopt Hutchinson and Novotny's (2018) critical digital literacy as a method of inquiry to design activities that reify the participatory approach to hybrid civic participation I am advocating for.

Andrew Weimer

American University

Falling on Ignorant Ears: Hollywood's Monotonous Failures When Borrowing the Video Game Medium

Gaming, Inclusivity

Video game to film adaptations have historically resulted in literary and critical failures. The significance of understanding these adaptation issues is showcased in this study as the essay offers useful statistical and analytical insights into the extent of Hollywood's monotonous failures. Focusing on films that adapt from game franchises with at least 75 million copies sold, this study will highlight the ineffective portrayals of world, plot, and character adaptations, as well as elements of gender, sexual, and racial exclusion toward the viewers of these films. Although poor adaptations persist, the presence of a relatively unexplored form within film may provide positive outlets for game adaptation.

Baxter Krug

Texas Tech University

Should We Build the Tools?

Rhetoric of Science, Engineering Communication, Technology and Distributed Agency

As artificial intelligence (AI) becomes increasingly integrated into daily life, it is critical to establish ethical frameworks that prioritize responsible, fair, and transparent communication with users. AI ethics, which focuses on defining and implementing guiding principles for AI design, development, and deployment, is a crucial area of study in this regard. This paper builds on previous works such as Jim Brown Jr.'s Ethical Programs and Sherill and Salvo's Automated Infrastructures by exploring the potential of incorporating an ethics of care framework into the emerging AI landscape, using GPT-4 and ChatGPT as case studies. By recognizing the bots as actants within a distributed agency, this essay argues that it is crucial to explore the emerging AI situation relationally to avoid missing the most crucial elements of the conversation. Rather than simply questioning the usefulness of user-AI interactions, this paper fundamentally explores the benefits of adopting an ethics of care framework in AI ethics.

Cameron Cavaliere

University of Oklahoma

Witnessing Harassment: How Being Bystanders to Online Abuse Affects Queer Individuals

Digital Rhetorics, Feminist Rhetorics, Research Methodologies

Drawing on the work of Bridget Gelms, Leigh Gruwell, Erika Sparby, and others who research digital aggression, my research project seeks to understand how online harassment affects queer individuals, specifically how witnessing online harassment and abuse affects those in this community. Despite the large technofeminist focus on digital harassment, especially in the field of rhetoric and composition, there is a gap in terms of research about bystanders to digital harassment. The goal of this project is to gain more insights about if and how witnessing online harassment may affect queer people's behavior and identities in the digital sphere. Issues of harassment are serious and even though digital, often have "real-world" consequences. My goals with this project include identifying key issues and patterns of online behavior that bystanders to harassment take that will hopefully be insightful for future research. I hope that through the GRN I might encounter some more effective methodologies for conducting my research and recruiting participants.

Clarissa McIntire

University of Oklahoma

Rhetorics of Indigenous Editing and Publishing

Cultural rhetorics, American Indian rhetorics, Technical Writing and Editing

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.

Dogukan Ozgen

University of California Santa Barbara

The Experiences of Web3 Writers

Literacy Studies, Platform Rhetorics

Platform ecologies is an emerging research construct focusing on the form, function, and politics of platform technologies, such as Google, Facebook, and Twitter. This analysis includes social, technical, and political-economic dimensions in order to make visible power dynamics such as users, content creators and platforms. This presentation focuses on internet writers, as a prominent subset of content creators, and their interaction with platforms. In doing so, I look at writers specifically interested in web3. Web3 is a general term used to cover blockchain-based internet services, and it is mainly interested in community-based ownership and governance of internet services. In this context, it means internet writers' control over their writing. During this process, I look at online writers' experiences about web3, their comparison of web2 (today's internet) and web3 as well as their hopes and concerns. From one perspective, content creators can be considered as the working class of digital economies. Writers are a prominent group in of this class and, by making visible their experiences, it is possible to see a glimpse of the experience of all content creators. This would help to shed some light on power dynamics between labor and corporations.

