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Writing & Rhetoric Studies

**THE WRITING & RHETORIC REVIEW**

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THE UNIVERSITY OF UTAH

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**DEPARTMENT OF WRITING  
& RHETORIC STUDIES**

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# WHAT'S INSIDE

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01



DEPARTMENT PUBLICATIONS

02



DEPARTMENT NEWS

03



DEPARTMENT EVENTS - COLLOQUIUM

04



DEPARTMENT EVENTS - SYMPOSIUM

06



FACULTY FEATURE: JON STONE

07



GRADUATE SPOTLIGHT - MOHI UDDIN

08



UNDERGRADUATE SPOTLIGHT - PRISCILLA HANSEN

09



MARCH NEWSLETTER INFORMATION

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# DEPARTMENT PUBLICATIONS

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## Kendall Gerdes

Kendall Gerdes has received a 2025 CCCC Outstanding Book Award in the Monograph category for *Sensitive Rhetorics: Academic Freedom and Campus Activism* published by University of Pittsburgh Press in 2024.

This year's selection committee noted the following:

"Kendall Gerdes's *Sensitive Rhetorics* is grounded in the spirit of our field: a deep commitment to supporting students and the work they hope to do in the world. Throughout *Sensitive Rhetorics*, Gerdes makes a powerful case against the dismissive and belittling claims that students are too sensitive and argues that it is our sensitivity that enables rhetorical transformation in the first place. We believe *Sensitive Rhetorics* is a vital and necessary advancement in how rhetoric and composition theory help us imagine new ways of being, thinking, and responding to the world around us."

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## Mohi Uddin

Mohi Uddin's article "Writing Center Administration: Demystifying Success" was accepted to *WLN: A Journal of Writing Center Scholarship* (WAC Clearinghouse, University Press of Colorado).

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## Mitzi Ceballos

Mitzi Ceballos published her chapter title: "Keeping Bad Company: 'Listening' to Aryan Nations in the Archives", in the book, *Community Listening: Stories, Hauntings, Possibilities*.

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## John Gordon

John Gordon's debut book, *Python Across Disciplines*, a transdisciplinary examination of Python programming across seventy-five academic, government, and industry perspectives, will be published this year by Kendall Hunt Publishing.

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# DWRS DEPARTMENT NEWS

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## Alex Way

Dr. Alex Way presented a presentation titled, "The Role of Japanese Writing Centers in Developing Writing Across the Curriculum/Writing in the Disciplines (WAC/WID) Pedagogies" at the Writing Centers Association of Japan (WCAJ) Symposium in Hiroshima on February 15.

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## In Memoriam: Caridad G. Andres



The Department of Writing and Rhetoric Studies and the Writing Studies Scholars program honor the memory of Caridad G. Andres, affectionately remembered by many as Nanang. Nanang was the grandmother of Writing Studies Scholars alumnus Joanne Castillo (Class of 2019). Joanne often told stories about Nanang's impressive multimodal rhetorics and fierce commitment to presenting diverse perspectives. Nanang passed away in January 2025. We are grateful to remember her each year when we award the Water Buffalo Scholarship established in her honor. Donations to that fund are welcomed [here](#).

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# DWRS DEPARTMENT EVENTS

## Colloquium: "How We Are Now"

We are excited to announce our upcoming colloquium series, "How We Belong Now," which focuses on research and educator-training at the intersections of rhetoric, communities experiencing trauma, and (campus) activism.

We are honored to welcome our first guest speaker, Dr. Caleb González, an Assistant Professor at the University of Texas, who will kick off the series on **February 19th in M LIB 2008.**

### **IN ADVOCACY AND POWER: EXAMINING PRACTICES OF EMERGING HISPANIC-SERVING INSTITUTIONAL SERVINGNESS THROUGH TEACHING AND LEARNING:**

"On February 8, 2023, hundreds of students, staff, and faculty gathered as part of the U's second annual Day of Collective Action which included conversations on reimagining the university through the lens of an Emerging Hispanic-Serving Institution. Professor González discusses a shifting political landscape in higher education and examines the question of both how and what it means to cultivate a transformative teaching praxis today within what Hispanic-Serving Institutional scholars have identified as servingness. You will learn how an Emerging Hispanic-Serving Institutional framework can frame your approaches in selecting readings that are relevant to students' lives, designing group activities that welcome diverse perspectives, and developing writing-based assignments that have public implications for student engagement in advocacy and power."

