An annual event at the
Conference on College Composition and Communication
Spokane, WA

Saturday, April 6, 2024
9:00-11:30 a.m. PCT

Submission Deadline:
(11:59 p.m. PCT) January 31, 2024

[Submit a Proposal](#)

How does the 2024 CCCC theme, writing abundance, translate to impactful pedagogy across contexts and spaces? How might a theory of writing abundance translate to in-class activities, informal and formal assignments, collaborative projects and one-on-one writing conferences with students? And what might a pedagogy of abundance bring to our approach to writing response and assessment?

The Teacher-To-Teacher Teaching Network forum, presenters, keynote speakers, and attendees to foster rich conversations about-impactful praxis across course offerings, student populations, institutional contexts: pedagogical strategies, lessons, assignments, assessment practices, and activities. As a particular focus for our 2024 gathering, and continuing the CCCC theme, we are particularly invested in presentations that explore existing course designs, assignments, and activities grounded in writing abundance praxis. As such, we invite presentation proposals that in some way address or explore any of the following:

- What risks have you taken in your teaching? What pedagogical risk-taking has worked and what hasn't?
- Who or what has inspired your teaching practice? What can you share with others to share that inspiration?
- What does writing abundance as a conceptual frame bring to your teaching? Your response commentary and assessments of students' writing?
- How do you incorporate play or humor into your courses?
- How do you teach—and model—an abundant mindset for your students?
- How do you establish a learning environment that celebrates students' abundant knowledges and experiences?
- What organizational, class maintenance, and academic/life strategies have you incorporated that support teaching as an abundant practice?

Teacher To Teacher, in its seventh year at the Cs, is a space for engaged, curious writing faculty to share practice-based reflective narratives of your teaching to energize and support colleagues through discussion of applied approaches. The event is pedagogically-centered, quick-sharing, discussion engendering, and friend-making. Teacher 2 Teacher fosters conversations after presenters share their ideas. Attendees and presenters walk away with new ideas and feedback on concrete assignments, activities, and strategies for their writing classroom. Whether you are a full-time or part-time teacher of writing, a postdoctoral fellow, graduate student, undergraduate, or an aspiring educator we want you to join us. Presenters and attendees alike represent a dynamic range of educational institutions or setting–experiences teaching in-person, online or distance-learning and share a deep commitment to impactful pedagogy.

Presentations are 8-minute lightning talks on practice-based ideas identified with one or more of the following clusters:
- **Activities** (e.g., group work, reading, in-class work, quick writes, shared writing, peer workshop, presentations)
- **Assessment Strategies** (e.g.,ungrading, specifications grading, labor logs, contract grading; handling the paper load, feedback strategies, student peer and self-assessments)
- **Assignments (**e.g., research-focused, informal and formal writing projects, digital projects, narrative, rhetorical analysis, other ideas for process or product assignments)
- **Course Management** (e.g., growing participation and engagement, record keeping, knowing your students)
- **Emergent Tools & Technologies** (e.g., teaching with or about, or addressing challenges related to digital tools, including generative AI)
- **Lesson Plans/or Pedagogical-Concepts** (e.g., on structure, scaffolding, academic synthesis, metadiscourse, logic, introductions, conclusions, genre conventions, source evaluation, argumentation)
- **Pedagogical Frameworks** (e.g., antiracist pedagogies, trauma-based pedagogies, accessible pedagogies)
- **Professional Development** (e.g., preparing writing teachers of various backgrounds and experiences)

Presenters share their lightning talks with other presenters and attendees

Our Goals:
- Building community with similarly interested colleagues across secondary and college and university contexts
- Considering new ways to meet pedagogical challenges
- Describing innovative writing pedagogies as solutions to situated problems
- Exploring professional and instructor development ideas and strategies for adjuncts and graduate teaching assistants

- Learning from innovative writing educators teaching a wide range of student populations and who represent diverse institutional settings
- Networking with colleagues across institutional homes and programs
- Providing support and coping strategies to help each other and our students
- Sharing examples of effective writing projects (informal and formal)

Registration: Teacher To Teacher is free to CCCC convention registrants. Presenter names are included in the 2024 CCCC Convention program.

Submission Deadline: 11:59 p.m. PCT, Tuesday January 31, 2024.

To submit a presentation proposal, please [complete this form](#).

Presentation acceptances will be announced on a rolling basis.

Questions? Please feel encouraged to contact us: TeacherToTeacherCCCC@gmail.com

2024 Co-Chairs Kelly Moreland and Lee Nickoson