



The 8th Annual 21st Century Englishes Conference 2020

Hosted virtually by The Rhetoric Society of The Black Swamp and BGSU
Rhetoric & Writing Studies Doctoral Program

Sponsored by BGSU English Department and Student Organizations

Bowling Green State University, Bowling Green, Ohio
November 6th and 7th, 2020

BOWLING GREEN STATE UNIVERSITY

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Welcome

On behalf of the scholars and committee who have made this conference possible, it is our distinct honor and pleasure to welcome you to the Eighth Annual 21st Century Englishes Conference at Bowling Green State University.

Through the 2020 theme, “Critical Divides: Coming Together in Crisis”, our Conference Committee’s goal is to foster conversations about our attempts, challenges, and successes in challenging the critical divides within our classrooms and society. There are numerous dialogues open to encourage such conversation, including both panels and presentations.

As co-chairs, we remain indebted to the BGSU Rhetoric and Writing Program, and the faculty who have dedicated their time, energy, and efforts to ensuring the success of the conference: Dr. Sue Carter Wood, Dr. Lee Nickoson, Dr. Dan Bommarito, Dr. Neil Baird, and Dr. Chad Iwertz Duffy.

Finally, we gratefully thank the participants and viewers of the conference. Their willingness to tackle difficult topics and emphasize empathy and respect strengthen us all. Thank you.

Welcome, once again, all. We look forward to what you have to say, illustrate, perform, and enact.

Sincerely,

Annie Cigic, Rachel Flynn, & Laura Menard

Conference Co-Chairs

QR Code to 21st Century
Englishes Conference Website



Statement of Accessibility and Inclusivity

It is of utmost importance that the 21st Century Englishes Conference is accessible and inclusive for all in attendance.

While in years past we've focused on physical access, such as microphones in conference rooms, we, like so many others during this period, have adapted and reconceptualized how we approach accessibility and inclusivity.

Below is a list outlining how we have tried to foster accessible and inclusive practices. We encourage attendees to reach out to us (21stcon@gmail.com) with suggestions for increasing accessibility and inclusivity in future iterations of the 21st Century Englishes Conference.

1. We have created materials dedicated to teaching the best practices in accessible document and presentation creation, and we host them on our websites.
2. Presenters have been strongly encouraged to use transcription and captioning services during their talks.
3. All materials are recorded and hosted on our website, allowing visitors to interact with them on their own time.
4. Presenters have been reminded of the importance of accessible fonts, programs, etc.
5. Organizers are readily available for the entirety of the conference and each live presentation will have a moderator.
6. A QR code to the website is available on p. 2 of this program.
7. Attendees are strongly encouraged to edit their Zoom name to include their pronouns.

Acknowledgements and Gratitudes

The Conference Committee for 21st Century Englishes would like to thank the following members of the Bowling Green State University Curriculum Advisory Committee for their continued support.

Fernanda Capraro

Jude Edminster

Brad Felver

Emma Guthrie

Julie Haught

Lee Nickoson

Theresa Williams

2020 21st Century Englishes Conference Committee

Muhammad Alamri

Brandie Bohney

Clay Chiarelott

Renee Ann Drouin

Charity Givens

Emma Guthrie

Kari Hanlin

Morgan McDougall

Spencer Myers

Michelle Nguyen

Bailey Poland

Brian Urias

Lena Ziegler

Schedule Outline

Friday, November 6th

Opening Remarks

1:00-2:15 PM EST Sessions A1, A2, A3 p. 6

2:30 PM EST Reserved for Pre-Recorded Sessions B1, B2, B3 p. 8

Saturday, November 7th

10:30-11:45 AM EST Session C1 p. 10

12:00-1:30 PM EST Keynote p. 11

1:45-3:00 PM EST Session D: Special Panel Presentation p. 12

3:15-4:30 PM EST Sessions E1, E2 p. 13

Special Essay Contest Flyer p. 14

Friday, November 6th

Session A

1:00-2:15

Session A.1 Link:

<https://bgsu-edu.zoom.us/j/89950481307?pwd=aXBtbUdzU29LWUFGbnR0VCtwWGp4QT09>

Flexibility, Approachability, and Authentic Collaboration: Designing a Genuinely Engaging Online Course

Moderator: Brian Urias

Katherine Daily O'Meara, *Saint Norbert College*

The presenter shares results from a survey of students enrolled in an online graduate course in rhetoric and composition/writing studies. The survey investigates strategies/approaches that encourage and engender authentic collaboration. Results suggest instructional design-informed approaches foster opportunities for increased engagement, mastery and application of course content, and overall student satisfaction.