Grant Glass

University of North Carolina at Chapel Hill

No Reservations: Hybridizing Instruction for Traction and Transgression in Professional, Personal, and Social Writing spaces

Digital Humanities, Computational Studies, Code Studies, Rhetoric of Data

Presenters will illuminate different approaches to mixing traditional face-to-face teaching with digital methods that transform writing spaces into hybrid spaces of professional, technological, personal, and cultural negotiation. By harnessing pedagogies that help students build bridges to these present and future realms, digital experimentation and learning assessments hold space for the ups and downs of imperfect learning across distances that aren't solely spatial but also social, cultural, and ethical. By doing so, presenters offer pedagogical approaches and takeaways to help address and struggle with the challenges of engagement and equity in each particular instructional situation.

Hannah Hopkins
University of Texas at Austin

Solar-Powered Computing in Writing Instruction

Digital infrastructures, Environmental Rhetorics, Extractivism

In this project, I explore ways that solar-powered infrastructures for digital writing open avenues for engagement with cultures of extractivism, climate catastrophe, and community-centered infrastructures in the writing classroom. Building with the work of interdisciplinary researchers, activists, and designers, this presentation uses a solar-powered digital writing class pilot project to think through possibilities for doing digital writing that is tangibly and procedurally imbricated with the material infrastructural site(s) of that writing. In short: what might change about our digital writing when we understand the emplaced, embodied nature of its material consequences? I also engage alternative modes by which writers and teachers might track energy draws and implications of digital writing infrastructures and digital memory.

Isaac Newton Nyatuame

New Mexico State University

Considering Hybrid Learning for Ghana's Second Cycle Composition Program

Hybrid Learning, Composition pedagogy and Translanguaging

Ghana's secondary school education has been confronted with various challenges and prominent among them is the issue of physical space for teaching and learning. The challenge of physical space for learning means that schools are forced to run a shift system that greatly reduces the contact hours for learning. The popularity that online teaching gained at the height of the covid 19 pandemic got composition teachers considering whether the introduction of hybrid learning could be the solution to the challenge of the contact hours that inadequate physical learning spaces have created. This project seeks to contribute to that conversation by specifically answering the following questions:1. What are the resources needed to implement hybrid learning in Ghana's senior high school environment? 2.How do we create a hybrid learning culture that fits the specific needs of the composition program?

Jennifer Whitfield

Ohio University

Exploring Hybridity through Pop Culture, Multimodality, and Postcolonial Framework in FYC

Digital Composition, Writing Transfer, Gamification, Video Games, Multimodal Composition, FYC Curricula

This presentation will explore hybridity in first-year composition (FYC) through an FYC curriculum designed to privilege multimodal composition and a postcolonial framework in order to challenge, resist, and decenter traditional composition modes and Western rhetorical frameworks. Through multimodality and accessible course design, we will further intentional social justice practices from the composition field such as STROL in connection with decolonial practices. Incorporating postcolonial elements such as Anzaldúa's la facultad and Spivak's subaltern other creates potential for critically engaging with writing threshold concepts regarding identity and negotiating language differences. This curriculum foregrounds hybrid access to postcolonial readings in multiple genres and modes, such as Matsuda's "Myth of Linguistic Homogeneity" and virtual game play of Legend of Zelda: Breath of the Wild. By analyzing texts from popular culture, this curriculum works to create opportunities for student engagement in hybrid, multidisciplinary conversations.

Jessica Veirs

Sacramento State University

Professional Personalization on Etzy.com: An Examination of Writing Trends in a New Age of Capitalism

Professional Writing, Digital Writing

This project explores the written and rhetorical conventions characteristic of the writing done by Etsy shop owners on Etsy.com, an online space that benefits from the blended values of new capitalism and craft culture. This discourse community has grown in number of active participants tremendously over the last few years, but the research surrounding the writing in this space is still limited. Based on an analysis of the text from 29 Etsy shops, this project examines the key rhetorical conventions and trends present. By categorizing these conventions, this project aims to provide a starting point for educators and researchers to engage further with this evolving online professional space and to explore what the present trends may reflect about current culture as technology continues to advance.

