



on celebration & compliance, reflection & resistance

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June 7-9, 2023
#ATTW23

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Schedule At-A-Glance [all times listed EST]

June 7

2:15p	Zoom Opens
2:30 - 3:45p	Wednesday Workshops
4:00 - 5:00p	Welcome / Happy Hour
5:00 - 6:00p	Graduate Student Meet-N-Greet

June 8

10:45a	Zoom Opens
11:00a-12:00p	Concurrent Session A
12:15 - 1:15p	Concurrent Session B
1:15 - 2:00p	Break
2:00-3:00p	Concurrent Session C
3:15-4:15p	Concurrent Session D
4:30-5:30p	Concurrent Session E

June 9

10:45a	Zoom Opens
11:00 - 12:00p	Concurrent Session F
12:15-1:45p	Keynote
2:00 - 3:00p	Concurrent Session G
3:15 - 4:30p	Friday Workshops
4:45 - 6:00p	Awards

Meet Our Keynote Speakers



Felicita Arzu Carmichael *Oakland University*

Felicita Arzu-Carmichael (she/her) is assistant professor of writing and rhetoric at Oakland University (OU), where she teaches courses in race and professional writing, issues in writing studies, and first-year writing. She also serves as director of the Embedded Writing Specialist program and president of the International Employee Resource Group at OU. Felicity is an associate editor of *College English*. Her scholarly interests include online literacy, composition theory and pedagogy, and race, social justice and inclusion. Felicity's current research projects investigate Black feminist

intersections with language rights and activism. Her work has appeared in *Technical Communication Quarterly*, *Writing Program Administration*, *Composition Studies*, *constellations: a cultural rhetorics publishing space*, and *Prompt*.

Recommended Resources

- Banazek, K., Mohammed, R., Sharp-Hoskins, K., Surya, K., & Zouaoui, A. (2022). Scalar transactions and ethical actions in TPC. *Reflections*, 22(1), 133-165.
- Mckoy, T., Shelton, C. D., Davis, C., & Frost, E. E. (2022). Embodying public feminisms: Collaborative intersectional models for engagement. *IEEE Transactions on Professional Communication*, 65(1), 70-86.
- Shahbaaz, Z. (2023). Bag Lady: Unpacking Black women's experiences in African American literature and Black popular music using bell hooks's healing practice and teaching praxis. *College English*, 85(3), 243-259.

Huiling Ding

North Carolina State University

Huiling Ding is a Professor of English at North Carolina State University, where she teaches technical communication, writing in the disciplines, and writing for publication. Her research focuses on health risk communication, technical communication, responsible AI, labor market analytics, intercultural communication, and social justice.

Recommended Resources

- Appadurai, A. (1996). *Modernity at large: Cultural dimensions of globalization*. Minneapolis, MN: University of Minnesota Press.



- Beck, U. (1999). *World risk society*. Malden, MA: Polity Press.
- Gillespie, T. (2014). The Relevance of Algorithms. In Gillespie, T., Boczkowski, P. J., & Foot, K (Eds). *Media Technologies: Essays on Communication, Materiality, and Society*. The MIT Press
- Jost, J. T., & Kay, A. C. (2010). Social justice: History, theory, and research. In S.T. Fiske, D. Gilbert, & G. Lindzey (Eds.), *Handbook of social psychology* (5th ed.) Vol. 2, (pp. 1122-1165). Hoboken, NJ: Wiley.
- Schoch-Spana, M., Franco, C., Nuzzo, J. B., & Usenza, C. (2007). Community Engagement: Leadership Tool for Catastrophic Health Events. *Biosecurity and bioterrorism*, 5(1), 8-25. doi:10.1089/bsp.2006.0036



Lucía Durá

University of Texas at El Paso

Lucía Durá is an Associate Professor of Rhetoric and Writing Studies in the English Department and Associate Dean of the Graduate School at The University of Texas at El Paso (UTEP). In her research, Lucía focuses on understanding and leveraging community assets to solve complex problems. She facilitates productive dialogues about risk and to design sustainable social and organizational change. To do this Lucía collaborates with local and global organizations. She is a member of the Hispanic Servingness Research Council at UTEP and co-edits the *Technical Communication and Social Justice* journal with Jerry Savage. She is also chair of the Texas Center for Legal Ethics board of trustees.

Recommended Resources

I encourage everyone to read our first two live issues of *Technical Communication and Social Justice*: <https://techcommsocialjustice.org/index.php/tcsj/index>

Cana Uluak Itchuaqiyaq

Virginia Tech

Cana Uluak Itchuaqiyaq (she/they) is an Iñupiaq scholar and tribal member of the Noorvik Native Community in NW Alaska. As an assistant professor of professional & technical writing at Virginia Tech, Dr. Itchuaqiyaq's research combines her academic background in the humanities and environmental sciences to support culturally appropriate and capacity-driven science communication to support environmental justice work. She is an author on the upcoming *National Climate Assessment 5*, Alaska Chapter, and is a leader for the Interagency Arctic Research Policy



Committee's Participatory Research and Indigenous Leadership in Research collaborative team. Dr. Itchuaqiyag also serves on several boards, including the Caleb Scholars Program, Arctic Research Consortium of the United States, *Kairos: A Journal of Rhetoric, Technology, and Pedagogy*, and *Communication Design Quarterly*.

