



CAVALIER CONFERENCE

ON WRITING AND LITERATURE

BUILDING COMMUNITY AND CONNECTIONS

APRIL 12, 2024



**JOHNSON COUNTY
COMMUNITY COLLEGE**

Dear Colleagues,

Welcome to the 9th Annual Conference on Writing and Literature!

We are pleased to gather once again, renew friendships, and make new connections during our panels, breaks, and our keynote luncheon with Dr. Stacey Waite. Dr. Waite will speak to us about exploring and demonstrating queer perspectives on what it means to teach writing and what it means to compose writing in the first place. On behalf of the English Department at Johnson County Community College, we welcome you.

This year's conference, "Building Community and Connections," gives us an opportunity to talk about how we're building community in the places we teach, work, live, and play, and how to do this better in the future. How can our work build a stronger sense of community? What barriers get in the way? How can we do a better job reaching out to others? Is community always good? We look forward to you sharing your thoughts and your work as we talk through these and related questions.

This conference evolved from a desire to share ideas among English instructors who come from many backgrounds and perspectives, from rural Kansas high schools to urban community colleges to four-year universities. We share a common goal and encounter many of the same issues in our classrooms and institutions, while at the same time, our conference allows us to share our diverse experiences and learn from each other.

At the end of today's conference, we hope you come away with some ideas that you can use in your own courses. While you're here, we invite you to tour the campus and see what Johnson County Community College has to offer. The Nerman Museum of Contemporary Art, which is adjacent to the conference facility, offers eleven galleries of temporary and permanent exhibits.

Enjoy your day and thank you for joining our conversation.

Andrea Broomfield
Dan Cryer
Maureen Fitzpatrick

Sayanti Ganguly-Puckett
Beth Gully
Marianne Kunkel

Ted Rollins
Bob Sykora



Keynote Speaker: Stacey Waite

Associate Professor of English and
Director of Composition at the University
of Nebraska—Lincoln

Stacey Waite is the author of four collections of poetry: *Choke* (winner of the Frank O'Hara Prize for Poetry), *Love Poem to Androgyny*, *the lake has no saint* (Winner of the Snowbound Prize for Poetry), and *Butch Geography* (Tupelo Press, 2013). Waite is also the author of *Teaching Queer: Radical Possibilities for Writing and Knowing* (University of Pittsburgh Press, 2017). Working in both creative writing and composition studies, Waite is also co-editor of *Inventing the Discipline: Student Work in Composition Studies* and the textbook, *Ways of Reading*. Waite's poetry and essays have appeared in such journals as *Writing on the Edge*, *Assay*, *New Territory*, *Literacy in Composition Studies*, and *Black Warrior Review*. Waite's poems have been anthologized in a range of collections including *Best American Poetry* and *The Norton Introduction to Literature*. Visit Waite's website at staceywaite.com.

Schedule

Continental Breakfast: 8-8:30 a.m.

Welcome: 8:30-8:50 a.m.

Session I: 9-10 a.m.

Session II: 10:10-11:10 a.m.

Coffee Break

Session III: 11:30 a.m.-12:30 p.m.

Lunch and Keynote with Stacey Waite: 12:40-2:10 p.m.

Closing Remarks: 2:10-2:30 p.m.

Conference Organizing Committee

Andrea Broomfield

Dan Cryer

Maureen Fitzpatrick

Sayanti Ganguly-Puckett

Beth Gulley

Marianne Kunkel

Ted Rollins

Bob Sykora



JOHNSON COUNTY
COMMUNITY COLLEGE

12345 College Blvd.
Overland Park, KS 66210-1299

jccc.edu

Continental Breakfast • 8–8:30 a.m.

Regnier Center Atrium

Welcome • 8:30–8:50 a.m.

Regnier Center 101

Mickey McCloud, JCCC Provost
Gurbhushan Singh, JCCC Chief Academic Officer

Opening Remarks

Miguel Morales
Lambda Literary Fellow

Session 1 • 9–10 a.m.