Karen Liou

San Jose State University

Writing Center Tutoring and Scaffolding the Literature Review

Composition Pedagogy, Literature Reviews, Writing Center Pedagogy, Writing in the Disciplines

Learning to write literature reviews is a challenge for college-level students. Likewise, teaching literature reviews is difficult for writing center peer tutors who provide writing support for these students, especially if they lack experience with writing literature reviews and are unfamiliar with the discipline they are tasked to teach in. In this workshop, I will identify tutor difficulties in teaching the literature review; student difficulties inherent in learning the genres, discourse features, and writing process for the literature review; and affordances that instructors can use to assess and address students' writing needs. I will further discuss how I have scaffolded the literature review writing process in graduate-level courses as an embedded writing center tutor, and I will propose suggestions for instructors and tutors for identifying and responding to student writing needs.

Karisa Bridgelal

Syracuse University

The Caribbean Metaverse: Done Wit Dat Loose Talk

Caribbean Rhetoric and Composition, Transnational Feminisms, Technology in the Caribbean

Regarding the Caribbean's exploration of the Metaverse, this paper interrogates the circulation of "loose talk" in relation to the sustainability of Caribbean culture, broadly considered. A case in point: In 2021, Barbados formally initiated the region's engagement with the Metaverse, declaring itself as the first sovereign nation to establish a virtual embassy by February 2022. To date, that declaration has not been executed. This paper argues that statements of intent without action become empty declarations. Even when deployed in virtual spaces, such proclamations have real-world consequences. This matters especially for a region whose self-determination has been so elusive.

Linford Lamptey

Miami University

Hybridity as Confluence: Promoting Community Building and Diversity and Inclusion

Community, Diversity and Digital Rhetoric

In our quest to hybridize the virtual and the physical spaces within our composition classrooms, we need to examine social media in tandem with the physical composition class within integrated cultural frames. Students inhabit different cultural and technological worlds. While students enter the composition community with varied technological skills and cultural experiences: tech savvy and otherwise; privileged or not, they have some common experiences with social media. However, through social media, students might misunderstand the application and relevance of social media to their writing due to seeming separation between virtual interaction and the real (cultural) world. In this paper, I analyze through transcultural lens ways social media including Instagram,YouTube have been integrated within the composition class. Further, I argue we conceive and enact hybridity by establishing virtual reality as extension of the reality of physical presence. Such hybridity could value and consolidate the varied cultural experiences within the class.

Lydia Boateng

New Mexico State University

Hybrid Learning During the COVID19 Pandemic: Access Inclusion and Social Justice for Female Graduate Students in Some Ghanaian Universities

Donor Aid Rhetoric, Feminist Rhetoric, Social Justice

The Covid 19 pandemic highlighted the importance of the online space in facilitating educational accessibility. Educational institutions the world over were forced to move online. However, the use of the online space did not come without challenges. Findings from several research point to the challenges that the online spaces posed to some populations despite the gains which were made. Research identifies women as falling within the social category that faces enormous challenges with the use of the internet and its affordances thus researcher considers it necessary that any policy that compels women to use that online space should be critically examined to know the challenges and opportunities that that space presents. By reviewing literature of government and university policy documents on ICT and online learning during the height of the Covid 19 pandemic, this presentation seeks to examine these documents in relation to some available scholarly research on the effect of online learning on teaching and learning for female graduate students in Ghanaian universities during the covid 19 pandemic. This analysis will throw light on how women fared in the online space and its implications for educational accessibility, inclusion, and social justice.

Meghalee Das

Texas Tech University

Creating Culturally-Inclusive Digital Spaces: Enhancing the Online Learning Experience for International Students

Online Instructional Design, User Experience, Intercultural Technical Communication

According to the Institute of International Education, in Fall 2022, there were 948,519 international students in the U.S. with varied national, linguistic, cultural, racial, and technological backgrounds. As instructional delivery formats evolve, with more online and hybrid courses necessitated by the COVID-19 pandemic and retained by many technical communication programs, there can be some challenges in online classes due to reduced social cues, lower engagement, and internet issues, especially for international students. I take a user-centered design approach to explore the needs and challenges of international students in synchronous online classes conducted over Zoom and aim to make recommendations on culturally-inclusive instructional practices.