Recommended Resources

- Itchuaqiyag, C. U. (2023). When the Sound is Frozen: Extracting Climate Data from Inuit Narratives. In S. Williams (Ed.), *Technical Communication for Environmental Action*. SUNY Press, 19-38.
- Itchuaqiyag, C. U., Gottschalk-Druschke, C., Cagle, L., & Bloom-Pojar, R. (2023). To Community with Care: Enacting Positive Barriers to Access as Good Relations. *Community Literacy Journal*, 17(1), 94-116.
- Gonzales, L. (2022) (Re) framing multilingual technical communication with Indigenous language interpreters and translators. *Technical Communication Quarterly*, 31(1), 1-16. <https://doi.org/10.1080/10572252.2021.1906453>
- Alexander, J.-J., & Edenfield, A. C. (2021). Health and Wellness as Resistance: Tactical Folk Medicine. *Technical Communication Quarterly*, 30(3), 241–256.
- Jones, N. N. (2022). My testimony: Black Feminist Thought in scientific communication. In Hanganu-Bresch, C., Zerbe, M. J., Cutrufello, G., & Maci, S. (Eds.), *The Routledge handbook of scientific communication* (58-58). Routledge.



Veronica Joyner

University of Central Florida

Veronica Joyner, Ph.D. is an assistant professor at the University of Central Florida where she teaches in technical and professional communication. She studies the rhetoric of race in health and medicine and technical communication in the service of communities, activism, and justice. Her latest project focuses on the rhetorical role of race in intradisciplinary technical and professional communication in the fields of obstetrics and gynecology. Veronica is co-editor of a forthcoming special issue of *Rhetoric of Health and Medicine* and co-author of an article soon to be published in *Programmatic Perspectives* and a chapter in the upcoming *COVID and...: How to Do Rhetoric in a Pandemic*.

Recommended Resources

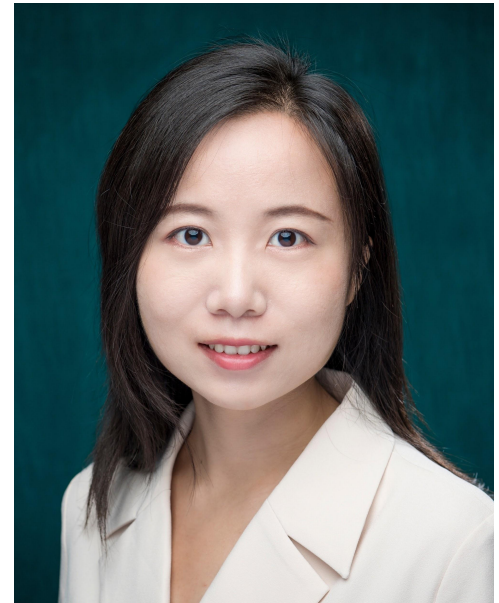
- Crane, Kate, & Kelli Cargile Cook (Eds.). (2022). *User Experience as Innovative Academic Practice*. The WAC Clearinghouse; University Press of Colorado. <https://doi.org/10.37514/TPC-B.2022.1367>

- Graham, S. S., & Hopkins, H. R. (2022). AI for Social Justice: New Methodological Horizons in Technical Communication. *Technical Communication Quarterly*, 31(1), 89–102. <https://doi.org/10.1080/10572252.2021.1955151>
- Benjamin, R. (2022). *Viral Justice: How We Grow the World We Want*. Princeton UP. \

Yeqing Kong

Georgia Institute of Technology

Yeqing Kong is an Assistant Professor of Technical Communication at Georgia Institute of Technology. She holds a Ph.D. in Communication, Rhetoric, and Digital Media from North Carolina State University. Her research focuses on advancing the communication of scientific, technological, health, and environmental risks in the global context. She investigates tactical technical communication strategies utilized by vulnerable communities to advocate for themselves. Her scholarly publications have been featured in *IEEE Transactions on Professional Communication*, *Journal of Rhetoric, Professional Communication, and Globalization*, and *Proceedings of the ACM International Conference on the Design of Communication*.



Recommended Resources

- Grimmer, J., Roberts, M. E., & Stewart, B. M. (2022). *Text as data: A new framework for machine learning and the social sciences*. Princeton UP.
- Mills, A. (2023, February 14). *AI text generators and teaching writing: Starting points for inquiry*. <https://wac.colostate.edu/repository/collections/ai-text-generators-and-teaching-writing-starting-points-for-inquiry/>
- Schwabish, J. (2021). *Better data visualizations: A guide for scholars, researchers, and wonks*. Columbia University Press.



April L. O'Brien

Sam Houston State University

April L. O'Brien is an assistant professor at Sam Houston State University. Her research and teaching interests include public memory, countermemory, technical and professional communication, and social justice. She has published in *Technical Communication Quarterly*, *Technical Communication*, *Technical Communication and Social Justice*, and elsewhere. Her current coauthored book project theorizes a rhetoric of countermemory.

Recommended Resources

- Shelton, C. (2020). Shifting out of neutral: Centering difference, bias, and social justice in a business writing course. *Technical Communication Quarterly*, 29(1), 18-32. <https://www.tandfonline.com/doi/abs/10.1080/10572252.2019.1640287>
- Jones, N. N., & Williams, M. F. (2018). Technologies of disenfranchisement: Literacy tests and Black voters in the US from 1890 to 1965. *Technical Communication*, 65(4), 371-386. <https://www.ingentaconnect.com/content/stc/tc/2018/00000065/00000004/art00004>
- Walwema, J. & Arzu Carmichael, F. (2021). “Are you authorized to work in the U.S.?” Investigating “inclusive” practices in rhetoric and technical communication job descriptions. *Technical Communication Quarterly*, 30(2), 107-122. <https://www.tandfonline.com/doi/abs/10.1080/10572252.2020.1829072?journalCode=htcq20>

