THE NATIONAL CONSORTIUM OF WRITING ACROSS COMMUNITIES represents a constellation of stakeholders locally and nationally centered around educational principles and cultural practices that promote the generative (creative and life-sustaining) ecological relationships of language and literacy to the maintenance and wellbeing of human communities. The NCWAC seeks to guide curriculum development, stimulate resource-sharing, support multi-modal approaches to community arts, cultivate networking, and promote research in language practices and literacy education throughout the nation to support local colleges and universities working to serve the vulnerable communities within their spheres of influence.

OBJECTIVES FOR 2012 NCWAC SUMMIT / GOALS FOR NCWAC
Our 5-minute position papers should respond in some way to the objectives for the Summit and/or the overarching goals of the Consortium. The objectives are as follows:

- Constitute the NCWAC vision/mission (goals/objectives) statement;
- Articulate and define the NCWAC organizational structure;
- Draft the NCWAC Intellectual statement w/ professional guidelines for scholars of community literacy and their institutions;
- Establish the terms/benefits of NCWAC membership as well as a plan for developing a membership directory;
- Develop a plan for implementing the NCWAC resource website.

Guiding our achievement of the above objectives should be a consideration of the overarching goals of the Consortium to:

- Promote deliberative democratic practice in the public sphere and community literacy projects;
- Advocate for culturally-relevant, linguistically-informed approaches to literacy education for historically-underserved student populations;
- Promote curriculum development for Writing Across Communities approaches to First Year Writing, WAC programs, Writing Centers, etc.
- Mentor graduate students and junior faculty (graduate school through tenure) so as to make it safe and feasible for them to do the scholarly work of community literacy;
- Promote resource-sharing and collaborative scholarly projects between faculty and graduate students across institutions.

Cover photo by Julius R.
**Schedule of Events**

**Thursday, July 12**

11AM-12:15PM: Position Statements

Michelle Hall Kells – The Dark Ecology of Writing Across Communities: Reactive Rhetorics & Trickster Tropes

Brian Hendrickson – Radical Mythos & NCWAC: Imagining a Network of Resources for Scholars & Teachers on the Margins

Juan Guerra – Cultivating Citizenship in the Context of Writing Across Communities

Dan Cryer – Negotiating Scarcity: Building a WAC Program with Social Capital

Michelle Cox – WAC and Second Language Writing: An Argument for Further Research

Elenor Long – Often Called For, Rarely Achieved: Five Features of Local Public Life that Writing Programs May Be Uniquely Positioned to Help Scaffold and Support

Tom Pierce – What We Talk about When We Talk about Transitional Writers

Todd Ruecker – Broadening Research Paradigms: Paying Attention to Students' Lives Outside the Classroom

Moira Ozias – What’s Space Got to Do with It?: The Spatialization of Collaboration Across Communities

Lindsey Ives – Defining & Addressing Expectations for L2 Writers Across the Disciplines

Tiffany Rousculp – Organic (r)Evolution: An Ecological Perspective of Change

12:15-1:30PM: Working Group Discussions

1:30-2PM: Working Group Presentations / Plenary Discussion

practice, Rachel looks at the ways language takes shape in peoples everyday lives. At the heart of her work, whether it be in a composition classroom, with community-family-school-partnerships, or with youth writer collectives, is understanding and disrupting how power and domination mark some people and some words as unrecognizable and unsayable.

Michelle Hall Kells is Associate Professor in the Department of English at the University of New Mexico. Her research interests include civil rights rhetorics, sociolinguistics, and composition/literacy studies. Her current book project is Vicente Ximenes and LBJ’s “Great Society”: The Rhetoric of Mexican American Civil Rights Reform.

Moira Ozias (MA, MSW) is Associate Director of the Writing Center at the University of Oklahoma. She has worked with writers through community organizations, as well as university writing centers. She is also a PhD student in Educational Leadership & Policy with research interests in community-university partnerships and issues of access and equity in higher education.

Steve Parks is Associate Professor of Writing and Rhetoric at Syracuse University. His current research involves the ways in which community partnership work has been embedded within a pragmatism that fails to address the educational and political needs of the resource-poor communities.

Tom Pierce is a PhD candidate in Rhetoric and Writing at the University of New Mexico and the Director of Adult Basic Education at Central New Mexico Community College. His dissertation focuses on characterizations of basic and multilingual writers in the field of Writing Across the Curriculum.

Tiffany Rousculp, Associate Professor at Salt Lake Community College, co-founded the SLCC Community Writing Center, and directed it from 2001 - 2010. She currently chairs the Utah Community Literacy and Writing Consortium. Her research explores application of CWC pedagogies in the composition classroom and the ecologies of community partnerships and change.

