

The 9th Annual 21st Century Englishes Conference
2021

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

Bowling Green State University, Bowling Green, Ohio
November 19th and 20th, 2021



[ID: Logo that reads: Bowling Green State University (BGSU): A
Public University for the Public Good.]

QR Code to 21st Century
Englishes Conference Website



Welcome

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

Through the 2021 theme “Possibility: Prioritizing Accessibility in Teaching, Learning, and Language”, we hope to foster and engage in conversations surrounding where we have been, where we currently stand, and where we might go in the future as we prioritize accessibility as a vital intersection of pedagogy and writing. There are numerous dialogues open to encourage such conversation, including both panels and presentations. We encourage attendees to use the chat function and to explore the Twitter hashtag (#21stCon2021) to continue the conversation.

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

Finally, we thank the presenters and attendees who can be with us in this conference space, whether asynchronous or synchronous. We welcome you, and we look forward to what you have to say, illustrate, perform, and enact—during and beyond this conference.

Sincerely,

Kari Hanlin (she/her) and Krys Ingman

Conference Co-Chairs

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. All presentations will include transcription and captioning services. Presenters have been strongly encouraged to provide transcripts and other descriptive texts to supplement their presentations.
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. 1 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 Bowling Green State University Curriculum Advisory Committee for their continued support.

2021 21st Century Englishes Conference Committee

Morgan Buchs
Annie Cigic
Sherrel McLafferty

2021 21st Century Englishes Conference Co-Chairs

Kari Hanlin
Krys Ingman

Schedule Outline

All times Eastern Standard Time (EST).

Friday, November 19th

Asynchronous Presentations.

Video Presentation: “First Time Teaching: Pandemic Edition”	p. 6
Art Submission 1: “Productive Access”	p. 6
Art Submission 2: “Plain Language Practices in the Writing Classroom”	p. 7

Saturday, November 20th

Synchronous Presentations.

Opening Remarks	10:00 – 10:30am	p. 9
Session 1	10:35 – 11:45am	p. 10
Keynote	12:00 – 1:30pm	p. 12
Session 2	1:45 – 3:15pm	p. 14
Dinner Session	6:00 – 7:30pm	p. 17
Closing Remarks	Asynchronous	p. 18

Asynchronous Presentations

First Time Teaching: Pandemic Edition

Authors: Madison Crow, *Masters of Arts in Rhetoric & Writing, The University of Findlay*

Tessa Jenkins, *Masters of Arts in Rhetoric & Writing, The University of Findlay*

Link: [Pre-Recorded Presentations – 21st Century Englishes Conference](#)

Abstract: When reflecting on teaching during pandemic times the first thing that comes to mind is the abrupt shift to remote learning. However, as second semester grad students, we experienced the abrupt shift as undergrads and then jumped into the deep end of teaching in the new normal. Flexible learning is all we have known as teachers.

Productive Access

Author: Annie Cigic, *Rhetoric & Writing Studies Doctoral Program, Bowling Green State University*

Link: [Poster Presentations – 21st Century Englishes Conference](#)

Abstract: This illustration depicts the “productive citizen” and gendered roles, showing the harmful effects of our

expectations to perform and produce. In the book *Building Access: Universal Design and the Politics of Disability*, Aimi Hamraie defines “productive citizenship” as someone who fills a dutiful role based on their gender. Hamraie notes, “Citizenship became contingent on productive labor, as determined by the science of work, in the early twentieth century” (61). In our world, it is more important to create technology not for people with disabilities, but for their potential to be productive and “belong” in this world as someone who can contribute to a “normal” standard. Our society often glorifies overworking individuals, but they don’t realize they’re glorifying norms, exhaustion, and exclusivity.

Plain Language Practices in the Writing Classroom

Author: Annie Cigic, *Rhetoric & Writing Studies Doctoral Program, Bowling Green State University*

Link: [Poster Presentations – 21st Century Englishes Conference](#)

Abstract: Plain language is writing an audience can understand as quickly as possible. From “On Plain Language”, Kelsie Acton asks, “How have I been taught to value complex, academic writing and been taught to devalue plain language?” It’s a question we should all consider. Acton acknowledges it’s scary to go outside our normal writing style and try something new. When we write differently from the way we’ve been taught to write, it can feel wrong, or we feel the writing is not as moving or beautiful, but that’s just proof the social standards deeply impact us.

