



## Call for Participants

### 12<sup>th</sup> Annual Naylor Workshop on Undergraduate Research in Writing Studies 25 – 27 September 2026

The Naylor Workshop helps undergraduates advance their research projects (*which can begin from any stage of development*) toward richer, more valid, and more theoretically-informed projects. *This is a mentoring-based workshop, not a conference; participants come with ideas, work in progress, vision, not polished presentations.*

**Attendees receive free room, food, registration, and funding to defray travel costs.**

#### ***Reasons why you should consider joining us:***

- **We are welcoming.** You, your priorities, your goals, and your research, will be valued here.  
**TO BE OFFERED SOON: A WEBINAR TO HELP YOU THROUGH THE APPLICATION PROCESS!**
- **You need not be a Writing or English major**—we have had successful applications from Writing Center tutors, science, business, and social science majors, students engaged in community projects, creative writers, and others.
- **Attendees start with their own research questions**, and participate in sessions to learn useful research methods and work closely with mentors and peers to hone their project's focus. Attendees report that by the end of the workshop they have a much clearer path forward!
- **Participants have gone on to present at professional conferences, to publish their work, to become professors**, and to impact their campuses and communities.
- **You will be mentored by generous national leaders** in Writing Studies.

### **This Year's Theme: Literacy and/as Social Justice**

***This year, we invite you to consider the ways that literacy education is, and must remain, an act of social justice. Help us to continue to improve our role in providing that education. Why?***

**Consider** Justice Sonya Sotomayor's dissenting opinion in the recent Supreme Court case that undermined colleges' use of affirmative action. She cited the words of W.E.B. Dubois, reminding us that enslaved peoples "fused their desire for literacy with their desire for freedom" and pointed to Heather Andrea Williams' framing literacy as "an instrument of resistance and liberation" which "provided the means to write a pass to freedom."

**And consider this:** *Denying literacy has long been the tool of tyrants.* Those of us supporting literacy education realize that literacy saves lives. 85% of young people who interact with the criminal justice system are low literate. When a woman can read and write, her child has a 36% higher chance of living past the age of 5 than if the mother is illiterate. And one study estimates that low literacy cuts life expectancy by 26.1 years.

***So why do this research? Why attend? To stand for literacy as social justice.***

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### A few key things to know:

- This is a workshop, not a conference, so we assume your ideas will grow and change! **We encourage work in progress**, *from early ideas to almost-there work that would benefit by some feedback*.
- As always, we welcome proposals for research in **any areas related to the teaching and tutoring of writing, as well as other forms of literacy support**.
- Since language plays a role in all fields of study, **language-related proposals from students in any field of study are welcome**. We know that there are many forms of literacy: basic literacy, information literacy, health literacy, digital literacy, financial literacy, media literacy, scientific literacy, cultural literacy, etc.

### We invite proposals from wherever literacy instruction happens, such as (but NOT limited to):

- Writing centers, both on and off campus;
- Upper division writing courses, writing in the disciplines, or in a specific discipline;
- Literacy work in community-based and workplace sites, including college/school partnerships;
- Literacy programs and courses for migrants, English Language learners and underserved populations;
- First-year programs or courses, creative writing, literary studies, social sciences, and STEM.

### Developing your topic: Some questions that might help you think through your topics:

- How have your experiences suggested the need for new practices in how literacy education is accessed by both those in college and those who don't have access to higher education?
- How do writing centers value, or fail to value, all students' needs? How might writing centers play a role in equitable approaches to race and other identity issues, and how might tutoring practices be more sensitive to cultural differences? How might they serve the larger goals of community literacy?
- In what ways has literacy 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 valued?
- How does "academic writing" (and the ways we teach it) serve, or fail to serve, the literacy of students and/or various communities? What ideas do you have for studying how to do this work better?
- How might creative writing be used to promote literacy education, social justice, and/or innovation?
- In what ways might we improve attention to the language styles of various disciplines—and employ new individuals in the work of teaching a wide range of literacies?
- 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 literacy education?
- How might engagement in community-based research and working with publics beyond campus help students to expand their understanding of literacy?
- How might the teaching of literature promote literacy? How might we change literature courses to do that better? What new genres should we include to widen our understanding of "literature."
- What might discourse analysis reveal about literacy in various sectors of our culture—eg., in science, in business, in politics, etc.?

Ready to Apply? [Click Here](#) or scan.

Questions? Contact Dominic DelliCarpini,  
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