Min Yang

Texas Tech University

Developing Intercultural Competence in Technical Writing Classroom— A Prospectus of an International Collaboration Project

Technical Writing Pedagogy, Collaborative Learning, Intercultural Competence

With a globalized economy and internationalized technical exchanges, intercultural competence has been an essential part in technical communication/writing curriculum given that technical communicators need to work with and write for people across the world from diverse cultural background. Responding to this need, research on intercultural competence have flourished in the field and many developments have taken place, including theoretical framework for teaching intercultural communication (Agboka, 2012, 2013; Deardorff & Jones, 2012), the measurement of intercultural sensitivity (Hammer, Bennett, & Wiseman, 2003) and assessment methods (Yu, 2012), and pedagogies for developing students' intercultural awareness (DeVoss, Jasken, & Hayden, 2002; St Amant, 2005, 2007; Wang, 2019).

Nathan Nugent

San Diego State University

Designing Writing Spaces: An Empirical Study of Teacher Practices and Assignment Genres in the College Composition Classroom

First-Year College Composition Pedagogy, Material Rhetoric of Writing Classrooms, Writing Assignment Genres

My empirical study intends to engage teachers of first-year college composition in their pedagogy and to analyze their assignment design practices. This study proposed for a master's thesis in rhetoric and composition seeks to outline the theories that inform instructor philosophies for designing writing assignments and to analyze the media tools and modes of delivery used by teachers in hybrid classroom spaces within a large public university. Through the methods of semi-structured interviews, classroom observations, field notes, and the collection of student artifacts from three participating case-study teachers, the qualitative data collected will be used to draw conclusions about best practices in college composition. The study's approach will also allow for a detailed genre analysis of teacher writing prompts and corresponding student compositions. Findings from this study will create a discussion space that answers these three research questions: How do teachers of first-year college composition design assignments? How do those teachers design physical classroom spaces for student writing and multimodal composing? What kinds of rhetoric do students compose in different assignment genres, and how do those compositions inform teacher practices?

Noël Ingram

Boston College

Co-Construction of Knowledge: Relational Composition in Public(s) with AI, Students, and Educators in the Composition Classroom

Multimodal Composition, AI, Ungrading/Alternative Forms of Assessment, Digital Literacies, Craft and DIY Rhetorics

Following two deaths on JMU's campus earlier this semester, students began a petition calling for a redistribution of funds towards better mental health services. My project would speak to this concern, and ideally contribute to the current movement towards better mental health accommodations on JMUs campus. Considering students have complained in the past about the stress induced by strict attendance policies (Balsamo), changing them could alleviate at least some of the mental burden brought on by higher education. And this subject is not new or unique to JMU, with research being conducted on the problems associated with attendance policies as far back as 1999 (St. Clair). Other universities have already caught on to the importance of this topic, such as at UMD, where mental health days were just proposed for incorporation into their policies last year (Russ). Other research has found that while college students perceive class attendance as important, they find attendance policies unnecessary (Verbeeten and van Hoof), counterproductive, and stress-inducing (Sangupta). One study even shows a strong correlation between class attendance and high GPAs, but reveals a very small correlation between attendance policies and these variables (Credé et al.). Given all of this information, it seems an update to attendance policies across campus would be in JMUs best interest.

Rachael Jordan

Texas Tech University

Ethical Frameworks in Online Content Moderation: Implications for Technical Communication & Social Justice for Hypermarginalized Users

Technical Communication, User Experience and Design, Terms of Service, Content Moderation

