

**The ODU English Department and the Thistle Foundation Present**  
**41st Annual Spring Conference on the Teaching of Writing**

**Monday, March 2nd**

**Registration and Breakfast: 8:30-9:00**  
Hampton/Newport News (1316)

**Conference Introduction and Keynote Address: 9:00-10:15**

**Keynote: Asao Inoue**  
Hampton/Newport News (1316)

**Session A: 10:30-11:45 (75 minutes)**

<b>A.1 Hampton/NN (1316)</b>	<b>A.2 Executive (1310)</b>	<b>A.3 SGA Senate (1302)</b>
<b>Presentations by:</b> Jenna Miller, Matthew H. Wood, Liza King, Rachael O'Donnell, Brittany White, Samia Ahmed, and Gary Christie	<b>Roundtable with:</b> Samantha Alexander, Meagan Boeshart, Kevin DePew, Michelle Fowler-Amato, Amanda Kunkel, Maggie Fluharty, and Brenda Williams	<b>Workshop with:</b> Margaret Harris-Shoates

**12:00-1:00: Lunch**  
Hampton/Newport News (1316)

**Session B: 1:00-2:00: Workshop With Asao Inoue**  
Hampton/Newport News (1316)

**Session C: 2:15-3:00 (45 minutes)**

<b>C.1 Hampton/NN (1316)</b>	<b>C.2 Executive (1310)</b>	<b>C.3 SGA Senate (1302)</b>
<b>Presentation by:</b> Elizabeth Vincelette	<b>Presentation by:</b> Sharelle Milo and Rosalynn Pattison	<b>Workshop with:</b> Ann Kumm

**Tuesday, March 3rd**

**Registration and Breakfast: 8:30-9:00**

Hampton/Newport News (1316)

**Session D: 9:00-10:15: Workshop with Delrose Adkinson and Nicole Jennings**

Hampton/Newport News (1316)

**Session E: 10:30-11:45 (75 minutes)**

<b>E.1 Hampton/NN (1316)</b>  <b>Presentation by:</b> Bnar Mustafa, Samantha Alexander, Amanda Kunkel, Linda St. Laurent, Megan Boeshart	<b>E.2 Executive (1310)</b>  <b>Presentations by:</b> Kristi Costello and Namrata Bhadania	<b>E.3 James/Lynn (1303)</b>  <b>Presentations by:</b> Jackie Mohan, Brittany White, and Matthew H. Wood	<b>E.3 Pot/York (1305)</b>  <b>Workshop with:</b> Jonathan Marine
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**12:00-1:00: Lunch**

Hampton/Newport News (1316)

**Session F: 1:15-2:00 (45 minutes)**

<b>F.1 Hampton/NN (1316)</b>  <b>Presentation by:</b> Kole Matheson	<b>F.2 Executive (1310)</b>  <b>Roundtable with:</b> Cathleen Rhodes and Deborah Christie	<b>F.3 James/Lynn (1303)</b>  <b>Presentations by:</b> Rachel McCullough and Mabel Khawaja
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**Session F: 2:15-3:00 (45 minutes)**

<b>G.1 Hampton/NN (1316)</b>  <b>Presentation by:</b> Maria Durso	<b>G.2 Executive (1310)</b>  <b>Roundtable with:</b> Stephanie Barnett, Jennifer Morey, Daliborka Padon	<b>G.3 James/Lynn (1303)</b>  <b>Presentation by:</b> Laura Buchholz, Ragan Killen, Beth Ann Dickie
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# Monday, March 2

