A SYMPOSIUM ON TEACHING COMPOSITION AND RHETORIC AT HBCUs
Remembering Our Pasts, Re-enVisioning Our Future

MARCH 29-30, 2018
HOWARD UNIVERSITY // United Negro College Fund
Greetings from the 2018 Program Chair

Welcome to Washington D.C., the site of the second symposium on Teaching Composition and Rhetoric at HBCUs. This year’s theme “Remembering Our Past, Re-enVisioning Our Future,” represents a desire to rethink and rework the legacies of writing and rhetoric instruction at Historically Black Colleges and Universities (HBCUs), and to cultivate new ways of engaging and educating these students. Quite a bit of time has elapsed since the previous 2014 symposium held at North Carolina A&T university, and organized by professors Spencer-Maor and Depolo. This conference represents an expanded vision of the first symposium and another moment in time for us to reflect on the work, worth, and rhetorical education taking place at HBCUs. I welcome and invite you to reflect with the presenters on the numerous possibilities available to those daring enough to re-envision composition and rhetoric instruction at the modern HBCU.

This symposium includes a number of workshops, roundtables, Ted Talks, keynotes, and panels aimed at expanding and challenging our thinking about the modern Black learner. In order for our own professional lives and the lives of our students to continue to change for the better, we must continue to do the work of putting aside our pride and assumptions, and meeting our students in the spaces where they live and thrive. To do so emboldens our students our students to think creatively about their futures and beliefs, and asks us to stretch and strengthen our views about literacy, language, and composition. My hope is that this year will demonstrate the value of cultivating this community of HBCU educators, and their allies at HWCUs. There is an ever present need for more research and investment in the history and value of HBCUs.

My hope for this symposium is that it will serve as a space to connect the good folks working at various HBCUs and HWCUs (Historically White Colleges and Universities) grappling with a number of questions about student use of technology, questions of equity and social injustice, considerations of culturally relevant teaching and anti-racist work, as well the systemic concerns of sexism, racism, and classism that continue to shape the worlds and professions our students aspire to enter. I hope you will attend as many sessions as you can, and that you will use these sessions to bend your reflective questions toward a deeper considerations of what English studies might be for those of us invested in language, literacy, and composition at HBCUs. There are over twenty-plus HBCUs represented at this symposium, and the goal is that these schools begin to develop partnerships amongst each other that shape the way we research, teach, and discuss all students of color. I also hope that we can begin to build meaningful partnerships with the ten-plus HWCU schools represented on the agenda as well. It is through a layered, complex, and empathetic allyship that true social and institutional change can become permanent.

I would be remiss if I did not stop to thank the many contributors that helped to bring this symposium to fruition. The advisory board of Leah Creque, Darius Cureton, Jason DePolo, Collie Fulford, Kathi Griffin, Karen Keaton Jackson, Alex Lockett, Kyr Mack, Nathaniel Norment, Teresa Redd, Faye Spencer-Maor, Landy Watley, and Dana Williams have been invaluable in guiding and executing the vision for this symposium. The Bedford/St. Martin's team of Andie Aiken, Leasa Burton, Joy Fisher Williams, Jimmy Fleming, and Leah Rang have been vital to ensuring the conference achieved its full potential and developed the broad audience envisioned at the early stages of planning. I thank you all for your insights, your encouragement, and your deliberate voices.

Now, I ask us to imagine the work with language we must do, as we seek to transform our students and ourselves through compassionate and careful considerations of composition and tomorrow. Please enjoy the symposium!