Jacqueline Jones Royster is Dean of the Ivan Allen College of Liberal Arts at the Georgia Institute of Technology. She holds the Ivan Allen Jr. Dean’s Chair in Liberal Arts and Technology and is Professor of English in the School of Literature, Media, and Communication.

Todd Ruecker graduated from the University of Texas at El Paso in May and will begin as an Assistant Professor of English at the University of New Mexico in August. His research focuses on improving the success of linguistically and culturally diverse students by advocating for curricular, institutional, and policy transformations.
Writing Across Communities, Co-Director of the Albuquerque Community Writing Center, and a Teaching Assistant and Writing Fellow in UNM’s Core Writing Program. Brian’s scholarship, teaching and service explore ecological approaches to campus-community literacy partnerships, writing instruction and assessment across the disciplines, and subject construction in environmental rhetoric and writing.

**Mellissa Huffman** is completing her PhD in Rhetoric and Writing at the University of New Mexico, where she teaches FYW, technical and professional writing, and English grammar. Her scholarship examines the hermeneutics of collaborative writing and suggests strategies for recognizing and adapting to sociolinguistic differences. She is a writing consultant for students enrolled in UNM’s Anderson School of Management, served as UNM’s Core Writing Coordinator, and has worked at both university-sponsored and community writing centers.

**Lindsey Ives** is a Ph.D. candidate at the University of New Mexico, where she teaches courses in professional writing and freshman composition, serves as assistant director of the Core Writing program, and is a long time participant in the Writing Across Communities initiative. Her dissertation focuses on the role of whiteness in the rhetorics of Freedom Summer.

**Tobi Jacobi** is an Associate Professor of English at Colorado State University where she teaches advanced writing and literacy courses. She founded the CSU Community Literacy Center in 2005 and annually supervises 4-6 interns and numerous community literacy volunteers. Her primary research interests focus on work with incarcerated women writers, critical and feminist pedagogies, and community-based publication.

**Anna Knutson** is the incoming Events Coordinator of UNM’s Writing Across Communities Alliance, co-director of the Albuquerque Community Writing Center, and TA Mentor in UNM’s Core Writing Program. Her research interests include activist rhetorics, multimodal composition, reflection and transfer, and the verbal components of composition education in the home, the writing center, and the classroom.

**Elenore Long** is an associate professor of community literacy at Arizona State University. With Linda Flower and Lorraine Higgins, she published *Learning to Rival* and the lead article for the inaugural issue of *Community Literacy Journal*. Her book, *Community Literacy and the Rhetoric of Local Publics*, analyzes local publics and the exuberant ways people go public within them.

**Rachel Meads-Jardine** is a second year Ph.D. student in the University of Utah’s Education, Culture and Society Department with an emphasis on Rhetoric and Composition. Seeing language as a living

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**FRIDAY, JULY 13**

**11AM-12:15PM**

Linda Adler-Kassner – Building Alliances in Troublesome Times

Rachel Meads-Jardine – Becoming a Learner: Building the Confianza Needed For Community Inspired Literacy Work

Pisarn Bee Chamcharatsri – Benefits of Emotionality Writing & L2 Writers

Jacqueline J. Royster – Bridging University & Community

Mellissa Huffman – Getting on the Same Page: Attending to Cross-Cultural Rhetorical Strategies Within Collaborative Writing Situations

Elias Dominguez Barajas – Community Literacy at U of Arkansas: The Logistics of Implementing an Outreach Plan

Anna Knutson – Digital Bridges: Multimodal Connections Across Communities

Tobi Jacobi – Sponsoring Literacy Behind Bars

Christine Garcia – The Benefits & Limitations of Running a Student-Centered, WAC-based First Year Writing Classroom

Eli Goldblatt – Working with Non-Profit Boards

Genevieve Garcia de Mueller – DREAMs and Bridges: Graduate Students of Color, Mentorship, and WAC

Nancy Alvarez – Embracing Linguistic Diversity Across Campus

Shannon Carter – Civic Engagement through the Digital Humanities: Towards a More Sustainable Local

Steve Parks – Democratic Values and Political Activism: Going "Beyond" Our Disciplinary Identity

**12:15-1:30PM: Working Group Discussions**

**1:30-2PM: Working Group Presentations / Plenary Discussion**
Enacting Citizenship: Language, Culture and Identity in Classrooms and Communities, examines a set of discursive tools disenfranchised students can use to navigate the pedagogical spaces they inhabit as they prepare to become transcultural citizens in a global society. 

**Brian Hendrickson**, a second-year doctoral student at the University of New Mexico, is Secretary of the National Consortium of Latin@ literature and literacy studies.