## Equity, Access, and Justice for All: Advancing Inclusive Teaching Practices in the Composition Classroom



### Keynote Speaker: Asao B. Inoue

Our keynote speaker is Asao B Inoue, Professor and Associate Dean of the College of Integrative Sciences and Arts at Arizona State University. He is the 2019 Chair of the Conference on College Composition and Communication. He has been a past member of the CCCC Executive Committee, and the Executive Board of the Council of Writing Program Administrators. Among his many articles and chapters on writing assessment, race, and racism, his article, “Theorizing Failure in U.S. Writing Assessments” in *Research in the Teaching of English*, won the 2014 CWPA Outstanding Scholarship Award. His co-edited collection, *Race and Writing Assessment* (2012), won the 2014 NCTE/CCCC Outstanding Book Award for an edited collection. His book, *Antiracist Writing Assessment Ecologies: Teaching and Assessing for a Socially Just Future*(2015) won the 2017 NCTE/CCCC Outstanding Book Award for a monograph and the 2015 CWPA Outstanding Book Award. More recently he has continued his scholarship in socially just classroom writing assessment through a co-edited collection, *Writing Assessment, Social Justice, and The Advancement of Opportunity*(2018), and a book, *Labor-Based Grading Contracts: Building Equity and Inclusion in the Compassionate Writing Classroom* (2019).

### **Keynote Address: 9:00-10:15 - Hampton/Newport News (1316)“What Does It Mean to Advance Equity, Access, and Justice for All in White Supremacist Systems?”**

This keynote engages with the question: How do English language practices in college classrooms contribute to white supremacy? Inoue argues against the use of conventional writing standards in college courses that grade student writing by singular literacy standards. He discusses the ways that White language supremacy is perpetuated in college classrooms despite the better intentions of teachers, particularly through the practices of grading writing, which includes our judgements of literacy performances. These judgements too often engage habits of white language that are historically connected to white supremacist projects and histories. The keynote urges its audience to ask: If our language practices in colleges contribute to white supremacy, harming many people of color in the process, then what is our ethical responsibility as educators in our classrooms? How might we examine our own language practices so that we advance equity, greater access, and justice for all in systems of white supremacy?

## **Session A: 10:30-11:45 (75 Minutes)**

**A1: 10:30-11:45 - Hampton/NN (1316) *This presentation will be live captioned via WebEx.***

**Jenna Miller**

**Presentation:** “Online First-Year Composition Instruction: Challenges and Strategies for Student Success at an HBCU” In recent years, the increased demand for online courses and degree programs has been a constant in higher education. In an effort to raise institutional enrollment, Elizabeth City State University now offers two completely online undergraduate degree programs in Interdisciplinary Studies and Homeland Security, online degree completion programs in Criminal Justice and Business Administration, and an online Graduate degree program in Elementary Education. These programs offer the greater flexibility that our students crave; however, choosing to offer online undergraduate degree programs means that General Education courses must also now be provided online. For years, our department (English & Digital Media) advocated against offering online first-year composition courses because of the consistently high failure rates associated with these sections. As a result, instructors who are teaching these online sections now face an additional challenge: How do we replicate the first-year writing experience for an online audience while being mindful of and sensitive to the needs of our students? This presentation will discuss many of the challenges that emerge with first-year online writing instruction, but it will primarily focus on many strategies that can be utilized to help students succeed.

**Liza King, Rachael O'Donnell and Brittany White**

**Presentation:** Embedded in the teaching of online courses is the concern for the quality of education and pedagogical design among students with cognitive disabilities, both visible and nonvisible. The debate about how to design online courses that meet the needs of all students, with or without disabilities, can present challenges to instructors. We will address accessibility issues, specifically in regards to students with ADHD in online writing instruction. Our paper, “College Students with ADHD: Meeting the Needs of Students with ADHD in Asynchronous Online Writing Education,” specifically looks at the pedagogical experiences of professors teaching asynchronous, online writing instruction to students with ADHD. The goal of our paper is to examine the perceived challenges and needs of students with ADHD, as well as provide insight into the concerns of these teachers. Additionally, our paper will address current modifications that these instructors are utilizing, along with providing further instruction enhancement suggestions.

**Samia Ahmed and Gary Christie**

**Presentation:** As many colleges and universities take their first steps towards inclusivity, one of the biggest impediments they approach is writing program placement tests. As diversity increases, the shortcomings of writing placement tests become more apparent and the need for a better approach is recognized. Directed self-placement seems to reduce bias in the placement process. However, human factors and lack of funding may impede efforts toward equality in placement decision making. We will present on the need for a decisioning model that tackles these issues. Some areas where our research will be focused includes, social justice, accessibility, anti-racist teaching practices, feminism, gender studies, LGBTQIA+ theory. Our main research question will be directed towards finding the best way to reduce inequality in writing placement tests.