Nora K. Rivera (she/ella) Chapman University

Nora K. Rivera is an Assistant Professor at Chapman University in the Department of English. Her research centers on Latinx and Indigenous rhetorics and technical communication. She graduated from the University of Texas at El Paso with a Ph.D. in Rhetoric and Composition. She also holds an MBA in Marketing and an MA in Spanish Literature and Linguistics. Her dissertation, *The Rhetorical Mediator: Understanding Agency in Indigenous Translation and Interpretation through Indigenous Approaches to UX*, received the 2022 Outstanding Dissertation award from the American Association of Hispanics in Higher Education and the 2022



Honorable Mention award from the Latin American Studies Association. Her article “Understanding Agency through Testimonios: An Indigenous Approach to UX Research” won STC’s 2023 Frank R. Smith Award for Outstanding Journal Article. Her forthcoming monograph, *The Rhetorical Mediator*, will be published by the Utah State University Press. To find out more about her work, visit www.nkrivera.com.

Recommended Resources

- Aguilar, G. L. (2022). World-traveling to redesign a map for migrant women: Humanitarian technical communication in praxis. *Technical Communication*, 69(3), 56-72. <https://doi.org/10.55177/tc485629>
- Aguilar Gil, Y. E. (2020). *Ää: Manifiestos sobre la diversidad lingüística [Ää: Manifiestos on Linguistic Diversity]*. Almadía.

- Cardinal, A. (2022). Superdiversity: An audience analysis praxis for enacting social justice in technical communication. *Technical Communication Quarterly*, 31(4), 343-355. <https://doi.org/10.1080/10572252.2022.2056637>



Gerald Savage

Illinois State University, Emeritus Faculty

Gerald Savage is Emeritus Professor of Technical Communication and Rhetoric at Illinois State University. He is co-editor of *Technical Communication & Social Justice*, an online open-source journal. His articles have appeared in *TCQ*, *JTWC*, *JBTC*, *Programmatic Perspectives*, in various edited collections, and elsewhere. He is co-editor with Han Yu of *Negotiating Cultural Encounters: Stories in Intercultural Engineering and Technical Communication*, with Teresa Kynell-Hunt of *Power and Legitimacy in Technical Communication, Volumes 1 & 2*, and with Dale Sullivan of *Writing a Professional Life: Stories of Technical Communicators On and Off the Job*. He is a Fellow of ATTW, and has received the CPTSC Distinguished Service and the STC Excellence in Teaching awards.

Recommended Resources

Anderson, J. D. (1988). *The education of Blacks in the south, 1860-1935*. University of North Carolina Press.

J. Blake Scott

University of Central Florida

J. Blake Scott is Professor of Writing & Rhetoric at the University of Central Florida. His technical and professional communication (TPC) scholarship has focused primarily on advancing critical-cultural, community-based, and social justice-oriented approaches to pedagogy. His scholarship in the rhetoric of health and medicine (RHM)--which has included studies of HIV/AIDS risk rhetorics, rhetorical stigma in clinical healthcare settings, and transnational pharmaceutical risk conflicts--has been driven by the goal of advancing more just and effective public health policy arguments and clinical practices. He is the former founding co-editor of the journal *RHM*, and current co-editor of the new online *RHM* column "Graphic RHM."



Recommended Resources

- Kessler, M. M. (2022). *Stigma stories: Rhetoric, lived experience, and chronic illness*. Ohio State University Press.
- Li-Vollmer, M. (2022). *Graphic public health: A comics anthology and road map*. Penn State University Press and APHA Press.
- Walton, R., & Agboka, G. Y. (2021). *Equipping technical communicators for social justice work: Theories, methodologies, pedagogies*. Utah State UP.



Cecilia Shelton University of Maryland

Dr. Cecilia Shelton, Assistant Professor of English, University of Maryland–College Park. Dr. Shelton’s scholarship has appeared in *The Journal of Multimodal Rhetorics*, *Technical Communication Quarterly*, *IEEE*, and *Pedagogy and Praxis: A Writing Center Journal*. In 2021, she earned both the CCCC Outstanding Dissertation Award in Technical Communication and the CCCC Technical and Scientific Communication Award in the category of Best Article on Pedagogy or Curriculum in Technical or Scientific Communication. Her work makes a Black Feminist methodological intervention into technical and professional communication as she broadens notions of work and workplace to include activism and other Black cultural rhetorical practices, framing the work of Black rhetors as a kind of technical communication.

Recommended Resources

- Gonzales, L. (2022). *Designing multilingual experiences in technical communication*. Utah State UP.
- Shelton, C. D., and S. Warren-Riley. Historicizing power and legitimacy after the social justice turn: Resisting narcissistic tendencies. *Technical Communication Quarterly*. DOI: [10.1080/10572252.2022.2141898](https://doi.org/10.1080/10572252.2022.2141898).
- [More Than Memos](#) Youtube Channel

Jason Tham Texas Tech University

Jason Tham (Ph.D., University of Minnesota) is still learning how things spark joy. He is an assistant-but-almost-associate professor of technical communication and rhetoric at Texas Tech University, where he teaches user experience research, instructional design, web design, information and document design,



discourse and technology, and research methods. He is a faculty fellow of University Outreach and Engagement and a McNair Scholars Program mentor. He is author of *Design Thinking in Technical Communication* (2021, Routledge/ATTW Series) and editor of the open-access volume, *Keywords in Design Thinking* (2022, The WAC Clearinghouse), among other research publications. Currently, he serves as vice president of the Council for Programs in Technical and Scientific Communication. He can be reached at jason.tham@ttu.edu.

