Friday, April 8

REGISTRATION, 8:00 a.m.–5:00 p.m.
International Ballroom Exhibit Hall, International Level

EXHIBITS, 9:00 a.m.–5:00 p.m.
International Ballroom Exhibit Hall, International Level

TETYC Editorial Board Meeting
7:30–8:30 a.m.
Hilton, Room 204, 2nd Floor

Bodies of Words: An Interactive Installation
8:00 a.m.–3:00 p.m.
Marquis Foyer, Marquis Level
There will be a discussion of this event at 3:30 p.m. in Marquis Ballroom, Salon C, Marquis Level.
F Sessions: 8:00–9:15 a.m.

Featured Session

“Unrelated Kin”: Building Kin Relationships with Critical Race Theory and Out-Loud Public Literacies in Rhetoric-Composition Studies

Marquis Ballroom, Salon B, Marquis Level

This panel borrows its title from Gwendolyn Etter-Lewis’s and Michele Foster’s 1996 edited collection examining race and gender. Etter-Lewis’s individual research showed how African American oral narratives shared a common framework, albeit multidimensional and non-formulaic, where familial kin relationships are used to elaborate historical consciousness. That historical consciousness simultaneously incorporates “related and unrelated kin” and dynamically informs political and discursive imaginations for present and future struggles. This panel attempts to mobilize the impact and still “untapped” power of very specific strands of “unrelated kin” in rhetoric-composition studies: 1) the interpretive framework of critical race theory to map the ways exclusionary, racialized policing of college admissions affects whose and what literacies represent college/classrooms; 2) black women’s discursive struggles against the property function of whiteness as a reading of the field’s investment in whiteness; and 3) new ideological lenses on the multiple literacies undergirding the activism of the Civil Rights Movement in order to finally see those literacies as endemic to social action. We see these three spaces relegated as a kind of “unrelated kin” to more widely circulated understandings of rhetoric-composition studies. Thus, we collectively intend to relate work in our field to racist politics of literacy maneuvered via college admissions, the maintenance of whiteness via literacy in the classroom, and the still necessary recovery and reminder-y work of the critical literacies serving African American activism as revolutionary, “tapping potential” (Brooks) for...
curriculum and instruction. We position the stories that we tell toward new disciplinary kin-relations and, thus, new consciousness of our field’s history and the discursive building of our present and future.

Chair:
Jamila Smith
Ohio State University, Columbus

Speakers:
Jody Ludlow
St. John’s University, Queens, NY, “Shaping the College Classroom: The Relationship of State Anti-Affirmative Action Law to Literacy Standards”

Carmen Kynard
St. John’s University, Queens, NY, “What is Critical Race Theory and What (Could It Be) Doing in a Nice Field like (Rhet-Comp)?: Composing Black Female Literacies Against White Property”

David Holmes
Pepperdine University, Malibu, CA, “‘Hear Me Tonight’: The Out-Loud Public Literacies of the Birmingham Mass Meetings”

Featured Session

Indigenous Languages in the English Department?
How the Dakota Initiative Functions as a Boundary Object in English Studies
Marquis Ballroom, Salon C, Marquis Level

In the Modern Languages Association’s “Statement on Indigenous Languages of the World in the College and University Curriculum,” they recommend that “institutions should, whenever possible, support the study of and research in Indigenous languages and literatures worldwide and devise means for native speakers of Indigenous languages to fulfill foreign language requirements with their Indigenous languages.” Faculty in composition/rhetoric, literature, and English Education at our institution are concerned about the survival of Native American languages, so we worked collaboratively to hire a Dakota professor of practice in 2009 to teach the language—a first for our institution. Several members of the English Department have found that the Dakota Studies initia-
tive may function as a boundary object for the department. Originally developed to describe how scientists negotiate tension between different perspectives, Star and Griesemer define the concept thus: “Boundary objects are both adaptable to different viewpoints and robust enough to maintain identity across them.” Clifford Canku will explain the scholarly work of translating Dakota letters into English and teaching his native language of Dakota at the University. Kelly Sassi reflects on how the addition of a Dakota speaker has changed the way she works with English Education majors in designing their field experiences and co-mentoring a capstone project on the teaching of Native American literatures. Kim Sjurseth discusses how contributions of the Dakota professor inform her analysis of rhetorical action of humor in the work of Thomas King and Sherman Alexie.

Chair:
Dale Sullivan
North Dakota State University, Fargo

Speakers:
Clifford Canku
North Dakota State University, Fargo
Kelly Sassi
North Dakota State University, Fargo
Kim Sjurseth
North Dakota State University, Fargo
Friday, 8:00–9:15 a.m.

Teaching Writing & Rhetoric

F.01 Defining/Rewriting Contested Spaces
International Ballroom A, International Level
Chair: Patrick Shaw, University of Southern Indiana, Evansville
Speakers: Patrick Shaw, University of Southern Indiana, Evansville, “The Contested Program: Faculty Knowledge, Faculty Development, and Composition Program Focus at a Four-Year Public Institution”
Jill Kronstadt, Montgomery College, Germantown, MD, “Rewriting the Museum: Multimodality and Metaphor in a Student-Curated ‘Dream Exhibit’”

Teaching Writing & Rhetoric

F.02 Embodiment and Composition
International Ballroom B, International Level
Chair: Sonja Lynch, Wartburg College, Waverly, IA
Speakers: Sandie Friedman, George Washington University, Washington, DC, “Running and Writing in First-Year Composition: Towards an Embodied Praxis”
A. Abby Knoblauch, Kansas State University, Manhattan, “Bodies of Knowledge: Embodied Rhetorics in Undergraduate and Graduate Classrooms”
Myra Salcedo, University of Texas at Arlington, “Rethinking Disability in First-Year Composition: When the Teacher is the Text”

History

F.03 Contesting Bodies: Visual Rhetoric in the Struggle over White Identity and the Black Male Body
International Ballroom C, International Level
Chair: Kristie Fleckenstein, Florida State University, Tallahassee
Scott Gage, Florida State University, Tallahassee, “Wish You Were Here: Lynching Postcards and the Visual Rhetoric of White Supremacy”
Rachael Baitch Zeleny, University of Delaware, Newark, “In Vogue? Visual Archaeology in the Composition Classroom”
Rhea Estelle Lathan, Florida State University, Tallahassee, “Unsettling Boundaries: Critical Consequences”
Respondent: Rhea Estelle Lathan, Florida State University, Tallahassee

Contesting Boundaries

F.04 Would Habermas Recognize This as Deliberation?: The Competing and Performative Discourses of Local Publics
Marquis Ballroom, Salon D, Marquis Level
Chair: Elenore Long, Arizona State University, Tempe
Jennifer Clifton, Arizona State University, Tempe
Elenore Long, Arizona State University, Tempe, “Flipping the Script on Aid to Africa: Gambian-American College Writers Enact Public-World Making”

Contesting Boundaries

F.05 Broadening our Community to Reaffirm Connections with K–12 Educators and Beyond
Imperial Ballroom, Salon A, Marquis Level
Chair: Elyse Eidman-Aadahl, National Writing Project, Berkeley, CA
Speakers: Anne Herrington, University of Massachusetts Amherst, “The National Writing Project as a Model for Broadening Community”
Kevin Hodgson, William E. Norris Elementary School, Southampton, MA, “An NWP Site’s Teacher and Student Collaborations on Digital Projects”
Donna LeCourt, University of Massachusetts Amherst, “From Site sponsored Digital Projects to a Reimagining Composition’s Role in the Digital Humanities”

Contesting Boundaries

F.07 Gray Matter: Examining Rhetorical Contests of Psychological and Neurological Difference
Room M101, Marquis Level
Chair: Ellen Taber, Kennesaw State University, GA
Speakers: Sara Biggs Chaney, Dartmouth College, Hanover, NH, “Contesting Child Psychiatry: ‘Behavior’ as a Measure of Wellness in Leo Kanner’s Work”
Marsha Olsen Wiley, Kent State University, OH, “Contesting Representations of Psychological and Neurological Conditions: Stereotypes and Stigma in PSAs”
Madaline Walter, University of Missouri-Kansas City, “Support Networks, Memoirs, and Mental Illness: Tensions of Biological and Social Rhetoric”

Community, Civic & Public

F.08 Rhetorical Recoveries: Toward a Translocal Consortium for University-Community Projects
Room M102, Marquis Level
Chair: Deborah Mutnick, Long Island University, Brooklyn
Speakers: Jeanne Bohannon, Georgia State University, Atlanta, “Giving Voice to the Voiceless: Recovering the Rhetorics of Marginalized Immigrant Populations”
Laurie Grobman, Pennsylvania State University-Berks, “Rhetorical and Narrative Recovery: Writing the History(ies) of the Central Pennsylvania African American Museum”
Shannon Carter, Texas A&M - Commerce, “Tensions across Local Landscapes: Disciplinary Implications for Future Literacy Scholars and Rhetoricians”

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Friday, 8:00–9:15 a.m.

Contesting Boundaries

F.09 Multimedia Pedagogy for a Combined-Skills Rhetoric Course
Room M103, Marquis Level
Chair: Debra Hawhee, The Pennsylvania State University, University Park
Speakers: Veena Raman, The Pennsylvania State University, University Park, “Blogging to Learn Rhetorical Techniques and Civic Discourses”
Michelle Smith, The Pennsylvania State University, University Park, “Implementing Civic Blogging in the Rhetoric Classroom”
Jessica O’Hara, The Pennsylvania State University, University Park, “Teaching Rhetoric through Multi-Media Documentary Projects”
John Belk, The Pennsylvania State University, University Park, “Emerging Patterns in Multi-Media Composing with e-Portfolios”

Contesting Boundaries

F.10 Contesting “National” Pedagogies: Student Writers, Critical Literacy, and Collaboration in Transnational Spaces
Room M104, Marquis Level
Chair: Christopher Keller, University of Texas-Pan American
Speakers: Christopher Keller, University of Texas-Pan American, Edinburg, “Transnational Students, Transnational Pedagogies: Writing beyond U.S. Centrism”
Randall Monty, University of Texas-El Paso, “Academic Space Unbound: Collaboration in Transnational Writing Communities”

Teaching Writing & Rhetoric

F.11 Writing as Contesting Space, Knowledge, and Identity: Co-constructing what it means to be a Writer within an Undergraduate Writing Major
Room M105, Marquis Level
Chair: Jeffrey Maxson, Rowan University, Glassboro, NJ
Speakers: Jeffrey Maxson, Rowan University, Glassboro, NJ, “Writing Difference in Writer’s Mind and Writer’s World”
Drew Kopp, Rowan University, Glassboro, NJ, “Cultivating Rhetorical Intelligence through Writing Creative Nonfiction”
Sabatino Mangini, Rowan University, Glassboro, NJ, “Composing Happening Pedagogy: Using Performative Multimodal Writing to Construct and Contest Space in Academia”
Friday, 8:00–9:15 a.m.

**Contesting Boundaries**

**F.12 Making Values Visible: The Textual, Pedagogical, and Civic Boundaries of Composition Studies**

Room M106, Marquis Level

*Chair:* Erin Dietel-McLaughlin, University of Notre Dame, IN

*Speakers:* Erin Dietel-McLaughlin, University of Notre Dame, IN, “Vernacular Video: YouTube, Epideictic Rhetoric, and the (De)Stabilization of Community Values”

Stephanie Anderson Quinn, University of Toledo, OH, “A Curriculum of Community: Toward an Engaged Practice of Graduate Student Education”

Brittany Cottrill, Grand View University, Des Moines, IA, “Selecting, Collecting, and Reflecting: The Personal, Academic, and Civic Value of e-portfolios”

**Contesting Boundaries**

**F.13 Refiguring Assessment as Situated Performance**

Room M107, Marquis Level

*Chair:* Ivy Higgins, College of the Bahamas

*Speakers:* Steven Pearlman, Marist College, Poughkeepsie, NY, “Making Grading a Non-Contested Space: Assessment as Situated Practice”

Mike Garcia, Augusta State University, GA, “Student Self-Assessment and the Complex Performance of the ‘Academic Self’”

Patricia Lynne, Framingham State College, MA, “Refiguring the Formative/Summative Divide”

**Contesting Boundaries**

**F.14 Subverted Gaze: Double Consciousness and Writing the Personal**

Room M108, Marquis Level

*Chair:* Jamie Skye Bianco, University of Pittsburgh, PA

*Speakers:* Janice Chernekoff, Kutztown University, PA, “Riding and Writing My Way through My Academic Life”

Phyllis F. Lawhorn, Clark Atlanta University, GA, “Exploring Double Consciousness through Personal Narrative Writing”

Kathryn Comer, The Ohio State University, Columbus, “Narrating Literacies: Students’ Metalearning and Teaching”
Friday, 8:00–9:15 a.m.

Contesting Boundaries

**F.15** From “The Wire” To Dolly Parton: Acknowledging Invisible Power
Room M109, Marquis Level

**Chair:** Curtis Ricker, Georgia Southern University, Atlanta

**Speakers:**
- Lisa Stockton, University of Kansas, Lawrence, “Ignored and Dismissed Experiences: A Feminist Rhetorical-Discourse Analysis of Women Acting Heroically As Rescue and Recovery Workers in the Aftermath of 9/11”
- Deidre Garriott, University of Tennessee, Knoxville, “Dolly Parton’s Invisible Women: Gendered Labor and Cultural Currency as a National Rhetoric in Dollywood”

Teaching Writing & Rhetoric

**F.16** Contesting the Blogosphere in a First-Year Writing Curriculum
Room M202, Marquis Level

**Chair:** Cynthia Selfe, The Ohio State University, Columbus

**Speakers:**
- Jennifer Michaels, The Ohio State University, Columbus, “Using Remediation, Hypermediacy and Case Study to Engage with Classroom Blogs as Contested Space”
- Annika Konrad, The Ohio State University, Columbus, “Blogging as a Pedagogy for Going Public”
- Blake Wilder, The Ohio State University, Columbus, “Blogging without Teachers: Using Digital Media Options to Subvert Teacher Authority”

Theory

**F.17** Theorizing Writing Pedagogy
Room M302, Marquis Level

**Chair:** David Schmidt, Kennesaw State University, GA

**Speakers:**
- Geoffrey Layton, University of Illinois at Chicago, “Guess Who’s Coming to Dinner—or, Does Grammar Have a Place at the Table of Composition Theory?”
- Sarah Swaty, San Francisco State University, CA, “What’s the Unconscious Got to Do with It? Intersections of Psychoanalysis and Writing in the Composition Classroom”

Research

**F.18** Enacting the Parlor: Qualitative Investigations of Classroom Communities in Whole-Class Writing Workshops
Room M303, Marquis Level

**Chair:** Carolyn Wisniewski, University of Tennessee, Knoxville

**Speakers:** Carolyn Wisniewski, University of Tennessee, Knoxville, “Writing,
Talking, Writing: Effects of Whole-Class Workshops on Student Composing Processes”
Ryan Woldruff, University of Tennessee, Knoxville, “Workshopping the Composition Classroom: The Teacher’s Role in Building a Workshop”
Megan Titus, Rider University, Lawrenceville, NJ, “‘I get to choose what I want to be done with my paper’: Whole-Class Workshops, Revision, and Student Agency”
Dianna Winslow, Syracuse University, NY, “Where Does the ‘Whole-class’ End? Whole-Class Workshops and Community Engagement”

Teaching Writing & Rhetoric

F.19 I’m Not A Racist But My Comments Are: Two Studies of Race in Teacher Commenting Practices
Room M304, Marquis Level
Chair: Asao Inoue, California State University, Fresno
Speakers: Megan McKnight, California State University, Fresno, “Examining the Racial Construction of Error in Teacher Commentary”
Holly Riding, California State University, Fresno, Ca, “Applying Race Theory to Responding Practices in the First Year Writing Classroom”
Nicole Burgin, California State University, Fresno, Ca, “Passing Into Whiteness”

Research

F.20 Upholding Differences in Composition History
Room L401, Lobby Level
Chair: Joseph Jones, University of Memphis, TN
Speakers: Joseph Jones, University of Memphis, TN, “You Don’t Know Me: White Researchers in an HBCU Archive”
Laura Klonarisis, University of Memphis, TN, “Contestation and Cooperation in the LeMoyne-Owen College Archives”
Elizabeth Baddour, University of Memphis, TN, “To Make Them Promising”: The Work of Juanita Williamson at LeMoyne-Owen”

Writing Programs

F.21 Creating Shared Values: Development of Writing Programs at Multi-Campus, Two-Year Institutions
Room L402, Lobby Level
Chair: Holly Hassel, University of Wisconsin-Marathon County, Wausau
Speakers: Holly Hassel, University of Wisconsin-Marathon County, Wausau Joanne Giordano, University of Wisconsin-Marathon County, Wausau
Friday, 8:00–9:15 a.m.

