



UConn ECE English
Fall 2021 Virtual Conference

TEACHING FOR JOY AND JUSTICE

October 22, 2021
10:00am-2:00pm
Webex



Register [here](#)





UCONN ECE ENGLISH
FALL 2021 VIRTUAL CONFERENCE

TEACHING FOR JOY AND JUSTICE

10:00am-10:15am: Welcome

10:15am-11:15am: Session I

Making Room: Studio Pedagogy and Critical Collaboration (Scott Campbell, University of Connecticut; Amanda Mann, Marine Science Magnet HS of Southeastern Connecticut)

When we first brought multimodal composition into FYW, we put attention on multimodal work as about tools, technique, and technologies. The more recent shift to studio pedagogy moves at least some of this focus back toward interactions and collaborative problem-solving—multimodal composition as a choice made to expand or alter audience and effect. In this workshop, we'll explore this distinction and push even further toward seeing studio pedagogy and multimodal composition as in dialogue with ideas, texts, problems. In this demo and workshop, we'll consider studio pedagogy as a way to foreground and address issues of accessibility, equity, and inclusion.

11:15am-12:15am: Session II

1. Conversation about Critical Race Theory in the ECE Classroom (Ramona Puchalski-Piretti, Conard HS; Caitlin Donahue, Stafford HS; Lalitha Kas, Eli Whitney Technical HS; moderated by Jason Courtmanche, University of Connecticut)

In the past year we have witnessed a backlash to antiracist pedagogy and, in places, a coordinated rejection of what gets called Critical Race Theory (CRT). Many instructors are suddenly being challenged by parents and even their own administration for using texts which address slavery and its legacies, redlining, or the school-to-prison pipeline. Instructors feel they must tiptoe around the phrase "systemic racism." How can we strengthen our antiracist teaching in such an environment? In this panel, Ramona, Caitlin, and Lalitha, instructors from both conservative and liberal school districts, will discuss this problem. We will work to identify the major obstacles facing teachers in our antiracist work and, in breakout groups, begin to brainstorm how we might navigate these obstacles with parents, administrators, and the students themselves.

(more)



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11:15am-12:15pm: Session II (cont.)

2. Conversation about Multimodal Work and Studio Pedagogy (Alexa Kydd, East Lyme HS; Mary Rose Meade, RHAM HS; Arri Weeks, New Canaan HS; moderated by Kari Daly, University of Connecticut)

ECE instructors have been moving toward the use of multimodal assignments in an effort to meet UConn First-Year Writing requirements. With the new curriculum upon us in fall 2022, the need to incorporate multimodal work in our courses is more pressing than ever. Many instructors are still understandably anxious about what multimodal assignments and what studio pedagogy entails, though. In this panel, Alexa, Mary Rose, and Arri will share their own initial and ongoing concerns, successes, and failures. We will work to identify the major obstacles facing ECE instructors in incorporating multimodal work and studio pedagogy into their courses and, in breakout groups, begin to brainstorm how we might navigate these obstacles.

3. It's All About Access (Amy McKenna, Fitch HS)

This workshop focuses on facilitating differentiation in FYW courses to promote and support access to rigor and college writing. Specifically geared towards those teaching high school juniors enrolled in 1004 and 1010, this workshop will feature a short presentation by Amy followed by breakout groups in which we can discuss implementation of various strategies in our own courses.

12:15pm-12:45pm: Lunch

12:45pm-1:45pm: Session III

"Completing the Canon": Literature and Multimodality of the ECE Classroom (Jason Courtmanche, University of Connecticut; Danielle Pieratti, University of Connecticut and South Windsor HS)

Last year, as the graduate assistant director of ECE English, Danielle Pieratti conducted an audit of 160 versions of English 1011, Writing Through Literature, and found that our book lists are not very diverse. Some 75% of the texts (mostly novels) were by white authors, and most of those were male. This workshop aims to help all participants think about ways to diversify their book lists. Danielle and Jason will refer to Felicia Rose Chavez's *The Anti-Racist Writing Workshop* and Carlin Borsheim-Black and Sophia Sarigianides' *Letting Go of Literary Whiteness* to suggest ways to "complete the canon," as Chavez writes. We will look at textual pairings, multimodal texts, living authors, and authors who are BIPOC, LGBTQ, and women. We will also consider and confront some of the logistical challenges English teachers face in seeking to experiment with full-length works that are new or outside-the-canon.

1:45pm-2:00pm: Closing Remarks

