on celebration & compliance, reflection & resistance

June 7-9, 2023
#ATTW23
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ASL Interpretation
CDJ Interpreting

CART Captioning
A La CARTe Connection
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. Felicita is an associate editor of College English. Her scholarly interests include online literacy, composition theory and pedagogy, and race, social justice and inclusion. Felicita’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


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


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**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](https://techcommsocialjustice.org/index.php/tcsj/index)

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**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. Itchuaqiyaq 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

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
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**


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


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](http://www.nkrivera.com).

Recommended Resources


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

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


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

- [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/](https://fabricofdigitallife.com/)
- UX Pedagogy project: [https://sites.uw.edu/uxpedagogy/about-ux-pedagogy/](https://sites.uw.edu/uxpedagogy/about-ux-pedagogy/)
- Meghalee Das: [https://meghaleedas.wixsite.com/meghaleetechcom/research](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 participant s 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
Adrianna 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” McCullouch, 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
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 Itchuaqiyaq, 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 Eduaf, Michigan Technological University


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

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

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“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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