*Information Technologies*

**F.22 Social Networks, Classroom Communities: Using Social Media to Foster Active Learning Communities**  
Room L403, Lobby Level  
*Chair:* Amy Edwards Patterson, Moraine Park Technical College, Fond du lac, WI  
*Speakers:* Susan Schuyler, Stanford University, CA, “Class and Mass Audiences: Creating Communities of Authors and Audiences”  
Christine Alfano, Stanford University, CA, “Classroom Networks: Composition and Research Collaboration in the Read-Write Classroom”  
Mark Vega, Stanford University, CA, “Voicing the Passive and Active in Social Media”

*Academic Writing*

**F.23 Sibling Rivalry and Reconciliation: Information Literacy and Learning in the Academy**  
Room L404, Lobby Level  
*Chair:* Jaena Hollingsworth, Indiana University Purdue University Indianapolis  
*Speakers:* Amanda Roberts, Indiana University Purdue University Indianapolis  
Carl Johan Carlsson, Chalmers University of Technology, Gothenburg, Sweden, “Integrating Language and Communication Completely, Partially, or not at all—Aspects on Writing at a Swedish University of Technology”  
Fia Christina Börjeson, Chalmers University of Technology, Gothenburg, Sweden, “Integrating Language and Communication Completely, Partially, or not at all—Aspects on Writing at a Swedish University of Technology”

*Community, Civic & Public*

**F.24 Writing Public Spaces**  
Room L405, Lobby Level  
*Chair:* John McKinnis, Buffalo State College, NY  
*Speakers:* Linda Stewart, Kennesaw State University, GA, “Pausing in Place: Student Writers Learn to Greet the Streets”  
Stacy Day, Penn State Abington, “Contesting Historical Education at Sites of Public Memory: Establishing the Dialectic through User-Generated Content”
Teaching Writing & Rhetoric

F.25 Moments in Action: Establishing Classroom Relationships through Multimodal Praxis
Room L406, Lobby Level
Chair: Les Kay, University of Cincinnati, OH
Speakers: Les Kay, University of Cincinnati, OH, “Multimodal Response Strategies: Intersections of Genre, Mode, and Technology in Commentaries on Student Papers”
Ethan Philbrick, University of Cincinnati, OH, “Embodied Relations and Literacies in the College Classroom”
Nathan Swartzendruber, University of Cincinnati, OH, “Students Aren’t ‘Folks’: Social Tagging and Searching in the Composition Classroom”

Contesting Boundaries

F.26 Room(s) to Negotiate: Distance Learning Classrooms as Contested Spaces
Room L503, Lobby Level
Chair: Elizabeth Rhoades, The University of Akron, OH
Speakers: Elizabeth Rhoades, The University of Akron, OH
Catherine Stoynoff, The University of Akron, OH
Jennie Giaconia, The University of Akron, OH
Jennifer Hebert, The University of Akron, OH

Contesting Boundaries

F.27 All Our Relations: Linking Past and Present Writing through the Smith Family Letters
Room L504, Lobby Level
Chair: Cynthia Fields, Virginia Tech, Blacksburg
Lindsay Ehrlich, Virginia Tech, Blacksburg, “From Print to Digital: Writing Between the Genres and the Writing Classroom”
Tess Sell, Virginia Tech, Blacksburg, “The Pedagogical Implications of Crafting the Smith Family Letters Knowledge Site”

Contesting Boundaries

F.28 Conceptualizing Trauma in Student Writing
Room L505, Lobby Level
Sara Webb-Sunderhaus, Indiana-Purdue Fort Wayne, “Writing in Crisis: Retaining Basic Writers during Difficult Times”
Cynthia Urbanski, University of North Carolina Charlotte, “When Literacies We Fear Bleed into Classroom Spaces”
Friday, 8:00–9:15 a.m.

Teaching Writing & Rhetoric

F.29  Rhetoric and the Writing Classroom
Room L506, Lobby Level
Speakers: Genci Shehu, Texas A&M University, College Station, “Enthymemes in the Transnational Classroom of Composition and Rhetoric”
Ryan Weber, Penn State Altoona, “Oh the Places We Never Go! Inventing from the Atopos”
Timothy Johnson, University of Wisconsin-Madison, “Recognizing and Utilizing ‘Parralactic Rhetoric’: A Heterospatial Conception of the Writing Across the Disciplines”

Contesting Boundaries

F.30  A Composition and Information Literacy Crew/Club/Gang/Entourage/Collaboration:
Refiguring What Composing in College Really Means
Room L507, Lobby Level
Chair: Michelle Sidler, Auburn University, AL
Speakers: Nancy Noe, Auburn University, AL, “Teaching Information Literacy: Connecting Writing and Library Instruction”
Toni Dean, Auburn University, AL, “Information Literacy Assessment: How Do We Know What Students Know?”
Barbara Hightower, Auburn University at Montgomery, AL, “Librarians and Writing Instructors: Adapting Library Instruction as Writing Programs Evolve”
Elizabeth Woodworth, Auburn University at Montgomery, AL, “Outcomes, Rubrics, and Standards (Oh my!): Assessing Information Literacy in Composition Programs/Courses”

Writing Programs

F.31  Revisiting the Status Quo: New Directions in Writing Programs
Room L508, Lobby Level
Chair: J. Elizabeth Clark, LaGuardia Community College-CUNY, NY
Speakers: Mary Rist, St. Edward’s University, Austin, TX, “Forgotten Relatives: An Argument for Teaching Grammar and Style in the Undergraduate Writing Major”
William Carpenter, High Point University, NC, “Does Transfer Require Disciplining? A Writing Program Emphasizes Invention and Reflection”
Kurt Spellmeyer, Rutgers University, New Brunswick, NJ, “Writing in the Era of the Shadow Elite: The Twilight of the Professions and the Rebirth of the Public Sphere”
Institutional and Professional

F.32 Crossing Campus to Teach Research as Process: The Writing Instructor/Librarian Relationship in Professional Development and Mutual Advocacy in the University
Room A701, Atrium Level
Chair: Jocelyn McCarthy, American University, Washington, DC
Speakers: Alison Thomas, American University, Washington, DC, “Negotiating ‘Service Roles’: Composition Faculty and Librarians as Mutual Advocates in the University”
Alex Hodges, American University, Washington, DC, “Teaching Information Literacy and Research in Composition: Coordinating Values as an Opportunity for Professional Development”
Patricia West, American University, Washington, DC, “Collaboration and Advocacy in Practice: Forming a Committee, Designing Modules, and Mentoring New Faculty”

History

F.33 American Indian Rhetorical Traditions and Practices
Room A702, Atrium Level
Chair: Kelly Cooper, The Citadel, Charleston, SC
Speakers: Tom Pace, John Carroll University, University Heights, OH, “Contested Land, Contested Language: The Puritan Pedagogy of John Eliot”
Laura Ellis-Lai, University of Texas at San Antonio, “Indigenous Ways of Knowing and Ethnographic Research Projects in First Year College Composition”

Research

F.34 How It Comes Together—Or Not: Major Findings from a Four-Year Longitudinal Study of Undergraduate Writers
Room A703, Atrium Level
Chair: Doug Hesse, University of Denver, CO
Speakers: Jennifer Campbell, University of Denver, CO
Richard Colby, University of Denver, CO
Kelli Custer, University of Denver, CO
Eliana Schonberg, University of Denver, CO
Rebekah Shultz-Colby, University of Denver, CO
Friday, 8:00–9:15 a.m.

Contesting Boundaries

F.35  Online Essay Evaluations 2.0: From Assessment to Learning to Research
Room A704, Atrium Level
Chair: Norbert Elliot, New Jersey Institute of Technology, Newark
Anne Gere, University of Michigan, Ann Arbor, “Assessment 2.0: Networking Directed Self-Placement with Instruction and Research”
Irvin Peckham, Louisiana State University, Baton Rouge, “Bon Voyage!: Breaking Free from Presence”
Respondent: Norbert Elliot, New Jersey Institute of Technology, Newark

Teaching Writing & Rhetoric

F.36  Looking the Wrong Way: Tales of Misdirection and a Call for Radical Revision in the Teaching of Citation (#burnthemanual)
Room A705, Atrium Level
Chair: Doug Downs, Montana State University, Bozeman
Speakers: Doug Downs, Montana State University, Bozeman, “Cite or Die: Good for Students but Not for Faculty?”
ZuZu Feder, Montana State University, Bozeman, MT, “Cite or Die: Good for Students but Not for Faculty?”
Nick Carbone, Bedford/St. Martin’s, Boston, MA, “Using and Citing Sources: Missing the Rhetorical Forest for the Mechanics of Trees”
Friday, 8:00–9:15 a.m.

**Research**

**F.37  Using Qualitative Research to Negotiate “Our Relations”**

Room A706, Atrium Level

*Chair:* Melissa Nicolas, Drew University, Madison, NJ

*Speakers:*
- Michelle LaFrance, University of Massachusetts, Dartmouth, “Dynamic Tensions and Multi-Vocality: Contextualizing ‘Our Relations’ through Emergent Design”
- Beverly Moss, The Ohio State University, Columbus, “Researchers and Research Participants: Negotiating ‘Our Relations,’ Negotiating Reciprocity”
- Melissa Nicolas, Drew University, Madison, NJ, “The Advantage of Having a Qualitative Toolkit: Using Qualitative Research in Administration”
- Robyn Lyons-Robinson, Columbus State Community College, OH, “Researchers and Research Participants: Negotiating ‘Our Relations,’ Negotiating Reciprocity”

**Contesting Boundaries**

**F.38  Hearing Space and Listening Compositions: Re-Inscribing Sound in Composition Practices**

Room A707, Atrium Level

*Chair:* Bump Halbritter, Michigan State University, East Lansing

*Speakers:*
- Jordan Frith, North Carolina State University, Raleigh, “The Sound of Location: Situating Auditory Texts in Physical Learning Environments”
- Seth Mulliken, North Carolina State University, Raleigh, “‘I Have Quoting To Do’: Composition, John Cage, and Auditory Logics”
- Kati Fargo, North Carolina State University, Raleigh, “Listening to the Virtual World Soundscape”

**Teaching Writing & Rhetoric**

**F.39  Contested Space: The First-Year Writing Classroom**

**Contested Knowledge: The AP English Language and Composition Course and the AP English Language and Composition Exam**

Room A708, Atrium Level

*Chair:* Akua Duku Anokye, Arizona State University, Phoenix

*Speakers:*
- Stephen Heller, Adlai E. Stevenson High School, Lincolnshire, IL
- Roger Cherry, The Ohio State University, Columbus
- John Brassil, John Bapst Memorial High School, Bangor, ME
Although European contact accelerated the rate and proliferation of pan-tribal alliances, peoples indigenous to the Americas formed cross- and multi-tribal communities and political alliances in response to intermarriage, conquest, and defense long before the European invasion. Despite all that indigenous legal paradigms can teach us about balance, justice, and peaceful cooperation between cultural groups in the Americas, the West has historically ignored, silenced, revised, and dismissed them, as these models challenge the legal legitimacy and the moral foundation of the West’s ongoing colonization of the Americas. The foundation of this paracolonial condition was built upon and continues to be sanctioned by the legislation of indigenous bodies, knowledges, and lands—as evidenced by Arizona’s recent immigration law, AZ SB1070.

This panel demonstrates that, despite Western rejections and suppressions, contemporary activist responses to SB1070 have been informed by indigenous memories and traditions of building alliances, resisting colonization, and working toward social justice. Employing critical race theory and decolonial methodologies, this panel interrogates the racist rhetoric of SB1070 and assesses the potential for digital, visual, aural, material, and embodied protest rhetorics to contribute to a revolution. Visuals, voices, texts, and bodies work together toward a fully multi-modal, multi-mediated, decolonial rhetorical revolution that debates, resists, and protests AZ SB1070.

Chair:
Qwo-Li Driskill, Texas A&M University, College Station
Speakers:
Angela Haas
Casie Cobos
Texas A&M University, College Station, “El Pueblo Unido: Media, Bodies, and Borderlands in Protest of AZ SB1070”
Marcos Del Hierro
Texas A&M University, College Station, “‘Wait ‘till I get to Arizona’: The Mobility and Rhetorical Agility of Hip-hop Mixtapes in Response to AZ SB1070”

Featured Session

Toward a Pedagogy of Inclusion: Contesting the Boundaries of Alternative Pedagogies, Rhetorics, and Languages in a Writing Program
Marquis Ballroom, Salon C, Marquis Level

With ever increasing populations of ethnic minority and international students enrolling in our universities, and as many of our state universities expand their campuses overseas, writing programs and writing centers must work together to ensure that the curricular approaches we implement and promote are culturally relevant for all of the students whom we serve. We see a focus on African American language, African American literacies, and African American rhetorics as a few of many ways to address culturally relevant practices in writing programs. As the Students’ Right to Their Own Language Resolution (1974) reinforced long ago, the “claim that any one dialect is unacceptable amounts to an attempt of one social group to exert its dominance over another” (p. 1). By the same token, students who demonstrate competency with the Language of Wider Communication and current-traditional rhetorical practices can also benefit from learning about alternative language varieties and rhetorical traditions so that they may too

Kendra Mitchell
understand that “[d]ifferences in dialects derive from events in the history of the communities using the language, not from supposed differences in intelligence or physiology” (p. 2).

This panel addresses the roles that language, literacy, and rhetoric play in writing programs, writing centers, and communities beyond the classroom. Speakers will address alternative curricular pedagogies and strategies for promoting African American Vernacular English (AAVE) in writing centers, bridges for African American literacy beyond the classroom into the community, and a teacher-research study that assesses how instructors might teach an Afrocentric rhetorical and linguistically-focused curriculum and still help all students—including non-Black students and international students—meet an institution’s writing programmatic goals.

Chair:
Elaine Richardson
Ohio State University, Columbus

Speakers:
Kendra Mitchell
Florida State University, Tallahassee
Jessica Jackson
Florida State University, Tallahassee
Staci Perryman-Clark
Western Michigan University, Kalamazoo
Contesting Boundaries

G.01 Found in Translation: Forging Literate Identities in Marginalized Communities
International Ballroom A, International Level

Chair: Allyson Jones, Texas A&M University-Commerce
Speakers: Sunchai Hamcumpai, Texas A&M University-Commerce, “Digitalizing the World: New Media Ministry at an East Texas Church”
Lami C. Adama, Texas A&M University-Commerce, “Advancing Literacy: Graduate School Experience Among Local Students and Graduates from Underrepresented Groups”
Sean Ferrier-Watson, Texas A&M University-Commerce

History

G.02 The Sports Page, the Country Music Stage, and the Spelman Messenger: Women Claiming Agency in Contested Spaces
International Ballroom B, International Level

Chair: Beth Daniell, Kennesaw State University, GA
Speakers: Sarah Robbins, Texas Christian University, Fort Worth, “The Spelman Messenger in the 1880s–1890s: A Shared Space of Gendered Agency”
Lisa Shaver, Baylor University, Waco, TX, “Woman on the Sports Page: Babe Didrikson Zaharias’ Rhetoric of Self-Promotion”
Sarah Bowles, Belmont University, Nashville, TN, “Loretta Lynn, Tammy Wynette, and Southern Womanhood”

Teaching Writing & Rhetoric

G.03 Working with Graduates and Writing Fellows
International Ballroom C, International Level

Chair: Samantha Bell, Johnson County Community College, Overland Park, KS
Speakers: Sharon Cavusgil, Georgia State University, Atlanta, “Establishing Effective International Graduate Student Writer/ Mentor Relationships”
Laura Schubert, James Madison University, Harrisonburg, VA, “Experiential Learning: Engaging Writing Fellows and Undergraduate Teaching Assistants in the Classroom”
Leigh Ryan, University of Maryland, College Park, “Experiential Learning: Engaging Writing Fellows and Undergraduate Teaching Assistants in the Classroom”
J.P. Lewis, University of Guelph, Ontario, Canada, “Faculty Perceptions of the Doctoral Dissertation Writing Process”
Kim Garwood, University of Guelph, Ontario, Canada, “Faculty Perceptions of the Doctoral Dissertation Writing Process”
Friday, 9:30–10:45 a.m.

