



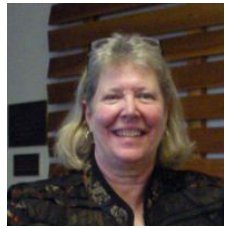
Enacting Change Through Everyday Writing: Remembering Parkland

We have a moment.

We file in to hear from Dr. Kathleen Blake Yancey, an occasion usually reserved for large national conferences in crowded rooms.

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One year after the tragic shooting at Parkland High School, Dr. Yancey in “Everyday Writing and the Case of the Parkland Survivors,” shares with the Rhetoric and Composition faculty and graduate students the ways in which the Parkland survivors found in the rhetorical situation of their tragedy a *kairos*, an opportunity and a time for



rhetorical action.

Drawing on her sabbatical research on everyday writing, Dr. Yancey highlights the ways in which everyday writing can be “collaborative and collective at the intersection of the personal, public and political.” She demonstrates the intensity of that intersection by focusing on the activist aftermath of the Parkland tragedy.

Emphasizing not only the kairotic activism of this group but also the ways in which grief can be harnessed to elicit change, Dr. Yancey traced the ways in which Parkland survivors leveraged different forms of social media to create a congregation of like-minded people.

As it did so, Dr.

Yancey explained, the rhetorical situation of this particular school shooting also extended into several other rhetorical ecologies. The intersection of multiple rhetorical ecologies enabled participants to create new partners and with them move beyond social media to effect real change in the world. They jointly “reached goals that had never been reached before,” Dr. Yancey shared, including the H.R. 8 H.R.8 - Bipartisan Background Checks Act of 2019 already passed in the House.

What evolved through such everyday writing, however, was not only policy change but also emotional change, as students found a way to grieve by channeling that grief into rhetorical action through everyday writing.



We have a moment, and within that moment, Dr. Yancey says, “our definition of all available means has expanded, and delivery becomes circulation, circulation thus creates continuing opportunities for invention.” Such an expanded definition opens up new opportunities for social action even as it also points us to ways we might act rhetorically to bring truth to the hashtag “Never Again” in the moment we all have.

Dr. Graban Honors Her Mentors

Since entering her two-year term as President of the Coalition of Feminist Scholars in the History of Rhetoric and Composition (CFSHRC) in spring 2018, Dr. Tarez Graban has tried to preserve the traditions of the CFSHRC while making her own mark on the organization as a dwelling space for those who know the organization’s past and for those who are involved in its becoming.

Two goals she has set for herself illustrate that: honoring the history of feminist scholarship and mentorship in rhetoric and composition and leading focused discussions on how to direct the Coalition’s resources toward continuing its support for advancing excellent feminist scholarship.

The Coalition’s mission remains important, Dr. Graban says, especially “given the immense representational and dialogical challenges we face in the classroom, in the university, and in the public sphere. For me, the Coalition is comprised of many complementary ‘we’s’ moreso than it is representative of a single unified ‘we.’”

Founded in an effort to bring needed attention to women faculty in rhetoric and composition, as well as to mentor them in all aspects of their professional lives, the CFSHRC also commits itself more broadly to supporting feminist scholars in the field and to mentoring new faculty members and graduate students, regardless of gender.

As president, Dr. Graban forwards that mission, including organizing this year’s CCCC SIG so that it features a critical extension of Crenshaw’s 1989 “intersectionality” while also celebrating the work of past presidents of the organization.

In addition, she believes that her role as President serves a less visible but an equally important goal: ensuring that everyone who does work for the Coalition feels valued for the work they do. Thus, Dr. Graban attends to the CFSHRC’s efforts to recognize feminist scholarship and support scholars so that they and their scholarship may flourish.

Dr. Fiscus-Cannaday Receives Competitive Research Award

Along with Dr. Lindsey Eckert (LMC) and Dr. Frances Tran (LMC), Dr. Jacki Fiscus received the the First-Year Assistant Professor (FYAP) award, a competitive grant for first-year professors at FSU that provides \$20,000 for a summer of writing. Dr. Fiscus will use her grant to move forward on her book project, a study of reflection, tentatively entitled *Reflection in Motion: The Rhetoricity of Reflection in Everyday Classroom Moments*. Using case study data from two multimodal, first-year composition classes, Dr. Fiscus considers how material, emotional, racial, gendered, and linguistic factors play a role in what gets named, identified, and practiced as reflection in the classroom. She plans to finish a first draft of her book with the FYAP award.

Student Spotlight

Noah Patterson



Noah, a first-year MA student, came to FSU from Ball State University in Muncie, IN, with a BA in English with a concentration in rhetoric & writing and minors in communication studies and literature. Currently, Noah is exploring interests in embodiment, writing centers, public writing, rhetoric and social movements, and document design. He teaches ENC 2135, tutors in the RWC, consults in the Digital Studio, and serves as the Assistant Production Editor at the Southeast Review. Noah's most listened to genre on Spotify is art pop and his favorite artists are Mitski, Janelle Monáe, and Fiona Apple.

Juliana Edmonds

Juliana, now in her fifth year as a PhD student in Rhetoric and Composition, earned her MA in Rhetoric and Writing from the University of Tennessee-Chattanooga and her BA in English and Latin from the University of Tennessee-Chattanooga as well. Her current research engages the intersection of composition pedagogy, feminist rhetorical theory, and writing program administration, specifically by integrating feminist rhetorical principles within the first-year composition classroom and curriculum. She currently teaches ENC2135 and ENC4404 and serves as a Teaching Associate within the Graduate School's Program for Instructional Excellence, a cross-disciplinary teacher preparation program.



FSU at CCCC

Wednesday

9:00- 5:00 Living Feminist Lives (Dr. Graban)

Thursday

10:30-11:45 Imag(in)ing Selves (Amanda M)

12:45-1:30 Whiteness Response (Ability)
(Katelyn, Rob, and Mandy)
Moderated By Dr. Lathan

1:45-3:00 From Stereoscopes to VR Classrooms
(Dr. Fleckenstein)

From Traditional to Performative
(Amanda P)

6:30- 7:30 SIG: Teaching for Transfer (Dr. Yancey)

6:30- 7:30 SIG: Global / Nonwestern Rhetoric
(Dr. Graban)

Friday

9:30 10:45 Spotlight Session: "With Unapologetic
Pride (Liana)

11:00-12:15 Performing Assessment, Performing
Composition
(Megan and Dr. Neal)

Alternate Figures...Hidden Facts
(Dr. Lathan)

12:30-1:45 Professional Development as
Performance in Writing
Program Administration (Amy)

2:00-3:15 From Cosplay to Slam Poetry, the Show
Must Go On (Andrew)

Saturday

9:30-10:45 Performing in Print (Dr. Yancey)

12:30-1:45 A Renewed Critical Pedagogy (Netty)