RC 101A Session 1A

Literacy and Literature of Kansas City

Chrissy Nance, Notre Dame de Sion High School
Megan DeLaurier, Notre Dame de Sion High School

We've designed a course that demonstrates how a literary tour of Kansas City (and surrounding areas) can empower us as readers and writers while transforming hearts through a look at literacy initiatives and exploring the human experience and the culture of literature with the local writers of yesterday and today. Through our class, we answered essential questions such as: Why does literacy matter? Why does literature matter in our world today?

From The Archives to Action: Writing Based on Our Community

Jan Rog, Metropolitan Community College-Longview

Cultivating agency, learning local history, conducting research, and writing authentically: place-based writing can challenge students academically and affirm what they have experienced. I will share various digital tools, local resources, and examples of student writing. Please come, enjoy, and connect; we'll share ideas beyond this conference.

RC 101B Session 1B

Empowering Community College Students Through Service-learning: Insights from JCCC's Philosophy Department, Honors Program, and English for Academic Purposes (EAP) Department

Holly Milkowart, Johnson County Community College

Melissa Nolan, Johnson County Community College

Dawn Gale, Johnson County Community College

Explore JCCC's innovative service-learning initiatives in Philosophy, Honors, and EAP departments. Discuss transformative impacts on students, communities, and institutional culture. Spotlight interdisciplinary collaboration, student testimonials, and impact assessment strategies. Inspire dialogue and share best practices for nurturing engaged citizens in community college settings.

RC 157 Session 1C

Building a Legacy of Sustainability in Community

Margaret Weaver, Missouri State University

Rhonda Stanton, Missouri State University

Leslie Seawright, Missouri State University

Compositionists remain committed to the belief that we can build community. Our panel will share the intentional design of our Teaching Assistant (TA) program and how this design led to organic community building among the TAs. We will explore if a sense of community is sustainable, particularly when intentionality disappears.

RC 183 Session 1D

Developing Strong Communities Through Service-learning Initiatives

Jay Gooldy, Dodge City Community College

Create new and exciting communities in the classroom and beyond through service-learning initiatives. These strategies can unite your students into a powerful learning monolith that serves, learns, and succeeds.

Writing for Local Environmental Nonprofit Organizations

Daniel Martin, Rockhurst University

In the course Writing for the Environment, students partner with environmental organizations to work on real-world writing projects that serve explicit needs of those organizations. This form of service-learning connects students with a professional community outside the classroom, but it also comes with challenges.

RC 145 Session 1E

Zines, Pronounced ‘Zeens’ - Crafting Community and Participatory Culture in the Classroom

Anthony Procopio Ross, Johnson County Community College and Kansas City Art Institute

Zines, pronounced “zeens,” occupy the intersection of grassroots activism and self-expression. This presentation explores how zines can transform education environments into community spaces, encouraging students to engage actively in meaning-making. I will share implementations of zine-making assignments and exercises, showcasing their role in bridging academic content with students’ personal experiences.

Student Perceptions of Community in an Open-ended, Text-centered Literature Seminar

Glenn Lester, Park University

In this era of hybrid learning, outcomes-oriented curriculum, and highly structured online courses, is the text-centered literature seminar still relevant? Based on analysis of student perceptions of community as revealed in journal entries, anonymous surveys, and informal conversations, I argue “yes,” and this talk will explain why and how.

Session 2 • 10:10–11:10 a.m.

RC 101A Session 2A

Creating Inclusive Classroom Communities Through Un-grading

Heather Hill, Northwest Missouri State University

Renee Abbott, Northwest Missouri State University

Lauren Cox, Northwest Missouri State University

In this panel, we will discuss “un-grading” as an alternative to traditional product-based grading, and the ways this more ethically oriented assessment method might lead to inclusive, equitable, and trauma-informed classrooms. We will explain what un-grading is, discuss research-informed reasons for using it, discuss our own experiences using it, and include some student responses to this form of assessment.

