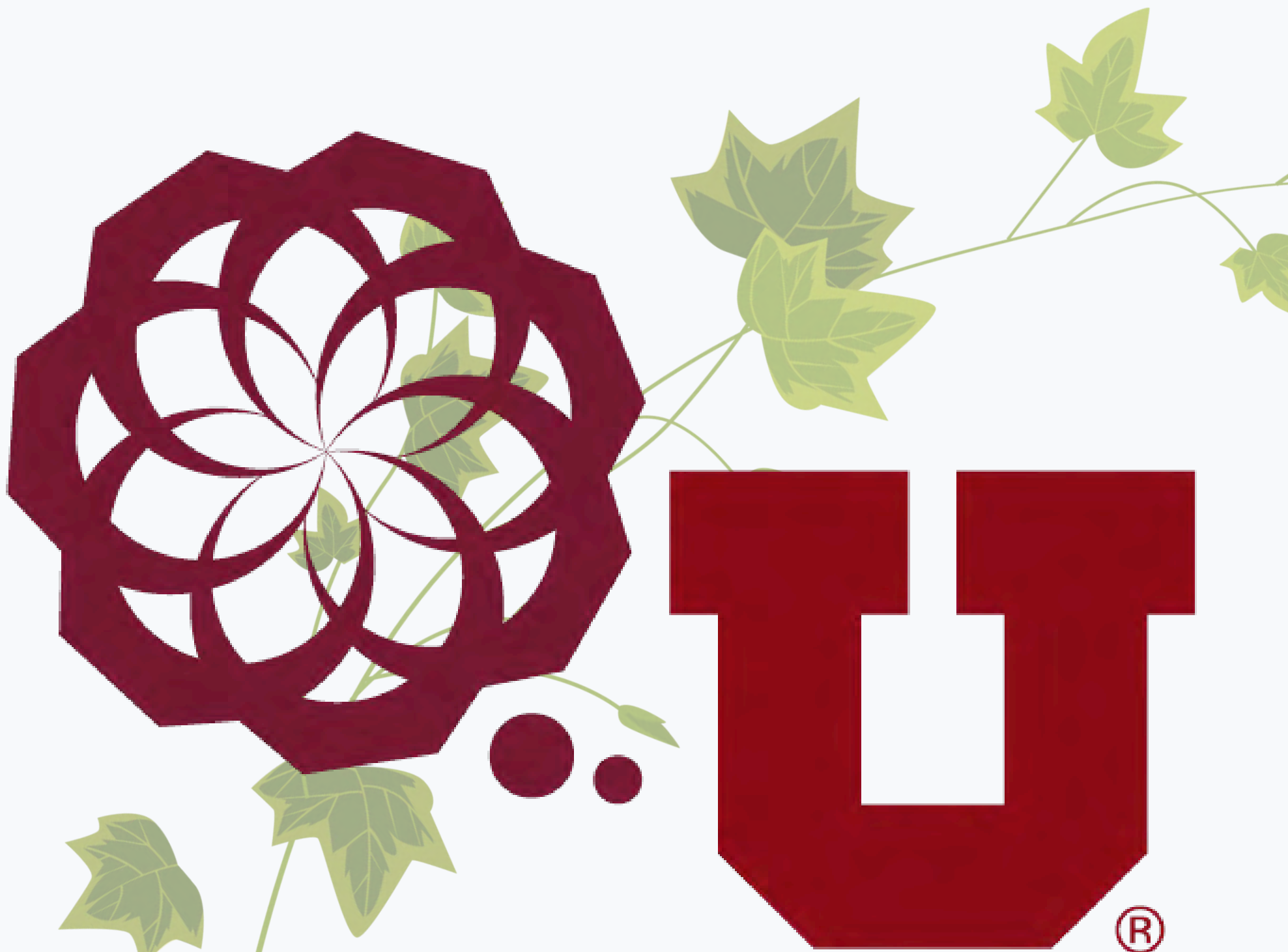

Writing & Rhetoric Studies

THE WRITING & RHETORIC REVIEW



THE UNIVERSITY OF UTAH

**DEPARTMENT OF WRITING
& RHETORIC STUDIES**

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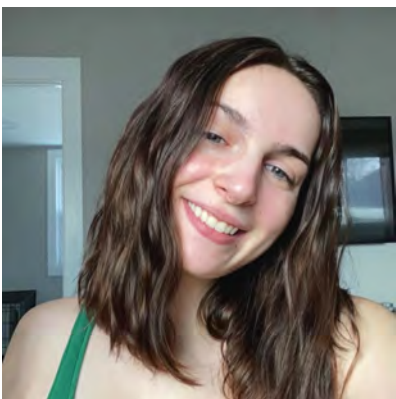


MAY NEWSLETTER INFORMATION

2025 CCCC ANNUAL CONVENTION

The Conference on College Composition and Communication (CCCC) is the world's largest professional organization for researching and teaching composition. Established in 1949, CCCC promotes intellectual and pedagogical freedom, as well as advocates for the evolving definitions of literacy, communication, rhetoric, and writing. Thousands of scholars and educators gather at CCCC's annual convention for scholarly panels, featured speakers, forums, and workshops. The theme of this year's convention revolved around "'Computer Love': Extended Play, B-sides, Remix, Collaboration, and Creativity."

The Department of Writing & Rhetoric Studies is proud to highlight the faculty and graduate students who presented at this year's conference in Baltimore, Maryland:



Aubrey Fochs, PhD Student

"Remixing Trauma-Informed Pedagogies: Sexual Violence and the Writing Classroom"

This presentation focuses on the need for more instructor training, specifically training related to trauma. Instructors are often underprepared when it comes to responding to or navigating difficult situations, including traumatic ones. Most training in the past has focused on the state mandated or institutionally required "mandatory reporting" policies but ignores actual training related to discourse, feedback, and navigating "in the moment" situations. To showcase this issue, this presentation uses disclosures of sexual violence from the writing classroom and asks the audience to reflect on real-life scenarios. This presentation