**Creative Writing**

**G.04 (Com)positioning Contested Spaces: Creative Writers in Composition Territory**

Marquis Ballroom, Salon D, Marquis Level

**Chair:** Marjorie Stewart, Art Institute of Pittsburgh PA

**Speakers:** Marjorie Stewart, Art Institute of Pittsburgh PA, “Creative Writing Practices, Strategies, and Pedagogies in the Composition Classroom”

Patrick Bizzaro, Indiana University of Pennsylvania, “Improving Writing in First Year Composition by Relying on Techniques for Teaching Fiction Writing”

Deanya Lattimore, Syracuse University, NY, “I Just Can’t Fall into a Purpose!”, or How Creative Writing Techniques Can Help Students Understand Rhetorical Choices”

John Ryan Hrebik, Indiana University of Pennsylvania, “Responding Creatively: Fostering Mutuality through Written Dialogue”

**Contesting Boundaries**

**G.05 Screening Identities across Borders: Participatory Popular Culture and Literacy Practices**

Imperial Ballroom, Salon A, Marquis Level

**Chair:** Bronwyn T. Williams, University of Louisville, KY

**Speakers:** Bronwyn T. Williams, University of Louisville, KY, “The World on Your Screen: New Media, Popular Culture, and Questions of Contact”

Ghanashyam Sharma, University of Louisville, KY, “Global Popular Culture and Literacy Practices of Nepalese Youth Online”

Mark Vicars, Victoria University, Melbourne, Australia, “Queering the Text: Online Literacy Practices, Identities, and Popular Culture”


**Respondent:** Amy Zenger, American University of Beirut, Lebanon
Contesting Boundaries

G.06  Theorizing Writing in Digital Spaces: From Romance Genre to the “Secondary Orality”
Imperial Ballroom, Salon B, Marquis Level

Chair: Sarah Antinora, Etiwanda, CA
Speakers: Wendi Brownson, Central Michigan University, Mount Pleasant, “New Media Literacy within an Era of Secondary Orality”
Stephanie Moody, University of Michigan, Ann Arbor, “Virtual Relations: Exploring the Literacy Practices of a Romance Genre eCommunity”
Paul Rogers, George Mason University, Fairfax, VA, “Writing Lives in a Digital Landscape: Investigating the Boundaries between Extracurricular and Academic Writing in Higher Education”
Andrea Lunsford, Stanford University, CA, “Writing Lives in a Digital Landscape: Investigating the Boundaries between Extracurricular and Academic Writing in Higher Education”

Contesting Boundaries

G.07  Diversity + Busing = “An At-Risk Model of Education”
Room M101, Marquis Level

Chair: Jennifer Ware, North Carolina State, Raleigh
Speakers: Zora Felton, Wake County Public Schools, NC, “Teaching in Wake County Public Schools Before, During, and After the Debate”
Jennifer Ware, North Carolina State, Raleigh, “From an Honorific to a Pejorative: Diversity in Wake County Public Schools”
E. Ashley Hall, University of North Carolina-Chapel Hill, “Blaming the Bus: A Rhetorical Analysis of Busing in the Wake County Schools Debate”

Academic Writing

G.08  Ways with Texts: Reading, Writing, and New Media Practices of English Graduate Students
Room M102, Marquis Level

Chair: Laura Micciche, University of Cincinnati, OH
Speakers: Allison Carr, University of Cincinnati, OH, “Ethnographic Perspectives on the Writing Practices of Graduate Students”
Hannah Rule, University of Cincinnati, OH, “Ethnographic Perspectives on the Reading Practices of Graduate Students”
Kathryn Trauth Taylor, Purdue University, West Lafayette, IN, “New Media Collaboration and Post-Process Practices of Graduate Students”
Friday, 9:30–10:45 a.m.

Teaching Writing & Rhetoric

G.09  A Different Kind of Space: How Writing Constructs and is Constructed in Online Courses in Different Disciplines

Room M103, Marquis Level

Chair: Christopher Weaver, William Paterson University, Wayne, NJ

Speakers:
Mark Ellis, William Paterson University, Wayne, NJ, “Writing in Sociology: How Permeable is Affect in Teaching Online?”
Dewar MacLeod, William Paterson University, Wayne, NJ, “Writing in History: How Writing Online Creates Historians”
Phoebe Jackson, William Paterson University, Wayne, NJ, “Writing in Literature: Contested Knowledge”
Christopher Weaver, William Paterson University, Wayne, NJ, “A Compositionist’s Response”

Community, Civic & Public

G.10  Like It Or Not, We’re All (Inter)related: Challenging Othering Practices through Public Rhetoric(s) of Interconnectedness

Room M104, Marquis Level

Chair: Guiseppe Getto, Michigan State University, East Lansing

Speakers:
Guiseppe Getto, Michigan State University, East Lansing, “(Social) Media Matters: Challenging the Rhetoric of Discursive Violence through Community Media”
Nathan Franklin, Madera Community College Center, CA, “The Culture of Anachronism: Contested American Origins and the Rhetoric of the New Right”
Lorelei Blackburn, Michigan State University, East Lansing, “Othering Knows No Boundaries: Engaging Marginalized Communities in Public-Making”

Teaching Writing & Rhetoric

G.11  Definitely NOT What I Did Last Summer: Recreating the Personal Narrative

Room M105, Marquis Level

Chair: Patricia Morelli, University of Hartford, West Hartford, CT

Speakers:
Kerry Beckford, University of Hartford, West Hartford, CT, “Evolution of the Personal Narrative for First-Year Writers at the University of Hartford”
Ann Barrett, University of Hartford, West Hartford, CT, “Personal Narratives and Studying Plagiarism: From the Subjective to the Objective”
Patricia Morelli, University of Hartford, West Hartford, CT, “Personal Narratives and Academic Literacies in Social Science Learning Communities at University of Hartford”
Contesting Boundaries

G.12 Rhetoric, Technology, and Women’s Civic Engagement
Room M106, Marquis Level
Chair: Laura McGrath, Kennesaw State University, GA
Speakers:
Angela Miss, Belmont Abbey College, NC, “The Complex Private/Public Ethos of Women’s Breast Cancer Forums”
Laura McGrath, Kennesaw State University, GA, “ICT and Global Civic Engagement: Confronting the Rhetoric of Women as Change Agents”
D. Alexis Hart, Virginia Military Institute, VA, “The Embodied Politics of the Academy Women eMentor Program”

Contesting Boundaries

G.13 Inverting “Generation Me”: “We” Pedagogies in the 21st Century
Room M107, Marquis Level
Chair: Teresa Grettano, University of Scranton, PA
Speakers:
Teresa Grettano, University of Scranton, PA, “Freire, Ignatius, and Berlin walk into Burke’s bar...’ or, ‘What’s in a Name?’”
William H. Thelin, The University of Akron, OH, “Generational Studies and Composition”
Shelley DeBlasis, University of Tampa, FL, “Confronting the Dark Side of Democratic Education”

Academic Writing

G.14 Writing Communities and Cultural Literacies
Room M108, Marquis Level
Chair: Andrew Blake, Delaware State University, Dover
Speakers:
Nichole Stanford, CUNY Graduate Center, NY, “All My Cajun Relations: The Place of Family in Academic Writing”
John Van Rys, Redeemer University College, Ancaster, Ontario, Canada, “Contested Ethical Space: Research Writing and Its Communities”
Elizabeth Matway, University of Pittsburgh, PA, “Our L2 Relations: Resisting English-Only for Writing-Intensive Courses”
Friday, 9:30–10:45 a.m.

Research

G.15 Research on Research
Room M109, Marquis Level
Chair: Charlotte Brammer, Samford University, Birmingham, AL
Speakers: Holly Bruland, University of Hawaii Manoa, Honolulu, “A New Turn in Teacher Research: Contesting the Teacher/Student Binary through Trinary Classroom Configurations”
Carrie Leverenz, Texas Christian University, Fort Worth, “Lore, the IRB, and Other Problems with Writing about Teaching”
Amanda MacDonald, Auburn University, AL, “Do as I Say, Not as I Do: Exploring the Space between Published Works and Training Materials on Teaching Research through Inquiry”

Research

G.16 Embracing the Disruptions: Approaches to Doing Queer Methodologies
Room M202, Marquis Level
Chair: Will Banks, East Carolina University, Greenville, NC
Speakers: Gina Patterson, Miami University, Oxford, OH, “Queer: A Methodological Undoing”
Lisa Blankenship, Miami University, Oxford, OH, “Critical Empathy as a ‘Queer Methodology’”
Caroline Dadas, Miami University, Oxford, OH, “Queer Methodological Approaches to Online Research”
Travis Webster, Michigan State University, East Lansing, “The Role of Self-Disclosure in a Queer Methodology”

Writing Programs

G.17 Photography, Writing, and the Drafts of History
Room M302, Marquis Level
Chair: Doug Hesse, University of Denver, CO
Speakers: Kathleen Blake Yancey, Florida State University, Tallahassee, “Glad You’re Not Here: The 1906 San Francisco Earthquake, Postcards, Scrapbooks, and Visual Compositions of the Past”
Doug Hesse, University of Denver, CO, “Camera as Moleskin, Writing and Imaging”

Information Technologies

Room M303, Marquis Level
Chair: Krista Kennedy, Syracuse University, NY
Speakers: Jessica Reyman, Northern Illinois University, DeKalb, “Copyright on Campus: The Rhetorical Work of Anti-Piracy Campaigns”
Justin Lewis, Syracuse University, NY, “Rhetoricizing Labor: Piratical Writing Practice and Black Market Economies”
Krista Kennedy, Syracuse University, NY, “The Daw and the Honey Bee: Anxiety and Piracy in the 1728 Chambers’ Cyclopaedia”

Teaching Writing & Rhetoric

G.19 Making Metaphor, Discovering Relations
Room M304, Marquis Level
Chair: Katherine Sohn, Pikeville College, KY
Speakers: Ruth Josimovich, CUNY/John Jay and School of Visual Arts, NY, “Metaphor”
Georgia Reid, CUNY Graduate Center, NY, “Metaphor”
Dominique Zino, CUNY Graduate Center, NY, “The Reader, the Writer, the Metaphor: Encouraging Relations between ‘Aesthetic Reading’ and College Composition”

Theory

G.20 Theories of Identity
Room L401, Lobby Level
Chair: Wendy Blanchard, Clemson University, SC
Speakers: Jessica Yood, CUNY, Lehman College, Bronx, “All Our Self-Relations: Composition and the Autopoetic Turn”
Kim Moreland, University of Wisconsin-Madison, “Rhetorical Entrapment via Autonomy – Rethinking Identity and Agency”

Institutional and Professional

G.21 Understanding Our Relations: Contested Ideologies and Practices in WPA Work
Room L402, Lobby Level
Chair: Marc Scott, New Mexico State University, Las Cruces
Speakers: Seth Myers, New Mexico State University, Las Cruces, “The Problems of Praxis: Institutional and Theoretical Positions in Conflict”
Patti Wojahn, New Mexico State University, Las Cruces, “Administering the Boundaries: WPA Work across Professional and Institutional Borders”
Marc Scott, New Mexico State University, Las Cruces, “Compliment and/or Complicate: Contested Ideologies within WPAs and in WPA work”
Friday, 9:30–10:45 a.m.

Language

G.22 Local-Global Negations of Literacy and Multilingualism
Room L403, Lobby Level
Chair: Warren Rochelle, University of Mary Washington, Fredericksburg, VA
Amber Engelson, University of Massachusetts Amherst, “Writing as Intercultural Practice: Local-Global Negotiations in an Indonesian Literacy Context”
Nicole Walls, West Texas A&M University, Canyon, “Language in the Working World: The United States, UNESCO, and the Place of Multilingualism in Economic Development”

Information Technologies

G.23 Poiesis in Motion: Rhetoric, Composition, and Mobility
Room L404, Lobby Level
Chair: Ehren Pflugfelder, Purdue University, West Lafayette, IN
Speakers: Ehren Pflugfelder, Purdue University, West Lafayette, IN, “Kinesis, Techne, and the ‘Mobilities Turn’ in Rhetoric”
Lars Soderlund, Purdue University, West Lafayette, IN, “Rhetors on the Move: The Recurring Significance of Peripatetic Rhetoric”
Jason Swarts, North Carolina State University, Raleigh, “Being Somewhere: The Mobile Composition of Location”
Rylish Moeller, Utah State University, Logan, “Accounting for Mobility: Empirical Research on Students’ Mobile Composing Practices”

Community, Civic & Public

G.24 Education Behind Bars
Room L405, Lobby Level
Chair: Carl Donner, Palm Beach Atlantic University, FL
Speakers: Sherry Robertson, Arizona State University, Tempe, “Not Your Average Internship: Reaching the Un-Reachables”
Joseph Lockard, Arizona State University, Tempe, “Prison Education as a Human Right”
Annette Priesman, Hawaii Pacific University, Honolulu, “Teaching the Un-teachables: The Importance of a Prison Education”
Contesting Boundaries

G.25 Porn and (Bad) Grammar: What Can We Learn?
Room L406, Lobby Level

Chair: Seth Mulliken, North Carolina State University, Raleigh
Speakers: Dennis Hall, University of Louisville, KY, “Literotica and the Elements of Style: Advice for Pornographic Writers Online”
Gina Hanson, California State University San Bernardino, “Grammar, Fluency, Error, and Style: Considering How Composition, Creative Writing, and Applied Linguistics/TESL Conceptualize Writing through Their Approaches to Grammar”
Chloe De los Reyes, California State University San Bernardino, “Grammar, Fluency, Error, and Style: Considering How Composition, Creative Writing, and Applied Linguistics/TESL Conceptualize Writing through Their Approaches to Grammar”

Teaching Writing & Rhetoric

G.26 Toward Sustained Communities: Affective Investments and the Stories We Tell about Ourselves
Room L503, Lobby Level

Chair: Rob Mawyer, Rock Valley College, Rockford, IL
Speakers: Rob Mawyer, Rock Valley College, Rockford, IL, “Excess Desire: Re-Telling the Story of High English Teachers”
Kelly Mannise, Nova Southeastern University, Ft. Lauderdale, FL, “Dirty Little Secrets?: Revising Composition’s Narratives through Students’ Voices”
Tom McCulley, Heartland Community College, Normal, IL, “All Our Bad Relations: Trauma in the Developmental Writing Classroom”

Contesting Boundaries

G.27 All Our Relations Make L2 Writing Work: Students, Tutors, Instructors, and WPAs
Room L504, Lobby Level

Chair: Elizabeth Woodworth, Auburn University, AL
Speakers: Rachel Reed, Auburn University, AL
Emily Young, Auburn University, AL
Elizabeth Woodworth, Auburn University, AL
Friday, 9:30–10:45 a.m.

Contesting Boundaries

G.28 From HBCU to Hollywood Pedagogy: New Connections in Teaching Writing
Room L505, Lobby Level

Chair: Mina Brunyate, Goucher College, Baltimore, MD
Speakers: Beth Burmester, Georgia State University, Atlanta, GA, “Hollywood Pedagogy and All Our (Film) Relations: What Movie Students Teach Us about Teacher Education”
Kedra James, University of Alabama, Tuscaloosa, “Critical but Contested Space: First-Year Writing Programs at Historically Black Colleges and Universities”

Teaching Writing & Rhetoric

G.29 Contesting Plagiarism
Room L506, Lobby Level

Chair: Alyssan Barnes, Shorter University, Rome, GA
Speakers: Antonio Ceraso, DePaul University, Chicago, IL, “From Controlled Materials to Control Societies: Contesting Histories of Composition and Plagiarism”
Jim Sundeen, Metropolitan State College of Denver, CO, “Not So Safe Assign: The Pitfalls of an Uncritical Reading of ‘Plagiarism’ Reports”

Contesting Boundaries

G.30 Contesting CCCC Spaces: Undergraduate Research at the National Convention
Room L507, Lobby Level

Co-Chairs: Gregory Giberson, Oakland University, Rochester, MI
Laurie Grobman, Penn State University-Berks, Reading
Speakers: Jacob Matthews, Oakland University, Rochester, MI, “Facing Fear: A Systematic Approach to Writing Anxiety in the Writing Center”
Amanda Deschamps, Oakland University, Rochester, MI, “Writing Undergraduates in the Writing Center: The Reconciliation between Writing Center Pedagogical Belief’s and the Study of Writing as a Discipline”
Angina DeLeon, Penn State-Berks, Reading
Alyssa Williams, Penn State-Berks, Reading
Jason Carabelli, Oakland University, Rochester, MI, “Undergraduate Writing Majors: Opening Space for New Voices”
Friday, 9:30–10:45 a.m.