Recommended Resources

- Fabric of Digital Life: <https://fabricofdigitallife.com/>
- UX Pedagogy project: <https://sites.uw.edu/uxpedagogy/about-ux-pedagogy/>
- Meghalee Das: <https://meghaleedas.wixsite.com/meghaleetechcom/research>

Wednesday, June 7

Wednesday Workshops [2:30 – 3:45p EST]

Editor's Roundtable

Lehua Ledbetter, *ATTW Book Series*

Jordan Frith, *Communication Design Quarterly*

Jo Mackiewicz, *Journal of Business & Technical Communication*

Charles Sides, *Journal of Technical Writing & Communication*

Cathryn Molloy, *Rhetoric of Health and Medicine*

Elise Verzosa Hurley, *Rhetoric Review*

Miriam Williams, *Technical Communication*

Lucía Durà & Gerald Savage, *Technical Communication & Social Justice*

Tracy Bridgford, *Technical Communication Quarterly*

In this roundtable, editors of TPC journals will discuss the publication process, making explicit the practices, procedures, and expectations that attend successful submission, revision, and acceptance, and publication of TPC research. The session is designed, in particular, to support attendees new to publication, making visible the unstated assumptions of scholarly publication; attendees are thus invited to bring questions about process, fit, and strategies.

Tech Comm IRL – Co-Creating Video Examples of TPC with More Than Memos

Daniel Liddle, Western Kentucky University

Carrie Grant, Towson University

YoonJi Kim, George Mason University

This workshop will focus on sharing and subsequently circulating examples of technical communication through video as a critical pedagogical and disciplinary practice in three phases: [1] workshop leaders will discuss their experience with developing public-facing media about tech comm for the More Than Memos YouTube Channel and invite participants to reflect on the way examples and artifacts circulate; [2] participants will share one of their favorite nontraditional examples of TPC; and finally [3] session leaders will share some basic conventions of video production as well as some pitfalls to avoid and participants will record themselves locally — describing the artifact and why they value it as an example of TPC. After the workshop, the facilitators will edit each of these videos to provide intro graphics, b-roll graphics, lower-thirds markers, credits, a video description, and closed captions. Then, the videos will be posted and publicly accessible on the More Than Memos YouTube Channel to enable greater circulation and engagement.

Queer Curation Project: Introducing the RWPC Queered Assignment Repository (QAR)

Codi Renee Blackmon, East Carolina University

Steven Amador, East Carolina University

Elizabeth Gagne, East Carolina University

Anie Patterson Partin, East Carolina University

Bree Rivers, East Carolina University

This workshop will introduce the Queered Assignments Repository (QAR), a site that invites you to learn more about Queering curriculum and assignment ideas for different Rhetoric, Writing, and Technical or Professional Communication (TPC) courses. These assignments and reflections show that we can incorporate desired outcomes into our curriculum and pedagogy that is informed by queer theory. Attendees will be invited to submit assignments or assessments to the repository.

Welcome / Happy Hour [4:00 – 5:00p EST]

Graduate Student Meet'n'Greet [5:00 – 6:00p EST]

Thursday, June 8

Concurrent Session A [11:00a – 12:00p EST]

[A1 – Reproductive Rights & Accountable Biomedical Research](#)

(Re)productive Rights: Compliance and Emerging Technologies

Morgan Banville, Massachusetts Maritime Academy

Caitlin Baulch, University of Minnesota

A Reduction in Medical Risk? Coding Compliance in Prenatal Health Documentation

Aдриanna Deptula, Purdue University

Emerging Perspectives in Biomedical Research and Publication

Chad Wickman, Auburn University

[A2 – Design Interaction, Accountability, & Pedagogy](#)

Illustrating the Interaction Design of Compliance Technologies for COVID-19 Crisis Management

G. Edzordzi Agbozo, University of North Carolina Wilmington

Anirban Ray, University of North Carolina Wilmington

Yeqing Kong, Georgia Institute of Technology

Ian Weaver, University of North Carolina Wilmington

Compliance as Coalition: When Users Hold Designers Accountable for Complying with Feedback

Dorcas Anabire, Utah State University

Participatory Translation Design Pedagogy: A Model for Co-Learning in the Technical Communication Classroom

Alison Cardinal, University of Washington Tacoma

A3 – Institutional Commitments, Policies, Resistance

Protecting Whiteness: The Intended Outcome of Florida’s “Stop Woke” Agenda and What Professors in Florida Can Do to Fight It

Veronica Joyner, University of Central Florida

Polytechnic Cultural Competency and Compliance in Oregon Higher Education

Franny Howes, Oregon Institute of Technology

Commitment versus Compliance: Examining Initiatives in Supporting Diverse Students and Changes in DEI Policies at Texas Universities

Meghalee Das, Texas Tech University

Policy and Protection: On the Urgency of Developing Digital Aggression Policies at Our Home Institutions

Derek M. Sparby, Illinois State University

A4 – Rethinking, Re-Writing, & Re-Imagining TPC

“F--- Shark Tank”: Rethinking the Centrality of the Business Pitch in Microenterprise Entrepreneurship

Mason Pellegrini, Purdue University

‘Nobody Wants to Work Anymore’: Re-Writing TPC for an Anti-Work Movement

Leah Heilig, University of Rhode Island

Josh Chase, University of Louisiana Monroe

A New Book of Knowledge (BOK) for Technical Communication: Building a Dynamic and Open Information Architecture for an Encyclopedic Technical Communication Topics Wiki

Sarah Read, Portland State University

Reimagining Values in the Post-Pandemic Landscape

Rebecca Spruill, New Mexico Institute of Mining and Technology

A5 – Beyond Simple Compliance: Using Design Principles to Enable Non-Designer Instructors to Establish an Authentic Instructor Presence

