

# The 5th Annual 21st Century Englishes

## *What is collaboration? What is the materiality of collaboration? Why collaborate? Who collaborates? Who collaborates?*

# Cooperating & Collaborating: Creating Community in the 21st Century

Bowling Green State University Bowling Green, OH  
October 21, 2017

Hosted by the Rhetoric Society of the Black Swamp & BGSU Rhetoric  
and Writing Doctoral Program

Sponsored by BGSU English Department, General Studies Writing, &  
Student Organizations

# Welcome

On behalf of the conference committee, it is my distinct pleasure to welcome you to the 2017 21st Century Englishes Conference at Bowling Green State University (BGSU). As this is our 5th anniversary, it is an exceptionally exciting year in the history of the conference, and we are grateful to the founding co-committee organizers Heather Trahan, Loral Adams, Megan Adams, Estee Beck, Ken Hayes, and Shirley Faulkner-Springfield for establishing this conference. We see the 5th anniversary as the chance to celebrate our identities as graduate students and hope that you find this year's conference as a space to not only celebrate, but learn from each other.

This year's conference takes as its theme "Cooperating & Collaborating: Creating Community in the 21st Century." Our conference asks participants to consider how collaboration is defined, what collaboration looks like, and ultimately how as graduate students we talk about our collaboration. In honor of the 5th anniversary of the conference, we are excited to have as our collaborative keynotes three alumni of BGSU's Rhetoric and Writing doctoral program. Dr. Kerri Hauman, Dr. Stacy Kastner, and Dr. Alison Witte provide us the unique opportunity to learn from scholars whose collaboration, as they state, has been sustained across space and time.

I would like to thank the English Department and the Rhetoric and Writing Doctoral Program at BGSU. As graduate students in the Rhetoric and Writing program, we are privileged in that every day we experience not only the collaboration between, but the mentoring by three outstanding faculty members. Sue, Lee, and Dan we thank you. It is from the community and collaboration fostered by our program that this year's conference theme was born.

Again, welcome to Bowling Green State University and thank you for participating in 21st Century Englishes. We are excited to be cooperating and collaborating with you!

Sincerely,  
Lauren Garskie  
*2017 Conference Chair*

We thank the following members of the Bowling Green State University community for their support and encouragement.

Dr. Raymond Craig, *Dean of College of Arts and Sciences*

Dr. Margaret Booth, *Dean of Graduate College*

Dr. Lawrence Coates, *Chair of Department of English*

Dr. Sue Carter Wood, *Director Rhetoric and Writing Doctoral Program and Associate Professor Rhetoric and Writing*

English Department

Dr. Lee Nickoson, *Director General Studies Writing and Associate Professor Rhetoric and Writing*

Dr. Dan Bommarito, *Advisor RSBS and Assistant Professor Rhetoric and Writing*

BGSU Student Organizations

Emily Gattozzi, *Coordinator of Scholarly Publishing*

Rhetoric and Writing Doctoral Program

We also thank Linda Peralez for providing event photography.

## 2017 21st Century Englishes Conference Committee

Sara Austin

Brandie Bohney

Jon Brownlee

Triauna Carey

Ashley Doonan

Danielle Donelson

Renee Drouin

Lauren Garskie

Kristin LaFollette

Kelly Moreland

Stephen Ohene-Larbi

Bailey Poland

Marshall Saenz

Lauren Salisbury

Tammie Southall

Joseph Robertshaw

Brian Urias

Lena Ziegler

# Schedule Outline

## Saturday, October 21, 2017

- 9:00am-5:15pm Registration & Help Desk:  
Olscamp 2nd Floor
- 9:30am-9:40am Opening Remarks: Olscamp 208
- 9:45am-11:00am Session A
- 11:15am-12:30pm Session B
- 12:30pm-2:00pm Lunch & Keynotes: Olscamp 208
- 2:15pm-3:30pm Session C
- 3:45pm-5:00pm Session D
- 5:00pm-5:15pm Closing Remarks: Olscamp 208

Follow us @21stCON  
#cooperatingcollaborating



A digital and pdf version of the program is available at  
[scholarworks.bgsu.edu/tfcenglishesconf](http://scholarworks.bgsu.edu/tfcenglishesconf)

## Opening Remarks

9:30-9:40am

Olscamp 208

Opening remarks are provided by Dr. Lawrence Coates, Chair of Department of English at BGSU; Dr. Sue Carter Wood, Program Director and Associate Professor of Rhetoric and Writing at BGSU; and Lauren Garskie, BGSU Rhetoric and Writing Ph.D. student and conference chair.