**Writing Programs**

**G.31** A Place at the Table: The Contested Space of Writing in a Corporate Curriculum  
Room L508, Lobby Level  
*Chair:* Vivian Cadbury, The Culinary Institute of America, Hyde Park, NY  
*Speakers:* Vivian Cadbury, The Culinary Institute of America, Hyde Park, NY  
Amanda Vladick, The Culinary Institute of America, Hyde Park, NY  
Richard Horvath, The Culinary Institute of America, Hyde Park, NY

**Institutional and Professional**

**G.32** Blurring Disciplinary Boundaries and Identities: Expanding Local Writing Relations through an Interdisciplinary Writing TA Program  
Room A701, Atrium Level  
*Chair:* Kimberly Harrison, Florida International University, Miami  
*Speakers:* Kimberly Harrison, Florida International University, Miami, “An Interdisciplinary Writing TA Program: Design, Purpose, and Programmatic Identity”  
Michael Creeden, Florida International University, Miami, “Interrogating Writing Faculty Identity through Interdisciplinary Collaboration”  
Shelley Wick, Florida International University, Miami, “Lessons Learned: Interdisciplinary Views of Writing and Writing Pedagogy”  
Carolina Zumaglini, Florida International University, Miami, “Serving as a Writing Ambassador in the History Department: Challenges and Successes”

**History**

**G.33** African American Rhetorics: Literacies  
Room A702, Atrium Level  
*Chair:* Danielle Hinrichs, Metropolitan State University, St. Paul, MN  
*Speakers:* Kristi Melancon, Louisiana State University, Baton Rouge, “The New Orleans Tribune: Periodicals as a Contested Space of Black Men’s Economic Literacy”  
Sue Carter Wood, Bowling Green State University, OH, “Assessing the Activism of Hallie Quinn Brown”  
Maria Bibbs, University of Wisconsin-Madison, “Revisiting the Literacy Myth during the Progressive Era”
Writing Programs

G.34  Assessing Programmatic Relationships: Bridging Internal, Interdisciplinary, and Institutional Gaps
Room A703, Atrium Level

Chair: Eli Goldblatt, Temple University, Philadelphia, PA
Speakers: Jaime Lynn Longo, La Salle University, Philadelphia, PA, “Apples and Oranges: Conducting Assessment on a Program in Flux”
Meghan Wilson Brenneman, La Salle University, Philadelphia, PA, “Bridging the Secondary/Postsecondary Divide: Determining Effective Assessment in a Comprehensive Dual Enrollment Program”
Elizabeth G. Allan, Oakland University, Rochester, MI, “Kairotic Assessment: A Research-Based Approach to Designing and Reporting Writing Program Assessment”
Jim Nugent, Oakland University, Rochester, MI, “Kairotic Assessment: A Research-Based Approach to Designing and Reporting Writing Program Assessment”
Respondent: Linda Adler-Kassner, University of California, Santa Barbara

Contesting Boundaries

G.35  Being with Others: Animals, Prosthetics, Implements, and Interfaces
Room A704, Atrium Level

Chair: Matthew Levy, Pacific Lutheran University, Tacoma, WA
Speakers: Scot Barnett, Clemson University, SC, “Rhetoric and the World Without Us”
Matthew Levy, Pacific Lutheran University, Tacoma, WA, “Kynicism and Relinquishment: Experiments in Disimbrication”
Amanda K. Booher, Texas Tech University, Lubbock, TX, “An Eye for a Leg: (Dis)ability, Prosthetics, and Olympics”
Geoffrey Sirc, University of Minnesota, Minneapolis, “Writing at the Point of Traumatic Need”
Cynthia Haynes, Clemson University, SC, “Accidental Metaphysics: What Animals Don’t Think About”

Teaching Writing & Rhetoric

G.36  Punishing Writing/Writing as Punishment
Room A705, Atrium Level

Chair: Carlos Salinas, University of Texas, El Paso
Speakers: Cathy Amanti, University of Arizona, Tucson, “Punishing Writing/Writing as Punishment”
Kathryn Ortiz, University of Arizona, Tucson, “Case Studies of the Long Term Consequences of Using Writing as Punishment”
Custis Acosta, University of Arizona, Tucson, “Rewarding Writers: Liberating and Empowering Chican@ Youth through Prose”
Contesting Boundaries

G.37 Collapsing Non/Academic Spaces with Comics and Graphic Novels
Room A706, Atrium Level
Chair: Simone J. Billings, Santa Clara University, CA
Speakers: Pauline Uchmanowicz, SUNY New Paltz, “Comics at the Interstice”
Eric Stainbrook, Forsyth Technical Community College, Winston-Salem, NC,
“Reading Sequential Images”
Franny Howes, Virginia Tech, Blacksburg, “Pulling Panels: Contesting the Boundaries of Rhetoric through Comix”

Community, Civic & Public

G.38 Civic Action, Social Justice, and the Human Flesh Search Engine:
Examining Public-Digital-Spaces-for-Public-Advocacy
Room A707, Atrium Level
Chair: Chris Gerben, University of Michigan, East Lansing
Speakers: Joannah Portman Daley, University of Rhode Island, Kingston,
“Digital Citizen, Contested Citizen: How Social Media Spaces Can Unite Divided Notions of Civic Action”
Lehua Ledbetter, Michigan State University, East Lansing, “Fascism or Dialectic? The Human Flesh Search Engine and China’s Ascendance in the Global Scene”
Collette Caton, Syracuse University, NY, “Advocating with/for the ‘Other’: Utilizing Contested Virtual Spaces for Social Justice Work”

Teaching Writing & Rhetoric

G.39 Using Audio Response Methods to Enhance the “Human Touch” of Online Writing Instruction
Room A708, Atrium Level
Chair: Jeff Sommers, West Chester University, PA
Speakers: Sue Sipple, University of Cincinnati, OH, “Fostering the Student-Professor Bond: Audio Commentary in Online Writing Classes”
Jeff Sommers, West Chester University, PA, “‘Other’ Kinds of Comments: Rhetorical Opportunities and Audio Response”
Brittany Stephenson, Salt Lake City Community College, UT, “Embodying Virtual Space: a Case Study in Audio Commentary”
Scott Warnock, Drexel University, Philadelphia, PA, “AV Commentary on Student Writing: What the Video Brings to the Classroom”
H Sessions: 11:00 a.m.–12:15 p.m.

**Featured Session**

"On a Distant Journey": Defining and Teaching the World in World Literature
Marquis Ballroom, Salon B, Marquis Level

We are students who took a Spring 2010 World Literature class at Kennesaw State University and who wrote a conference paper co-authored by 31 KSU undergraduates. We are English, Education, Psychology, Biotechnology, Photography, Information Systems, Communications, Nursing, Sport Management, and Anthropology majors who found common ground in our discussions about love, war, the canon, politics, race, and gender. We are individuals who experience and represent the cultural dynamics about which we studied—individuals who coach high school, volunteer, collaborate with artists, teach in elementary schools, are elected student senator, and study abroad in Turkey and Ireland. We argue that this course encouraged us to affirm diversity by shattering cultural misconceptions, acting as a gateway for interpreting other cultures, and providing us with strategies to critically approach world realities. We discovered in this literature nothing short of how each work is a reflection of and on the world.

**Authors:** Melanie Avery, Steven Barnes, Meredith Bolte, Suzette Boza, John DeFoor, Erica Eckman, Georgette Forrest, Carlie Gentry, Robert Henderson, Shakeerah Hicks, Tia Johnson, Reggie Joseph, Jes Kaltman, Kayt Lieberman, Sarah Loeffler, Emily Madden, Audrey McAnarney, Jennifer McKelvy, Wazzy Mughal, Jessica Namynanik, Jade Novak, Clara Reed, Jordan Richards, Chris Shillinger, Andy Simpson, Kelli Sneed, Sam Sugar, Anna Tolbert, Julianna Vannest, David Vu, Lisa Zuniga

**Rochelle L. Harris** teaches writing and literature at Kennesaw State University in Kennesaw, Georgia, where she had the great honor of teaching the World Literature class that is a featured speaker on this panel. Rochelle has taught writing, rhetoric, and creative writing to undergraduate and graduate students for 15 years, receiving two prestigious teaching awards and serving as a Visiting Assistant Professor in Rhetoric at Michigan State University in 2007. Rochelle publishes in such journals as *Fourth Genre, Crab Orchard Review, Women’s Studies Quarterly, Writing on the Edge,* and *The Writing Instructor.* She received her Ph.D. from the University of Nebraska-Lincoln.
Featured Session

Contesting and Constructing Asian American Rhetorics: Reflections and Possibilities
Marquis Ballroom, Salon C, Marquis Level

In this presentation, Morris Young will reflect on the development of scholarship in Asian American rhetoric and look toward the connections that may be made with existing rhetorical traditions and emerging rhetorical theory. In seeking to understand the relations between tradition and innovation, between history and present, Young examines the contested spaces of Asian American rhetoric and where and how it exists in rhetorical studies.

Terese Guinsatao Monberg’s work focuses on methodologies for uncovering, documenting, mobilizing, and renewing Asian Pacific American and Filipina/o American rhetorical and historical legacies. She is currently at work on a book-length project examining Asian American notions of dwelling and listening—and how those notions can inform civic engagement and writing program curricula. Recent publications include a book chapter in Representations: Doing Asian American Rhetoric and an article in Reflections: A Journal of Writing, Service-Learning, and Community Literacy.

Mira Shimabukuro completed her dissertation, Relocating Authority: Japanese American Writing to Redress Mass Incarceration, focusing on the historical and contemporary literacy practices performed by the imprisoned Japanese American community during World War II. Published work from this study includes a chapter on Japanese American resistant rhetoric in LuMing Mao and Morris Young’s collection, Representations: Doing Asian-American Rhetoric and an article on the private literacies of incarcerated Japanese Americans, “Me Inwardly Before I Dared: Japanese Americans Writing to Gaman,” now forthcoming in College English. A working poet, Mira also has creative work published in journals like CALYX, Raven Chronicles, Bamboo Ridge Quarterly and The Seattle Review. After several years of teaching in
alternative high schools, community programs, and both two- and four-year colleges, Mira recently joined the faculty at Highline Community College in Des Moines, Washington, where she teaches both pre-college and first-year composition, as well as an introductory course in multicultural rhetorics. She lives in Seattle.

LuMing Mao is a professor of English and director of the Asian and Asian American Studies Program at Miami University. He is author of Reading Chinese Fortune Cookie: The Making of Chinese American Rhetoric and co-editor of Representations: Doing Asian American Rhetoric, which received honorable mention for the 2009 Mina P. Shaughnessy Prize. He has also co-edited Comparative Rhetorical Studies in the New Contact Zone: Chinese Rhetoric Reimagined, a special symposium in the June 2009 issue of College Composition and Communication, and guest-edited the March 2010 issue of College English. He is currently working on a book project, Search for a Tertium Quid: Studying Chinese Rhetoric in the Present.

**Speakers:**

**Morris Young**

“Relations and Reflections: Contested Spaces of Asian American Rhetoric”

**Terese Guinsatao Monberg**

“Geographies of Remembering: Asian/American Theories of Space, Movement, and Listening”

**Mira Shimabukuro**

“From Enemy Aliens to Parents of Citizens: A Case of Asian American Rhetoric from the Mothers of Minidoka”

**LuMing Mao**

“Becoming/History: Theorizing Asian American Rhetoric through Paradox”
**Teaching Writing & Rhetoric**

**H.01  Sisters, Feminists, and the Third Space**  
International Ballroom A, International Level  
*Chair:* Rebecca Gardner, Minnesota State University, Moorhead  
*Speakers:* Jennifer Dorsey, St. Louis University, MO, “Bless This Mess: A Feminist Critique (and Acceptance) of the Writing Portfolio”  
Michelle Holley, University of Cincinnati, OH, “‘Can I Get a Witness?’ Testifying in Contested Spaces for the Urban Student and her Jesuit Sister”  
Anne McCarty, Xavier University, Cincinnati, OH, “‘Can I Get a Witness?’ Testifying in Contested Spaces for the Urban Student and her Jesuit Sister”

**Contesting Boundaries**

**H.02  Refiguring the Public Sphere: Cherokee, Appalachian, and Cuban Identities**  
International Ballroom B, International Level  
*Chair:* James R. Zimmerman, James Madison University, Harrisonburg, VA  
*Speakers:* Amanda Moulder, University of Kentucky, Lexington, “‘They ought to mind what a woman says’: Eighteenth-Century Cherokee Women’s Critical Literacies as a Challenge to the Bourgeois Public Sphere”  
Elizabeth Lowry, Arizona State University, Tempe, “The Flower of Cuba: Rhetoric, Representation, and Circulation in the Public Sphere During the Build-Up to the Spanish American War”  
Krista Bryson, The Ohio State University, Columbus, “Contesting the Boundaries of Regional Identity: A New Rhetorical Theory of Appalachia”

**Contesting Boundaries**

**H.03  What We Talk about When We Talk about Writing: Conversations among Teachers and Students**  
International Ballroom C, International Level  
*Chair:* Chris Fosen, California State University, Chico  
*Speakers:* Kay Siebler, Missouri Western State University, St. Joseph, “When the First Voice You Hear IS Your Own: Making Room for ALL Our Fiends and Relations in Teacher Development”  
Lauren Fitzgerald, Yeshiva University, New York, NY, “Teaching English Studies’ Contested Relations through (Student) Authorship”  
Bill Phillips, University of Tennessee-Knoxville, “FYC Pedagogical Strategies: A Survey of Teachers and Statements of Teaching Philosophy”
Friday, 11:00 a.m.–12:15 p.m.

Theory

H.04 Deliberating Whiteness in the Teaching of Rhetoric and Writing
Marquis Ballroom, Salon D, Marquis Level

Chair: Krista Ratcliffe, Marquette University, Milwaukee, WI
Speakers: Jennifer Trainor, San Francisco State University, CA, “Racial Memory and Classroom Practice: Exploring the Boundaries of Race and Class with White Teachers”
Annette Powell, Bellarmine University, Louisville, KY, “How Do We Engage in ‘Disorientation’ as a Way to Confront Our Privilege?”
Vorris Nunley, University of California, Riverside, “Cultural Rhetorics: Transforming Theory or Refiguring Whiteness?”
Joyce Irene Middleton, East Carolina University, Greenville, NC, “Why Do We Still Believe in Whitesness (and Reproducing White Privilege)?”

Respondent: Tammie M. Kennedy, University of Nebraska at Omaha

Contesting Boundaries

H.05 Questionable Relations, Questionable Narrations:
The Forming of Teachers and Curriculum in a National Project Site
Imperial Ballroom, Salon A, Marquis Level

Chair: Sherrie Gradin, Ohio University, Athens
Speakers: Sherrie Gradin, Ohio University, Athens, “Questionable Narrations: Voices that Empower? Or Disenfranchise?”
Tallin Phillips, Ohio University, Athens, “Questionable Narrations: Voices that Empower? Or Disenfranchise?”
Susan Hagerty, Ohio University/Belpre High, Athens, “Questionable Relations: Reconsidering the Narrative Construction of Appalachian Teachers”
Don Dudding, Ohio University/Meigs High, Athens, “Questionable Relations: Reconsidering the Narrative Construction of Appalachian Teachers”

Contesting Boundaries

H.06 Going Global:
Rhetorical Studies and the Geopolitics of Witnessing
Imperial Ballroom, Salon B, Marquis Level

Chair: Eileen Schell, Syracuse University, NY
Speakers: Elizabeth Flynn, Michigan Technological University, Houghton, “Gayatri Spivak as Rhetor and Witness”
Wendy Hesford, The Ohio State University, Columbus, “Ghostly Publics: Rhetorical Memory and the Cambodian Genocide”
Wendy Hinshaw, Florida Atlantic University, Boca Raton, “Contested Authors: Responding to Art and Writing by Prisoners”

Respondent: Min-Zhan Lu, University of Louisville, KY
Contesting Boundaries

H.07 Weaving Our Social Network: Acts of Participatory Composition Using New Media
Room M101, Marquis Level

Chair: Iraj Omidvar, Southern Polytechnic State University, Marietta, GA
Speakers: Kim Haimes-Korn, Southern Polytechnic State University, Marietta, GA, “I Map Therefore I am: Understanding Our Relations through Visual Maps of the Imagination”
Jeff Orr, Southern Polytechnic State University, Marietta, GA, “Values, Blogs, and Tweets: Ideological Becoming”
Iraj Omidvar, Southern Polytechnic State University, Marietta, GA, “Joining the Conversation in the Network Society: Project-Based Citizen Journalism in the Classroom”

Community, Civic & Public

H.08 Service Learning & Web 2.0: Contested Spaces, New Literacies, and Pedagogy for the Digital Age
Room M102, Marquis Level

Chair: Lynn Reid, Brookdale Community College, Lincroft, NJ
Speakers: Lynn Reid, City College of NY/Brookdale Community College, “Bridging the Gaps: Reconsidering Access and Community through Digital Activism”
Laura Howard, Georgia State University, Atlanta, “Literacy, Access, and Community: Social Media, Freshman Composition, and Beyond”
Gabriel Flacks, Champlain College Saint-Lambert, Quebec, Canada, “Literacy, Community, and the Newsactivist Curriculum”

Teaching Writing & Rhetoric

H.09 Come to Jesus: The Heuristics of Science and Faith in the Southern Composition Classroom
Room M103, Marquis Level

Chair: Courtney Watson, University of Southern Mississippi, Hattiesburg
Speakers: Jennifer Burkett, University of Southern Mississippi, Hattiesburg, “Navigating Sacred Spaces in the Ivory Tower”
Jennifer Robertson, University of Southern Mississippi, Hattiesburg, “Scientificness: Student Perception of Scientific Authority in Academic Writing”
Corey Latta, University of Southern Mississippi, Hattiesburg, “And the ‘Word’ Became Text: Faith-Based Claims in Freshman Composition”
Friday, 11:00 a.m.–12:15 p.m.