Stephen David Grover, Park University

Glenn Lester, Park University

Heather Ann Johnson, Park University

Concurrent Session B [12:15 – 1:15p EST]

B1 – Healthcare, Communities, and Technical Communication

Melody Bowdon, University of Central Florida

Traci Billingsley, University of Central Florida

Nikki Chasteen, University of Central Florida

Monica Gonzalez Burgos, University of Central Florida

Sherry Rankins-Robertson, University of Central Florida

B2 – Social Justice in Medical Illustration, Data Visualization, and Multimodality

A Black Fetus? Examining Social Justice in Medical Illustration in TPC Pedagogical Materials

G. Edzordzi Agbozo, University of North Carolina Wilmington

Isidore Dorpenyo, George Mason University

Godwin Agboka, University of Houston-Downtown

Visual Disruptions: (Re)Envisioning Ethical Data Visualization in the TPC Classroom

SB “Bess” McCullough, East Carolina University

Promoting Social Justice Through Multimodality: A Case of Study of Transnational Writers

Shyam Pandey, Sam Houston State University

B3 – Complex Institutional Compliance Politics

TPC & Social Justice: Complicated Allegiances (in the University)

Lynn Russell, Old Dominion University

Assessing Compliance: An Admin’s Role in Supporting Equity and Justice

Casey McArdle, Michigan State University

Kate Fedewa, Michigan State University

Examining Compliance to Credit for Prior Learning (CPL) Initiatives by Technical Writing Faculty

Sidouane Patcha Lum, Portland State University

Automatic Extension Policy as a Low-Effort, High-Impact DEI Intervention

Elyse Vigiletti, University of Michigan

B4 – Resisting, Refusing, and Reframing Compliance

Resisting Compliance through Anti-Surveillance Tactics Published on YouTube

Sarah Young, Erasmus University Rotterdam

Jason Pridmore, Erasmus University Rotterdam

“Is This What We’re Supposed to be Doing?”: A Framework for Non-Compliance in Peer Review

Krista Quesenberry, Albion College

Let Them Undergrad Students Be the Experts! Defying the Standard Technical Writing Department Syllabus Through Student Led Course Material Workshops

Temptaous Mckoy, Bowie State University

B5 – Beyond Compliance: Complex Proposal Writing Research and Pedagogy

Expanding Understandings of Proposal Writers’ Network Knowledge

Kathryn Meeks, George Mason University

Munira Mutmainna, George Mason University

Reflections on a Paralogic Approach to Proposal Writing Pedagogy

Brian Gogan, Western Michigan University

Building Networked Knowledge in Proposal Writing Pedagogy

Heidi Lawrence, George Mason University

BREAK [1:15 – 2:00p EST]

Concurrent Session C [2:00 – 3:00p EST]

[C1 – Communities, Counterstories, and Clinical Trials: Rhetorics of Health and Medicine](#)

Comply, Defy, Prescribe: “Communal Rationality” in the OxyContin Launch Plan

Michael Madson, Arizona State University

Human Subject 08-0510 or Health Activist?: Noncompliant Technical Communication in Clinical Trials

Kari Campeau, University of Colorado Denver

Composite Counterstories to Prevent HIV-Related Stigma in Healthcare Provider Settings

Blake Scott, University of Central Florida

[C2 – Deregulating and Domesticating ChatGPT in Technical Communication Pedagogy and Practice](#)

Second-Wave Knowledge Work: AI as Collaborator

Johndan Johnson-Eilola, Clarkson University

Virtual Power Tools: AI-Based Pedagogies for User Experience Design

Eric York, Clarkson University

Domesticating ChatGPT

Stuart Selber, Penn State University

C3 – University (Non)Compliance

Teaching Serverless Web Development in TComm: Malicious Compliance in Complex, Changing, and Limiting University Environments

Geoffrey Sauer, Iowa State University

Disconnections: What are the Effects of Compliance in Graduate Labor Systems?

Jessie Wiggins, George Mason University

Kelby Gibson, George Mason University

Tyler Martinez, George Mason University

Nic Nusbaumer, George Mason University

McKinley Green, George Mason University

Beyond Linguistic and Epistemological Racism in Technical Communication

Eric Korankye, Illinois State University

C4 – Queering Compliance by Working Within (and Against) Oppressive Technical Communication Structures

Steve Holmes, Texas Tech University

Rachael Jordan, Texas Tech University

Avery Edenfield, Utah State University

Matthew Cox, East Carolina University

C5 – (Non)Compliance in the (TPC) Classroom

Complexities of Compliance in the Social Justice Classroom: Three Cases of Teaching TPC and Social Justice in the US

Elisabeth Kramer-Simpson, New Mexico Tech

Kim Liao, John Jay College of Criminal Justice

Allison Durazzi, Iowa State University

Teaching Against Techno-Optimism: Supporting Ideological Noncompliance in the Technical Writing Classroom

Amy Reed, Rowan University

No More Infographics: Compliance in a Community-Based Learning Partnership

Ania Payne, Kansas State University

Paragraph Usage in Student Reports in a Technical Communication Course: An Empirical Study

Mike Duncan, University of Houston Downtown

Jillian Hill, University of Houston Downtown

Ashleigh Petts, University of Houston Downtown

Concurrent Session D [3:15 – 4:15p EST]

D1 – Rethinking Risk Communication

Reckoning with Risk: Technical Writing’s Complicity in Distributing Harm

Ehren Helmut Pflugfelder, Oregon State University

“The Real Cost” of Compliance: Understanding Stigma and Blame in Addiction Risk Communication