“Learning Online Can Feel Cold and Lonely”: Fostering Student Engagement in Online Classes

Nancy Ann Fox (Edele), *University of Washington*

Working in a new paradigm takes us back to the question of what it means to be a teacher and respond thoughtfully to the “cold and lonely” student complaint. This presentation is a discussion of the “interesting and human” ways (quoting my student Darla) to engage students in online classes.

Session A.2 Link: <https://iupvideo.zoom.us/j/99006688319>

“Now You Hear Us”: Transmodal Approaches for Refugee Learners in Online Contexts

Moderator: Renee Drouin

Megan Heise, *Indiana University of Pennsylvania*

Daphne Morgen, *Youth UnMuted*

Jenna Baron, *ARYSE*

In this panel, we share our findings from working alongside refugee youth online to produce a collaborative podcast episode in July 2020. We highlight the efficacy of a transmodal approach (Horner, Selfe, & Lockridge 2015; Shipka 2016), especially in online settings, to enhance learning outcomes and enact cultural and linguistic justice.

A.3 Link:

<https://bgsu-edu.zoom.us/j/84872212853?pwd=TWdpTC9VSW5VRk1TcUJDblVtR1BDUj09>

Dissent, Disruption, and Democracy: Structuring Community in Times of Corona

Moderator: Annie Cigic

Robert Bern, *Ohio University*,

Jill Manoukian, *Ohio University*

Katie Monthie, *Ohio University*

Rachel Stroup, *University of Maryland College Park*

Dr. Mara Holt, *Ohio University*

Our panel discusses our own complex process of building community and democracy amongst graduate students throughout the pandemic. We address the importance of disagreement, difference, and dissent as we worked to build a group dynamic that was supportive of each individual and our collective adjustment to a new normal.

Session B

2:30

We reserve this time for the viewing of pre-recorded sessions.

Session B.1 Link:

<https://drive.google.com/file/d/1QIhw9ZUIImcDqkbfEg3tAE3cFWWIqsOw/view?usp=sharing>

“Learning Online Can Feel Cold and Lonely”: Fostering Student Engagement in Online Classes

Nancy Ann Fox (Edele), *University of Washington*

The poster consists of print and graphic material: (1) theoretical inspirations; (2) research context and method; (3) forum projects; (4) data and observations; (5) interview insights; (6) preliminary findings.

Session B.2 Link: https://www.youtube.com/watch?v=lcIRHK-_GZo

Community canon: How the Bundle for Racial Justice and Equality flattens curation

Spencer Myers, *Bowling Green State University*

Last June, itch.io’s Bundle for Racial Justice and Equality raised \$8.1 million for organizations that support Black Lives Matter. In this project, I will narrate over recordings of playthroughs of games in the bundle, evaluating how they exhibit an inclusivity and intersectionality that demonstrates a new kind of curation for instructors hoping to develop or re-evaluate their reading lists.

Session B.3 Link: <https://youtu.be/jv32AQMgjBI>

Student/Citizen: Pedagogical Strategies for Confronting Social Issues in the Advanced Composition Classroom

Sarah Lonelodge, *Oklahoma State University*

In this presentation, I discuss pedagogical strategies developed for an Advanced Composition course. Students examined media portrayals of current events, analyzed propaganda campaigns, and created action-based research projects (e.g. crafting a petition). I argue that a pedagogy cognizant of the kairotic moment increases students’ engagement and facilitates active citizenry.

Session B.4 Link: <https://youtu.be/sILqU1Z1ZRQ>

The COVID-19 Slump: Handling Lack of Motivation in Students During a Pandemic

Marisa Lucas, *The University of Findlay*

Alexandra Chakov, *The University of Findlay*

COVID-19 has affected the way the world functions, which has caused major shifts in universities across the country. Students are now learning virtually, in-person, or in a hybrid. Through a variety of teaching methods, we show ways to keep students motivated even with all the changes this school year brings.

Session C

10:30-11:45

Session C.1 Link: <https://bgsu.webex.com/meet/drouinr>

“Can We Be Friends?”: The Cross-Disciplinary Friendship between Writing Studies and Applied Linguistics in the Canadian Writing Classroom

Moderator: Renee Ann Drouin

Christin Taylor, *University of Waterloo*

Canadian universities are actively growing their international student body because they recognize the economic advantages of enrolling international students (Johnstone & Lee 2014). Never has this statement been truer than in the era of COVID-19. Due to health protocols which have disrupted enrollment, universities are raising international student tuition as well as enrollment as a means of shoring up budget shortfalls. How will this rise in international students impact the Canadian writing classroom? What partnerships do English departments have to help support multilingual writers?

Claiming a Hybrid Education: aiding students to name and hopefully meet expectations in a changing environment

Sherrel McLafferty, *Bowling Green State University*

This presentation shares one instructor's experience with navigating a hybrid FYC classroom. Utilizing Adrienne Rich's "Claiming an Education" and her idea of a contract between students and instructors, the presenter will share goals her students have for the course, the obstacles they name, and brainstorming how to remove those barriers.