## Session A

9:45-11:00am

A.1 Olscamp 203

### **Overcoming Challenges at the Start of Graduate Study**

Renee Drouin, *Bowling Green State University*

Brandie Bohney, *Bowling Green State University*

Brian Urias, *Bowling Green State University*

Randy Meyer, *Bowling Green State University*

Bailey Poland, *Bowling Green State University*

Lena Ziegler, *Bowling Green State University*

This discussion-driven presentation will focus on the importance and facilitation of collaborations among graduate students in writing-driven fields. Each of the six presenters will briefly introduce a challenge or opportunity for graduate students, but the bulk of the presentation will be dedicated to interactive discussion among the panel and participants.

The presenters—Bailey, Brian, Randy, Renee, Lena, and Brandie—make up the current first-year cohort for Bowling Green State University’s Rhetoric & Writing doctoral program and have been constant collaborators since the start of their program.

A.2 Olscamp 208

## **Collaboration in the Classroom**

### **Teaching Tolerance: Using Syrian Refugee Literature in the Secondary English Classroom**

Samantha Weiss, *Bowling Green State University*

Teaching Syrian refugee literature in high school English literature classrooms requires a collaboration between student and teacher, built on mutual trust. Procedurally directive teaching must be used, as students must feel safe to participate, disagree, and misunderstand when learning about controversial topics, such as the refugee crisis.

### **Collaboration behind the Teaching of a Collaborative Podcast**

Megan Cross, *University of Findlay*

Joseph Spieles, *University of Findlay*

This project describes collaboration while designing an assignment for a College Writing classroom. Cross and Spieles collaborated to create an assignment where students produced an analytical podcast in groups. This required the instructors to work together to create cohesion, and it also required the students to work with one another.

### **Given Words: Creative Writing, Collaboration, and Pedagogy**

Kristin LaFollette, *Bowling Green State University*

Jonathan Brownlee, *Bowling Green State University*

This project explores the pedagogical impact of incorporating creative writing, play, and collaboration into the writing classroom. Through a collaborative creative project, we began exploring and thinking about the writing process in different ways. This presentation focuses on the process of completing that project and the ways this type of collaborative writing could be used in the composition classroom to help students become more effective writers.

## Session B

11:15am-12:30pm

B.1 Olscamp 203

### **Medical Engagement: Rhetorical Situations in Nurse Education, Narrative Therapy, and Telemental Health**

Yvonne Lee, *Kent State University*

Sommer Marie Sterud, *Kent State University*

Dawn Mellinger, *Kent State University*

This panel offers research and theory focusing on diversity, co-authorship, and ethical considerations in the medical health field. Speakers present views on rhetorically situated medical documents as they engage with language in nurse education and mental health care. Interactive audience participation using Poll Everywhere technology is encouraged during the presentation.

Yvonne, Sommer, and Dawn met last year as all three began their doctoral journey. After entering the same cohort of the LRSP program at KSU, these three women have spent the last year commiserating, collaborating, and cultivating a friendship that is sure to last beyond the bounds of the program.

## B.2 Olscamp 201 **Rhetoric of Collaboration**

### **“A Fraud in a Field of Language”: Creative Authorship as Collaboration with the World**

Erin Slaughter, *Nashville State Community College*

This presentation will explore ways writers collaborate through their interactions with other people, the environment, and social media. It will then argue for expanding the definition of “reading” to one that moves beyond text and language, and encompasses any experience in an author’s life that inspires writing, giving us reason to interrogate, and perhaps redefine, the role of authorship itself.

