



Naylor Workshop for Undergraduate Research in Writing Studies

York College of Pennsylvania
September 25-27, 2015
Proposal deadline: May 31st

Join students from across the region to develop research skills and independent projects over this weekend-long workshop.

Collaborate with small teams of students and faculty researchers while practicing qualitative and quantitative research methods. Network with faculty and students from schools including York College, Utah State University, and Marquette University.

Prepare for your senior seminar class, graduate school, or to develop a proposal for a regional or national conference.

Students of every major are encouraged to send in a proposal.

Find the Call for Proposals at:

<http://mschoett.wix.com/naylorconference>

Travel grants, including lodging and meals, available.

Questions? Contact naylorworkshop@ycp.edu



Now accepting applications to attend

The 4th Annual Naylor Workshop

for

Undergraduate Research in Writing Studies

September 15 - 17, 2017

York College of Pennsylvania



Plenary Address by
Dr. Laurie Grobman,
Penn State University, Berks

Undergraduate students are invited to join student researchers and mentors from across the country for this 3-day workshop as they learn from national experts about methods for research in Writing Studies and how to develop their research questions into independent research projects.

At this workshop, student researchers will have the opportunity to:

- Learn a variety of research methods from national experts in Writing Studies
- Collaborate with small teams of faculty and students to advance their research projects
- Learn about available presentation and publication venues for their work
- Build alliances and a network of faculty and students with whom to collaborate

Last year, students from 17 institutions came together for this workshop; many have gone on to present at national and regional conferences, including CCCCs.

Students use this workshop to:

- Develop conference proposals
- Advance work that can be used in applications for graduate study
- Aim at publishing in venues such as *Young Scholars in Writing* and *Writing Lab Newsletter*



Travel Support: Students accepted for the workshop receive travel support, including:

- Free lodging, meals, and materials for the 3-day event
- Grants for automobile, train, or air travel (\$150 and in some cases, higher)

FOR MORE INFORMATION OR TO APPLY:

Visit our website at <http://mschoett.wix.com/naylorconference>

Or email us at naylorworkshop@ycp.edu

Faculty Mentors interested in attending are also encouraged to contact:

Dominic DelliCarpini, Naylor Endowed Professor of Writing Studies, at:

naylorworkshop@ycp.edu or dcarpini@ycp.edu

For full consideration, proposals should be received by May 31, 2017

Now accepting applications to attend

The 5th Annual Naylor Workshop

for

Undergraduate Research in Writing Studies

September 26 – 29, 2019

York College of Pennsylvania

*Plenary Address by **Dr. Jane Greer**
University of Missouri, Kansas City*



Undergraduate students are invited to join student researchers and mentors from across the country for this 3-day workshop as they learn from national experts about methods for research in Writing Studies and how to develop their research questions into independent research projects.

At this workshop, student researchers will have the opportunity to:

- Learn a variety of research methods from national experts in Writing Studies
- Collaborate with small teams of faculty and students to advance their research projects
- Learn about available presentation and publication venues for their work
- Build alliances and a network of faculty and students with whom to collaborate

In the past 5 years, students from over 40 states have come together for this workshop; many have gone on to present at national and regional conferences, including CCCCs.

Students use this workshop to:

- Develop conference proposals
- Advance work that can be used in applications for graduate study
- Aim at publishing in venues such as *Young Scholars in Writing* and *Writing Lab Newsletter*

Travel Support: Students accepted for the workshop receive travel support, including:

- Free lodging, meals, and materials for the 3-day event
- Grants for automobile, train, or air travel (\$150 and in some cases, higher)

CALL FOR PROPOSALS DETAILS ON NEXT PAGE

FOR MORE INFORMATION OR TO APPLY:

Visit the [Naylor Workshop Website](#)

Contact: Dominic DelliCarpini, Naylor Endowed Professor of Writing Studies
naylorworkshop@ycp.edu or dcarpini@ycp.edu

Some things to think about as you develop a proposal
For full consideration, proposals should be received by May 31, 2019

Attendees at the Naylor Workshop come from a wide variety of backgrounds and experience levels. As we read proposals, what we are looking for are projects that have exigency (a defined purpose), a point of inquiry (some clear, focused questions), and at least an initial plan for how you might investigate those questions. Your proposal should also help us to understand your topic why it can help to advance our understanding of rhetoric and/or writing (in many modes), how writing is taught or tutored, how literacy affects society (or segments of society), etc.—the things writing studies researchers investigate.

A successful research proposal will demonstrate:

- 1) That you have a focused question that you would like to study in a systematic way. What problem or burning question(s) do you have? Why is it important for us to address this problem or question? Whom will it benefit?
- 2) Your demonstrable interest in composition, rhetoric, tutoring, professional writing, or teaching. What have you done or studied that provides the motivation to do this work? Use your previous experience in classes or as a tutor to provide this background.
- 4) Evidence of your investigation of this topic, even if your project is in the early stages of development or is based more on experience than study. Has the topic arisen through your work as a writing tutor or fellow? Through a class in the discipline? Through your own experiences toward becoming a writer?
- 5) In keeping with the mission of this endowment, we are also interested in learning about how your research can help us use the learning, teaching, or practices of composition to contribute to a literate and informed citizenry, to the achievement of social justice, and to equal access to education.
- 6) We are looking primarily for innovative ideas, so experience with undergraduate research *is not mandatory or expected to take part in this workshop*. However, if you have had some experience, please let us know what experience you have had. For example, you may have taken a course on research methods, conducted a research study as part of a writing course, or presented research at a local, regional, or national conference. If so, let us know. If not, you could just let us know what your goals are after completing the research: Do you wish to present at a conference? Write an article for a particular publication? Complete the project for a class or presentation at your college?

FOR MORE INFORMATION AND TO APPLY:

Visit the [Naylor Workshop Website](#)

Contact: Dominic DelliCarpini, Naylor Endowed Professor of Writing Studies
naylorworkshop@ycp.edu or dcarpini@ycp.edu

**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*.

DEADLINE FOR PROPOSALS: 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.

DEADLINE FOR PROPOSALS: MAY 31, 2020