In Truth and Service to all,
Dr. David F. Green Jr.
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AGENDA

THURSDAY // MARCH 29TH

Howard University // Interdisciplinary Research Building // Multi-Purpose Room
2201 Georgia Avenue NW // Washington, DC 20059

12:00pm-1:00pm TED-STYLE TALKS
A Dialogue Across Writing, Race, and Gender
Corrie Claiborne, Morehouse College
Jamila Lyn, Independent Scholar
Rebecca Burnett, Georgia Institute of Technology
William L. Jeffries, Aerospace Optical Engineer (ret.), SBRC

1:10pm-2:10pm ROUNDTABLE DISCUSSION
What Are the Roles of Writing Centers and How Do We Define "Literacy Practices"?
Mark Branson, Shaw University
Laura Mercer-Bourne, Shaw University
Jimisha Relerford, Howard University
Lin Knutson, Mississippi Valley State University

TOPICAL WORKSHOPS

2:20pm-3:20pm “TRYNA GET IN WHERE WE FIT IN…”
Agency, Access, and Appreciation in HBCU Writing Programs
Darius Cureton, Winston-Salem State University
Brittany S. Hull, Indiana University of Pennsylvania
Samaa Gamie, Lincoln University, Pennsylvania

3:30pm-4:30pm CULTURALLY RELEVANT READINGS
Teaching Writing at an HBCU
Tanya Clark, Morehouse College
Leah Creque, Morehouse College
Rebecca Kumar, Morehouse College
Nathaniel Norment Jr., Morehouse College

4:45pm RECEPTION AND NETWORKING EVENT
with Dr. Keith Gilyard, The Pennsylvania State University

6:00PM KEYNOTE ADDRESS, DR. KEITH GILYARD
"Paying the Price to Make the Mic Sound Nice"
Introduction by Dr. David F. Green Jr., Symposium Program Chair, Howard University
FRIDAY // MARCH 30TH

United Negro College Fund // College Knowledge Center
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8:00am REGISTRATION AND CONTINENTAL BREAKFAST

8:45am WELCOME AND INTRODUCTIONS
DR. DAVID F. GREEN JR., Symposium Program Chair, Howard University

9:00am FRIDAY KEYNOTE ADDRESS
DR. ADAM BANKS, Stanford University

10:00am CONCURRENT SESSION 1

PANEL 1 BLUE ROOM
ADDRESSING INEQUITIES
Forging Honest Relationships between HBCUs and PWIs
CHAIR: Darius Cureton, Winston-Salem State University
Russell Robinson, North Carolina Central University
Collie Fulford, North Carolina Central University
Shirley Faulkner-Springfield, North Carolina Central University

PANEL 2 WHITE ROOM
DREAMS AND CONFLICTS
Bridging Composition, Communications, and Research
CHAIR: Jason DePolo, North Carolina A&T State University
Monifa A. Love, Bowie State University
Barbara Cheadle, Bowie State University
Maurice R. Robinson, Bowie State University
Teja Shelton, Bowie State University
Rico Singleton, Bowie State University

PANEL 3 ORANGE ROOM
"TALKIN’ THAT TALK"
Disruptive Language and Writing Pedagogies
CHAIR: Teresa Redd, Howard University
Sarah RudeWalker, Spelman College, “Disrupting Linguistic Conservatism in HBCU Writing Culture: A Case Study”
Kathi R. Griffin and Tatiana Glushko, Jackson State University, “Unexpected Conflicts in Composition I: Tradition, Rhetoric, and Language”
Alexandra Lockett, Spelman College, “Troubled Inquiry: Investigating the Gender Politics of Excellence at HBCUs”

11:30am CONCURRENT SESSION 2

PANEL 1 BLUE ROOM
BRIDGING THE GAP
Narratives of Division, Development, and Change
CHAIR: Faye E. Spencer-Maor, North Carolina A&T State University
Veronica Garrison-Joyner, George Mason University, “Establishing Stronger Connections with PWI Partners via Interinstitutional Matriculation”
Sue Mendelsohn, Columbia University, “Two People, Two Languages: A History of NCTE’s Final Segregated Conference”
Sonia Mae Brown, Langston University, “ReClaiming the Composition Classroom: The Case for a Hereditary HBCU Heuristic”

PANEL 2 WHITE ROOM
NAVIGATING TERRITORIES IN COMPOSITION
CHAIR: Alexandria Lockett, Spelman College
Kendra N. Bryant, Florida International University, “‘Self-Destruction’: Black Student Writers in the Social Media Age”
Edwina Mosby, University of Arkansas, Pine Bluff, “Teaching the Three Appeals of Persuasive Writing: Ethos, Logos, and Pathos across Undergraduate Curricula at HBCUs”
Arna A. Shines, Tougaloo College, “By Any Other Name: Where Is Your Mini Computer?”