This early stage research project aims to explore how we can use data about the ethical frameworks applied to terms of service and community guidelines by online content moderators to better serve hypermarginalized users in digital spaces. The primary research question is: How can we (Technical Communication and Rhetoric (TCR)), as a field, (mis)understand and (mis)use ethical frameworks for upholding Terms of Service and Community Guidelines in online social media spaces and how do these practices affect hypermarginalized communities? These questions arise from the foundational work of many scholars such as Winner's (1980) work exploring how technologies are invariably linked with, and create patterns of, power and authority. His ideas have been used in arguments by technical communication scholars such as Jones and Williams' (2018) work on voter disenfranchisement and how technical communicators can explicitly look for ways to resist discrimination in the texts we design (Moeggenberg et.al, 2022). The same discrimination, racism, and other forms of oppression extend to the way we design online. Through a mixed-methods approach utilizing queer theory and discourse-based interviews, this study aims to address a gap in technical communication scholarship around terms of service and the eventual creation of an inclusive and adaptable content moderation heuristic.

Raj K. Baral

University of Texas at El Paso

Emergency Remote Learning During the COVID 19

Technology in Writing, Climate Change Rhetorics, FYCRM

This proposed study aims to explore Nepali university teachers' and students' perceptions and experiences of ERT vis-a-vis its opportunities and challenges in students' writing during the COVID-19 crisis. I intend to collect study data via email by employing online questionnaires (closed and open-ended) to HE teachers and students from Nepali colleges and universities. My tentative plan is to quantify the respondents' responses to the closed questions and to analyse them quantitatively whereas responses to open-ended questions will be critically examined by adopting thematic analysis method. The tentative research question would be like— What experiences and perceptions do Nepali writing teachers and students from HE have regarding ERT and its opportunities and challenges during the COVID-19 pandemic?

Rena Perez

Miami University of Ohio

Instructors' Uses of Examples for Teaching Writing Across Disciplines

Composition Pedagogy, Theories of Learning, Writing Across the Curriculum

Expanding on my prior research on first-year composition (FYC) instructors' use of examples to teach writing, this research investigates the use of examples of writing by faculty across different disciplines as both writers and teachers in their fields. Drawing on the voices and descriptions of four faculty members from four other disciplines, my research offers insight into the considerations within instructors' choices for which examples to use and their purposes and practices for using examples to teach writing. My work discusses commonalities and differences between instructors' choices and uses of examples and the tensions they describe when choosing and using examples to teach writing. Since beginning this research, I've observed that the way students often engage and instructors often teach with examples relies on a digital form or copy of the example instead of print. Moving forward, I'm interested in thinking about how the digital access of examples and teaching with examples in digital form shapes how we engage and teach with examples–and more so, how digital tools can assist with possibilities for teaching writing using examples in various meaningful ways.

Roland Dumavor

Michigan State University

Digital Space: A Site for Engaging Survivance and Decoloniality

Decoloniality, Social Justice, African Rhetorics, Digital/Multimodal Rhetorics, Cultural Rhetorics, WPA, Community Engagement, Transnational Writing, and Environmental rhetorics

Throughout Africa and among the global Black communities, cultural and multimodal practices and discourses, including digital identities, are most often a complex blend of Black/African and colonial —ancient and contemporary. Notwithstanding the concerns raised about how colonial legacies have infused into indigenous cultures, traditions, and practices (Fanon 1952; Akena 2012; Driskill 2015) and how these concerns extend to digital and emerging technologies (Noble 2018), the digital space is a site for re/imagining identity and cultural agency —surviving and resisting as against erasure. Through survivance as a decolonial and indigenous lens, I examine the writing/rhetorical practices and strategies that Africans in the diaspora use to build counter-identities and cultural agency in the digital space as they navigate and push against stereotypical and racialized representations. I argue that people of color and of multiple marginalized identities engage in survivance acts in the digital space to disrupt hierarchies of historically centered voices, to complicate narratives that render invisibility, and to re/construct and re/claim their identities and cultures.

Samaria Sylvester

California State University, Sacramento

Utilizing Digital Tools in the Faculty Job Search Committee

Composition, Rhetoric, Professional Writing

Previous scholarship in Higher Education and digital tools focused on student success and how instructors use digital tools in the classroom. This case study examines the faculty job search committee in Higher Education as a workplace study. This case study examines the English department's job search committee at Sac State. The research question that drives this search is: What digital tools do the collaborators in the faculty search committee use? And how are those tools used to streamline the flow of communication? This paper proposes an Activity Theory approach to examine how the individuals and the tasks they perform transform over time to share information during the recruitment process. The data revealed that many disruptions in workflow occurred during the interview process when faculty shared their separately collected notes. Based on the findings, some initiatives have been suggested to be taken up at the individual and committee levels for all collaborators to share information better during the recruitment process.