**Professional and Technical Writing**

**H.10 Where Print Meets Digital**
Room M104, Marquis Level

*Chair:* Mary Daniloff-Merrill, Southwest Minnesota State University, Marshall

*Speakers:* Meredith Zoetewey, University of South Florida, Tampa, “Professional Writing on the Cheap? Defining the Deal Breakers When We’re Tempted to Do More with Less”
Kara Poe Alexander, Baylor University, Waco, TX, “Technical Instructions’ Impact on Users: Relationships between Print and Multimodal Texts”
Geoffrey Sauer, Iowa State University, Ames, “Databases and Textbooks, Whether ‘Natural Enemies’ Or Not, Can Become Allies”

**Teaching Writing & Rhetoric**

**H.11 Zombies, Vampires, and (The) Stuff: Re-Configuring Contested Spaces via Horror Texts**
Room M105, Marquis Level

*Chair:* Rocky Colavito, Butler University, Indianapolis, IN

*Speakers:* Rocky Colavito, Butler University, Indianapolis, IN, “‘We Are Going to Consume You!’: Shambling Masses, Cultural Metaphors, and Zombie Texts in the Composition Classroom”
Kimberly Wine, Duke University, Durham, NC, “‘Spoon Fed (The) Stuff’: Contesting Conformity, Consumerism, and ‘Common Knowledge”
Erika J. Galluppi, East Carolina University, Greenville, NC, “‘What’s at Stake?’: Inviting the Vampire into the Composition Classroom”

**Contesting Boundaries**

**H.12 Embodied Pedagogy: The People, Places, and Things of the Writing Process**
Room M106, Marquis Level

*Chair:* Heather Urbanski, Central Connecticut State University, New Britain

*Speakers:* Christy Wenger, Lehigh University, Bethlehem, PA, “Moving the Sticky Mat into the Classroom: Embodying the Writing Process With Yoga”
Cydney Alexis, University of Wisconsin-Madison, “The Writing Habitat: Composition in Material Context”
Heather Urbanski, Central Connecticut State University, New Britain, “Web 2.0 and the Body: Using Familiar Technology to Reflect on the Physical World”
Contesting Boundaries

H.13 Student, Teacher, Scholar: Blurred Boundaries and Contested Relations
Room M107, Marquis Level

Chair: Stacey Waite, University of Pittsburgh, PA
Ryan Smith Madan, Worcester Polytechnic Institute, MA, “Who Disciplines the Discipline?: How Student Writers Remake Composition”
Gabrielle (Brie) Owen, University of Pittsburgh, PA, “ Adolescence and the Problem of Representation”

Academic Writing

H.14 Retooling Curricula
Room M108, Marquis Level

Chair: Teddi Fishman, Clemson University, SC
Speakers: Elizabeth Fleitz, Southeast Missouri State University, Cape Girardeau, “‘Citation Needed’: Teaching the Research Project Using Wikipedia”
Rhonda Waterhouse, York College, PA, “Graphic Organizers Facilitate the Discovery of Hidden Relationships in the Contested Knowledge of Literature: Academic Writing Students CAN Write Comprehensive and Polished Literature Reviews!”
John Walter, Creighton University, Omaha, NE, “Enacting Memoria and Actio for Student Learning: Using Graphic Syllabi and Outcomes Maps”

Research

H.15 Research on Student Learning
Room M109, Marquis Level

Chair: Patricia Kain, Johns Hopkins University, Baltimore, MD
Speakers: Kennie Rose, University of Louisville, KY, “Revising the ‘Writing-about-Writing’ Course: Developing Skillful Writing Learners through Course Document Analysis”
Beth Young, University of Central Florida, Orlando, “Do Errors Matter If We Can’t Spot Them? How Writing Teachers React to Surface Error”
Darci Thoune, University of Wisconsin-La Crosse, “Making Thinking Visible: Mapping Conceptual Change in the First Year and Beyond”
Bryan Kopp, University of Wisconsin-La Crosse, “Making Thinking Visible: Mapping Conceptual Change in the First Year and Beyond”
Friday, 11:00 a.m.–12:15 p.m.

**History**

**H.16**  “We’ve Come this Far By Faith”: Women’s Literacy, Activism, and Faith Practices  
Room M202, Marquis Level  
*Chair:* Vicki Tolar Burton, Oregon State University, Corvallis  
*Speakers:* Reva Sias, Syracuse University, NY, “The African American Women’s Tradition”  
Jane Rosecrans, J. Sargeant Reynolds Community College, Richmond, VA, “The Transcendentalist Women’s Tradition”  
Violet Dutcher, Eastern Mennonite University, Harrisonburg, VA, “The Amish and Mennonite Women’s Tradition”

**Theory**

**H.17** Theorizing Boundaries and Borders  
Room M302, Marquis Level  
*Chair:* Christine Bailey, Union University, Jackson, TN  
*Speakers:* Shu-Fen Cheng, Indiana University of Pennsylvania, “Weaving Chi (Qi) into Writing in the Real World”  
Jiyoung Ryu, The Graduate Center, CUNY, NY, “What if I Contact a Disease?: The Dangers of the Contact Zone”  
Yndalecio Hinojosa, University of Texas at San Antonio, “Cuerpo: Excavating Rhetoric, Materiality, and Literacy on the Border”

**Information Technologies**

**H.18** Writing Text, Writing Code, Writing Connections  
Room M303, Marquis Level  
*Chair:* Dennis Jerz, Seton Hill University, Greensburg, PA  
*Speakers:* Julie Meloni, University of Virginia Library, Charlottesville, VA, “Everyone’s a Coder Now: Reading and Writing Technical Code”  
Annette Vee, University of Pittsburgh, PA, “(Code) Language as Action”  
Brian Ballentine, West Virginia University, Morgantown, “There is No Spoon? Addressing Narrative’s Supposed Absence in Computer Code”
Teaching Writing & Rhetoric

H.19 Critical Place-Based Curricula in Multimodal First-Year Composition: Theory, Pedagogy, Action
Room M304, Marquis Level

Chair: Barb Blakely, Iowa State University, Ames
Speakers: Barb Blakely, Iowa State University, Ames, “The Campus as Place: Multiple Perspectives for First-Year Composition”
Susan Pagnac, Iowa State University, Ames, “Your New Landscape: The Campus as Place”
Thomas Lindsley, Iowa State University, Ames, “I’m an Engineer, not an Activist: Reframing Social Action through Place-Based Public Writing”

Creative Writing

H.20 Toward a Vibrant Conversation: Contesting the Boundaries Between Essay and Poem
Room L401, Lobby Level

Chair: Sondra Perl, Lehman College and the CUNY Graduate Center, Bronx
Speakers: Benjamin Miller, CUNY Graduate Center, NY, “Lyric Essay as Ludic Essay: Language Games in the FYC Classroom”
Isabel Grayson, Hunter College and the CUNY Graduate Center, NY, “Music to the Ears: The Lyric Essay, an Instrument to Accompany the Scholarly”
Erica Kaufman, Baruch College and the CUNY Graduate Center, NY, “‘A Rose is a Rose is a. . . Thesis?’: Poetics, Pedagogy, Radical Grammar”

Writing Programs

H.21 From Strangers to Family: The Development of a First-Year Writing Program
Room L402, Lobby Level

Chair: Helen Raica-Klotz, Saginaw Valley State University, MI
Speakers: Mary Harmon, Saginaw Valley State University, MI, “‘E Pluribus Unum:’ Creating a First Year Writing Program”
Helen Raica-Klotz, Saginaw Valley State University, MI, “‘A Tree is known by its Fruit:’ Presenting a First-Year Writing Program to the Larger Community”
Bradley Herzog, Saginaw Valley State University, MI, “All in the Network: Expanding First-Year Writing Program Alliances within and beyond the University”
Friday, 11:00 a.m.–12:15 p.m.

Language

Room L403, Lobby Level
Chair: Lanette Cadle, Missouri State University, Springfield
Speakers: Amy Azevedo, Missouri State University, Springfield
        Lora Chamberlain, Missouri State University, Springfield
        Kevin James, Missouri State University, Springfield
        Julie Brooks, Missouri State University, Springfield

Information Technologies

H.23  Technologizing Collaborations and Conversations
Room L404, Lobby Level
Chair: Rebecca Skinner, Florida State University, Tallahassee
Speakers: Christin Phelps, North Carolina State University, Raleigh, “Building Relationships and Networks: Creating an Online GTA Peer Mentoring Community”
Meg McGuire, New Mexico State University, Las Cruces, “Unending Conversations: How the Pentad is a Useful Tool for Students Uncovering the Motivation of Contributors to Wikis”
Belle Gironda, American University in Cairo, Egypt, “What our Writing Does: Software Studies and Writing Pedagogy”

Community, Civic & Public

H.24  Can Care be Taught?: Perspectives on Emotion, Community, and the Digital
Room L405, Lobby Level
Chair: Jennifer Bay, Purdue University, West Lafayette, IN
Speakers: Jennifer Talbot, Purdue University, West Lafayette, IN, “Why Should I Care?: Resituating Care in Bodies and Institutions”
Jeremy Cushman, Purdue University, West Lafayette, IN, “Careful on the Computer Screen”
Jennifer Bay, Purdue University, West Lafayette, IN, “Cultivating Care: Personal Investment, Initiative, and Service Learning”
Contesting Boundaries

H.25 Self-Examination and (Trying to) Practice What We Preach
Room L406, Lobby Level

Chair: Mary King, University of Akron, OH

Speakers: Annie Mendenhall, The Ohio State University, Columbus, “Contesting Disciplinary Scripts: Rethinking Diversity Rhetorics on the CCCC Blog”
Kerri Considine, University of Tennessee, Knoxville, “Performing Composition: Practical Acting Theory and Composition Pedagogy”
Andrea Beaudin, Texas Tech University, Lubbock, “Practicing What We Preach? Rhetorically Analyzing Conference Performance”

Teaching Writing & Rhetoric

H.26 Grading Relations: Problematizing Current Grading Practices
Room L503, Lobby Level

Chair: Tess Evans, Ball State University, Muncie, IN

Speakers: Elizabeth Nesbitt, Ball State University, Muncie, IN, “Using an Indigenous Education Model for Undergraduate Composition Assessment”
Edward James Chambers, Ball State University, Muncie, IN, “Fattening the Curve: A Fat Studies Comparison of the BMI and the Bell Curve in Grading”
Emily Standridge, Ball State University, Muncie, IN, “Student Success vs. Grading Curves: Conflicting Paradigms”

Contesting Boundaries

H.27 Guerilla Spaces: Writing Globalization, Sustainability, and Resistance in Urban Environments
Room L504, Lobby Level

Chair: Antonia Massa-MacLeod, University of Wisconsin, Madison

Speakers: Adedoyin Ogunfeyimi, University of Wisconsin, Madison, “The 1999 Odi Massacre: Re/Producing Contested Spaces through Graffiti”
Antonia Massa-MacLeod, University of Wisconsin, Madison, “Citizen/Gardener: Adapting Sustainability in Contested Urban Spaces”
James Daniel, University of Wisconsin, Madison, “Contested Communities: Writing and Resistance in the Global Squatters’ Movement”
Friday, 11:00 a.m.–12:15 p.m.

Contesting Boundaries

H.28 Law, Community, and Play: Issues in Teaching Basic Writing
Room L505, Lobby Level

Chair: Robin Oswald, North Carolina State University, Raleigh
Speakers: Abby Nance, Gardner-Webb University, Boiling Springs, NC, “In Search of Duende in the Basic Writing Classroom”
Joyce Inman, University of Southern Mississippi, Hattiesburg, “Basic Writing Programming: Legally Contested Space”
Susan Gebhardt-Burns, Norwalk Community College, CT, “The Urgency of Building and Maintaining Community and Connection in the Community College Basic Writing Classroom”

Teaching Writing & Rhetoric

H.29 Reading (with) Our Students’ Writing
Room L506, Lobby Level

Chair: Jack Morales, Community College of Allegheny County, Pittsburgh, PA
Speakers: Carole Center, Lasell College, Newton, MA, “Composing a Reading”
Mary Beth Pennington, Virginia Military Institute, Lexington, “‘You Remind Me of Myself:’ Collaborative Literacy Narratives and the Virtues of Cultural Sameness in Literacy Research”
Leonard Podis, Oberlin College, OH, “The Value of Student Writing as Reading”
JoAnne Podis, Ursuline College, Pepper Pike, OH, “The Value of Student Writing as Reading”

Contesting Boundaries

H.30 Bricolage at Work: How Teacher/Student Collaboration Reconfigures Sites of Retorical Power
Room L507, Lobby Level

Chair: Michelle Iten, Texas Christian University, Fort Worth
Speakers: Meghan Roe, Texas Christian University, Fort Worth, “Flexing and Reflecting the Strengths of Learning-Disabled College Writers”
Angela Sowa, Texas Christian University, Fort Worth, “Unschooling, Un-teaching, Unwriting: A New Model for Self-Directed Learning in the Composition Classroom”
Alyssa Cavazos, Texas Christian University, Fort Worth, “Learning from Multilingual Writers’ Rhetorical Experiences: ‘Transcultural Repositioning’ in Latina/o Writers’ Resilient Narratives”
Michelle Iten, Texas Christian University, Fort Worth, “Maps in Motion: How Students and Instructors Can Chart New Ways of Knowing”
Academic Writing

H.31 The Story of the Dissertation Writing Institute
Room L508, Lobby Level
Chair: Anne Gere, University of Michigan, Ann Arbor
Speakers: Louis Cicciarelli, University of Michigan, Ann Arbor, “DWI: Programmatic Support for Dissertation Writing”
Paul Barron, University of Michigan, Ann Arbor, “The Role and Practice of a Creative Writer as a Dissertation Writing Facilitator”
Annie Hesp, University of Michigan, Ann Arbor, “The Dissertation Writing Institute in Practice: a Dissertator’s Perspective”

Institutional and Professional

H.32 Exploring Space in Challenging Economic Times: How Independent Writing Programs Have Crossed Boundaries, Built Relations, and Prospered during the Great Recession
Room A701, Atrium Level
Chair: Randall McClure, Georgia Southern University, Statesboro
Speakers: Scott Payne, University of Central Arkansas, Conway, “Growing Together in the Garden of Fine Arts and Communication: A Case Study of a Writing Department”
Donna Nelson-Beene, Bowling Green State University, OH, “YourSpace, MySpace, OurSpace: A First-Year Writing Program Maintains Separate Spaces without Building Walls or Going Broke”
Randall McClure, Georgia Southern University, Statesboro, “The Final Frontier: Independent Writing Units as Campus Leaders”
Respondent: Barry M. Maid, Arizona State University, Mesa

History

H.33 Histories of Literacy
Room A702, Atrium Level
Chair: Lori Ostergaard, Oakland University, Rochester Hills, MI
Shawn Casey, The Ohio State University, Columbus, “Enlightenment Writing about Writing and the Meanings of Modern Literacy”
Friday, 11:00 a.m.–12:15 p.m.