RC 101B Session 2B

Building Language Communities in Composition, English, and Spanish Classrooms

Cathryn Crosby, Emporia State University

Anyi Ahumada Velasquez, Emporia State University

Karina Chapparo Silva, Emporia State University

Laura Stefany Santacruz Vera, Emporia State University

Paola Valdez Donaire, Emporia State University

This panel focuses on learning strategies in composition, English, and Spanish classrooms for fostering students’ confidence, openness, and freedom; navigating academic writing in Paraguay and the United States; implementing literature as a resource in language learning; and pursuing Spanish in building community. We will end with an interactive discussion.

RC 157 Session 2C

'Fiction That Looks Different:' Empowering Autistic Writers in the Classroom Community

Allison Raymond, Missouri State University

Many commonly accepted pieces of writing advice are based on a neurotypical worldview, leading to the exclusion of autistic students in the writing classroom. We can challenge this linguistic ableism by recognizing the skills and work of neurodivergent writers and celebrating their unique perspectives.

Diaspora, Inafa'maolek, and Composition: CHamoru Culture and Community-building in First-year Writing (FYW)

Jacob Jardel, University of Missouri-Kansas City

Conceptualizing the first-year writing classroom through the lens of diaspora, this presentation will examine the ways FYW students can build community within the classroom and with their home identities. Attendees will leave with knowledge of how to use wayreading and the CHamoru concept of inafa'maolek to help foster these connections.

RC 183 Session 2D

Flexible Groupings in Chile and Tracking Students in the USA: Two Different Perspectives in Education

Jean Georges Emock Bakelak, Missouri State University

Grouping students is a successful pedagogical strategy in Chile, but did not have the same results in the United States. The current inquiries focus on understanding why grouping failed to yield positive outcomes in the U.S. but has shown results in Chile.

Illuminating Hidden Architects: The Role of Paratext in Online Community Building

Abby Breyer, University of Kansas

This presentation explores the role of paratextual elements—comment sections, hashtags, algorithms, user design—in online community building. Drawing on theories of paratextuality and multimodality, and content analyses of disability communities online, I connect findings to pedagogical and activist strategies for enhancing access and participation in online communities.

RC 145 Session 2E

Belonging Through Celebration of Uniqueness: Building Community in the Writing Classroom

Lindsey Bartlett, Emporia State University

Curtis Becker, Emporia State University

Kevin Rabas, Emporia State University

Three English faculty from Emporia State University discuss the ways teachers can work to create a sense of community in their classrooms. For one instructor, the use of place-based writing is a way to not only create community, but also help reach rural students who may be grappling with their sense of identity. Another instructor uses various techniques to help LGBTQ students feel safe and welcomed in the writing classroom. The final member uses randomizers, such as dice, in small groups to help DEI in their classrooms.

Coffee Break – Atrium

Session 3 – 11:30-12:30 p.m.

RC 101A Session 3A

Finding Balance With AI Somewhere Between All or Nothing

Cheryl Duffy, Fort Hays State University

Olivia McGillivray, Fort Hays State University

CJ Gibson, Fort Hays State University

Generative AI has us thinking about connecting with ... a machine? In this session, a professor and two upper-division English majors explore GenAI from three different perspectives. One panelist shares the student perspective—how and why they use GenAI. Another demonstrates how teachers can incorporate GenAI in fruitful and ethical ways. A third proposes a radically compassionate solution to the temptation to cheat with GenAI.

RC 101B Session 3B

Gen Z Teaching Gen Z: Achieving Connection and Community in a Technological World

Kayla Reese, Missouri State University

Alana Rowan, Missouri State University

Emily Lewandowski, Missouri State University

This panel of Gen Z instructors will examine how to build trust in a world where the rules of classroom etiquette are challenged by the use of technology. The panelists intend to dive into topics including the rise of online study communities, ChatGPT, and oversharing in relation to Gen Z.