**A2: 10:30-11:45 - Executive Dining Room (1310)**

**Samantha Alexander, Meagan Boeshart, Kevin DePew, Michelle Fowler-Amato, Amanda Kunkel, Maggie Fluharty, and Brenda Williams**

**Roundtable:** “Taking Responsibility: A Collaboration With The Writing Center To Prepare Preservice Teachers To Support Diverse Student Writers”

College instructors who prepare students for the English Language Arts (ELA) classroom often use writing samples to teach preservice instructors ethical and effective strategies for working with culturally and linguistically diverse students. However, the writer’s absence omits many additional complexities of the writing process that future instructors need to negotiate. To give these future teachers potential opportunities to engage with diverse student writers that they can reflect upon, instructors of an ELA preparation course have designed an experience with the writing center to support teachers in working with real student writers. This roundtable’s participants—ELA preparation instructors, the writing center director, tutors, and ELA students— will detail the design of the collaboration, their experiences, and the outcomes. The roundtable will conclude by prompting the audience to discuss possible collaborations they can design in their contexts to give preservice and inservice instructors more experiences teaching diverse student writers.

**A3: 10:30-11:45 - SGA Senate Chambers (1302)**

**Margaret Harris-Shoates**

**Workshop:** Do my students’ voices matter? In this workshop, educators will explore ways that they can leverage technology to provide meaningful opportunities for students to: (1) engage with diverse perspectives and (2) share their stories with authentic audiences. Participants will assess their own classroom culture and instructional planning to identify current practices that quiet, affirm, and amplify student voices. Workshop participants will walk through a process of using technology to transform a writing task in order to validate the voices of all students and promote academic success.

**Lunch: 12:00-1:00 Hampton/NN**

**Session B: 1:00-2:00 Workshop with Asao Inuoe Hampton /NN (1316)**

**Session C: 2:15-3:00 (45 Minutes)**

**C1: 2:15-3:00 - Hampton/NN (1316) *This presentation will be live captioned via WebEx.***

**Elizabeth Vincelette**

**Presentation:** Alexander den Heijer said, “When a flower doesn’t bloom, you fix the environment in which it grows, not the flower.” His words reflect Wood’s call for instructors to create “accessible course [designs] and emphasize a dynamic, recursive, and continual approach to inclusion rather than mere troubleshooting.” Education often focuses on adaptive learning, which places the responsibility for adjustability on students. But when instructors focus on adaptive teaching, a “one size fits all” approach shifts to “meet them where they are.” Learning to engage students from a variety of backgrounds, broaden understanding of cultural barriers, and provide a variety of approaches to an assignment are all ways to foster inclusivity through adaptive teaching. Despite the daunting prospect of offering individualized instruction, variety, and culturally relevant assignments, adaptive teaching can remove barriers. This talk will explore adaptive teaching techniques that can transform learning without burdening instructors with an even greater workload. ***This presentation will be live captioned via WebEx.***

**C2: 2:15-3:00 - Executive Dining Room (1310)**

**Sharelle Milo and Rosalynn Pattison**

**Presentation:** Hidden Stereotypes: Implicit Bias in the Media

In today’s media saturated environment, students and teachers alike often exist in an online echo chamber, hearing their own thoughts and beliefs echoed back to them. This echo chamber only confirms our unconscious biases rather than exposing us to new voices and perspectives. By introducing students to the concept of implicit bias, the filter through which they view the world is exposed and becomes open to analysis. The implicit bias categories presented are race, socioeconomic status, gender, LGBTQ+, xenophobia, religion, and appearance. By combining research and film or TV show analysis, students grapple with the intersection of their identity and biases. This session will provide educators with a framework for discussing and analyzing implicit bias in their classrooms. This presentation is suitable for learners in both the secondary and post-secondary learning environment.