### **Historic Harlotry: A Revealing Look at How a Museum Partnership Prompted Prostitution Research for Racy Rhetorical Analysis**

Joy Brown, *University of Findlay*

Findlay, Ohio’s Victorian “houses of ill fame” and their residents were compelling subjects for a University of Findlay graduate project conducted in collaboration with the Hancock Historical Museum. Research indicates the women’s economic contributions during the city’s oil and gas boom years factored heavily into the municipality’s early growth.

### **#SoMuchGood: When the Rhetoric of a Fandom Builds a Community**

Darlene Johnston, *Bowling Green State University*  
Milena Velez, *University of Findlay*

When does the love for a book turn into a fandom, and how does that fandom grow into a community with its own set of guiding rules and shared morals and responsibilities? The presenters will discuss the rhetorical moves that occurred to create, maintain, and operate a community that was formed based on a Harry Potter fandom, a passion for running, and a drive to do #somuchgood, The Hogwarts Running Club.

# Lunch & Keynotes

Olscamp 208

12:30-2:00pm

Introduction is provided by Dr. Lee Nickoson, Director of General Studies Writing and Associate Professor of Rhetoric and Writing at BGSU, and Dr. Sue Carter Wood, Program Director and Associate Professor of Rhetoric and Writing at BGSU.

“When can you meet?”

“After 5 or on a weekend. How’s this Saturday?”

“That’s the day I’m supposed to go zip-lining with my mom.”

“Nathaniel has piano, Joshua has basketball, Zoey has harp, and I don’t have daycare for Joseph.”



## Sustaining Collaboration Across Space and Time

Alison Witte, Stacy Kastner, and Kerri Hauman met in August 2009 when they began BGSU’s PhD program in Rhetoric and Writing. Together, along with other BGSU Rhetoric and Writing alums and faculty, they’ve crafted a review, presented at more than five conferences, and published two articles. They’ve spent numerous hours discussing ideas and texts; thinking and writing together; listening and advising; sharing CFPs, projects, or articles that they know fit each other’s interests; drinking wine; and dreaming up their next project (often late at night, often in different states, often asking questions that don’t seem to have answers, and always talking through different ways to find those answers and share them with others by coming together in writing).

They aren't asking remarkably different questions than they were as graduate students in room 333A East Hall where Kerri and Stacy shared an office—How are the instructors who teach digital writing being trained to do so, what does high impact and ongoing technology professional development look like, and who is responsible for designing and delivering it? However, no longer graduate students themselves and instead professors, IRB officers, Writing Center staff members, and de facto administrators of all varieties, they've learned more about where to look for answers. They've learned how to understand the teaching of writing as a task distributed across the university, from the Classics department to the instructional technology unit to the student accessibility services office. After an extensive literature review of professional documents by NCTE, CCCC, MLA, WPA, and TYCA, and a survey where they learned very much about very few institutions, they're currently designing a multi-site study that will allow them to better understand the techno-ecologies on college and university campuses that support the preparation of current and future instructors of digital writing, as both teachers and writers.

### **Kerri Hauman**

Assistant Professor of Writing, Rhetoric,  
and Communication  
Co-Director, Digital Liberal Arts  
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### **Alison Witte**

Associate Professor of Humanities  
& Communication  
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### **Stacy Kastner**

Associate Director of the Writing Center  
and Writing Support Programs  
Brown University  
Stacy\_Kastner@brown.edu  
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## Session C

2:15-3:30pm

C.1 Olscamp 203

### **Driving Toward a Rhetoric of Collaborative Space**

Hillary Weiss, *Wayne State University*

David Nowak, *Wayne State University*

Dominic Nanni, *Wayne State University*

Heidelberg is a Detroit-based, outdoor art installation that for 30 years has both delighted and angered residents is used as a backdrop for exploring spaces of collaborative engagement. This panel examines the multivalent meanings of Heidelberg and how it, and similar spaces, can be used rhetorically in the Composition classroom.