is followed by two other presentations from fellow graduate students, Rachel Lott and Joseph Mayaki, who examine trauma-informed pedagogy as it relates to incarcerated populations and disenfranchised grief. At the end of the presentation from all three panel members, the panel will provide recommendations and advice for instructors.



Jennifer Greenlee, PhD Student
(TYCA)

"Interactive Learning and Imaginative Play: Making Room at the Table for Students Who Don't Fit Academic Stereotypes"

It is imperative to shift our focus and adjust our pedagogy to find strategies that aid all of our students so that they can get the most out of our classes. By incorporating interactive learning and imaginative play strategies into current composition classrooms, we can create better outcomes for both students who hold traditional positions and those with learning disabilities.

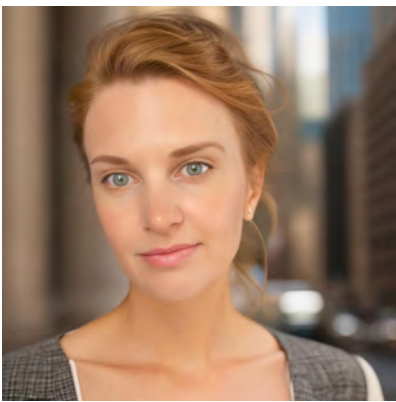
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2025 CCCC ANNUAL CONVENTION



Jay Jordan, Professor

Jay Jordan chaired a workshop for and a meeting of the International Researchers Consortium, leading a Special Interest Group on international student pathway programs, and presenting as part of an invited panel on "Distinct Material Conditions and Needs of International Graduate Students."



Keolanani (Keoloa) Kinghorn, PhD Student
Glimmering "Nows": Communal Writing and Storying as Un/Stable Liberatory Collaboration

Panel: This panel examines un/stable community interactions as opportunities for educators, creators, activists, and students to co-create transformative social change. Extending Rustom Bharucha's interweaving of theater and ongoing communal becoming, we ask, When a class—or poem, or photo series—ends, what begins? What do we make together? Read more about her panel [here](#).



