



Call for Participants:

2024 (10th Anniversary) Naylor Workshop on Undergraduate Research in Writing Studies

Celebrating Achievements, Driving Institutional and Community Change

September 27-29, 2024

Some Background: Over the past 9 years, the undergraduate researchers with whom we have had the pleasure to work have taught us a great deal. In “Imagining the Future(s) of Writing Studies through the Prism of Undergraduate Research” (*Pedagogy* 22.1, 2022), I noted that the Naylor Workshop has given us the ability to “glimpse the possible futures that lie ahead for Writing Studies,” and that “the brightest of those futures . . . exist in the motives that undergraduates bring to this work.” Those motives are indeed helping us to see not only the future of our discipline, but the embodied motives that the coming generation of engaged scholars bring to it.

As we plan for the 10th anniversary workshop in 2024, we hope to celebrate the work of Naylor attendees—past and present—as a force of institutional and community change. We invite you to be part of this workshop as an undergraduate researcher who is contributing to the bright future of Writing Studies.

Call for Participants

As always, we welcome proposals for research projects in any areas related to literacy and literacy education—and since language plays a role in all fields of study, language-related proposals from students in any discipline.

This year, we especially encourage proposals from undergraduate researchers that address topics related to their role in bringing about positive changes in literacy/literacy education on your campus, in your community, or in the important space between the two.

The questions below are meant to help you think through your topics, not to limit them:

- How does “academic writing” (and the ways we teach it) serve, or fail to serve, students and/or various communities? What ideas do you have for doing this work better—and how might you study and test those ideas?
- In what ways has writing instruction served, or failed to serve, students who are differently-abled, whose language skills do not fit the norm, or whose communication skills are not fully captured by traditional pedagogies?
- In your experience, how do writing centers value, or fail to value, all students’ needs? How might Writing Centers do this work better?
- In what ways might we improve attention to the language skills in various disciplines—and employ new individuals in the work of writing across disciplines?
- In what ways has, or might, the teaching and tutoring of writing be more sensitive to the needs of students with diverse language backgrounds, or whose mother tongue is not English?
- Given that males have long been the dominant voice in colleges, how might feminist approaches to writing studies promote new and/or more equitable approaches to our teaching and tutoring?
- In what ways might engagement in community-based research bring about needed change? What other publics beyond the classroom might our research serve?
- How might your research support practices that serve underrepresented or marginalized students and/or their uses of language? How do you propose studying these practices in systematic ways?
- How might the work of undergraduate researchers in Writing Studies help to change our approach to teaching writing and/or other forms of communication?
- How does the teaching of literature promote literacy? How might it do that better?
- How have your experiences in writing classes suggested the need for new practices in how literacy education is provided to both those in college and those who don’t have access to higher education?
- How might writing centers play a role in equitable approaches to race and other identity issues, and how might tutoring be more sensitive to cultural difference?
- What might discourse analysis reveal about the role of language in various sectors of our culture—eg., in science, in business, in politics, etc.?

PLEASE NOTE: The Undergraduate Researcher online application will ask you to upload a completed [2024 Proposal Form \(fillable PDF\)](#). Links to both the proposal form and the application (Google Form) are available at www.ycp.edu/naylor.

Naylor Equity and Access Grants: We remain committed to increasing applications from those working in the space of Minority Serving Institutions (MSIs) such as HBCUs, HSIs, as well as single-sex colleges and universities and community colleges. As part of our efforts to provide more equitable access to undergraduate research opportunities, the Naylor Workshop welcomes applications for our [*Equity and Access grants*](#). These grants provide travel funding, accommodations, and meals for students **who have an interest in undergraduate research and show promise as undergraduate researchers, but may not yet have identified a specific topic.**

Attendance can allow new participants to learn from our mentors, and to develop their areas of interest into possible projects. Our hope is that grantees will return to a future workshop as full participants. Mentors of the awardees will also be invited to attend.

[Ready to Apply? Click Here!](#)

About the [Naylor Workshop](#):

In its first five years, the Workshop has attracted over 160 students and mentors from 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 *Jessie Moore, Joyce Kinkead, Jess Enoch, Sheila Carter-Tod, Jane Greer, Laurie Grobman, and (Naylor alumnus) Megan Schoettler*—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. Attendees report that by the end of the workshop 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. You may apply to attend as a mentor via the link below:

[Mentor Interest Survey](#)

PLEASE NOTE: The Mentor Interest Survey will ask you to upload a completed [2024 Mentor Form \(fillable PDF\)](#). Links to both the mentor form and the interest survey (Google Form) are available at www.ycp.edu/naylor.

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

[Ready to Apply? Click Here!](#)

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