RC 157 Session 3C

In My Swift Lit Era: Connecting Past & Present Literature to a 21st Century Audience

Kayla Branstetter, Crowder College
Stephanie Witcher, Crowder College
Leandra Toomoth, Crowder College

A Communications Division Chair, an English Instructor, and an Instructional Designer from Crowder College will present on how collaborating and co-teaching an online course centered on comparing Emily Brontë's *Wuthering Heights* and Sylvia Plath's *The Bell Jar* to Taylor Swift's writing increased student interest in classic literature.

RC 183 Session 3D

From Seducer to Groomer: Contrasting the Form, Content and Reception of Two Coming-of-Age Comics by Queer Cartoonists

Sandra Cox, Southeast Missouri State University

The presentation contrasts the content and critical receptions of Bechdel's *Fun Home* (2006) with the self-disclosure and resulting cultural controversies incited by the publication of Kobabe's *Gender Queer* (2021) to better understand how formal elements that may be "indecent" or "explicit" in contemporary comics are part of an emergent visual used to chronicle queer subjects' coming-of-age in ways that reveal implicit biases and problematic social hierarchies.

The First Five Days

Amanda Durnal, Blue Valley High School

First impressions matter. We tell students this all the time. In teaching, the first five days matter. My session will share what my "first five days" looks like. With sixteen years of public classroom experience, I have seen (and will share about) the community that grows from this solid beginning.

RC 145 Session 3E

Awareness of Difference: Diversity Trainings in Tutoring Spaces**Jack Shaw**, University of Kansas

At a training I attended last fall, we were given an activity that asked us to identify aspects of our personal identities that were privileged or marginalized. This activity had significant shortcomings in its structure and administration. We can learn from these shortcomings and correct them as we work to best embrace diversity and address structural advantages in tutoring spaces.

Outreach: Connecting Communities or Copping Out?**Lael Ewy**, Hutchinson Community College

This workshop uses existing work in the field and the lived experience of teaching in a community college outreach program to explore whether the nature and structure of outreach programs enables building communities of academic writing in college composition classes or undermines it.

RC 144 Session 3F

‘Can You See Me? Can You Hear Me?’ Classroom Culture and Virtual Learning**Christopher Malone**, Northeastern State University

Virtual educators face challenges having to do with building classroom community. How does a virtual literature student’s decision to leave her camera off impact class discussion? How does that decision bring to the surface power dynamics that might otherwise remain obscured? This co-presented paper examines how student and teacher identities depend on seeing one another and being seen, and whether the virtual literature classroom can become something other than Foucault’s panopticon.

Teaching Texts That Inspire Community**Louise Krug**, Washburn University

Every teacher would say the texts they teach are interesting, but some inspire connection and belonging more than others. We will look at examples of readings from memoirs that have caused students to band together and support each other in a myriad of ways.

Luncheon and Keynote • 12:40-2:30 p.m.