Using plain language is important because it allows a wider audience to engage in conversations, specifically allowing a variety of people with disabilities to participate in conversations about themselves. This illustration depicts different ways plain language can be incorporated in the classroom. It will highlight plain language practices that can be adapted by anyone.

Welcome & Opening Remarks

Welcome: Kari Hanlin, *Rhetoric & Writing Studies*
Doctoral Program, Bowling Green State University, 21st
Century Englishes Conference Co-Chair

Krys Ingman, *Rhetoric & Writing Studies*
Doctoral Program, Bowling Green State University, 21st
Century Englishes Conference Co-Chair

Opening: Dr. Chad Iwertz-Duffy, *Assistant Professor of Rhetoric*
and Writing Studies, Bowling Green State University

Time: 10:00am – 10:30 am

Zoom Link: [Welcome to 21st Century Englishes Conference!](#)

Session 1

‘Coming Over’: Considerations for Accessibility in the Writing Classroom and Writing Center

- Authors: Dr. Sue Carter Wood, *Rhetoric & Writing Studies*
Doctoral Program, Bowling Green State University
- Michelle Tram Nguyen, *Rhetoric & Writing Studies*
Doctoral Program, Bowling Green State University
- Timothy J. “TJ” Pyatt, *Rhetoric & Writing Studies*
Doctoral Program, Bowling Green State University
- Britton Seese, *Literary & Textual Studies MA Program,*
Bowling Green State University
- Haley Stammen, *Rhetoric & Writing Studies Doctoral*
Program, Bowling Green State University
Quaker Writing Center Director & Student Resource
Manager, English Instructor, Wilmington College
- Olivia Zolciak, *Rhetoric & Writing Studies Doctoral*
Program, Bowling Green State University
Writing Center Coordinator, The University of Toledo
- Time: 10:35 – 11:50 am
- Zoom Link: [Zoom: ‘Coming Over’: Considerations for Accessibility in the Writing Classroom and Writing Center](#)
- Moderator: Self-moderated

Abstract:

This round table discussion urges participants to reconsider how they approach disability and accessibility in the writing classroom and writing center. Round table leaders invite participants to engage in discussion about ways to embrace disability, difference, and nonnormative pedagogical practices to meet the needs of all writers in these spaces.

Keynote Address

Keynote: Dr. Elkie Burnside (she/they)

Zoom Link: [Zoom: Keynote Address](#)

Moderator: Kari Hanlin



[ID: headshot of Dr. Elkie Burnside against a brick background]

Dr. Elkie is an Assistant Director of the Writing Program (WP) at the University of Massachusetts Amherst. In this role she is responsible for programmatic curricular assessment and design;

as well as additionally leads the WP Publications Committee which is responsible for creating open-access digital textbooks used in all first-year composition courses. In addition to an academic background in rhetoric and composition, Dr. Elkie has more than twenty years of experience as a writing instructor specializing in multimodal composing, training in a variety of environments, and professional communication. Their main research focus has always been on the classroom (and training instructional environments) – because this is where the work of writing, critical thinking, and building up students comes into focus.

Title of Keynote : Practicing for Possibility: Bringing Action to Accessibility

Short description: My own journey of considering questions of accessibility developed when I began exploring the affordances and constraints of multimodal composing as a graduate student and only deepened as I began to teach in composition classrooms and mentor other emerging multimodal authors in my editorial work with *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*.

For this presentation, I look forward to sharing with ya'll lessons several lessons from this exploration of scholarship and application of accessibility trends I have encountered, tried, and (at times) have found success within my pursuits! Framing accessibility as an ongoing, ever evolving, empathetic practice - not a checklist - I look forward to sharing strategies to consider, contextualize, and apply in your own environments.