**C3: 2:15-3:00 - SGA Senate Chambers (1302)**

**Ann Kumm**

**Workshop:** Supporting Multilingual Students in the Classroom: “Best Practices” in Linguistic Inclusivity  
In this interactive workshop, participants will learn more about the academic language and literacy development of multilingual writers and learn ways to foster linguistically and culturally inclusive classrooms. Through open dialogue, participants will have the opportunity to reflect on and share their own experiences. By the end of this session, participants will leave with an increased awareness of practical strategies that will meet the unique needs of our multilingual students and walk away with relevant scholarship and resources on L2 writing.

# Tuesday, March 3

## *Featured Presenters: Delrose Adkinson and Nicole Jennings*



Mrs. Delrose Adkinson, M. Ed., is a National Board certified teacher and instructional technology coach, at Newport News Public Schools in Newport News, Virginia. After completing the Career Switcher program at Old Dominion University, Mrs. Adkinson transferred the relationship building and training skills she honed in the corporate world to create productive relationships with young people that facilitate empowering learning experiences and promote achievement. Having experienced the transformative effect of applying anti-racist behaviors and practices on student growth, a self-proclaimed student success specialist, Delrose actively advocates and leverages anti-racist, student-focused, relationship building competencies, teaching and learning

strategies, attitudes, and behaviors in practitioners to cultivate students' capacity to engineer the future of their dreams.

Dr. Nicole Jennings is the Lead English Teacher at Heritage High School in Newport News, Virginia. She has taught in the Newport News Public Schools division for the past 17 years. For her doctoral research, Nicole used the lens of critical race theory to conduct a qualitative study with a narrative research design to illuminate the educational experiences, practices, and perspectives of Eric Mahmoud, an African-American Male Academy Founder and Chief Executive Officer in Minneapolis, Minnesota. Dr. Jennings is passionate about conducting ethical research that amplifies the voices of African-American males. Her research interests include anti-racist teaching practices, teacher biases and expectations, and the use of African-American Male Academies as a counterspace in response to racial microaggressions. Her research currently serves as a catalyst for educators to think critically about their views, prejudices, and experiences with African-American male students.



### **Session D Workshop: 9:00-10:15 - Hampton/Newport News (1316)**

Since approximately 80% of K-12 teachers in the United States are White, students of color often interact with White adults in most educational settings. In order to implement anti-racist teaching practices and facilitate difficult conversations among our students, educators must first be introspective and ask themselves the following questions: How can we ensure every interaction with students of color contribute to their growth? How can we avoid inadvertently perpetuating the microaggressive and racist practices that feed the school-to-prison pipeline? How can we communicate to students of color that they are valued? Creating productive partnerships with dedicated, reflective White teachers is essential to transforming the education system to authentically serve students of color. This session capitalizes on the event theme to create a safe space for participants to engage in honest, reflective conversations and activities to generate approaches we can immediately implement in our interactions with students of color.

# Tuesday, March 3

## *Equity, Access, and Justice for All: Advancing Inclusive Teaching Practices in the Composition Classroom*

### **Session E: 10:30-11:45 (75 Minutes)**

**E1: 10:30-11:45 - Hampton/NN (1316)** *This presentation will be live captioned via WebEx.*

**Bnar Mustafa, Samantha Alexander, Amanda Kunkel, Linda St. Laurent, Megan Boeshart**

**Presentation:** Our students enter the university with diverse backgrounds, experiences, and needs. Writing Center tutors have a unique positionality in relation to student writers. Not only do tutors work with both undergraduate and graduate students across the disciplines, online students, and international students, but tutors have the ability to adapt their tutor style based on the person and the assignment. That ability to adapt allows for an atmosphere of inclusion by allowing students to have the power to control their tutoring sessions. This panel seeks to bring together the diverse experiences and expertise of our writing center tutors to articulate a writing center pedagogy that is flexible, adaptable, and inclusive of all the students we work with. The panel will conclude by prompting the audience to discuss ways they might consider how a flexible or responsive pedagogy might fit in with their own pedagogies.

