



Carolinas Writing Program Administrators

Meeting in the Middle

Friday, February 9, 2024

9:30 AM – 4:30 PM

UNC Charlotte Dubois Center Building

320 E. 9th Street, Charlotte, NC 28202

Theme: Blueprints & Vision Boards

9:30-10:10 **Coffee, Check-in, & Community**

10:15 a.m. **Welcome Remarks: Lecture Hall, Room 204.**
Shawn Bowers, President; Kevin Brock, Past-President;
Robin Snead, President-elect

10:30 a.m. **Keynote Presentation: "Then & Now,"** Dr. Tracy Morse, and Dr. Wendy Sharer
East Carolina University

Almost always, you need to know where you've been in order to know where you're going. In 2023, Carolinas WPA celebrated twenty years of existence, twenty years of fostering mentorship, support, continuing education, allyship, and friendship for writing program centers, programs, instructors, and students. It's been a long journey, and now is a good time to revisit our past in order to re-envision our future. How has Carolinas WPA changed over time and how can ensure this space continues to be a place of invention, invigoration, and support?

We can think of none better to lead on this introspective look than Tracy Ann Morse and Wendy Sharer. They're both a fundamental part of this organization. Drawing on their article, "The Affiliate as Mentoring Network: The Lasting Work of the Carolinas WPA," which was co-written with Carolinas WPA co-founders Meg Morgan and Marsha Lee Baker and published in *WPA: Writing Program Administration* (2020), Tracy and Wendy will share a history of the organization and point to the many gaps it has filled for WPAs and writing instructors across North and South Carolina over its twenty-year history. They will also guide us in discussions about how the organization can grow and change to meet the current and future needs of members and their writing programs.

Keynote Speakers:

Tracy Ann Morse is the Director of Writing Foundations at East Carolina University, where she teaches undergraduate and graduate courses in rhetoric and composition. Her research focuses on disability studies and writing program administration. Her recent work has been published in *Composition Studies*, *WPA: Writing Program Administration*, and *College English*. Along with Patti Poblete and Wendy Sharer, she currently edits the journal *WPA: Writing Program Administration*. She served as President of Carolinas WPA from 2015-2017.

Wendy Sharer teaches writing and rhetoric at East Carolina University and specializes in feminist rhetorics, the history of rhetoric, and writing program administration. Along with Tracy Ann Morse and Patti Poblete, she currently edits the journal *WPA: Writing Program Administration*. She is also the Immediate Past President of the Coalition of Feminist Scholars in the History of Rhetoric and Composition (CFSHRC). She has previously held the positions of Director of ECU's Quality Enhancement Plan, "Write Where You Belong" and Director of Writing Foundations in the Department of English. Additionally, she has served as President of the Carolinas Writing Program Administrators (2009-2012), as a member of Executive Committees of the Conference on College Composition and Communication (CCCC) and as the Associate Editor for *Peitho* (the peer-reviewed journal of the CFSHRC). Her current research project is a study of writing instruction in the camps of the Civilian Conservation Corps during the 1930s.

12:00 p.m. **Lunch | Board Meeting**

A sessions are Traditional Presentations. These presentations share research, classroom practices, pedagogies, or other concepts with time slated at end for Q&A. **All A sessions will meet in room 901.**

B sessions are Round Table Discussions. These present some brief context around an issue and then open the floor to dialogue. **All B sessions will meet in room 902.**

1:00-1:45 p.m. **Session 1 – Choose A or B Sessions.**

A1 Angela Gravely, Charleston Southern University. "Using the Ancient Progymnasmata to Teach the Contemporary Student."

English instructors of bridge or remedial students need a comprehensive approach to covering grammar, reading, and writing while reigniting a youthful imagination and fostering a desire to experiment with words, ideas, and personal style. Looking back to the classical rhetorical exercises of the progymnasmata can help the modern teacher. Developing contemporary applications of the ancient forms, I aim to yield texts worthy in content as well as construction, provide practice that is reiterative, and set as a goal mastery with individual style.

B1 Denise Paster and Emma Howes, Coastal Carolina University. "Stories from the Start: Positioning Tales of Teacher Training as a Source of Support."