Stefan Blacha

York University

Lizmo Gizmo

Game Studies

Lizmo Gizmo is a 2D top-down puzzle maze video game project inspired by Namco arcade titles including Pac-Man and Libble Rabble. The player controls two characters simultaneously using twin analog sticks. Lizmo the lizard night guard and his robot partner, Gizmo, must clear dark hallways of their lighthouse from its infesting bugs. The game asks the player to illuminate enemies and eliminate them by catching them within both guards' flashlights. Each floor of the lighthouse contains a set number of bugs to catch within a time limit, demanding that the player carefully positions the characters and maneuvers efficiently. Lizmo Gizmo's split-character design seeks to evoke crunch and dangerous, low-paid work through its procedural rhetoric. The player must split their attention between characters and grapple with low visibility and free-roaming, player-chasing threats to finish the job. The current game prototype is hand-animated and features some foundational mechanics and demo levels. This project is being developed in GameMaker.

Sydney Sullivan

University of California, Davis

College Courses Practicing Critical Media Literacy: A Dissertation Prospectus Analyzing Digital Writing Practices and Their Effects on Students' Mental and Emotional Health

Well-being, Digital Literacy, Critical Pedagogy

This dissertation prospectus aims to explore to what extent the use of digital literacy education in the University of California (UC) system engages with student well-being and mental health. A UC system study on critical digital literacy concerning student well-being would allow for more critical discussions to take place on how critical digital literacy is being used in the classroom and how instructors can develop pedagogical strategies centered around well-being in future critical digital literacy courses. Scholars (Dong et al., 2020; Gennaro, 2021; Son et al., 2020) have documented the connections between Social Networking Sites (SNS) and mental health. In order to centralize well-being in digital literacy classrooms, my research aims to answer three questions: 1)When students explore digital literacies in critical and creative ways, how does that process engage with students' mental and emotional well-being? 2) How are students in the University of California system understanding digital literacies based on what instructors are providing? 3) How can we use this information to promote well-being in critical digital literacy classrooms?

Urmi Parekh

Syracuse University

Who are We Reading and Why?

Digital Humanities, Translingual Writing Studies, Multimodality, Pedagogy

The work that I want to present focuses on the importance of knowing the background of the authors whose works we read and allow to influence us. Not only as scholars and researchers but also as educators. I explore my own process of curating a syllabus for my courses along with an analysis of courses I've taken in the past and discussions with another professor about their process. It also explores methods of dealing with authors who have done brilliant work in their field but whose character or some part of their work has been questioned or challenged by others. Do we continue teaching them? Do we completely avoid their works? Do we have an open discussion about it? I would also be interested in understanding how other participants navigate this scenario and if they have any helpful insights.

Yvaine Neyhard

University of Illinois-Urbana Champaign

"I Wasn't Always a Cyborg:" Recovering the History of Asynchronous Learning Networks

Writing Technologies, Writing and Embodiment, Technofeminisms, Composition Pedagogy

Learning management systems, video conferencing software, forums, and email are mundane, everyday tools in the composition classroom. These tools allow for exceptional flexibility (who hasn't taken a Zoom call from their car?). But that flexibility also facilitates exceptional, almost boundless access to one another (who hasn't received a panicked midnight email from a student?). The effect of this connectedness is that students and teachers can hail and be hailed into their classroom roles at any time, from any place. This can result in overwork, anxiety, exhaustion, and burnout. My research interrogates the ubiquitous connectedness of modern teaching and learning by recovering the vital and largely forgotten history of the implementation of Asynchronous Learning Networks (ALNs) in higher education. Further, I employ cyborg anthropology to theorize the affective and labor impacts of such connectedness on teachers and students who are enmeshed in the current technological landscape.