C.2 Olscamp 225

## **Designing Collaboration**

### **Filling the Gaps Between Theory and Practice: Co-Developing the GameSpace Learning Laboratory**

Marshall Saenz *Bowling Green State University*

Ethan Jordan, *Bowling Green State University*

Our goal in this collaborative presentation is to examine how the GameSpace Learning Lab might create future opportunities for furthering research, developing hands-on teaching practices, making WAC and WID connections with other departments, creating new or augmented course designs/offerings, and eventually influence the gaming industry as a whole.

### **Group Efforts: A Discussion of How to Create a Great Group Project Experience**

Jan Blaschak, *Wayne State University*

After a short presentation based on my research into best practices and my experience as a student, I will facilitate an open discussion on designing and implementing group projects to foster collaboration, creativity, and personal responsibility.

### **The Effect of Common Core Standards of Writing on Student Writing Ability**

Malorie Bartlett, *Gannon University*

The goal of Common Core is to prepare students for “college, career, and life” by establishing rigorous, comprehensive standards that all students are expected to meet. With emphasis placed on literacy and math, Common Core stipulates all teachers are teachers of reading and writing. While admirable in nature, in practice, Common Core seems designed with standardized testing which is used to keep tabs on teacher effectiveness rather than gauging student readiness or ability. A possible consequence of this focus is apathetic writers only concerned with passing the test. The goal of writing is shifted from a personal communication of ideas or values to meeting arbitrary requirements.

## C.3 Olscamp 201

### **Language, Voice, and Collaboration**

#### **Voicing the Voiceless: Crafting a Dialogue between Cultural Epistemic Traditions**

Joseph Lewis, *Wayne State University*

This presentation suggests that embodied acts of student protest can influence how humanities scholars collaborate across disciplines. As a method of collaboration, I consider Achille Mbembe's, "horizontal strategy of openness to dialogue among different epistemic traditions." For Mbembe, a horizontal strategy of openness requires a new arrangement of epistemological traditions while troubling current epistemic hierarchies, ascribing Western Eurocentric knowledge systems over others.

#### **Awkward! Creating Discomfort to Encourage Understanding**

Brandie Bohney, *Bowling Green State University*

In mostly mainstream-English-speaking classrooms, it can be difficult to help students understand how language difference creates inequality. This presentation offers a suggestion for pushing mainstream English speakers to understand the damage of assuming their own "correctness" of language through uncomfortable collaborative reading.

#### **Monolingualism in International Scientific Publishing: Collaboration or Imperialism?**

David O'Neil, *Purdue University*

This presentation considers the effects of monolingualism on international publishing rates from 1996-2015 in the natural and social sciences. Evidence is presented that indexed journals are becoming more nationally diverse, but that this diversity has entailed costs for individual scientists, journals, and particular academic disciplines outside of Anglophone communities.

*In the spirit of creating community and collaborating as colleagues, our last session invites each of us to engage in interactive discussions and workshops that explore who we are as graduate students, instructors, and scholars.*

## **Session D**

**3:45-5:00pm**

### **D.1 Olscamp 201**

## **How Did We Get Here: A Roundtable Discussion about the Ph.D. Experience**

Jonathan Brownlee, *Bowling Green State University*  
Triauna Carey, *Bowling Green State University*  
Renee Drouin, *Bowling Green State University*  
Tammie Southall, *Bowling Green State University*

This panel is an opportunity to explore questions about applying for and entering into a doctoral program with students currently in the Rhetoric and Writing Ph.D. Program at BGSU. We will discuss our experiences with the genres of writing we had to focus on during the application process and what we wish we knew about those genres when we first started writing. We will talk about our experiences entering into the program and how those experiences help us moving forward. The panel will allow us to interact with participants and engage with questions that tend to come up. What does collaboration entail? How do you plan your time wisely? What genres can you expect to write in while doing your Ph.D.? As students currently collaborating in a program, we hope this panel is a way to gain a better understanding of different ways to approach these questions.

Jon, Renee, Triauna, and Tammie are Ph.D. students in the Rhetoric and Writing Program at BGSU currently collaborating on projects focused on professional development while ultimately surviving and thriving in the program!