Writing Programs

H.34 The Other Side of the Street: Understanding the Reciprocal Effects of Working as a Peer Tutor
Room A703, Atrium Level

Chair: Clint Gardner, Salt Lake Community College, UT
Speakers: Clint Gardner, Salt Lake Community College, UT, “A Culture of Learning: The Effects of Working in a Community College Writing Center on Peer Writing Tutors”
Amber Jensen, Edison High School, Alexandria, VA, “From the Tutor’s Perspective: Social and Academic Benefits of High School Writing Center Tutoring”
Andrew Jeter, Indiana University of Pennsylvania, “Profound Impact: Examining the Relationship between Undergraduate Academic Maturity and High School Tutoring”
Dawn Fels, Indiana University of Pennsylvania, “What Peer Tutors Teach Us about the Effects of Standardized Writing Instruction”

Contesting Boundaries

H.35 Theorizing Comics as Alternative Discourse
Room A704, Atrium Level

Chair: Marilyn Cooper, Michigan Technological University, Houghton
Molly Scanlon, Virginia Tech, Blacksburg, “Knowledge and Power: Comics Journalism and War Discourse”
Eric La Freniere, James Madison University, Harrisonburg, VA, “Why God and Superheroes Don’t Mix: Comics and Contested Cognitive Space”
Respondent: Diana George, Virginia Tech, Blacksburg

Language

H.36 L2 Literacy Landscapes
Room A705, Atrium Level

Chair: Bronwyn Williams, University of Louisville, KY
Speakers: Alanna Frost, The University of Alabama in Huntsville
Suzanne Blum Malley, Columbia College Chicago, Oak Park, IL
Julia Kiernan, University of Louisville, KY
Respondent: Bronwyn Williams, University of Louisville, KY
Contesting Boundaries

H.37  “Leveling Up” Gee, Gaming, and the Composition Classroom
Room A706, Atrium Level

Chair: Samantha Blackmon, Purdue University, West Lafayette, IN
Speakers: Alex Layne, Purdue University, West Lafayette, IN, “Gaming the System in a System of Games: The Inherent Nature of Games in Pedagogy”
Jessica Kaiser, Purdue University, West Lafayette, IN, “There’s Nothing Casual about This Gaming”
Jessica Clements, Purdue University, West Lafayette, IN, “A Tale of Two Gamers: What Video Games Can Teach Us about Collaboration and Writing”

Contesting Boundaries

H.38  When Our Relations Come Over and Stay: Mapping Convergent Moments of Temporal, Kairotic, and Epistemic Infrastructure
Room A707, Atrium Level

Chair: J. James Bono, University of Pittsburgh, PA
Speakers: J. James Bono, University of Pittsburgh, PA, “Temporality and the Construction of Disaster Literacy: Moments of Infrastructural Emergence”
Casey Boyle, University of South Carolina, Columbia, “Media, Memory, and the Multiplicity of Composition: Moments of Academic Composition”
Douglas Walls, Michigan State University, East Lansing, MI, “Strange Bedfellows: Moments of Cultural and Professional Accessing”

Teaching Writing & Rhetoric

H.39  All Our Relations: (Teaching) Writing in the Global Now
Room A708, Atrium Level

Chair: Nancy C. DeJoy, Michigan State University, East Lansing
Speakers: Steven Lessner, Michigan State University, East Lansing, “Mapping the Process of Globalization across Institutional Contexts: The Place of First-Year Writing in Global Curricula”
Beatrice Smith, Michigan Technological University, Houghton, “All Our Relations: Mapping Space and Knowledge Creation in the ‘Global’ Now”
Collin Craig, Michigan State University, East Lansing, “Consuming Genders in Cross-Context Global Spaces”
For the past several years I have been collaborating on a book project with a group of esteemed Cherokee Nation and United Keetoowah Band elders and cultural traditionalists who call themselves the “Turtle Island Liars’ Club.” Now in the editorial stage and under advance contract with the University of North Carolina Press, Cherokee Stories of the Turtle Island Liars’ Club will represent the first volume of transcribed Western Cherokee oral traditional stories published in over forty years. This talk explores how Cherokee Stories was constructed through multiple nodes and channels of communication—oral, graphic, digital, and visual. More than simply a collection of orally recorded stories, the back story of the composition of Cherokee Stories shows how the book emerged within a complex matrix of forms of communication and technologies working sometimes in concert, other times at odds with one another as the Liars’ Club expressed their ideas concerning Cherokee culture, tradition, and teachings. Today, when elders email and Facebook as well as tell stories around the fire, what are the textual politics of communicating tradition?

**Dr. Christopher B. Teuton** is an Associate Professor of English at the University of Victoria, where he teaches Indigenous Literature, Multicultural Literature, and American Literature. A citizen of the Cherokee Nation, Dr. Teuton is author of Deep Waters: the Textual Continuum in American Indian Literature (University of Nebraska Press, 2010) as well as co-editor and co-author of Reasoning Together: the Native Critics Collective (University of Oklahoma Press, 2008). He spent 2009-10 as the Katrin H. Lamon Fellow at the School for Advanced Research on the Human Experience in Santa Fe, New Mexico, where he completed Cherokee Stories of the Turtle Island Liars’ Club, a collection of contemporary Cherokee oral traditional stories Dr. Teuton recorded and transcribed with four of his elders from the Cherokee Nation and
United Keetoowah Band of Cherokee Indians (under advance contract with the University of North Carolina Press).

Dr. Teuton’s research methodology is grounded in the concept of praxis: a mutual commitment to theory and practice in developing Indigenous knowledge and art. His Indigenous literary studies scholarship develops critical theoretical concepts that may shape the discipline to better reflect both academic and community-based discursive concerns. His present scholarly manuscript, The Cycle of Removal and Return: A Symbolic Geography of Indigenous Literature, offers a model for understanding the evolving narrative patterns that chart the literal and figurative movements of characters and plots in Indigenous literature. In addition to his work in academia, Dr. Teuton serves as a consultant with the Cherokee Nation where, with a group of Cherokee Nation stakeholders, he’s developing a Cherokee Nation K-12 educational curriculum.

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**Featured Session**

**We are 113!**

Marquis Ballroom, Salon B, Marquis Level

The history of rhetoric and composition as a field is full of rhetorical moves to solidify the disciplinarity of a field. The problem with discipline and disciplinarity is the set of rules required to uphold them. As scholars in a post-post-structuralist academic world, we know the lines that represent the rules are always already blurred. To manage, or to be managed in the academy, however, we have to mold ourselves to fit into the lines of conference proposal categories, calls for manuscripts, job application foci, as well as tenure and post-tenure review packets. As rhetoricians, we know that to get the speaking or publication gig or job interview, we have to adapt our scholarly interests, CVs, and teaching philosophies to fit the language used, even the specific words used, in the call for submissions. The purpose of this panel is to embrace the call of cluster 113 by breaking traditional boundaries. In this case, we break the boundaries of what is a scholarly panel and what are scholarly presentations. We use ourselves to break the boundaries of profes-
sional and scholarly identities. Most importantly, we ask that the audience break their own boundaries by reminding you that we are all 113.

*Speakers:*

**Rochelle (Shelley) Rodrigo**  
Mesa Community College, AZ

**Paul Kei Matsuda**  
Arizona State University, Tempe

**Kathleen Blake Yancey**  
Florida State University, Tallahassee

**Cynthia L. Selfe**  
The Ohio State University, Columbus

**Chris Anson**  
North Carolina State University, Raleigh

**Greg Glau**  
Northern Arizona University, Flagstaff

**Jay Dolmage**  
University of Waterloo, Ontario, Canada

**Kati Fargo**  
North Carolina State University, Raleigh

**Kevin Brock**  
North Carolina State University, Raleigh

**Lamiyah Bahrainwala**  
Michigan State University, East Lansing
Contesting Boundaries

I.01 Contesting the Consequences of Language: Examining the Material Effects of Medical Discourse, Drug Coding, and Personal Narrative on Identity Formation
International Ballroom A, International Level

Chair: Barbara Heifferon, Louisiana State University, Baton Rouge
Regina Kelly, The University of Arizona, Tucson, “Coding, Cyborgs, and the Contested Self: Exploring Stories Regarding the Power of Language and Drugs in Depression Recovery”
Amy Hickman, The University of Arizona, Tucson, “Testimonio as the Gateway between Rhetorics of Emergence and Rupture in Jim Corder’s Yonder: Life on the Far Side of Change”

Contesting Boundaries

I.02 Remembering the Mamzers: Our Jewish Past as Professional Prologue
International Ballroom B, International Level

Chair: Russel Durst, University of Cincinnati, OH
Speakers: Russel Durst, University of Cincinnati, OH, “Straying from the Path: Composition and Other Jewish Dilemmas”
Marjorie Roemer, Rhode Island College, Providence, “Voices Far Older than Our Own: Untold Stories, Missing Chapters”
Sheridan Blau, Teachers College, Columbia University, New York, NY, “Jewish Identity and Anti-Academic Rhetoric: Jewish Veterans as Cultural Mamsers and Models for Intellectual Achievement”

Writing Programs

I.03 Teaching Composition in the Era of Dual-Credit: A Study of High School Writers in the Community College
International Ballroom C, International Level

Chair: Howard Tinberg, Bristol Community College, Fall River, MA
Speakers: Howard Tinberg, Bristol Community College, Fall River, MA, “Following the Paper Trail: What We Know and What We don’t Know about Dual-Credit Writers”
Ron Weisberger, Bristol Community College, Fall River, MA, “The Expansion of Dual Enrollment Programs: Why Now?”
Jean-Paul Nadeau, Bristol Community College, Fall River, MA, “Designing a Study of Dual-Credit Writers: Examining the Contested Border between High School and College”
Friday, 12:30–1:45 p.m.

**Community, Civic & Public**

I.04  **Texas Topoi and other Common-Places: The Importance of Writing Geographies**  
Marquis Ballroom, Salon D, Marquis Level  

Chair: Jenny Edbauer Rice, University of Missouri, Columbia  
Speakers: Jenny Edbauer Rice, University of Missouri, Columbia, “The Amarillo Aristotle”  
Jennifer Wingard, University of Houston, TX, “Discovering Houston: Locating and Writing the Neoliberal City”  
Byron Hawk, University of South Carolina, Columbia, “(Post)Disciplinary Networks: Texas as Topos, Chora, and Kenon”  
Rosa Eberly, The Pennsylvania State University, University Park, “Austin, Austin, Austin: Dallas and Dallastown”

**Theory**

I.05  **Fashioning Queer Relations: Fabricating, Crafting, and Designing Identities through Bodies and Texts**  
Imperial Ballroom, Salon A, Marquis Level  

Chair: Mimi Thi Nguyen, University of Illinois, Urbana-Champaign  
Speakers: Shereen Inayatulla, York College, CUNY, Jamaica, “Outfitting the Outcast: Sex Workers, Queer Femmes, and Our Fishnet Femifestos”  
Jennifer Kontny, University of Wisconsin-Milwaukee, “Back to the Drafting Board: Re-Patterning Textual Materiality through a Queer Analysis of the Fashioning of Michelle Obama”  
Kristin Prins, University of Wisconsin-Milwaukee, “Fashioning New Selves: Production, Craft and Shifting Subjectivities”  
Respondent: Mimi Thi Nguyen, University of Illinois, Urbana-Champaign

**Teaching Writing & Rhetoric**

I.06  **The Stories We Tell: Opening the Doors of Our Classrooms**  
Imperial Ballroom, Salon B, Marquis Level  

Chair: Tim McCormack, John Jay College of Criminal Justice, New York, NY  
Speakers: Harriet Malinowitz, Long Island University, Brooklyn, NY, “The Full-Class Writing Workshop”  
Sondra Perl, Lehman College, CUNY, Bronx, “Active Listening: Gesturing to What’s Not Yet Said”  
Charles Schuster, University of Wisconsin-Milwaukee, “Writing Groups: A Bakhtinian Perspective”
Contesting Boundaries

I.07  What If Our Keyword Were Literacy?
Room M101, Marquis Level

Chair: Brenda Glascott, California State University, San Bernardino

Speakers: Brenda Glascott, California State University, San Bernardino, “Histories of Nineteenth-Century Literacy and Twenty-First-Century Composition: Ideologies and Practices”
Richard Parent, University of Vermont, Burlington, “New Media Literacy: Questions and Answers for Contemporary Communication”
Tara Lockhart, San Francisco State University, CA, “Graduate-Level Writing as Literacy: Questioning Assumptions, Instructing Change”

Community, Civic & Public

I.08  Composing the “Extracurriculum”:
Translocal and Multimodal Public Writing
Room M102, Marquis Level

Chair: Jamie “Skye” Bianco, University of Pittsburgh, PA

Speakers: Jamie “Skye” Bianco, University of Pittsburgh, PA, “Scholar, Coder, Maker: Minimal Pedagogy and Maximal DIY in and beyond the Digital Composition Class(room)”
Hannah Gerrard, University of Pittsburgh, PA, “(Where the) Public Works: Transnational Dynamics in Public and Professional Writing”
Erin Anderson, University of Pittsburgh, PA, “Rethinking Composition’s ‘Extracurriculum’: Possibilities for Digital and Translocal Community”

Teaching Writing & Rhetoric

I.09  Digital Multiplicity:
The Global Skills for College Completion Project to Create a Replicable Model for Success in Basic Writing
Room M103, Marquis Level

Chair: Marisa Klages, LaGuardia Community College–CUNY, Long Island City

Speakers: J. Elizabeth Clark, LaGuardia Community College–CUNY, Long Island City, “The Faculty ePortfolio”
Michelle Zollars, Patrick Henry Community College, Martinsville, VA
Reid Sunahara, Kapi‘Olani Community College, Honolulu, HI
Friday, 12:30–1:45 p.m.

*Information Technologies*

I.10  “We Don’t Do That Here”: Pushing the (Digital) Boundaries of What We “Do” in Writing Center Spaces

Room M104, Marquis Level

*Chair:* Natalie Szymanski, Florida State University, Tallahassee  
*Speakers:* Natalie Szymanski, Florida State University, Tallahassee  
Rory Lee, Florida State University, Tallahassee  
Kelly Thayer, Florida State University, Tallahassee

*Teaching Writing & Rhetoric*

I.11  Teaching Writing at Public Comprehensive Public Universities

Room M105, Marquis Level

*Chair:* Emily Isaacs, Montclair State University, NJ  
*Speakers:* Emily Isaacs, Montclair State University, NJ, “What Do We Need to Know about Teaching Writing at the Public Comprehensive University?”  
Catherine Keohane, Montclair State University, NJ, “From Expository Writing to Intellectual Prose: Institutional Conceptions of First-Year Writing”  
Lauralee Lubrano, Montclair State University, NJ, “From High School to the Public Comprehensive University: What Is Literary Study?”  
Julia Wagner, Montclair State University, NJ, “Curb Your Dog and Keep off the Grass: English Composition and Manicured Lawn Values”  
Jennifer Maloy, Montclair State University, NJ, “Puedes entender lo que estoy diciendo?: Exploring Multilingualism in Basic Writing”

*Contesting Boundaries*

I.12  Investigating Relations of Place, Time, and Power in Literacy Research and Teaching

Room M106, Marquis Level

*Chair:* Lisa Patrick, The Ohio State University, Columbus  
*Speakers:* Valerie Kinloch, The Ohio State University, Columbus, “Relations of Literacy Research on/in Place and Time”  
Christy Bragg, The Ohio State University, Columbus, “Relations of Literacy Research on/in Place and Time”  
Tamara Butler, The Ohio State University, Columbus, “Relations of Power and Identity in Working with Students and Teachers”  
Allison Wynhoff Olsen, The Ohio State University, Columbus, “Relations of Power and Identity in Working with Students and Teachers”  
Cate Sacchi, The Ohio State University, Columbus, “Investigating Relations: Pedagogical Approaches and/in Multicultural Learning Spaces”  
Deborah Petrone, The Ohio State University, Columbus, “Investigating Relations: Pedagogical Approaches and/in Multicultural Learning Spaces”  
*Respondent:* Lisa Patrick, The Ohio State University, Columbus
Contesting Boundaries

I.13 Intersubjectivity as a Pedagogical Practice
Room M107, Marquis Level
Chair: Matthew Heard, University of North Texas, Denton
Speakers: Christopher Mays, Illinois State University, Normal, “Metaphors We Live (Dangerously) By: Why Appropriating Lakoff and Johnson Isn’t That Simple”
Kellie Sharp-Hoskins, Illinois State University, Normal, “Intersubjectivity and Pentadic Analysis”
Matthew Heard, University of North Texas, Denton, “Tonality and Intersubjectivity”

Academic Writing

I.14 Graduate Student Writing: Dissertations, Grant Proposals, and Publications
Room M108, Marquis Level
Chair: Stacy Montgomery, Florida State University, Tallahassee
Speakers: Christine Feak, University of Michigan, Ann Arbor, “Academic Writing for Graduate Students: It’s Not Just for International Students Any More”
Huiling Ding, Clemson University, SC, “The Contested Space of Plagiarism: Blurring Boundaries of Lab Knowledge, Templates, and Previous Publications”
Rebekah Buchanan, Temple University, Philadelphia, PA, “Finding New Relations: Developing Intentional Writing Communities among Dissertation Writers”

Research

I.15 Writing Center Research
Room M109, Marquis Level
Chair: Dixie Elise Hickman, American InterContinental University, Atlanta, GA
Speakers: Tzu-Shan Chang, Southern Illinois University at Carbondale, “The Relationality between ‘Self’ and ‘Other’: Native and Non-Native English Speaking Tutors’ Roles in the Writing Center”
Kathryn Evans, Bridgewater State College, MA, “Tutors’ and Students’ Perceptions of Silence in Writing Center Tutorials”
Friday, 12:30–1:45 p.m.