PANEL 3 ORANGE ROOM
TECHNICAL PROFESSIONAL COMMUNICATION AT HBCUs
CHAIR: Karen Keaton Jackson, North Carolina Central University
Temptaous Mckoy, East Carolina University, “Destabilizing the Knowledge Keepers of Technical Professional Communication: A Call to Diversify TPC on HBCUs’ Terms”
Cecilia Shelton, East Carolina University, “Tech Comm Roots in the Activist Tradition of HBCUs”
Alicia Hatcher, East Carolina University, “Not Your Momma’s Technical Communicator: The Technical Use of Author and Space in ‘Black’ Cartoons”
LaKela Atkinson, East Carolina University, “Doing More With Less: Innovative Tech Comm at HBCU Writing Centers”
**FRIDAY // MARCH 30TH (continued)**

United Negro College Fund // College Knowledge Center
1805 7th Street NW // Washington, DC 20001

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<td>1:00pm</td>
<td>ORANGE ROOM</td>
<td>LUNCH AND SPECIAL INTEREST TABLES</td>
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<td>ACKNOWLEDGING THE BINARIES OF TIME Archival and Historical Research on HBCUs</td>
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<td>Khirsten L. Echols, University of Louisville, “Where History Meets the Future: A Historiographic Exploration of Mississippi: The View from Tougaloo College”</td>
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<td>Alice S. Horning, Oakland University, “1880-1930: Looking Back to Look Forward to Enhancing Reading in Composition”</td>
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<td>Leigh Ryan, University of Maryland, “Archival Research: Using the Past to Speak to the Present”</td>
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<td>STUDENTS’ RIGHT TO THEIR OWN LANGUAGE AT AN HBCU</td>
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<td>Shurli Makmillen, Claflin University</td>
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<td>Amori Washington, Claflin University</td>
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<td>PANEL 3 ORANGE ROOM</td>
<td>TRANSFORMING PRIVATE WRITERS INTO PUBLIC CITIZENS IN UNDERGRADUATE WRITING COURSES</td>
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<td>Eliseo Jacob, Howard University, “Hip Hop in the Global Sphere: Creating Digital Publics in an Online WAC Course”</td>
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<td>Martha Pitts, Howard University, “Uses of Black Feminist Pedagogy and Early African American Texts in the First-Year HBCU Classroom”</td>
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<td>Marina del Sol, Howard University, “Selfhood and Identity: Discourse Communities in the Writing Classroom”</td>
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<td>Crystal Stuvland, Howard University, “Curated Spaces: Multimodal Public Rhetoric in the First-Year Writing Classroom”</td>
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<td>CHALLENGES AND TRIUMPHS Increasing HBCU Leadership in Professional Organizations</td>
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<td>Pamela Simmons, Winston-Salem State University</td>
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<td>ORANGE ROOM</td>
<td>TOWN HALL DISCUSSION AND SYMPOSIUM CLOSING</td>
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<td>REMEMBERING OUR PASTS. RE-ENVISIONING OUR FUTURE</td>
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JOIN US FOR THE NEXT SYMPOSIUM ON TEACHING COMPOSITION AND RHETORIC AT HBCUs
MOREHOUSE COLLEGE
ATLANTA, GA
FALL 2019
Dr. Adam Banks  
Stanford University  
Professor of Education,  
Graduate School of Education

“Committed teacher. Midnight Believer. A Slow Jam in a Hip Hop world. Cerebral and silly, out-going and a homebody. Vernacular and grounded but academic and idealistic too. Convinced that Donny Hathaway is the most compelling artist of the entire soul and funk era, and that we still don’t give Patrice Rushen enough love. I’m a crate digger, and DJ with words and ideas, and I believe that the people, voices and communities we bring with us to Stanford are every bit as important as those with which we engage here at Stanford.”