D.2 Olscamp 225

## **The Great Grab Bag Adventure: Around the Tables in 75 Minutes**

Marshall Saenz *Bowling Green State University*

Brian Urias, *Bowling Green State University*

This whirlwind workshop presents instructors with key pedagogical questions that often arise in developing classroom materials and then allows participants to collaboratively share their thoughts and approaches to these problems via innovation stations with dry erase board tabletop surfaces. These surfaces have partitioned spaces that allow for brainstorming, listing scholarship, ideation, and sharing activities. Several tables also offer participants to pose their own questions for others to collaborate around. As each table rotates, groups may encounter another question to explore and gather ideas the previous group has constructed. Participants are encouraged to network, take pictures, and makes notes of their visits on the notecard “postcards” we provide, as the takeaway from their adventure is a grab bag of collaborative activities to take home and share with their classes and colleagues.

Marshall is a third-year PhD student in Rhetoric and Writing focusing on Course and Curriculum design. Brian is a first-year PhD student in Rhetoric and Writing whose interests include pedagogy, Writing Program Administration, and assessment. The two have found curricular alignments in their areas of interest and collaborate in seeking innovative approaches to classroom activities.

D.3 Olscamp 208

**The Controversial Uncontroversial Topic:  
Using Preferred Names and Correct Pronouns in the  
Classroom**

Hillary Weiss, *Wayne State University*

This workshop addresses frequently asked questions—gathered from my experience and research—and provides activities that instructors can use. During this workshop, we will also develop ideas and activities together that promote using preferred names and correct pronouns. In addition, Hillary will also discuss my experience with a collaborative Google Document.