Writing Programs

I.16  Attitude Triage: Changing Student Attitudes toward Writing in Contested Spaces
Room M202, Marquis Level

Chair: Daphne Daugherty, Missouri State University, Springfield
Speakers: Sarah Wynn, University of Southern Mississippi, Hattiesburg,
“Learning Luggage: The Baggage Students Bring into WAC”
Daphne Daugherty, Missouri State University, Springfield, “We are All Writers:
Using Creative Writing Concepts to Give Students Pride in their Work”
Jen West, Missouri State University, Springfield, “Attitude Damage Control
in Teaching Individual Voice as a Second Language”

Theory

I.17  Cultural Rhetorics
Room M302, Marquis Level

Chair: Anne-Elizabeth Brodsky, Johns Hopkins University, Baltimore, MD
Speakers: Sarah Antinora, University of California, Riverside, “Rhetoric of
Hawaiian Sovereignty: Israel Kamakawiwo ‘Iole and Resistant Rhetoric”
Regis Mann, University of California, Riverside, “Reconceptualizing Iola’s
Crusade: A Rhetorical Study of Southern Horrors”
Kathleen Baldwin, University of Massachusetts, Amherst, “Alternative
Rhetorics, Alternative Assessments: Evaluating Marginalized Englishes”

Information Technologies

I.18  Digital Spaces With Material Implications: Advocacy, Crisis Management, and Community Empowerment
Room M303, Marquis Level

Chair: Deborah Teague, Florida State University, Tallahassee
Speakers: Peter Mayshle, University of Wisconsin-Madison, “Blogs to the
Rescue or Bayanihan 2.0: Investigating Community, Social Actors and
Legitimation in Blog Posts on Typhoon Ketsana in Manila”
Mary Elizabeth Sullivan, Niagara University, NY, “Gluten Free Food Blogs as
Social Action: This ain’t your mama’s Betty Crocker!”
Jennifer Ellis West, Louisiana State University, Baton Rouge, “(Dis) Embod-
ied Writing Online: Digital Media, Medical Discourse, and Childbirth
Advocacy”
Friday, 12:30–1:45 p.m.

**Teaching Writing & Rhetoric**

I.19  **The Interrelationship of Writing, Learning, and the Brain: Insights From Recent Neuroscience Research**
Room M304, Marquis Level

*Chair:* Pamela Bourgeois, California State University, Northridge  
*Speakers:* Irene Clark, California State University, Northridge, “Academic Identity and Neuroplasticity”  
Bettina J. Huber, California State University, Northridge, “The Intersection of Neuroscientific Insights and Student Perceptions of Their Learning”  
Lennie Irvin, San Antonio College, TX, “Implications of King and Kitchener’s Reflective Judgment Model for Writing Instruction”  
Toni Glover, University of Scranton, PA, “Learning with the Whole Brain: Neurobiological Research and the Emotion/Cognition Dichotomy”

**Professional and Technical Writing**

I.20  **The Rhetoric of Document Design in Public and Private Documents**
Room L401, Lobby Level

*Chair:* Alanna Frost, University of Alabama, Huntsville  
*Speakers:* Sam Dragga, Texas Tech University, Lubbock, “The Trivial Depiction of Safety Standards: Lessons for Technical Communicators”  
Theresa Donovan, University of Texas at El Paso, “‘The Rhetoric of Neutrality’ of the Blank Form: An Analysis of the Application for Naturalization”  
Sheila Page, University of Winnipeg, Manitoba, Canada, “Networking and Narrative: The Boundaries of Identity”

**Community, Civic & Public**

I.21  **Making Pacts: Moments of Dialogue, Campaigns for Justice**
Room L402, Lobby Level

*Chair:* Diana George, Virginia Tech, Blacksburg  
*Speakers:* Steve Parks, Syracuse University, NY, “Out of the Classroom and Into the Streets: Organizing Against Your Own University”  
Paula Mathieu, Boston College, MA, “Housed in a University but Working in the Streets: The Challenges of Professional Activism”  
John Trimbur, Emerson College, Boston, MA, “Asbestos Activism in South Africa: The Limits of Community Partnerships”  
Tamara Marko, Emerson College, Boston, MA, “Medellín: Violencia is Not the Whole Story”
Friday, 12:30–1:45 p.m.

Writing Programs

I.22 The Changing Shape of Two-Year College English Departments: Redefining Contested Spaces
Room L403, Lobby Level
Chair: Jeffrey Klausman, Whatcom Community College, Bellingham, WA
Speakers: Jeffrey Klausman, Whatcom Community College, Bellingham, WA,
“The Idea of a Writing Program at a Two-Year College”
Jared Anthony, Spokane Falls Community College, WA, “Assessing Components of a Writing Program: Where are We, and Where are We Going?”
Jeffrey Andelora, Mesa Community College, AZ, “Preparing the Under-Prepared: Professional Development for Adjunct Faculty”

History

I.23 Contested Ground:
Alternative Sites of Rhetorical Education, 1900-1930
Room L404, Lobby Level
Chair: Lisa Mastrangelo, The College of St. Elizabeth, Morristown, NJ
Speakers: Kate White, Indiana University Purdue University, Fort Wayne, “Contestable Sites: Rhetorical Education for Citizenship in the General Federation of Women’s Clubs”
Wendy Sharer, East Carolina University, Greenville, North Carolina, “Teaching to the (Con)test: Rhetorical Education for Labor Activism in The Women’s Trade Union League”
Nancy Myers, University of North Carolina at Greensboro, “Contesting Genteel Society: Emily Post’s Etiquette as Rhetorical Education for Social Mobility”
Friday, 12:30–1:45 p.m.

Research

I.24 Contesting Writing Spaces at the Institutional Level: Four Schools Make Meaning with Local Data from the NSSE Consortium for the Study of Writing in College
Room L405, Lobby Level
Chair: Charles Paine, University of New Mexico, Albuquerque
Speakers:
Constance Chisman, Georgian Court University, Lakewood, NJ, “Using Student Data from the NSSE to Revitalize the Writing Program at a Small Private University”
Margaret Marshall, Auburn University, AL, “From Student Engagement Data to Faculty Engagement in Student Learning: NSSE and the Faculty Improve Student Writing”
Drew Clark, Auburn University, AL, “From Student Engagement Data to Faculty Engagement in Student Learning: NSSE and the Faculty Improve Student Writing”
Michael Cripps, University of New England, Biddeford, ME, “Confirming and Contesting Perceptions of Spaces for Writing: Putting CSWC and Institutional Data in Conversation with the Writing Curriculum”
Margot Soven, La Salle University, Philadelphia, PA, “Meeting Students Where They Are: Revising a Writing Program Using the NSSE Survey Results”

Contesting Boundaries

I.25 Disconnected. Choppy. Abrupt.—Undoing Linguistic Heterogeneity
Room L406, Lobby Level
Chair: Carol Johnson, New Jersey Institute of Technology, Newark
Speakers:
Sharon Merritt, Santa Clara University, CA, “Crossing Language (Policy) Boundaries Development of Bilingual First Year Writing Courses”
Brice Nordquist, University of Louisville, KY, “Remembering to Forget Linguistic Heterogeneity in Politics and Pedagogy”
Sheila Mayne, University of Pennsylvania, Philadelphia, “Contesting Boundaries by Teaching Cohesion and Coherence”

Teaching Writing & Rhetoric

I.26 Hot for Teacher: Towards a Workable Feminist Pedagogy for Young Female Teachers
Room L503, Lobby Level
Chair: Anna Robb, Missouri State University, Springfield
Speakers:
Anna Robb, Missouri State University, Springfield, “Hot for Teacher: Towards a Workable Feminist Pedagogy for Young Female Teachers”
Jaimie Young, Missouri State University, Springfield, “Dealing with Student Incivility in the Female-led Classroom”
Jennifer Jackson, Missouri State University, Springfield, “Representations in Film and Media of Young Female Teachers”
Contesting Boundaries

I.27  ¿Usando español para tutoría en inglés?: A Study of Writing Center Tutoring Sessions involving Bilingual Tutors and Students
Room L504, Lobby Level
Chair: Shanti Bruce, Nova Southeastern University, Ft. Lauderdale, FL
Speakers: Kevin Dvorak, St. Thomas University, Miami Gardens, FL
Aileen Valdes, St. Thomas University, Miami Gardens, FL
Paula Gillespie, Florida International University, Miami
Dariel Suarez, Florida International University, Miami
Respondent: Shanti Bruce, Nova Southeastern University, Ft. Lauderdale, FL

Contesting Boundaries

I.28  Nineteenth Century Writing by Nurses as Emerging Feminist Rhetoric
Room L505, Lobby Level
Chair: Bradley Peters, Northern Illinois University, Rockford
Speakers: Joonna Trapp, Waynesburg University, PA, “The History of Nursing Rhetoric From Egypt to Today: Why We Should Care?”
Julianne Smith, Pepperdine University, Malibu, CA, “Florence Nightingale: The Lady with the Lamp and Victorian Healthcare Reform”
Henrietta Nickels Shirk, Montana Tech of the University of Montana, Butte, “The Rhetoric of Nursing in ‘Godey’s Lady’s Book’”

Teaching Writing & Rhetoric

I.29  Questioning Dominant Discourses
Room L506, Lobby Level
Chair: Jennifer Johnson, University of California, Santa Barbara
Speakers: Nur Yigitoglu, Georgia State University, Atlanta, “I didn’t know how to write this even in my language”: American Students Learning to Write in Turkish”
Diane Belcher, Georgia State University, Atlanta, “I didn’t know how to write this even in my language’: American Students Learning to Write in Turkish”
Tika Lamsal, University of Louisville, KY, “Remapping Composition in Transnational Contexts”
Arun Pokhrel, University of Florida, Gainesville, “Thinking beyond American Classroom: Connecting Composition, Literature, and New Media”
Contesting Boundaries

I.30  All Our Relations: Undergraduates, Graduates, and Professors Reaching Across Academic and Cultural Boundaries
Room L507, Lobby Level
Chair: Douglas Arnold Day, Texas State University, San Marcos
Speakers: Ky David Stevens, Texas State University, San Marcos, “Evolving Literacy and Contesting Academic Boundaries”
Stephanie Motz, Texas State University, San Marcos, “‘All Our Relations’: Othering the Other”
Jaime Armin Mejía, Texas State University, San Marcos, “Crossing Academic Boundaries to Reach a Rhetorical Understanding of Chicana/o Cultures”

Information Technologies

I.31  Affect and Technology: Interrogating Politics of Shame, Humor, Privacy, and Nostalgia in “Instruments” of Communication
Room L508, Lobby Level
Chair: Matthew B. Cox, Michigan State University, East Lansing
Speakers: Heather Branstetter, University of North Carolina at Chapel Hill, “Moving Potential: Shame and Transcendence through Serial Collective Memory Narratives”
Michael J. Faris, The Pennsylvania State University, University Park, “Historicizing Attachments to Privacy The Public/Private Distinction in Newsletters and Newspapers”
Will Kurlinkus, The Ohio State University, Columbus, “Nostalgia and New Media: The Rhetorical Affect of the Typewriter in the Twenty-First Century”

Institutional and Professional

I.32  Contested! Defending First-Year Composition in the Regional University Setting
Room A701, Atrium Level
Chair: David Brauer, North Georgia College and State University, Dahlonega
Speakers: Donna Gessell, North Georgia College and State University, Dahlonega, “The Political Context”
Linda Stallworth Williams, North Georgia College and State University, Dahlonega, “The Economic Context”
David Brauer, North Georgia College and State University, Dahlonega, “The Disciplinary Context”
Amy Childers Mansfield, North Georgia College and State University, Dahlonega, “The Squeezing of the Composition Class: A Defense of the Two-Course First Year Composition Sequence”
Friday, 12:30–1:45 p.m.

History

I.33 South Asian and Asian American Rhetorical Histories
Room A702, Atrium Level
Chair: Ruth Outland, Florida State University, Tallahassee
Speakers: K. Hyoejin Yoon, West Chester University, PA, “Consuming Culture: 19th-century Newspaper Representations of Afong Moy, the First Chinese Woman in the U.S.”
Stacey Sheriff, Bridgewater State College, MA, “Asian American Rhetorics: Sui Sin Far’s ‘Hidden’ Chinese Rhetorical Sources”
Danielle Nielsen, Case Western Reserve University, Cleveland, OH, “Discerning Spaces: Investigating the Genre of the History Lesson in Colonial Indian Texts”

Teaching Writing & Rhetoric

I.34 Something Old, Something New: Ideas for Teaching in the Digital Age
Room A703, Atrium Level
Chair: Elizabeth Chilbert, Florida State University, Tallahassee
Rebecca Burnett, Georgia Tech, Atlanta, “Extended Relations: How Multimodal Assessment Reshapes the Boundaries of Discipline and Class”
L. Andrew Cooper, Georgia Tech, Atlanta, “Extended Relations: How Multimodal Assessment Reshapes the Boundaries of Discipline and Class”
Michael Neal, Florida State University, Tallahassee, “Something Old is Something New: Reflecting on the Processes of New Media Composition”

Contesting Boundaries

I.35 Compose or Else: Tracking Student Writers’ Organizational, Technological, and Cultural Performances
Room A704, Atrium Level
Chair: Andrea Lunsford, Stanford University, CA
Speakers: Jon McKenzie, University of Wisconsin, Madison, “Rebooting the Lecture Machine”
Ryan Omizo, The Ohio State University, Columbus, “Critical Technological Performance: Teaching From the Fronts to the Backs”
Respondent: Jenn Fishman, University of Tennessee-Knoxville
Language

I.36 Resisting the Linguistic Pull, Continuing the Push: Hip-hop’s African American Language and Rhetoric as a Continuum of Black Movements for Education, Literacy, Equality, Freedom, and Liberation

Room A705, Atrium Level

Chair: Carmen Kynard, St. John’s University, Jamaica, NY

Speakers: Jessica Barros, University of Massachusetts, Boston, “By Way of West Africa: The Relations of Rhetorical Strategies in Cape Verdean Culture and Hip-Hop”
Deborah Sanchez, North Carolina Central University, Durham, “‘We are all queens’: The Literacy and Humanity of Dionne”
Todd Craig, St. John’s University, Jamaica, NY, “360 Degrees of Revolution: Rhetorical Sovereignty and the Positionality of the Hip-hop DJ in the Comp Contact Zone”

Contesting Boundaries

I.37 Composing the Female: A Critical Examination of Dress, Writing, and Ontology

Room A706, Atrium Level

Chair: Trixie Smith, Michigan State University, East Lansing

Speakers: Rebecca Hayes, North Dakota State University, Fargo, “Positionality and Politics: An analysis of Identity as Ethos in the Letters of Aloha Eagles”
Elizabeth Keller, Michigan State University, East Lansing, “Chimeras in the Borderland: How Cyborgism and a New Mestiza Inform Female Composing Practices”
Katie Marie Gunter, Michigan State University, East Lansing, “Composing the Female: A Critical Examination of Dress, Writing, and Ontology”

Contesting Boundaries

I.38 Speaking the Language of IT

Room A707, Atrium Level

Chair: Ann N. Amicucci, Indiana University of Pennsylvania

Speakers: Michael Wojcik, Michigan State University, East Lansing, “Inventing Computational Rhetoric”
Thomas Skeen, Arizona State University, Tempe, “Complicating Narratives about Commercial Technology: My Experience as a Researcher”
Rebekka Andersen, University of California, Davis, “Object-Oriented Information Development: Why Teaching Students ‘Writing’ Isn’t Enough Anymore”
Friday, 12:30–1:45 p.m.

