

## CCCC 2023 LLW EVENTS

### Friday

**(F.28) Grammar, Grammars, and the Teaching of Rhetorical Grammar**

**Time:** 8:00am-9:15am CMT  
**Room:** Lake Ontario (8<sup>th</sup> floor)

These presentations explore the benefits of teaching grammar as meaning-based in a writing classroom and as rhetorical choice in a creative writing class.

Key concepts and topics addressed include:

- Rhetorical Grammar
- Teaching grammar in the writing classroom
- Alternative approaches to teaching grammar
- Grammar and second language learning
- Language and play

**Speakers:**

Zhihui Fang, University of Florida,  
“Unpacking the Grammar Fatigue Syndrome in College English Teaching in China”

Joseph Salvatore, The New School,  
“Crafting Creative Clauses and Creating Crafty Clefts: Rhetorical Grammar in the Creative Writing Classroom”

**(G.05) Looking at Language with Hope: Revising Our Language (mis)Understandings**

**Time:** 9:30am-10:45am CMT  
**Room:** Salon A-1 (lower level)

Discussions about linguistic justice and language discrimination have brought to the forefront misunderstandings about language. Such misunderstandings, though unconscious, are influential in student success. Participants will explore some language misunderstandings that have historically affected students' relationship with language especially in FYC and through their work in writing centers.

Key concepts and topics addressed include:

- Linguistic justice
- Language ideologies
- Writing pedagogy
- First Year Writing
- Writing Centers

**Speakers:**

Cornelia Paraskevas, Western Oregon University  
Dylan Dryer, The University of Maine

**Chair:** Laura Aull, University of Michigan

*This is a sponsored talk for the Linguistics, Language, and Writing Standing Group*

**(FSIG.23) Linguistics, Language, and Writing  
Standing Group Business Meeting**

**Time:** 3:30pm-4:45pm CMT

**Room:** 4k (4<sup>th</sup> floor)

This year, the Linguistics, Language, and Writing Standing Group will pair up with the Special Interest Group on Rhetorical Grammar to talk about how attention to linguistic form and function can give us insights into student writing, culture, and assessment.

Key topics we are interested in:

- Rhetorical grammar
- Metalinguistic awareness
- Language ideologies
- The language of labor in the writing classroom
- Translanguaging, code meshing, and code switching
- Linguistic justice and raceolinguistics
- Linguistic approaches to trauma and emotion in student writing
- Linguistic markers of transfer
- Language, grading, and assessment
- Corpus-based and corpus-driven approaches to studying student writing
- Large language models, AI, and student writing

**Facilitators:**

Laura Aull, University of Michigan  
Cameron Mozafari, Cornell University  
Deb Rossen-Knill, University of Rochester  
Joseph Salvatore, The New School  
Whitney Gegg-Harrison, University of Rochester  
Jinrong Li, Georgia Southern University

**Saturday**

**(J.12) Language of Labor? Attention to Language in  
Alternative Approaches to Grading**

**Time:** 8:00am-9:15am CMT

**Room:** Blvd. B (2<sup>nd</sup> floor)

This roundtable, sponsored by the Linguistics, Language, and Writing Standing Group, explores the ways students and instructors can draw attention to language to enrich and assess alternative approaches to grading for ethical, linguistic justice, self-assessment, and metacognitive purposes.

Key concepts and topics addressed include:

- Linguistic approaches to alternative approaches to grading
- Linguistic justice
- Labor-based grading contracts
- Self-assessment
- Reflective writing
- Corpus-based approaches to writing assessment

*This is a sponsored talk for the Linguistics,  
Language, and Writing Standing Group*

**Speakers:**

Laura Aull, University of Michigan  
Laura Clapper, University of Michigan  
Allison Ellsworth, Arizona State University  
Jennifer Kontny, Mount Mary University  
Cameron Mozafari, Cornell University  
**Chair:** Cameron Mozafari, Cornell University