**Closing Remarks**

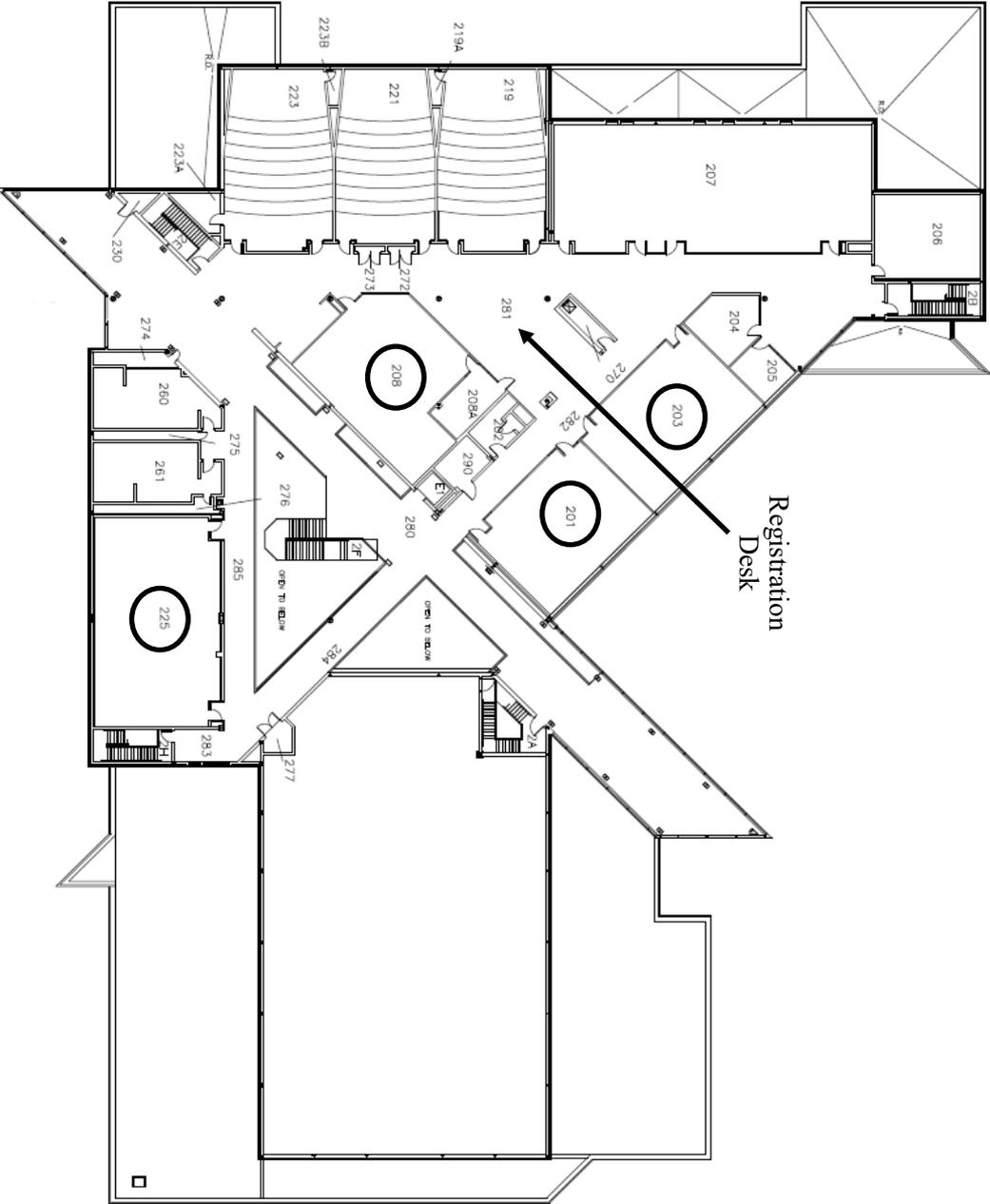
**5:00-5:15pm**

Olscamp 208

Closing remarks are provided Jonathan Brownlee, Bailey Poland, and Lena Ziegler, Bowling Green State University Rhetoric and Writing doctoral students.

*Thank you for attending the 21st Centuries Englishes conference. We appreciate your feedback on the conference: <http://bit.ly/2z09YaL>*

# Olscamp Hall Second Floor

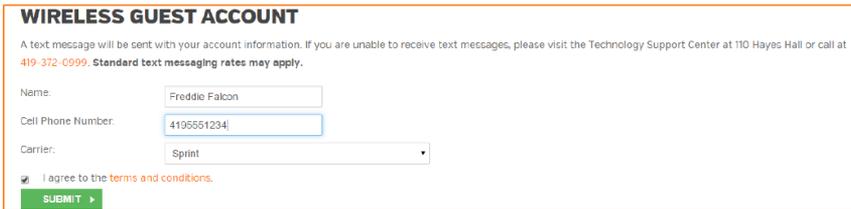


# Wireless Guest Access

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**Step 2:** Open a web browser and attempt to load a website.

**Step 3:** You should be redirected to the BGSU Wireless Guest Account page. Follow the instructions on this page and click “Submit” when finished.



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Name:

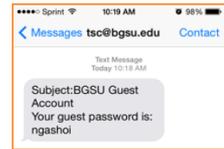
Cell Phone Number:

Carrier:

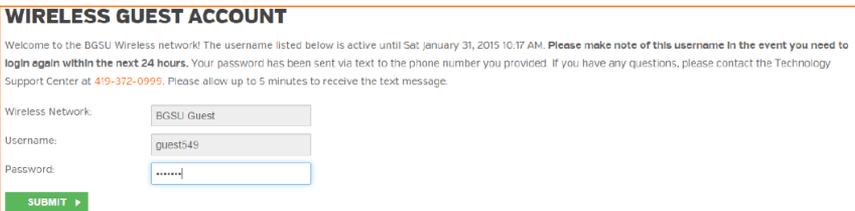
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**WIRELESS GUEST ACCOUNT**

Welcome to the BGSU Wireless network! The username listed below is active until Sat, January 31, 2015 10:17 AM. **Please make note of this username in the event you need to login again within the next 24 hours.** Your password has been sent via text to the phone number you provided. If you have any questions, please contact the Technology Support Center at 419-372-0999. Please allow up to 5 minutes to receive the text message.

Wireless Network:

Username:

Password:

**SUBMIT** >

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# Notes