**E2: 10:30-11:45 - Executive Dining Room (1310)**

**Kristi Costello**

**Presentation:** "Talking 'Bout The Next Generation: A Study of WAC/WID Training Provided to GAs' Across Disciplines" In this presentation I will discuss the impact an NSF-funded study of a newly developed upper-level STEM Technical Writing had on the perceptions and pedagogies of the eight graduate assistants equally comprised of students in the sciences and humanities who were tasked with helping us assess the inaugural sections. The conversations among the group during the training, the assessment process as they reconciled their codes, and the informal wrap-up meeting included discussions of disciplinary conventions, expectations of students' writing, and how to respond to students' writing-- the very kinds of discussions we had been trying to start with our campus colleagues. Data derived from a post-assessment survey show that the GAs' participation in the assessment process led to increased understanding about disciplinary ways of seeing, thinking, reading, and writing and inspiration to be better teachers of writing. Thus, we anticipate that the GAs' participation in the assessment process may lead to new generations of STEM educators who understand their role in preparing student writers and writing teachers who better understand their role in preparing students to write in STEM. Ultimately, we see the study serving as a potential model for WAC/WID work.



**E2: 10:30-11:45 - Executive Dining Room (1310) cont'd**

**Namrata Ashvinbhai Bhadania, Presentation:** "Writing in the Discipline: Facilitating Transdisciplinary Approach in Composition Classroom Using Transdisciplinarity as a Method to Unify Teachers and Classroom" Writing courses are not just a requirement to enhance effective communication, but a means for understanding divergent disciplines and mediating between them. Developing two syllabi and two rubrics as 'rhetoric of science' for STEM (i.e. science, technology, engineering and mathematics) students and 'rhetoric of inquiry' for humanities students with genre-specific and field-specific writing would enable them to enhance their performance in graduate classes by the end of the course. Student-centered and genre specific assignments will help students gain expertise in their respective disciplines, especially for international students and students of ESL. The research will focus on how inclusive the syllabi can be for international students to enhance their expertise in their disciplines by incorporating WAC assignments in the syllabus. The research, through qualitative study, identifies the strategies for student centered learning through composition classrooms creating a base for academic writing and genre mastery for students in different fields preparing them to be competent and confident writers in their specific disciplines. The main purpose of the research is to provide efficient methodologies for composition teachers to enhance student learning with maximum increase in learning potential from graduate students.

**E3: 10:30-11:45 - James/Lynn (1303)**

**Jackie Mohan, Presentation:** "Rubrics: Tools for Both Inclusion and Self-Evaluation." This presentation will propose the benefits of structuring effective, equitable rubrics as well as how to use those rubrics as tools for evaluation of instructors' own teaching. Rubrics are a divisive subject among English instructors. However, done well, they can achieve inclusiveness and accessibility for students of different writing abilities, backgrounds, and levels of progress by increasing transparency between students and the perceived mysteriousness of grading. In addition to benefiting students, rubrics can be used as resources from which instructors can gather objective, calculable data on how to improve their own teaching methods going forward. The presenter will demonstrate rubrics' benefits for both students and instructors by utilizing her own examples from past and current classes and showing some of the data she has gathered on her own teaching.

**Brittany White, Presentation:** One place we, teachers of writing, begin investigating racism in our classroom teaching is in our writing assessment practices. In examining evaluation practices at large, they are informed-- and it is characteristic that often leads to racism and other exclusive practices remaining in college writing classrooms. To this end, often times the questions for why we are evaluating students in a particular fashion gets left behind, however students are already asking those questions. Considering the purpose for evaluation-- to improve effectiveness-- we must allow our writing assessment to engage with students' various backgrounds. This work will encourage and offer investigation into teacher evaluation practices by examining current writing assessment practices. Further discussion will include tailoring our rubrics diverse identities, incorporating inclusive terminology in our assessment, and how antiracism can be promoted via writing assessment. This work will utilize classroom experience and student writing on this topic to propose methods.