Born and raised in Cleveland, Ohio, Dr. Banks came to Stanford from the University of Kentucky, where he served on the faculty of the Department of Writing, Rhetoric and Digital Studies and, prior to that, from Syracuse University, as a member of the faculty of the Writing Program. In addition to these appointments he served as the Langston Hughes Visiting Professor of English at the University of Kansas and, jointly with Andrea Lunsford, as the Rocky Gooch Visiting Professor for the Bread Loaf School of English.

His scholarship lies at the intersections of writing, rhetoric and technology issues; specialized interests include African American rhetoric, community literacy, digital rhetorics, and digital humanities. Dr. Banks’ most recent book is titled *Digital Griots: African American Rhetoric in a Multimedia Age*, and his current digital/book project is titled *Technologizing Funk/Funkin Technology: Critical Digital Literacies and the Trope of the Talking Book*.

Dr. Keith Gilyard  
The Pennsylvania State University  
Edwin Erle Sparks Professor of English and African American Studies

A native New Yorker and two-time recipient of an the American Book Award, Keith Gilyard has passionately embraced African American expressive culture over the course of his career as a poet, scholar, and educator. Beyond his own literary output, he has pursued—and in some instances merged—two main lines of humanistic inquiry: literary studies, with its concern for beauty and significant form, and rhetorical studies, with its emphasis on the effect of trope and argument in culture. Moreover, his interests branch out into popular culture, civic discourse, and educational praxis. A critical perspective concerning these areas is, in his view, integral to the development of discerning and productive publics both on and beyond campuses—and therefore crucial to the optimal practice of democracy.

As a faculty member at Medgar Evers College-CUNY, Gilyard helped to establish (1986) the National Black Writers Conference, now convened biennially at that venue. He served as Director of the Writing Program at Syracuse University (1995-1999) and as interim chair of the Department of African American Studies at the same university (1996-1997). Upon his arrival at Penn State in 1999, he began planning the seventeenth Penn State Conference on Rhetoric and Composition, which was held during the summer of 2001 around the theme “American Ethnic Rhetorics.” Also long active in national organizations, Gilyard headed the Conference on College Composition and Communication (CCCC) in 2000 and was the centennial president of the National Council of Teachers of English (NCTE) in 2011-2012.


Dr. Andrea Lunsford  
Stanford University  
Louise Hewlett Nixon Professor, Emerita

Currently the Louise Hewlett Nixon Professor of English Emerita, Claude and Louise Rosenberg Jr. Fellow, and Former Director of the Program in Writing and Rhetoric, Andrea Lunsford has designed and taught undergraduate and graduate courses in writing history and theory, rhetoric, literacy, and intellectual property. Before joining the Stanford faculty, she was Distinguished Professor of English and Director of the Center for the Study and Teaching of Writing at The Ohio State University. Currently also a member of the Bread Loaf Graduate School of English faculty, Professor Lunsford earned her B.A. and M.A. degrees from the University of Florida, and she completed her Ph.D. in English at The Ohio State University (1977). Professor Lunsford’s interests include rhetorical theory, women in rhetoric, collaboration, cultures of writing, style, the graphic novel, and technologies of writing. She has written or co-authored nineteen books including *The Everyday Writer, Essays on Classical Rhetoric and Modern Discourse, Singular Texts/Plural Authors: Perspectives on Collaborative Writing, and Reclaiming Rhetorica: Women and the History of Rhetoric*, as well as numerous chapters and articles. Professor Lunsford has conducted workshops on writing and program reviews at scores of North American universities, served as Chair of the Conference on College Composition and Communication and Chair of the Modern Language Association Division on Writing, and as a member of the MLA Executive Council.
SYMPOSIUM ROUNDTABLE

**Jason DePol** is Director of the Composition Program, Associate Chair of the English Department, and Chair of North Carolina A&T State University’s General Education Council. He teaches both undergraduate and graduate courses in Sociolinguistics, Rhetoric, Composition Studies, Literacy Studies, and English as a Second Language (ESL). He earned his Ph.D. in Composition and TESOL from Indiana University of Pennsylvania. His primary research interests include Assessment, African American Rhetorics, Cross-sector/Institutional Vertical Writing Alignment, and Critical Discourse Analysis.