Sierra Parker, Penn State University

Guidelines as Risk Communication: The CDC, Ideal Pregnancy, and Choice Under Neoliberalism

Kristina Bowers, Penn State University

Gesture and Black Empowerment as Resistance: Up-Ending the Deficit Model of Risk Communication

Beverly Sauer, George Washington University

D2 – Humans, Machines, Tools, & Competencies

What We Talk about When We Talk about UX: UX Topics in TPC Forums 2013-2022

Paul Thompson Hunter, Purdue University

The Document Cycling Practices of Machine Learning Researchers

John R. Gallagher, University of Illinois Urbana-Champaign

Human Users and Large Language Models: Human in the Loop Writing Workflow

Alan Knowles, Wright State University

When Technical Communication Competencies Come into Conflict: Complying with Competing Standards for Data Visualization and Accessibility

Lauren E. Cagle, University of Kentucky

Meredith A. Johnson, University of South Florida

D3 – Insight and Accessibility: Lessons for TPC Policy and Practice in Higher Education

Rachel Bryson, Utah State University

Jared S. Colton, Utah State University

Elle Smith, Utah State University

Hannah Stevens, Utah State University

D4 – TPC Methods: Compliances and Resistance

Teaching Inclusive Interviewing in Technical Writing

Anne-Marie Womack, Rice University

Cookie Compliance: Investigating the Rhetorical Strategies of Digital Data Gathering Practices

Lacy Hope, Utah Tech University

Navigating Description: Compliance Within Archival Documentation

Nicole O'Connell, University of Massachusetts Amherst

D5 – Writing Program Alumni as Curricular Co-Conspirators

Travis Maynard, Elon University

Paula Rosinski, Elon University

Emily Murrill, Elon University

Concurrent Session E [4:30 – 5:30p EST]

E1 – Public Crises & Communication

A Room of No One’s Own: Examining Compliance in a Student Housing Crisis

Ashley Patriarca, West Chester University of Pennsylvania

“Trickster” Sophistic Listening: Protagorean Fragments and Antenarratives of Fracking in Arkansas

Kyle Mattson, University of Central Arkansas

Reimagining and Revising Crisis Communication through Collaborative Practice

Emily Gresbrink, University of Minnesota

“Failing to Comply” in Extreme Heat Environments

Kathryn Lambrecht, Arizona State University

E2 – Content, Coalition, Conditions, and Care in (Online) Communities

Coalitions and Communities: Theorizing Compliance and Capacity to Comply

Alex Mashny, Michigan State University

Rules, Reputation, Privileges and Power: How Online Community Guidelines Can Influence Whose Voices Are Heard

Marcy Bock Eastley, University of Minnesota

Radically Reimagining an Ethic of Care in Research of Activist Writing

Julie Bates, Millikin University

Sarah Warren-Riley, University of Texas Rio Grande Valley

E3 – Preparing International Graduate Students for the Academic Job Market: Lessons from International Faculty (A Study)

Felicita Arzu-Carmichael, Oakland University

Josephine Walwema, University of Washington
Therese I. Pennell, Tarleton State University

E4 – Narratives of (Non)Compliance

“Scrutinizing Compliance—Counting the Costs...”

Anis Rahman, University of Wisconsin Milwaukee

“But I prefer flour tortillas!” Navigating Identity within Decolonial Food Projects in a Food Rhetorics Course

Jenn Mallette, Boise State University

Nicole Gillihan, Boise State University

Can Student Compliance Lead to Social Justice?

Joseph Concannon, University of Washington

Interrogating as a Strategy for Combatting Injustice and Ignorance: An Autobiographical Narrative of a Scholar from the Global South

Jagadish Paudel

E5 – Trending User Advocacy: Resistance as Compliance

Queer(er!) Usability

Mari Ramler, Tennessee Tech University

Editing Advocacy

Hailey Kincer, Tennessee Tech University

Empowering Women One TikTok at a Time: An Analysis of TikTok OBGYN’s Impact on Women’s Bodily Autonomy

Lena Albro, Tennessee Tech University

“We’re Just Doing Drag”: How Social Media Affects User Perceptions of Drag Queens

Nicki Parish, Tennessee Tech University

FRIDAY, June 9

Concurrent Session F [11:00a – 12:00p EST]

F1 – Public Rhetorics & TPC

Communicating Democracy: Opportunities for Election Knowledge Communication in Technical and Professional Communication Pedagogies

Jacob Richter, Georgia Institute of Technology

Speaking Loudly When Institutions Fail Us: Communicating Compliance, Loyalty, and Ethics in the Museum Profession

Kyle P. Vealey, West Chester University

Compliance Documentation as Collaborative Dialectic: Early Environmental Impact Statements from the Piney Woods

Sara B. Parks, Stephen F. Austin State University

F2 – User Documentation, Interface, and Design in TPC

Complying or Resisting? Technical Communicators Addressing Challenges of Working in Agile Contexts

Marjorie Rush Hovde, Indiana University Purdue University Indianapolis

Brea Threatt, Indiana University Purdue University Indianapolis

Information Density Across Cultures: Is Chinese Interface Design Really Busy?