Rachel Lott, PhD Student
Rachel presented with three panels:

TYCA National
Pedagogy and Practice in a Prison Education Program: Developing a Comprehensive Literacy Program at a State Correctional Facility

CCCC Prison Literacies SIG Workshop, by invitation
The Challenges of Developing a Comprehensive Literacy Program at a State Correctional Facility

CCCC Panel
Remixing Trauma-Informed Pedagogies: Grief, Incarceration, and Disclosures of Sexual Violence in the Writing Classroom. Presented alongside WRS colleagues Joseph Mayaki, Aubrey Fochs, and Kendall Gerdes.

2025 CCCC ANNUAL CONVENTION



Joseph Mayaki, PhD Student

Trauma-Informed Pedagogy and Grief Management in Higher Education: Addressing Students' Disenfranchised Grief

Grief is a natural consequence of traumatic encounters. The potential benefits of higher education serve as baits to many students, especially those from economically disadvantaged backgrounds. Many of such students see it as their ticket to securing a better life. Students from economically buoyant homes also experience emotional struggles that subject them to some forms of sufferings leading to crisis & inequalities in the classroom (Turner & Staufer, 2023). These possibilities result in a classroom filled with students with diverse forms of unrecognized griefs (Sweet, 2022). This automatically places a challenge of students' grief management on the pedagogical materials & methodologies of educators. Responding effectively to students of all backgrounds will require recognizing students' disenfranchised grief through the implementation of trauma-informed pedagogical strategies (Thompson & Carello, 2022). This paper explores the intersection of trauma-informed pedagogy & grief management, focusing on disenfranchised grief in classroom settings. It highlights the best practices through which instructors can recognize various forms of invisible grief that students bring into their classrooms & identify trauma-informed pedagogical strategies that can be implemented to effectively support students experiencing grief.



Jon Stone, Associate Professor

"Reprehensible Remix: Sensory Rhetorics of 'Relocation' at the Topaz Incarceration Camp"

In this presentation, Jonathan Stone traces the rhetorics justifying Japanese-American "internment" together with the lived experience of those forcibly removed from their homes and incarcerated at the Topaz Relocation Camp in Delta, Utah. Through archival analysis of the sensory rhetorics created by those in prison (painting, photography, recorded oral histories, etc), Stone parses the US government's sinister remix of incarceration as "relocation." Despite this, incarcerated individuals sought to make home in a place they couldn't leave. Stone argues for the resilience of such a sense, acknowledging how art, creativity, and kinship produced sensory rhetorics that made the Topaz experience endurable—not "home," but emplaced with a sense of home, despite attempts to remove it.



Mohi Uddin, PhD Student

Standardized Language Proficiency Tests: Unequal Access, Marginalization, and Troubleshooting

Mohi's paper offers a critical examination of standardization of language as a requirement of hiring students in M.A. and Ph.D. programs from non-English-speaking countries. That being considered, this paper also aims at emphasizing some practices in order to advocate linguistic justice to protect the culture and identities of the students from diverse ethnic backgrounds.

Continued

2025 CCCC ANNUAL CONVENTION



Christie Toth, Associate Professor

Christie Toth presented with two different groups of student co-researchers at the Two-Year College English Association (TYCA) conference held in conjunction with CCCC. The first group, "Hopeful Futures for Lifelong Literacy Learning," included in-person presenters Thabata Fay, Henry Knudson, and Zara Morrison, with Cynthia Burge, Katya Pilkington, and Kate Rowan participating remotely. The second group, "Community College Student Perspectives on Preparing Two-Year College Literacy Studies Professionals," included in-person presenter Chloe Summers and remote/recorded contributions from Mohamed Ibrahim, Samantha Stubbs, and Estefania Zavala. Christie also presented at CCCC as part of the MLA-sponsored panel "'Remixing Recruitment, Retention, and Career Readiness: Building National Initiatives to Support the Academic Workforce in English, Writing, and Languages.'"