Session 2: Back in the Classroom: Online Methods, Accessible Content, and the Acclimation of Students

Adaptable Intelligence in Shifting Bodily Values and Writing Spaces: Refashioning Online Methods into Our Return to Face-to-face Instruction

Author: Charity Anderson, *Rhetoric & Writing Studies*
Doctoral Program, Bowling Green State University

Time: 1:45pm, 3A

Zoom Link: [Back in the Classroom: Online Methods, Accessible Content, and the Acclimation of Students](#)

Moderator: Charity Givens

Abstract: Many lessons were learned during the abrupt transitions to online learning, and this presentation offers practical advice for instructors during the transition back to face-to-face learning. We will examine which methods and strategies transplant well from online spaces, and which ones alleviate the tension between writing spaces and bodily values.

Flexibility Opening the Doors for Accessibility: Encouraging the Creation of Accessible Content in the Classroom

Author: Alexandra Chakov, Masters of Arts in Rhetoric & Writing,
The University of Findlay

Time: 3B

Zoom Link: [Back in the Classroom: Online Methods, Accessible
Content, and the Acclimation of Students](#)

Moderator: Charity Givens

Abstract: Through a group assignment that pays particular attention to audience, students compose accessible presentations and an accompanying take away document. The flexibility allowed in creating this project along with the emphasized importance of audience awareness encourages students to consider accessibility in practice when sharing and creating content.

Acclimating First-Year Students to College Learning in Second-Level Writing Courses

Author: Adam Pittman, Masters of Arts in Rhetoric & Writing,
The University of Findlay

Time: 3C

Zoom Link: [Back in the Classroom: Online Methods, Accessible Content, and the Acclimation of Students](#)

Moderator: Charity Givens

Abstract: To adapt to the changing landscape of first-year college students transferring in first-year composition credits, this presentation covers ways second-level writing courses can change to provide an entryway for first-year students not acclimated with college learning, while continuing to provide the same second-level writing course benefits for upperclassmen students.

Dinner Session

Colleague Cool Down

Time: 6:00 – 7:30pm

Zoom Link: [Colleague Cool Down](#)

Moderator: Sherrel McLafferty

This is a space that invites all presenters, participants, moderators, and audiences to come together in a more informal session. Though there will be a loose structure to help fill time, the goal of this session is to build community and allow for colleagues to communicate outside the usual Q&A format. The 90 minutes will be divided into three parts to help spark conversation:

1. An ice-breaker to introduce everyone
2. Debriefing and reflecting on the sessions we observed
3. An opportunity to brainstorm toward the essay contest.

Of course, these three parts can bleed into one another or be abandoned if that is where the conversation leads us. At the end of the day the goal is to talk to one another. Feel free to bring your dinner!

Closing Remarks

Closing: Dr. Sheri Wells-Jensen, *Assistant Professor of Rhetoric and Writing Studies, Bowling Green State University*

Time: Asynchronous

Link: [Closing Remarks - 21st Century Englishes Conference](#)
This video is captioned and a full transcription is available via the link in the video description or on our conference website.

Essay Contest

(image description on following page)

21ST CENTURY ENGLISHES CONFERENCE

ESSAY CONTEST

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Prompt: Write an essay, a narrative, or compose a multimodal piece (video, podcast, collage, poetry) 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 classroom or writing, any insights or curiosity gained, etc.

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Submit: Friday, December 3rd by 11:59pm

Send to: 21stcon@gmail.com

Length: 750-1200 words (or digital equivalent)

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First place wins \$125!

[Image Description]: A flyer with a notebook paper background that announces the 2021 Essay Contest for the 21st Century Englishes Conference.

The flyer includes the following information:

Prompt: Write an essay, narrative, or compose a multimodal piece (video, podcast, collage, poetry) 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 classroom or writing, any insights or curiosity gained, etc.

Please note that if you plan to submit a multimodal piece, you should strive to make sure that piece is fully accessible by including descriptions, captions, transcripts, and other accessibility measures as is appropriate.

Submit: Friday, December 3rd by 11:59pm

Send to: 21stcon@gmail.com

Length: 750-1200 words (or digital equivalent: 6-8 minutes of audio/visual content)

First place wins \$125!]