Live Keynote Session Link:

<https://bgsu-edu.zoom.us/j/89852165044?pwd=aDNaRUZMOXlxenRXSmVqL1JtQ0RnZz09>



Dr. Bernice Olivas teaches writing and rhetoric at Salt Lake City Community College. She is a First-Generation, Indigenous Mexican American scholar who began her academic career as a high school dropout with a GED. In 2007, Bernice joined the McNair Scholars Program. In 2010, she completed her B.A. in English from Boise State University with a creative writing emphasis and continued on to complete her MA (2012) in the teaching of English and her PhD (2016) in Composition and Rhetoric at the University of Nebraska-Lincoln.

“Teaching the Whole Student in Digital Space *or* Let Them Write Protest”

Ten years from now we will have favorite 2020 stories to share at gatherings of more than ten. We will all have a few hard memories of lessons hard taught—soul scars. We will look back and wonder how we managed, how we held on, how we continued to serve education while living in such strange, uncertain, e times. But today, education is in flux, many of us exist in liminal digital spaces, and all of us are wondering how to find our center in the time of COVID. Dr. Olivas suggests that we must step back to move forward. She argues that the most important thing we can study in this time is our own humanity. She maintains that we give ourselves permission to teach our students to conceptualize writing as a process in which the writer engages in analysis that inspects both what the writer knows and *how* the writer has *come* to know. Dr. Olivas shows that, while framing Identity as a site of inquiry may run contrary to ideologies of neutrality and objectivity and may seem like a strange approach to vigorous intellectual pedagogy, it is not new. Many of us already frame identity as lived experiences contextualized by relationships with communities, institutions, and governing bodies. Many of us already “do discourse” (Banks 2015) in ways that ask our students to analyze their own identities. Many of us already ask our students to “do discourse” (Banks 2015) in ways that promote empathy, compassion, and solidarity. Now, when our physical is distanced, may just be the right time to remember that:

Personal discourse, the narrative, the auto/biography, helps in that effort, is a necessary adjunct to the academic. [That] Looking back, we look ahead, and giving ourselves up to the looking back and the looking ahead, knowing the self, and, critically, knowing the self in relation to others, maybe we can be an instrument whereby students can hear the call. (Villanueva 19)

Session D.1 Link: <https://youtu.be/lhSRUbXoDFo>

Pre-Recorded Special Panel Presentation: “A Pedagogy from Crisis”: A Conversation with BGSU NEH CARES Act Grant Personnel

Stevie Scheurich, *Bowling Green State University*

Chad Iwertz Duffy, *Bowling Green State University*

Amilcar Challu, *Bowling Green State University*

Lee Nickoson, *Bowling Green State University*

Matt Schumann, *Bowling Green State University*

Jolie Sheffer, *Bowling Green State University*

In this presentation, key personnel on the National Endowment for the Humanities CARES Act grant “Toward a Pedagogy from Crisis” answer your questions about finding, applying for, and working on federal grants in the humanities. This panel, moderated by PhD candidate Stevie Scheurich, will appeal to those with general questions about grants, especially graduate students. Additionally, it offers developing insight from grant personnel on our work understanding how COVID-19 has affected teaching and learning in the humanities, as well as how we might best move forward in our teaching through and after the pandemic, at Bowling Green State University and beyond.

Session E.1 Link:

<https://bgsu-edu.zoom.us/j/86838493759?pwd=UnlRNG12T3NFOFZVOENGamw3MW01dz09>

“How Does This Apply to Us?”: Local Connections and Continued Learning in Technical Communication

Moderator: Clay Chiarelott

Addison Lamb, *The University of Findlay*

Adam Pittman, *The University of Findlay*

In an effort to establish learning beyond the classroom and foster activism, we asked our Technical Communications students to create a group proposal/report/presentation sequence focusing on an issue in their fields. This presentation describes our process as teaching assistants in both online and face-to-face contexts to make local issues into viable research interests.



21st Century Englishes Conference

ESSAY CONTEST

PROMPT: Reflection on learning

Write an essay or compose a multimodal piece (video, podcast, poetry, collage) that addresses your experience and learning from the conference. You might talk about your favorite presentation, how this experience relates to your future career path, how you will apply your learning to your writing or classroom, any insights or curiosity gained, etc.

Submit by Saturday, Nov. 21st by 11:59 pm

Length: 750-1250 words

Send to 21stcon@gmail.com

Prizes: 1st- \$125, 2nd-\$75, 3rd-\$50

Register for the Conference:

https://casit.bgsu.edu/21stcentenglishconf/?page_id=28