**Collie Fulford** is an associate professor of English composition and rhetoric at North Carolina Central University where she directs the first-year writing program. She is a 2017-18 digital humanities fellow at the Franklin Humanities Institute and president of Carolinas Writing Program Administrators. Collie studies program development, higher education rhetorics, and adult learners, often in collaboration with student researchers. Her publications include articles in Composition Studies, WPA: Journal of the Council of Writing Program Administrators, and the International Journal of the Scholarship of Teaching and Learning.

**Karen Keaton Jackson** began her academic career at Hampton University in Virginia, earning a Bachelor of Science in English Secondary Education with summa cum laude distinction. She went on to receive her M.A. and Ph.D. in English Composition from Wayne State University (Detroit, MI) in 2004. While pursuing her Ph.D., she was awarded a pre-doctoral fellowship at LeMoyne College in Syracuse, New York, where she taught courses on multicultural literacy. Since arriving to North Carolina Central University in 2004 as an assistant professor, she has become the Director of the Writing Studio, coordinates the campus-wide Writing Intensive Program, has served on the executive boards of the International Writing Center Association and the Southeastern Writing Center Association, and currently serves on the executive board of the Council of Writing Program Administrators. In May 2015, she received a University of North Carolina Board of Governors Award for Teaching Excellence. She maintains an active research agenda on the interrelated notions of literacy, race, and identity in the writing classroom, and more recently she has focused on composition instruction and writing centers at HBCUs.

**Kendra L. Mitchell** is Director, Writing Across the Curriculum, Florida A&M University; she is also an alumna of Florida A&M and a proud HBCU scholar. Her dissertation, Language in the Center: A Case Study of Multilingualism in a Historically Black University Writing Center, describes the dynamic language interactions of self-identified tutor-tutees in an ethnic-specific writing environment. Her line of inquiry has implications for the interstitial enunciations of translingual writers of color and their linguistic and cultural agency as discussed in her chapter, “African American Anglophone Caribbean Writers in a Historically Black University Writing Center” (forthcoming). Dr. Mitchell has recently returned from a nine-month Fulbright teaching post at the University of Pretoria in South Africa.

**Pamela S. Simmons** earned a B.A. in Speech and Theatre from Albany State University (GA); M.A. in English from Northwestern State University of Louisiana; and Ph.D. in English Education from Walden University in Minneapolis, Minnesota. She is an associate professor of English at Winston-Salem State University, director of the Writing in the Major Program, and former director of the Writing Center. She has served on the NCTE Committee Against Racism and Bias in Writing and as NC English Teachers Association Committee Regional Director. Most recently she was nominated for the WPA Writing Program Administrators Council. Her research interests include first-year writing, writing pedagogy, writing assessment, Writing Centers, and particularly African American women’s writing in religious discourse. Currently, she is completing research for a book with Duke University’s Sallie Bingham Center for Women’s History and Culture.

**Faye Spencer-Maor** is Associate Professor of English and former Department Chair of English at North Carolina A&T State University in Greensboro, North Carolina, and has spent the majority of her teaching career at HBCUs. Specifically, she has taught literature, composition, newswriting, and technical writing at Delaware State University, Savannah State University, Lincoln University-Missouri, and Florida A&M University. She holds a Bachelor of Science in Journalism from Florida A&M University and a Master of Arts in Journalism from the University of Colorado at Boulder. She received the Ph.D. in English/Writing Studies from the University of Illinois Champaign-Urbana. She is co-editor of Feminism and Composition: A Sourcebook, and several book chapters and journal articles. Dr. Spencer-Maor’s areas of research/specialty include 19th Century African American rhetoric and literature, the Black Press, writing at the HBCU, feminism, composition pedagogy, and identity theory.
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Lunsford Handbooks
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Mike Palmquist | Barbara Wallraff

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More than 12 million students have trusted Hacker handbooks for straight answers to questions about writing. That’s an entire generation of college writers gaining confidence, building skills, and succeeding with a tool designed for quick access. For a new generation looking for writing help, Hacker Handbooks and author Nancy Sommers provide the reliable and comprehensive instruction needed to meet today’s writing challenges, a clear advantage over the hit-or-miss information often found online.

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