



Engaging Practices

A Conference on the Teaching of Composition

Saturday, March 29, 2025

at the University of Massachusetts Boston

Conference Theme:

Writing Back in Times of Crisis

Call for Proposals

The Composition Program at the University of Massachusetts Boston invites proposals for panels, individual presentations, roundtables, and workshops for the 8th meeting of Engaging Practices: A Conference on the Teaching of Composition. This free, biennial conference provides space for participants to develop and share knowledge on any topic related to instruction and tutoring in writing, rhetoric, and composition.

The 2025 theme, “Writing Back in Times of Crisis,” calls upon presenters to give special consideration to pedagogical and programmatic approaches to writing that strive to recognize the social, political, and global divides and challenges that shape and are shaped by writing within and beyond academic institutions. With the proliferation of artificial intelligence, the life-threatening impacts of climate change, the violence and instability wrought by geopolitical conflict, humanity faces myriad threats that are, at once, urgent and overwhelming. How, then, might our work with writers and writing respond to such crises?

We welcome proposals for roundtables, panels, individual presentations, and workshops on any topic related to writing pedagogy, but submissions might consider the following questions:

- How do crisis rhetorics shape what it means to teach writing in 2025 and beyond—including those that obfuscate real threats, as well as those that manufacture crises for personal or political gain?
- What courses, curricula, and programs support students’ recognition of writing as a tool for action in response to crisis and fear?
- How might teaching, tutoring, and administrative practices and policies better support students’ rhetorical agency in uncertain times?
- What do generative AI tools mean for the humanizing potential of writing?
- How do the labor conditions of instructors, tutors, and administrators support, complicate, or discourage efforts to confront crises through writing and literate activity?
- What frameworks, theories, and precedents do we have for writing in crisis? What new ones are needed?
- What kinds of professional development do writing teachers and researchers need to manage manifold, emerging crises?

Submit proposals by February 14, 2025, at this link:

https://umassboston.co1.qualtrics.com/jfe/form/SV_0v57qQJIHPct3rE

Questions? Contact compconference@umb.edu