- **PEDAGOGICAL TALK: 1:30-2:30PM**
- **SCHOLARLY TALK: 2:30-4:00PM**



Dr. Caleb González is an Assistant Professor of Rhetoric, Composition, and Literacy Studies at the University of Texas, Rio Grande Valley. His research focuses on what it means for college writing programs at Hispanic-Serving Institutions and Emerging Hispanic-Serving Institutions to make meaning of their designation through transformative and liberatory practices of teaching and learning. He is a national recipient of the K. Patricia Cross Future Leaders Award in Higher Education from the American Association of

Colleges and Universities (AAC&U).



# DWRS DEPARTMENT EVENTS

## Digital Teaching Symposium

Explore innovative teaching ideas and enjoy light refreshments at the upcoming Writing & Rhetoric Digital Teaching Symposium.

- 7th Annual Digital Teaching Symposium
- **Friday, February 28, 10-11:30am**
- **LNCO 2110**

### PRESENTERS

- Samah Elbelazi

#### **AI As a Feedback Generator in the Writing Process**

Using AI in writing class becomes an inevitable tool to support students' success and help them develop better drafts. In my class, I used AI as a feedback generator. According to Mollick " AI can act as feedback generators, providing quick, customized responses to student work and helping them refine their drafts." (2023, para 2). AI cannot replace teachers' comments and recommendations, but it offers immediate assistance to support students' writing. In this presentation, I want to share my experience with the tool and the students' reflections on its benefits and their concerns about it.

- Matthew Lerberg

#### **Place-Based Writing: Situating Writing and Self in "Place"**

Often, Place-Based Writing holds a stigma of narrowly aligning with environmental topics, outdoor spaces, and creative writing grounded in environmental literature and political action. However, Place-Based Writing affords instructors methods to reconsider pedagogy, including their understanding of place (physical and digital space), genre, academic disciplines, broader communities, student agency and engagement, and many other aspects of teaching writing. More importantly, Place-Based Writing creates writing situations that center on students' sense of identity, culture, language, and community. This presentation will address the potential of Place-Based Writing for students and instructors by providing an overview of Place-Based Writing strategies and examples of assignments.

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# DWRS DEPARTMENT EVENTS

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## Digital Teaching Symposium

- Rachel Lott

### “Old-School” Peer Review

Boost student engagement with an 'Old-School' face-to-face peer review! Learn a fun, tactile activity that energizes research paper writing through a little friendly competition. This approach helps students master organization and transition revisions in longer WRTG 1010/2010 papers.

- Joseph Mayaki

### Invisible Grief in the Classroom: IDEA-Informed Writing Instruction for Inclusive Emotional Support

I will focus on integrating Inclusivity, Diversity, Equity, and Accessibility (IDEA) principles into writing instruction and assessment to support students dealing with invisible grief. Invisible grief—often stemming from personal losses or unacknowledged emotional struggles—can hinder academic engagement, particularly in writing-intensive tasks. In this session, I will introduce practical strategies for recognizing and responding to these hidden challenges, ensuring writing pedagogy remains inclusive, accessible, and emotionally supportive. I will provide practical, IDEA-informed strategies useful to recognizing and supporting students struggling with invisible grief and ensure a more equitable and accessible learning experience for all.

- Tiffany Buckingham Barney

### There's a New Peer Review in Towne: Comparing GenAI to Raw Drafts in Place of Peer Review

Possibly more than any other major assignment given in the Writing & Rhetoric Studies department, the Standard Operating Procedure (SOP) assigned some of our scientific writing courses is the most believably doable by GenAI chatbots. This assignment is intended to have various outcomes including helping students think through procedures, steps, usability, revision, editing, and problem solving when things don't go as planned. Comparing raw student drafts to a GenAI chatbot draft in class and discussing the differences can help achieve all of these outcomes. Come see the results of trying this in WRTG 3014 Scientific Writing this semester.

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# Professor Jon Stone



Born in Logan, Utah in the last century, Jon left the Beehive State for warmer climes when he was but a lad, eventually landing in Tucson, Arizona, where he grew up in the shadow of the magnificent saguaro. Jon's return to Utah in 2015 marked 30 years away, and he immediately began reacquainting himself, mainly by exploring the state's public

lands, especially the Grand Staircase—a happy desert medium between current and former homes.