Meng Yu, Virginia Tech

Human-Centered Evaluation of Writing Process Data Visualization Tools

Justin Young, Eastern Washington University

Luuk Van Waes, University of Antwerp

Mariëlle Leijten, University of Antwerp

F3 – Communication in the Workplace 2022: Analyzing Compliance Through an Externally-Focused Programmatic Assessment Project

Christin Phelps, North Carolina State University
Stacey Pigg, North Carolina State University
Rebecca De Haas, North Carolina State University
Ashley King, North Carolina State University
Jamie Larsen, North Carolina State University
Caitlin Stuckey, North Carolina State University
Elizabeth Wagner, North Carolina State University

F4 – Norms, Neurodiversity, and Disability Rhetorics in TPC

Writing the Spectrum: TPC’s Role in Acculturating Autistic Students from the University to the Workplace

Jessica Berchtold, Purdue University

A Stable Process of Change: Strategies to (Un)Discipline Disability Inclusion

Brian Le Lay, University of Minnesota Twin Cities

Moving beyond Compliance to Design Neurodiverse TPC Pedagogies

Christa Teston, Ohio State University
Yanar Hashlamon, Ohio State University
Sushil Oswal, University of Washington

Pliancy: A Way to Move

Hillary Selznick, University of Illinois Urbana-Champaign

F5 – Conspiracies in the Boundaries of Community Standards: How Technical Communication Facilitates the Regulation and Propagation of Conspiracy Rhetoric

Carleigh Davis, Missouri University of Science and Technology
Ryan Cheek, Missouri University of Science and Technology
Kathryn Dolan, Missouri University of Science and Technology

Keynote Session [12:15p – 1:45p EST]

“What excites you about technical communication right now?”

Felicita Arzu-Carmichael, Oakland University

Huiling Ding, North Carolina State University

Lucía Dura, University of Texas at El Paso

Cana Uluak Itchuaqiyag, Virginia Tech

Veronica Joyner, University of Central Florida

Yeqing Kong, Georgia Institute of Technology

April O’Brien, Sam Houston State University

Nora K. Rivera, Chapman University

Gerald Savage, Illinois State University, Emeritus Faculty

J. Blake Scott, University of Central Florida

Cecilia Shelton, University of Maryland

Jason Tham, Texas Tech University

Concurrent Session G [2:00 – 3:00p EST]

G1 – (Public) Interfaces and TPC

Duping Donors: Deceptive Design of Political Campaign User Interfaces

Ryan Cheek, Missouri University of Science and Technology

Olivia Taylor, Missouri University of Science and Technology

Philanthropic Websites as Heterotopic Sites of Compliance

Fredrica Markson Eduaful, Michigan Technological University

G2 – TPC & Policy Development Across Contexts: Academic, Federal, Public Health

Embedded Compliance: The Challenge of Advocacy and Collaboration in Writing Center Policies

Devon Ralston, Winthrop University

Compliance as a Formality in Federal Public Comments

Margaret Hsiao, Utah State University

Constructing Compliance: The Politics of China’s “Dynamic Zero-COVID” Policy

Chen Chen, Utah State University

G3 – Teaching TPC in STEM Contexts

Cross Disciplinary Integration at MIT: Relations Rhetoric (Techne) and Engineering (Technike)

Andreas Karatsolis, Massachusetts Institute of Technology

Alexia Charoupa, Massachusetts Institute of Technology

“Critical Compliance”: Teaching Problem-Posing Through Accommodation and Translation in the STEM Composition Classroom

Brian Douglas Breed, University of Miami

Who are We Accountable To?: Balancing Stakeholders and Compliance in a Grant-Funded Undergraduate Experiential Learning Project

Allegra W. Smith, Jacksonville State University

Failures to Comply: Fake News and Bad Science in the Classroom

Joseph Forte, Johns Hopkins University

G4 – ATTW Graduate Research Award Work-in-Progress Panel

Dismantling Barriers to Publishing: Identifying Types of Negative Review Experiences and Strategies for Mitigating Them

Hannah Stevens, Utah State University

Navigating Description: Compliance Within Archival Documentation

Nicole O’Connell, University of Massachusetts, Boston

Golden Tools, Tarnished Bodies: Video Game Controllers and Gamer Identity

Victoria L. Braegger, Purdue University

Friday Workshops [3:15 – 4:30p EST]

Toward Codifying Social Justice Approaches to Teaching Technical Editing

Victor Del Hierro, University of Florida

Angela M. Haas, Illinois State University

Suban Nur Cooley, New Mexico State University

Cecilia D. Shelton, University of Maryland

Ann Shivers-McNair, University of Arizona

Barbi S. Smyser-Fauble, Illinois State University

Sarah Warren-Riley, University of Texas Rio Grande Valley

How might we (re)imagine, (re)build, and ultimately (re)orient our approach to technical editing to enact a more just future? This workshop seeks to answer such questions by codifying a more equitable and inclusive editing praxis. To this end, workshop facilitators will:

- define what we mean by a social justice approach to technical and professional editing (TPE);
- contextualize components of socially-just TPE;

- provide specific activities and assignments for teaching socially-just TPE; and
- invite participants to collaboratively work through socially-just technical editing activities in groups.

Course Design and Pedagogy for Healthcare Writing Courses

Daniel Kenzie, North Dakota State University

Mary McCall, North Dakota State University

Michael J. Klein, James Madison University

This workshop provides an opportunity for instructors and administrators who are new to healthcare writing courses and those experienced with them to learn about others' courses, share ideas and practices, and make plans for the future.

(Re)Defining “Professional” in Technical & Professional Communication: Examining Programmatic and Curricular Ethos

Bridget Gelms, San Francisco State University

Cynthia Johnson, University of Central Oklahoma

This workshop will attend to assumptions about “professionalism.” We invite participants to bring materials from their programs or courses—syllabi, assignments, recruitment materials, policy language, website copy—as we will share a heuristic that helps identify biased notions of professionalism across these kinds of documents. Our goal is to help us understand what values we're communicating about professionalism and how we might intervene in exclusionary representations of professionalism.

