Call for Proposals:
Sixth Annual Naylor Workshop for Undergraduate Research in Writing Studies

The Naylor Workshop on Undergraduate Research in Writing Studies is now accepting proposals from students and mentors interested in attending its annual Workshop at York College of Pennsylvania, September 25 – 27, 2020.

All proposals are due May 31, 2020.

Workshop Theme for 2020

Undergraduate Research’s Role in Promoting Social Justice:
Expanding Methods for Studying Race and Cultural Identity in Writing Studies

“As the Introduction to [the Naylor Report] suggests, because of the nearly universal presence of required writing courses at post-secondary institutions, ‘few other fields of study have the opportunity to welcome students with a vast range of interests, abilities, and aspirations into the academy and to play such a crucial role in their post-secondary experiences.’ But with that opportunity comes the responsibility to acknowledge the diversity and intersectional identities of students who enter campus writing spaces and to make undergraduate research (UR) in writing—as well as its methods and work products—inclusive of those lives and those interests.

From Lockett, Alexandria, Alexis Hart, and Rebecca Babcock, in the forthcoming Naylor Report on Undergraduate Research in Writing Studies

Addressing the needs identified by Lockett, Hart, and Babcock (as well as other authors of The Naylor Report), this year’s Naylor Workshop puts special emphasis on topics related to how our discipline’s research addresses and ought to address the role we play—or sometimes fail to play—in promoting socially just approaches to studying and theorizing about language use and the teaching of writing. In what ways have our pedagogies and methodologies for writing and research confronted, failed to confront, or even promoted racial and gendered inequities? How might we do better? Have we lived up to our 1974 statement on “Students’ Right to Their Own Language?”

We believe that undergraduate researchers can provide particularly thoughtful and consequential insights on this topic, working from the liminal space between student and disciplinary expert. We also believe that our methods of research—and circulation of that research—must be capacious enough to allow for the wide range of consequential work that undergraduate researchers are doing. This year’s workshop will take a step in that direction.

Therefore, we encourage proposals from undergraduate researchers doing work on race, gender, sexuality, class, dis/ability, coloniality, and the intersections among these constructs as they might relate to any topic area pertinent to Writing Studies. However, we will continue to welcome students representing any discipline that engages the study of language, communication, and culture. We will accept proposals that make contributions to a wide range of subjects including, but not limited to: literacy, the teaching and tutoring of writing, discourse analysis, rhetorical criticism, cultural studies, performance studies, communication and media studies, technical/professional writing, among several other potential areas.

In addition, we are especially interested in hosting a culturally diverse group of participants, and would be thrilled to receive applications from undergraduate researchers attending Minority Serving Institutions (MSIs)—Historically Black Colleges and Universities (HBCUs), Hispanic-Serving Institutions (HSIs), Tribal Colleges and Universities (TCUs), and Asian American and Pacific Islander Serving Institutions (AAPISIs), as well as those enrolled at single-sex colleges, and community colleges.

This year’s workshop will provide opportunities to collaboratively explore the following lines of inquiry:

- How do considerations of access and equity affect the way we define undergraduate research?
- What counts as "social justice work?" How are undergraduate researchers engaging this concept?
- What other publics beyond the classroom might our research serve? How do undergraduate researchers share their work? How should they circulate it?
● What kinds of research methods engage students in matters of equity, inclusion, and access? Which assumptions and practices inhibit conversation about these issues?
● How might the perspectives of undergraduate researchers affect the way we pay attention to social justice issues related to the identities of those we serve (or fail to serve) in writing studies?
● How are undergraduate researchers being taught how to write about complex issues like race, gender, class, sexuality, colonialism, etc.? What are their classroom and mentoring experiences? What kinds of equitable practices would benefit their development?
● How might we be more inclusive of underrepresented or marginalized students? How might we study these practices in more systematic ways?
● How might our field provide access to undergraduate research to a wider range of students and institutional types?
● What is the labor of integrating social justice goals into undergraduate research? What are strategies for more equally distributing this work and increasing participation?
● How might writing centers play a role in equitable approaches to race and other identity issues?
● What might discourse analysis reveal about the role of language in promoting, or failing to promote, equity?
● How has writing pedagogy and assessment recognized, or failed to recognize, difference? Who is left out? Who is affected? How?
● How might methodologies like (Black) feminism and Critical Race Theory affect how the field promotes equity?