Jon's teaching and research also live in the in-between, most often where tradition bumps against progression. Rhetoric is needed to navigate the differences these intersections underscore, and they're everywhere—in technology, religion, politics, even in music. Those are the places Jon's work explores, especially when paradox shows up, as it so often does. His book, *Listening to the Lomax Archive*, is about African American folk music, a traditional art form that effectively agitates for progressive change. Another forthcoming collection (*Sensory Rhetorics*, co-edited with Steph Ceraso) argues that studying sensation—non-rational feeling—can illuminate the paradoxes of modern political life.

As Utah starts to feel more like home, that notion sparks further scrutiny over its paradoxes. What does it mean to be at home in the American West—a place “settled” by his Mormon ancestors—when that settlement was tied to Indigenous displacement and now worsens energy crises, climate change, and continued encroachment on the homes of those who were here long before this land was recognized as Utah? These are the outlines of Jon's next project “A Sense of Home,” with a goal that a shared sense of hope might be found that will help guide us toward new traditions and revised ways of belonging together in this beautiful place.



# Mohi Uddin

I ALWAYS REMEMBER A QUOTE FROM MY FAVORITE MOVIE *FORREST GUMP* (1994), "MY MAMA ALWAYS SAID LIFE WAS A BOX OF CHOCOLATES. YOU NEVER KNOW WHAT YOU'RE GONNA GET."



My academic journey has been full of twists and turns. My parents were worried about my passing of matriculation (Secondary School Certificate). So, they wanted to admit me to a reputed government school in grade 8, but I couldn't qualify for the entrance exam. Luckily enough afterwards, I had a good standing in both secondary and higher secondary exams, although my performance was unexpected during the undergrad, and it didn't turn out well until I started my second English M.A. Moreover, I never knew writing and rhetoric studies could be a program housed in the English

Department or standalone until I started my second Master's at the University of Arkansas. Gradually, I got to know about it, and ultimately it led me to a doctoral program.

My research interest predominantly includes digital rhetoric. My research will explore the algorithmic bias through computer-mediated content generation, moderation, and circulation in digital networks, which universalizes the language and culture of the dominant communities, affecting the social locations of the historically under-represented communities. In addition, I am interested in writing pedagogy, which—I believe—is a formative art.

I personally believe that the performance of a student depends on mental health, physical fitness, and congenial learning environment, while the former two are interwoven, the latter one largely depends on good administration. When I was in a dilemma between at least two options for doctoral admission, my mentors Arkansas and elsewhere emphasized that I attend the University of Utah for my doctoral pursuit. Thanks to my mentors and well-wishers, the Department of Writing and Rhetoric Studies turned out a great community for me.

## Priscilla Hansen

### BRIDGING FINANCE, POLICY, AND COMMUNITY IMPACT



With over 12 years of experience in wealth management, investment execution, and client services, Priscilla Hansen is a seasoned finance professional dedicated to economic justice and public policy. She specializes in financial operations, regulatory compliance, and strategic development, bringing a results-oriented approach to client relations and organizational growth.

Currently finishing her final semester at the University of Utah, Priscilla is earning a B.A. in Economics and Writing & Rhetoric Studies. Inspired by her coursework in Urban Economics and Senior Seminar, she recently decided to pursue a master's in public policy, focusing on economic policy and substance abuse rehabilitation funding.

Her research has been recognized at academic symposiums, earning her and her research group the Writing as a Social Practice & Rhetorical Action Award.

As Senior Director of Client Services, at Elevated Retirement Group, Priscilla oversees client onboarding, investment strategies, and executive-level financial operations. She is spearheading Heart Health and Wealth, an initiative within her firm to enhance financial literacy for women while advocating for heart health in partnership with the American Heart Association. She and her firm will host a Galentine's event on February 13 to promote these causes.

Passionate about bridging finance and policy for social impact, Priscilla is committed to expanding financial access and rehabilitation programs to underserved communities. Her leadership continues to drive meaningful change at the intersection of economics, policy, and public well-being.



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# LOOK OUT FOR OUR NEXT ISSUE:

# **MARCH 10TH**

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**INTERESTED IN YOUR STORY BEING  
FEATURED IN A FUTURE ISSUE?**

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Follow the link and share the "Story" of your academic and scholarly journey.

**DWRS Undergraduate Form**

**DWRS Graduate Form**



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