**E3: 10:30-11:45 - James/Lynn (1303) cont'd**

**Matthew H. Wood**

**Presentation:** This study was supported by literature indicating university students adopt new technologies, tablet implementation in the classroom leads to positive academic behaviors, and technology is increasingly useful in technical writing. This experiment implemented Android-based tablets into university level technical writing classrooms as a required component of the course using a convenience sample of approximately 36 undergraduate students majoring in the sciences. After substantial tablet use [twelve weeks, or three-fourths of the semester], students were prompted to complete a quantitative survey to determine effects and perceptions of using the tablet devices. The hypothesis was supported in that tablets were considered useful for accessing readings, accessing external resources, and following lectures, but was inconclusive regarding group work. Ultimately, students still preferred using their laptops; future research should focus on ways in which positive academic behaviors and group work can be effectively implemented while using the students' preferred technology.

**E4: 10:30-11:45 - Potomac/York (1305)**

**Jonathan Marine**

**Workshop:** James Moffett - one of the foundational theorists in the field of writing, composition and teacher education - hinged his theory of the universe of discourse on the notion that communicators face overcoming a differential; that because we all abstract in "personal, parochial" ways we all come to understand our world in different, diverse ways. Moffett's argument that "the more a [learner] is aware of abstractions" the more growth they will have is taken up by asking the participants to actually write through the spectrum of discourse (briefly), share their compositions, and discuss the implications with one another. This workshop operationalizes James Moffett's theories by offering an interactive workshop to help students and teachers to experience - not just learn about - what these modes of thinking mean for our writerly selves, and how they might ferment communication strategies to navigate differing perspectives by first becoming more aware of them.

**Session F: 1:15-2:00 (45 Minutes)**

**F1: 1:15-2:00 - Hampton/NN (1316) *This presentation will be live captioned via WebEx.***

**Kole Matheson**

**Presentation:** "Leveraging the Emphases of English Studies as Inclusionary Praxis" will examine how the undergraduate emphases in ODU's English department might encourage communication strategies, creative expression, and activism in the writing classroom. How might a rhetorical understanding of nonviolent communication improve class discussions? How might creative writing reveal appreciation of diverse perspectives? How might a linguist's descriptive analysis of grammar improve assessment practices? These questions, among others, will be explored as they relate to assigning, responding to, and evaluating student writing.

**F2: 1:15-2:00 - Executive Dining Room (1310)****Cathleen Rhodes and Deborah Christie**

**Roundtable:** In keeping with the conference focus on inclusion, we would like to propose a roundtable on the use of themes in either gen ed composition or literature courses to further engage students, represent alternative voices, and creatively achieve the course SLOs. Cathleen Rhodes has previously used a Faculty Innovator Grant to theme a composition course around LGBTQ interests. The course project was a downloadable walking tour for LGBTQ and Ally residents and visiting tourists, researched and then narrated by the students themselves. Cathleen will share her experience and takeaways from that course. Deborah Christie will use the theme of horror as a liminal space of otherness to demonstrate how representation can be fluid AND unifying. She will discuss an outline of both a literature course and a composition course using this theme. We would like to follow the two presentations with discussion and exchange of ideas with our peers.

**F3: 1:15-2:00 - James/Lynn (1303)****Rachel McCullough**

**Presentation:** One of the most present and deadly threats to Americans in the last several years has been the heightened presence of White Nationalism and White Supremacy. It's easy to feel powerless in the current political climate, and while we may feel safe in the confines of our classrooms, this is equally true for members of marginalized groups in the world of academia. As a proposed aid to help educators identify and address White Nationalist speech and behaviour, my classmates and I in PECAR have searched through leaked discussions from the Unite The Right Discord Server for lexical items and references that members of the Alt-Right use to index their membership to the group. Once the transcripts have been fully scoured for lexical items, our results will be catalogued in an Alt-Right Field Guide published specifically for use in law enforcement and academia.

**Mabel Khawaja**

**Presentation:** "A Blend of Media, Voice, and Text:" A composition and rhetoric course begins with students' passionate complaints as they discover their voice by writing proposals about a solution for their complaints. One student's essay turned it into a proposal to change the Dress Code that bans baseball hats in the classroom. Another student wrote about the need to improve the menu and operations in the Cafeteria. The students' voices get stronger with research and images as they presented their proposals to their peers. Next comes the Argumentative Research Paper. The debatable issues can be connected to literary works through thematic analysis. Some students are fascinated by stories' themes e.g American Dream and Domestic Abuse. For example, my students prepared their own video to capture their peers' attention with their creativity and dramatization with a production of Sandra Cisneros's "Woman Hollering Creek" is one example.