With this theme in mind, we are thrilled to be welcoming two prominent experts in Writing Studies whose research areas address race, equity, and intersectionality as plenary speakers and workshop leaders:

Dr. Sheila Carter-Tod, Associate Professor of English at Virginia Tech University.

Sheila Carter-Tod, Ph.D., is an Associate Professor of English, at Virginia Tech where she was director of composition for five years. After directing the composition program, she was Director of Curricular and Pedagogical Development for the College Access Collaborative (a unit which aims to increase academic preparation, access and affordability for first-generation, low-income, underrepresented minorities (Black, Latino, and Native American), women and students from rural and inner-city communities). She has published articles and/or reviews in Writing Program Administrators Journal, WLN, CCCs and Reflections, textbooks as well as chapters in several edited collections. She has served as an editorial reviewer for numerous publishers and journals. Additionally, she has been elected to a number of leadership roles within NCTE, CCC and CWPA. In her research, teaching, service and outreach, she has worked to create equitable, visible and accessible governance structures. Her current research focuses on teacher professional development as a sustainable method for transfer and pedagogical explorations of race and rhetoric.

Dr. Alexandria Lockett, Assistant Professor of English at Spelman College.

Alexandria Lockett, Ph.D., is an Assistant Professor of English at Spelman College. She publishes about the technological politics of race, surveillance, and access. Her work has appeared in Composition Studies, Enculturation, and Praxis, as well as several book chapters in edited collections. Her research inspires her to use teaching to further explore emerging technologies, from past to present, and the various ways that they affect human organizational systems, identity, and language. Towards this end, she integrates Wikipedia editing in all of her courses and regularly conducts faculty development workshops about teaching Wikipedia across disciplines for knowledge equity. She has received grants from the Associated Colleges of the South (ACS) and CCCC to accomplish this Wikipedia work. As an alumna of both the Ronald E. McNair post-baccalaureate and the Bill Gates Millennium scholars programs, Dr. Lockett’s professional experience with writing and communication includes a special emphasis on access and inclusion. In the capacities of tutor, consultant, mentor, editor, career assistant, writing program administrator, and instructor, Dr. Lockett has worked with diverse groups of college writers representing all
classification levels (undergraduate and graduate students) from a range of ethnic/racial/economic/able-bodied backgrounds including multilingual (ESL) and first-generation students. An extended biography is available via her portfolio at: www.alexandrialockett.com.

About the Naylor Workshop:

In its first five years, the Workshop has attracted over 140 students and mentors from nearly forty states. Its participants have gone on to present at professional conferences, to publish their work, and to have impact on their campuses and communities. We have also featured leaders in the field’s undergraduate research work as plenary speakers—including Jane Greer, Jessie Moore, Joyce Kinkead, Jess Enoch, and Laurie Grobman—and have had many other national experts serving as mentors to participants.

The Workshop helps undergraduate researchers in Writing Studies to move their project (which can be at any stage of development) ahead in ways that are richer, more valid, and more theoretically informed. Attendees participate in mini-workshop sessions to learn a variety of research methods, and work closely with mentors who help them hone their project’s focus. By the end of the workshop, attendees report, they have a much clearer path forward and a much stronger understanding of our discipline’s work.

We hope mentors will encourage students engaged with undergraduate research projects in Writing Studies to apply. Successful applicants also receive free room, food, registration, and funding to defray travel costs. They need not be writing majors—we have had successful applicants from Writing Centers, from disciplinary courses that focused on discourse analysis, from those engaged in community projects, research on creative writing and publishing, and so on. Like our field’s research, the Naylor Workshop embraces all facets of writing studies.

We also invite faculty to apply to become mentors at the workshop. Past mentors have reported that it is an intensive, exhausting, but fulfilling experience as they work within an idealized learning space with talented students from across the country. You can join us with students or come on your own. If you have students join you, we will assign them to other mentors for the workshop so that they get multiple perspectives.

Visit the website at www.ycp.edu/naylor for more details, the full Call for Proposals, and instructions on how to apply as either an undergraduate researcher or a mentor.

Feel free to address any questions to Dominic DelliCarpini, Naylor Endowed Professor of Writing Studies, at dcarpini@ycp.edu.