As teachers of writing, we think carefully and critically about many aspects of our work with students: our course materials, our delivery within the classroom, the

digital and physical spaces we teach in, and of course, our students themselves. We think about their stories and ask them to share their literacy and learning experiences in narratives they write. But what about our own stories? How did we learn to teach? Who was around when we taught our first classes, entered our first classrooms, and worked with our first groups of students? What materials did we work with (and against) as we began to craft our own sense of teacherly identities and ethos? How can returning to these stories and sharing them help us better understand our current teaching practices? During this session, participants will share stories from their early teaching experiences and think about the ways in which we can draw on these stories to support newer teachers.

2:00-2:45 p.m.

Session 2 – Choose A or B Sessions. A sessions meet in room 901; B in 902.

A2 Kevin Brock, Nicole Fisk, Kelsey Chapates, Bethanie Sonnefeld, Andi Waddell, and Christina Xan, University of South Carolina. “Then and Now: Reactive and Proactive WPA Efforts at the University of South Carolina.”

Like so many writing programs across a variety of institutional contexts, the First-Year English program at the University of South Carolina has experienced numerous drastic overhauls, renovations, and reinventions over the last two decades. These changes were implemented with varying degrees of success and effectiveness, due to directors cycling through the program office. The panelists, each of whom serves in some administrative capacity, will speak briefly on a range of issues regarding the program’s past, present, and future. Specifically, this includes program history, assignment trends, syllabus revisions, instructor preparation and professional development, and the possibilities for new opportunities that will hopefully emerge and be realized via recent and continuing efforts by the FYE team and that may benefit other WPAs experiencing similar circumstances.

B2 Charlotte Asmuth and Rhiannon Scharnhorst, Duke University. “Assessment Killjoys: Negotiating the Complex Desires of Students During Assessment.”

Though those of us in writing studies have experimented with alternatives to traditional assessment (most notably, grading contracts and ungrading), students still desire grades (Inman & Powell, 2018). In our experience, they desire very high ones! More than at any other time in our careers, we’ve noticed students seeing grades as a reflection of their very identities (as “bad” or “good” students). Thus, our roundtable discussion will consider questions like: How can we encourage students to see grades as indications of “more to learn” vs. an assessment of the self?

3:00-3:45 p.m.

Session 3 – Choose A or B Sessions. A sessions meet in room 901; B in 902.

A3 Hannah Mayfield Kohr, East Carolina University. “When an Unstoppable Insight Meets an Immovable Foundation: How Writing Tutorial Videos Put Students in New Rhetorical Situations.”

Our focus often centers on the teaching and analysis of the rhetorical situation. Helping students understand new genres and practice new writing situations is an ongoing process and rewarding practice. But when my students’ experiences with media have shifted so quickly and significantly, I’ve worked to consider how media trends might provide insight into how I can meet my students where they are. In doing so, I’ve adopted a new pedagogical approach to teaching a range of rhetorical situations. My presentation introduces the use of writing tutorial videos and their impact on my student’s experience with writing outside the classroom.

B3 Jennifer Daniel, Heidi Giffin, and Andrea McCrary. Queens University of Charlotte. “AI Has Entered the Chat: Teaching and WPA Work in the Age of Generative Technologies.”

It turns out that generative AI is not a passing fad, and might in fact, be here to stay. Over the last few years, AI tools, like Chat GPT and others, have made their way into higher ed spaces, including our classrooms. This roundtable offers a few thoughts on how we might engage AI and invites dialogue on how we are encountering this in our respective locations. We hope to provide space to collectively explore some of the complex questions related to generative AI in the classroom. How might we use these tools in our classrooms? How are we placing safeguards or boundaries around this tool? What concerns should we attend to? We wish to invite practical conversation about AI in the classroom space, but also think about what decisions and conversations need to be considered at administrative and institutional levels.

3:50-4:30

Whole Group Reflection. Room 901. We will meet as a whole group to share insights and takeaways from our day together.

4:30 p.m.

Optional: Wait out the rush hour with happy hour at 7th Street Public Market, across the park from the meeting venue.