## **Session G: 2:15-3:00 (45 Minutes)**

**G1 2:15-3:00 - Hampton/NN (1316) *This presentation will be live captioned via WebEx.***

**Maria Durso**

**Presentation:** Got English Language Learners in your class? Learn some ways to help them keep pace with your content. This session will present 8 key things you can do from day one to make your class more accessible to ELLs - and guess what? They will help your native English speakers too! Following the presentation, ESL faculty will answer any questions you may have about teaching English Language learners.

**G2 2:15-3:00 - Executive Dining Room (1310)**

**Stephanie Barnett, Jennifer Morey, Daliborka Padon**

**Roundtable:** “Do I Belong Here? Teacher Perceptions of Students, Student Performance, and Student Retention” This roundtable will discuss marginalized post-secondary students (such as developmental and first-generation students), whose sense of identity as college students—along with a sense of belonging to the academia—may not have been developed yet and may thus affect their confidence in reading, writing, and computer literacies. Through a collaborative lens of scholars specialized in developmental reading and writing, academic and professional writing, and psychology, the roundtable will seek to understand how teacher perceptions of such students might affect student performance and, consequently, student retention.

**G3 2:15-3:00 - James/Lynn (1303)**

**Laura Buchholz, Ragan Killen, Beth Ann Dickie.**

**Presentation:** “Anxiety, Accommodations and Attendance policies: Balancing Academic Rigor and Accessibility.” In addition to teaching effective writing practices, instructors of first-year courses often find themselves in the role of orienting their students to the expectations of college work. Such expectations inevitably include regular class attendance and the importance of meeting submission deadlines. However, with the well documented rise of students on campus seeking treatment for mental health concerns such as anxiety and depression, class attendance and meeting deadlines can become overwhelming. This reality puts the instructor in a difficult position, often feeling as though values of academic rigor are at odds with values of accessibility. In this session, Laura Buchholz will lead a frank discussion about how instructors might cultivate classroom practices that are sensitive and responsive to the needs of students dealing with mental health concerns. How might we rethink notions of “academic rigor” while also confronting the ableist assumptions that often accompany them? Ragan Killen from ODU’s Office of Counseling Services and Beth Ann Dickie from the Office of Educational Accessibility will be present to share more about how their offices offer support for students and how we can best work together in meeting student’s needs.



If you would like to log in and view live captioning of events in the Hampton/Newport News room on your personal device, please request a direct invite link from any conference volunteer.

There is a private lactation room available in the Career Development Center, Room 2202 of Webb Center. Just let them know you are with our conference and there will be a refrigerator available if needed.

The Potomac Room (1305) is reserved as a quiet room, if needed.

Please check your table for guest wifi login information.

*Thank you so much for attending this year's conference. We appreciate your commitment to Equity, Access, and Justice, and we hope you will share what you learned during the conference with your colleagues to continue these important conversations. We hope to see you in 2021!*

Conference Director Jenn Sloggie would like to thank the following people for their help and support in the organization of this year's conference and events:

- Sheri Reynolds, English Department Chair
- Kristi Costello, Associate Chair of Writing Studies
- The ODU Alumni Association
- Peter Adams, Kole Matheson, Michelle Heart, Kevin DePew, Ariel Tobin, and Namrata Bhadania of the Conference Planning Committee
- Michelle Fowler-Amato for assistance with secondary education concerns and Ruth Osorio for guidance on accessibility
- Orlando Kearney, Erica Paredes, and Marsha Jones from the English Department
- This year's talented and enthusiastic presenters and participants

*Don't forget to recycle your program! Thank you for making this conference a great success!*

Visit our website:

<https://sites.wp.odu.edu/writingconference/>

Visit us on Twitter: @ODU\_SWC

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