RC 101

Remarks

Brian Shawver

Dean, English and Journalism Division,
Johnson County Community College

Hare & Bell Award Recognition

Kara Kynion

Writing Center Director,
Johnson County Community College

Keynote Introduction

Marianne Kunkel

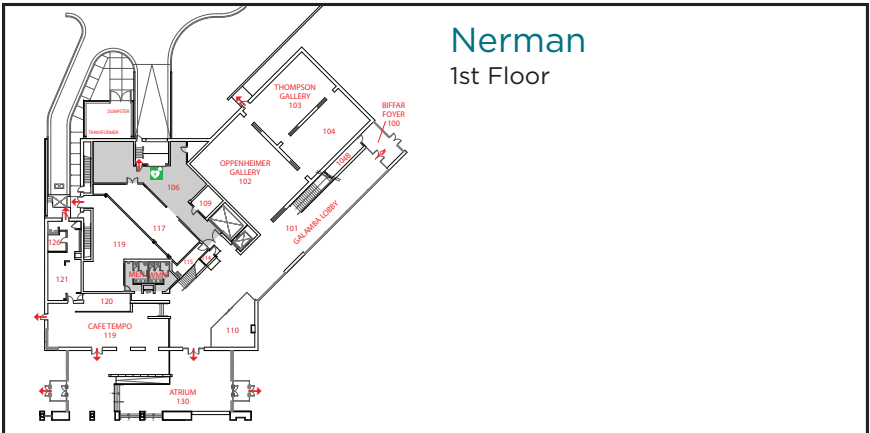
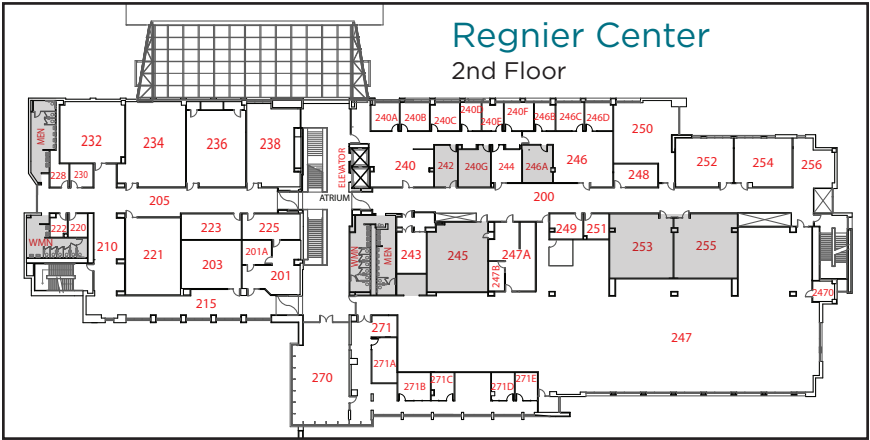
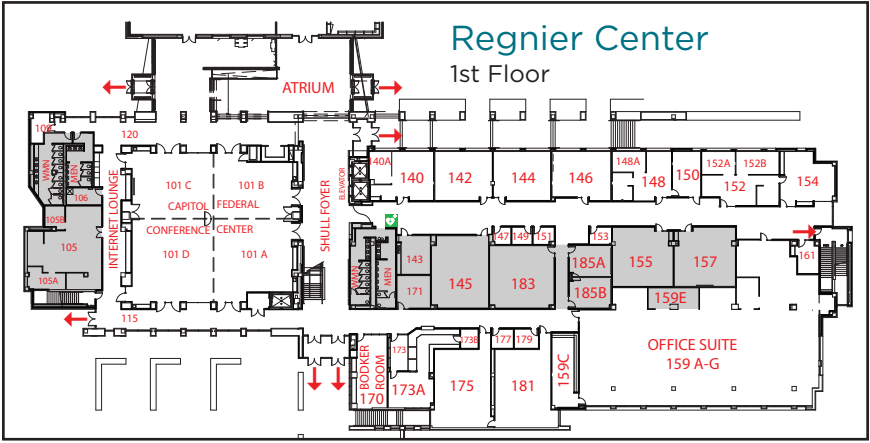
Assistant Professor, English,
Johnson County Community College

Keynote

Getting Disorganized: Queer Perspectives on Writing and Teaching

Stacey Waite, University of Nebraska—Lincoln

Part pedagogical praxis, part narrative, part poetry, this keynote will both explore and demonstrate queer perspectives on what it means to teach writing and what it means to compose writing in the first place. Positioning queer as both identities and methodologies, the keynote will invite listeners to ask: “What would it mean to teach and write in queerer ways? What might classroom spaces and writing communities learn from engaging such practices?” Challenging some normative and traditional classroom practices is an exciting place to begin!



Mark Your Calendars for Next Year!

The 10th Annual JCCC Cavalier Conference on
Writing and Literature

**Friday, April 11, 2025,
at Johnson County Community College**



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COMMUNITY COLLEGE