Compliance or Resistance to AI? A Workshop with Practical Applications for Using ChatGPT in Technical Communication Classrooms

Sarah Faye, University of California Davis

Ron Cole, University of Cincinnati

Jacob Weston, Texas Tech University

Baxter Krug, Texas Tech University

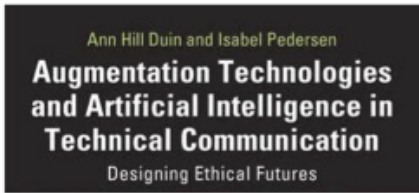
Christopher Thacker, Texas Tech University

This workshop provides attendees with practical takeaways on implementing AI in their Technical Communication courses. We will start with brief presentations on happenings in AI; ethical issues that our students and selves should be aware of; and potential accessibility benefits of the technology. We will then divide into facilitated breakout rooms based on level of experience and varying thematic topics (new to AI, using AI for social justice assignments, customizing AI to meet your needs).

ATTW Awards Reception [4:45 – 6:00p EST]

Please join President Jones to celebrate this year's ATTW award winners, as well as winners of the CCCC awards in Technical and Professional Communication. The ATTW Fellows will also elevate and honor three scholar-teachers for their major contributions to the organization.

What's new in the ATTW book series



Investigate the technical, rhetorical, theoretical, and socio-ethical challenges and opportunities involved in the development and adoption of augmentation technologies and artificial intelligence.

Augmentation Technologies and Artificial Intelligence in Technical Communication: Designing Ethical Futures (2023)

Ann Hill Duin & Isabel Pedersen

"With co-authors Ann Hill Duin and Isabel Pedersen we have marvelous guides who direct us through a bewildering array of developments and provide heuristic frames and ethical lenses for helping technical and professional communicators enter the rapidly changing landscape of human-machine interaction and collaboration." Heidi A. McKee & James E. Porter, Miami University, USA

"This book is a must-read for every technical communication professional who works with or communicates about augmentation technologies and artificial intelligence." Saul Carliner, Concordia University, Canada

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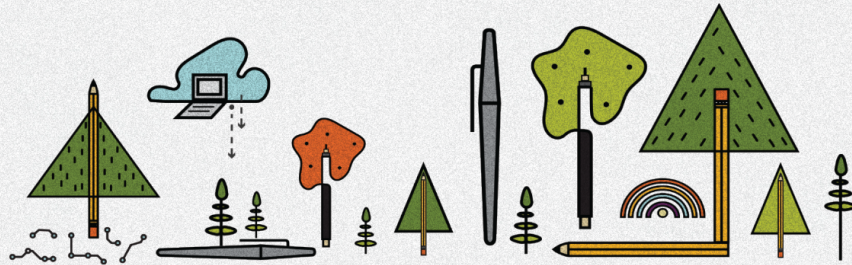
Faculty

- Michael Albers
- Will Banks
- Nicole Caswell
- Matthew Cox
- Desiree Dighton
- Michelle Eble
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- Constance Haywood
- Brent Henze
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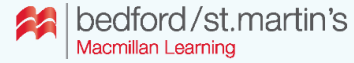
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Document 9.1 | Draft of the Description of 3D Printing

3D Printing

A 3D printer is a device that enables you to create a three-dimensional object by cre by layer. A layer is a thin cross-section of the object you are building. Each layer is seamlessly to the layer beneath it until the whole object is built. Even though there are kinds of 3D printers, they all work the same way in that you need to begin with a co design (CAD) file, which provides the blueprint that the 3D printer uses to create the can either create this CAD file using special 3D modeling software, or you can scan object and create the CAD file that way. Then the software in the 3D printer "slices" into really thin horizontal layers, like a meat slicer does to a thick ham at the superm can be hundreds of these slices, or even thousands. Then the 3D printer "reads" the specifications of each slice and transforms the material into the exact specifications. The materials can be plastic, gold, other materials—even chocolate!

When a sculptor carves a statue, he is using what is called a subtractive process. This starts with a big block of stone or marble or wood and cuts away material until what like the thing he is carving, such as a bear. The industrial versions of this are cutting machining. When a 3D printer is used, it is using an additive process. This means th starts with nothing, then adds layer after layer (using the instructions from the softw up the object you are creating.

business cases

Case 9: Emphasizing Important Information in a Technical Description (Single- Draft)

Assignment Prompt

Scenario: You are a technical writer for a company that manufactures 3D printers. You are assigned to write a technical description of a 3D printer for a technical manual. The manual is intended for use by engineers and technicians who are familiar with 3D printing. You are to write a technical description of a 3D printer for a technical manual. The manual is intended for use by engineers and technicians who are familiar with 3D printing. You are to write a technical description of a 3D printer for a technical manual. The manual is intended for use by engineers and technicians who are familiar with 3D printing.

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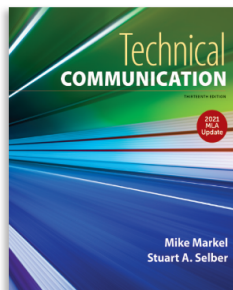
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Your Assignment

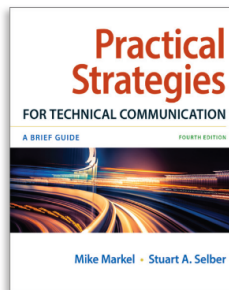
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writing assignments

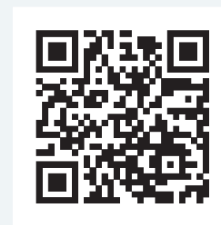
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