Rachel Bryson, Assistant Professor
WRS Undergraduate Senior Students: Thabata Fay, Zabrin Le, Emmerson Martin, and Cora Romero
"Cultivating Empathy in the Age of AI: Technical Editing Pedagogy and the Ethics of Care"

This research explores the intersections of care ethics and Generative AI in technical editing pedagogy. Specifically, we ask what it means to build relationships of care in the editing process, and how the rise of GenAI can both afford and constrain care in editing. Our research used the results of collaborative autoethnography and a qualitative interview study to argue for increased attention to an ethic of care in technical editing instruction.



CONGRATULATIONS TO ALL!

DWRS DEPARTMENT EVENTS

"Excellence in Writing" Award Ceremony and Undergraduate Writing Symposium

Our department's "Excellence in Writing" Awards Ceremony celebrates the outstanding achievements of our DWRS students from the 2024-2025 academic year. Join us on Wednesday, April 23rd in LNCO 2110 from 3:30pm – 5:30pm.

We'd also like to invite you to attend our Undergraduate Writing Symposium where DWRS students share and celebrate their work. This event will also be held on Wednesday, April 23rd in LNCO 2110, from 1:00pm – 3:00pm.

Thomas Huckin Distinguished Lecture

Dr. Jennifer Sano-Franchini, Dr. Megan McIntyre, and Dr. Maggie Fernandes present "Unpacking Generative AI Refusal in Higher Education." This lecture focuses on refusal as a principled and rational response to the incursion of generative AI products in higher education. The speakers will discuss, contextualize, and expand on their website, [Refusing Generative AI in Writing Studies](#). As they do so, they will further unpack what it means to refuse generative AI in higher education, particularly at a time when our democracy hangs in the balance.

"We Live Amid and As Archives" – Library Exhibit

Come see the excellent archival projects created by students in Romeo Garcia's Spring Archives Workshop Series. The library exhibit features storytelling and expression through different mediums.

- Near the Writing Center on the 2nd floor.
 - Open through Summer 2025.
-

Sequoia Hennigs-Cornell

BRIDGING SCIENCE AND COMMUNICATION



Hi there! I am a senior, majoring in Writing and Rhetoric Studies with a minor in Biomedical Engineering. I started in Biomedical Engineering, fascinated by science and innovation, but soon realized that great discoveries only matter if people understand them. That's why I combined my research and engineering background with a passion for writing and communication—bridging the gap between complex ideas and real-world impact.

Throughout my academic journey, I have worked in multiple research labs, including

the University of Utah Orthopedic Center, where I studied Femoroacetabular Impingement (FAI) in student-athletes experiencing hip and femur morphology changes. Additionally, in the Tissue Engineering Lab, I worked with CRISPR to develop models to improve understanding of Degenerative Disc Disease (DDD). I also gained corporate experience at Edwards Lifesciences, a market leading heart valve company, where I worked on supplier audits and quality engineering projects aimed at ensuring safe patient outcomes. This role taught me how to communicate effectively across cross-functional teams, bridging the gap between quality and engineering to support compliance and innovation.

As I progressed into my junior and senior years, I pursued writing-focused opportunities, including grant writing at Wasatch Mountain Institute, where I helped secure funding for youth outdoor educational programs. In my current role as a Writing Intern for the Technology Licensing Office, I create news recaps, social media content, and market research guides, making complex scientific topics more accessible to diverse audiences.

What I love most about Writing & Rhetoric Studies is its interdisciplinary impact—whether in medicine, engineering, or public discourse, clear communication shapes how knowledge is shared and applied. As I get closer to graduation, I'm excited to apply my skills to make medical and scientific information clearer, more accessible, and even inspiring for a wider audience!

LOOK OUT FOR OUR NEXT ISSUE:

MAY 12TH



**INTERESTED IN YOUR STORY BEING
FEATURED IN A FUTURE ISSUE?**

Follow the link and share the "Story" of your academic and scholarly journey.

DWRS Undergraduate Form

DWRS Graduate Form



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