Theory

I.39  Other Voices: Race, Institutional Silence and Rhetorical Listening in the Composition Classroom
Room A708, Atrium Level
Chair: Asao B. Inoue, California State University, Fresno
Speakers: Miriam Fernandez, California State University, Fresno, Rhetorical Listening in the First Year Writing Classroom; Mathew Gomes, California State University, Fresno, “Noise Ordinances: Sound, Race, Power”; Maryam Jamali, California State University, Fresno, “Critical Race Theory, Aural and Spatial (Re)negotiations of Student Centered Pedagogy”; Jocelyn Stott, California State University, Fresno, “Knowing Our (Racial) Place: the White Female Body and the Rhetoric of Participation”
Respondent: Krista Ratcliffe, Marquette University, Milwaukee, WI

Information Technologies

I.40  The Economy of Technology: Research Perspectives on Student Learning in Digital Environments
Marquis Ballroom, Salon C, Marquis Level
Chair: Jane Mandalios, American College of Greece, Athens
Speakers: Jane Mandalios, American College of Greece, Athens, “Interrogating the Internet with RADAR: An Approach for Evaluating Web Sources”; Noël Clare Radley, University of Texas, Austin, “The art of the past no longer exists: Visual Literacy in a Culture of Networked Images”; Rebecca Beucher, University of Colorado at Boulder, “Advancing the Argument: Incorporating Digital Technologies into the English Classroom to Meet Common Core Standards for Argument and Technology”
J Sessions: 2:00–3:15 p.m.

Featured Speaker

Kimberli Lee
Voices Catching Up:
American Indian Songs as Rhetorics of Resistance
Marquis Ballroom, Salon A, Marquis Level

Chair: Andrea Riley Mukavetz, Michigan State University, East Lansing

This paper will discuss particular American Indian musicians, singers, and songwriters whose music reflects and reveals the intersections of activism, survival, and resistance. Buffy Ste. Marie, John Trudell, Annie Humphreys, Testament, and Joy Harjo are among the songwriters discussed. Kimberli Lee is an assistant professor of English at Northeastern State University in Tahlequah, Oklahoma. Her recently published book, “I Do Not Apologize for the Length of this Letter”: Mari Sandoz and the Letters on Native American Rights (Texas Tech Press) has won several regional awards in both Texas and Nebraska. She is currently writing her next book, Rez-N-Nation: American Indian Rock, Blues, and Jazz as Rhetorics of Resistance, a monograph focusing on such Native artists and performer as Buffy Ste. Marie, John Trudell, Joy Harjo, and Robbie Robertson. She has been published in Studies in American Indian Literature and Great Plains Quarterly. Her research interests are centered on the intersections of American Indian rhetorics, poetics, literatures and contemporary music. She is also interested in film studies and women’s writing. She teaches First-year Writing, Native American Literatures, and Cultural Rhetorics at Northeastern State. Although she is not an enrolled tribal member, she has relatives among the Lakotas, Omahas, and Southern Cheyennes.

Kimberli Lee
**Featured Session**

**Archive 2.0 as a Rhetorical Model for Balancing Stakeholder Needs**

Marquis Ballroom, Salon B, Marquis Level

The design of archives and archival practices, generally, have not traditionally been associated with normal scholarly activity in rhetoric and composition studies. But a recent trend in the world of archival studies should perhaps capture the attention of rhetoric & composition researchers. In this panel, we advance that balancing the needs of multiple archival stakeholders -- including cultural stakeholders -- is an important form of rhetorical work, and that rhetoric and composition studies has a unique role to play in these kinds of “Archive 2.0” projects. We define “Archive 2.0” as a rhetorical concept of the archive, one where a single database is able to represent multiple stakeholders’ needs and perspectives. The process of creating “Archive 2.0” is thus a rhetorical inquiry into the values a group has for a set of texts.

Our panel will describe our rhetorical archive project, a collaborative digitization project between the Writing in Digital Environments (WIDE) Research Center, the MSU Chamberlain-Warren collection of Samaritan texts, a Samaritan elder, Binyamim Tsedaka. For our project, Archive 2.0 is not simply about Web 2.0 technology; Web 2.0 technology is able to help us rhetorically tailor the use of the archive for the needs of specific stakeholder groups. In other words, Archive 2.0 as a database-driven entity means that we no longer have to think about the archive as one kind of physical space, box, or catalogue; we can develop and tailor multiple interfaces to different stakeholder needs. Not only uniting the goals of humanities scholarship with the Web 2.0 movement, our project brings together two distinct groups of users - textual scholars and Samaritan community members - both of whom have a significant stake in the cultural and scholarly value of the Samaritan Archive. In so doing, our project seeks to honor calls like those by Craig Howe (2002) and Ellen Hoobler (2006)

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<th>Jim Ridolfo</th>
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<th>William Hart-Davidson</th>
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Friday, 2:00–3:15 p.m.
to reimagine the archive as a location for community engagement, building and nurturing relationships among those who share and value cultural texts.

Speakers:
Jim Ridolfo
University of Cincinnati, OH, “Balancing Stakeholder Needs: Archive 2.0 and Community-Centered Design”
Michael McLeod
Michigan State University, East Lansing
William Hart-Davidson
Michigan State University, East Lansing

Featured Session

New Directions from Feminist Rhetorical Studies:
Charting the Future of Rhetoric, Composition, and Literacy Studies
Marquis Ballroom, Salon C, Marquis Level

This round table explores the future of rhetoric, composition, and literacy studies. Drawing on the innovative work in feminist rhetorical studies, which has greatly expanded our focus of inquiry—the sites, activities, communities and people we study—participants will chart new directions in the field. Specifically, roundtable discussants will address new directions for working in the archives, working in communities, in digital environments, in global contexts, in a diverse world, and in institutional settings.

Chair:
Jacqueline Jones Royster
Georgia Institute of Technology, Atlanta

Speakers:
Shirley Rose
Arizona State University, Tempe, “Archival Research-in-Place as a Feminist Inquiry Practice”
Friday, 2:00–3:15 p.m.

**Beverly Moss**  
The Ohio State University, Columbus, “New Directions and New Communities in Literacy Studies Research”

**Gail Hawisher**  
University of Illinois, Urbana-Champaign, “Crafting a Feminist Research Methodology with Digital Media”

**Joyce I. Middleton**  
East Carolina University, Greenville, “New Visions: Feminist Rhetorical Inquiry in a Diverse and Racialized World”

**Hui Wu**  
University of Texas at Tyler, “Writing and Teaching Diverse Feminist Rhetorics: A Globalized Perspective on Theoretical and Pedagogical Innovations”

**Shirley Wilson Logan**  
University of Maryland, College Park, “Trends in Feminist Rhetorical Scholarship and Publishing”

**Respondent:**  
Gesa E. Kirsch, Bentley University, Waltham, MA
Research

J.01 Contested Domains, Contested Gateways: Working Within and Beyond Traditional L2 Practices
International Ballroom A, International Level

Chair: Alan Shima, University of Gävle, Sweden
Speakers: Alan Shima, University of Gävle, Sweden
Tore Nilsson, University of Gävle, Sweden
Per Otterstedt, University of Gävle, Sweden
Mia Mårdberg, University of Gävle, Sweden
Pamela Marston, University of Gävle, Sweden

Respondent: Thomas Lavelle, Stockholm School of Economics, Sweden

Community, Civic & Public

J.02 Inside Out: Literacy, Incarceration, and the Making of Teachers
International Ballroom B, International Level

Chair: Spencer Schaffner, University of Illinois at Urbana-Champaign
Speakers: Patrick Berry, University of Illinois at Urbana-Champaign, “Literacy Narratives and Prison Relations”
Dan Colson, University of Illinois at Urbana-Champaign, “From the Cellblock to the Quad: Geographies of Prejudice”
Cory Holding, University of Illinois at Urbana-Champaign, “Configuring Conviction, Performing in Prison”

Academic Writing

J.03 All Our (Global) Relations: Academic Writing, Global Citizenship, and the Study Abroad Course
International Ballroom C, International Level

Chair: Erin Sagerson, Weatherford College, Decatur, TX
Speakers: Brian Fehler, Tarleton State University, Stephenville, TX, “Encountering our Global Neighbors: Reflection, Terministic Screens, and Academic Writing in the Study Abroad Course”
Diann Ainsworth, Weatherford College, TX, “‘Ghost Spot’: Study Abroad Reflective Writing and the Transformational Nature of Place”
Purna Banerjee, Millikin University, Decatur, IL, “When Identities Clash: the Deconstructive ‘Espacement’ of Study Abroad and Academic Writing Instruction”
Friday, 2:00–3:15 p.m.

*Institutional and Professional*

**J.04 Digital Rhetorics, Digital Relations: Making Scholars and Contesting Traditions**

Marquis Ballroom, Salon D, Marquis Level

*Chair:* Justin Hodgson, University of Texas at Austin

*Speakers:* Colin Charlton, University of Texas-Pan America, McAllen, “Re-Contesting the Writing Classroom: New Potentials for Multi-Mediated Pedagogy”

Justin Hodgson, University of Texas at Austin, “Where Print and Digital Scholarship Collide/Collude: Changing Scholarly Play/Grounds”

David Blakesley, Clemson University, SC, “The Challenges of Innovation in Academic Culture”

Virginia Kuhn, University of Southern California, Los Angeles, “Building Vibrant Digital Curricula: Tradition + Flexibility = The Fifth Estate”

*Respondent:* Cynthia Selfe, The Ohio State University, Columbus

**Contesting Boundaries**

**J.05 Click Here to Connect: Teaching Civic Engagement in Digital Environments**

Imperial Ballroom, Salon A, Marquis Level

*Chair:* Andréa Davis, Washington State Universities, Tri-Cities, Richland

*Speakers:* Jenny Spinner, Saint Joseph’s University, Philadelphia, PA, “Can’t We All Just Get Along?: Civil Discourse on the Web and in the Classroom”


Aimée Knight, St. Joseph’s University, Philadelphia, PA, “Webs of Connectivity”

**Teaching Writing & Rhetoric**

**J.06 Re-Working Visual Literacy through Comics: Production and Analysis in Composition**

Imperial Ballroom, Salon B, Marquis Level

*Chair:* Andre Buchenot, Indiana University Purdue University, Indianapolis

*Speakers:* Dale Jacobs, University of Windsor, Ontario, Canada, “‘There are no rules. And here they are’: Scott Mccloud’s *Making Comics As A Multimodal Rhetoric*”

Jay Johnson, University of Wisconsin-Milwaukee, “Un/Available Designs: Exploring the Multimodal Rhetorics of Lynda Barry’s ‘Common Sense’ in the First Year Composition Classroom”

Andre Buchenot, Indiana University Purdue University, Indianapolis, “Teaching Comics as a Form of Composing”
Information Technologies

J.07  Web 2.0 Technologies, Digital Writing and Building Communities
Room M101, Marquis Level

Chair: Sarah Ann Rude, The Pennsylvania State University, College Park
Speakers: Teresa Marie Kelly, Kaplan University, Ft. Lauderdale, FL, “Meeting Students in Cyberspace: Harnessing the Power of Emerging Web 2.0 Language to Improve Student Writing”
Sheryl Bone, Kaplan University, Ft. Lauderdale, FL, “Meeting Students in Cyberspace: Harnessing the Power of Emerging Web 2.0 Language to Improve Student Writing”
Carly Finseth, Clemson University, SC, “The Social Hierarchy of the Joomla Content Management System (CMS): What the Open Source Community Can Teach Us about Knowledge Creation, Power, and Collaboration”
Chad Iwertz, University of Nevada, Las Vegas, “Will It Stick?: Web 2.0 and Its Place among Hypertext Theories”

Community, Civic & Public

J.08  Writing in Relationship: Digital Tools and Data-Based Assessment in the Community-Engaged Classroom
Room M102, Marquis Level

Chair: Alice Batt, The University of Texas at Austin
Speakers: Alice Batt, The University of Texas at Austin, “Writing about/for/with/as Community: Digital Tools and the Development of Civic Consciousness”
Sean McCarthy, The University of Texas at Austin, “Social Media, Relationship, and the Flow of Information in the Community-Engaged Classroom”
Peg Syverson, The University of Texas at Austin, “The Learning Record: Assessment in the Community-Engaged Classroom”
Friday, 2:00–3:15 p.m.

Teaching Writing & Rhetoric

J.09 Publication Matters: Producing and Sustaining a Journal of First-Year Writing
Room M103, Marquis Level
Chair: Karen McDonnell, James Madison University, Harrisonburg, VA
Speakers:
Kevin Jefferson, James Madison University, Harrisonburg, VA, “Behind the Scenes: Journal of a Journal”
Traci Cox, George Mason University, Fairfax, VA, “Speaking Volumes: Publication through the Published Writer/Editorial Board Member/New Instructor Lens”
Nicole Lee, James Madison University, Harrisonburg, VA, “Speaking Volumes: Publication through the Published Writer/Editorial Board Member/New Instructor Lens”
Daisy Breneman, James Madison University, Harrisonburg, VA, “Expanding the Conversation: Using Published First-Year Writing to Foster Diversity”
Karen McDonnell, James Madison University, Harrisonburg, VA, “Extending the Writing Process: Disciplinary Implications”

J.10 Call of Nature: Counter-Culture, Taboo, and Urban Legends
Room M104, Marquis Level
Chair: Craig Hulst, Grand Valley State University, Allendale, MI
Speakers:
Christopher Alexander, University of Louisville, KY, “I’d Like to get it right: Trout Fishing in America and Countercultural Composition”
Michael Sobiech, University of Louisville, KY, “When a Bear Wipes in the Woods: The Charmin Bears and the Rhetoric of the Taboo”
Doug Bradley, University of California, Santa Barbara, “Contesting Counter-knowledge: What Happens When Writing Teachers and Their Students do Critical Research into Urban Legends, Hoaxes, and Conspiracy Theories”

J.11 Searching for the Owner of Writing: Contesting the Spaces of First-Year Composition, WAC, and the WPA
Room M105, Marquis Level
Chair: Neal Lerner, Massachusetts Institute of Technology, Cambridge
Speakers:
Neal Lerner, Massachusetts Institute of Technology, Cambridge, “I taught a Jihadist to Write”
Anne Ellen Geller, St. John’s University, Queens, NY, “When Everyone on Campus Owned Writing and the Government Paid for It”
Melissa Ianetta, University of Delaware, Newark, “Who Owns Writing? I Do!”
Contesting Boundaries

J.12  Staging Tactical Interventions on Public Writing
Room M106, Marquis Level
Chair: Janell Haynes, Syracuse University, NY
Speakers: Amber Luce, Syracuse University, NY, “Queer Tactics, Unfulfilled Hopes: Public Writing and Tactical Research”
Janell Haynes, Syracuse University, NY, “Please Hold While I Connect You: Operating Tactics within the Writing Classroom”
Nicole Gonzales-Howell, Syracuse University, NY, “The Contested Space of ‘Public’ation”
Respondent: Paula Mathieu, Boston College, Chestnut Hill, MA

Contesting Boundaries

J.13  Making Human Rights Claims Public: Rhetoric Tactics of Identification, Bearing Witness, and Advocacy
Room M107, Marquis Level
Chair: Anne Rosenthal, Oglethorpe University, Atlanta, GA
Speakers: Ramika Gourdine, Oglethorpe University, Atlanta, GA, “Coming Out: Building Community by Contesting Constructions of Binary Gender Identity”
David Shawn Smith, Oglethorpe University, Atlanta, GA, “Taking My Seat at the Table: Rediscovering Relations in the Gay Community through Burke”
Anne Rosenthal, Oglethorpe University, Atlanta, GA

Academic Writing

J.14  New Media and Civic Spaces
Room M108, Marquis Level
Chair: Irene Sipos, Buffalo State University, NY
Speakers: Dominic DelliCarpini, York College of Pennsylvania, “Contesting the Civic Space: Academic Writing and “The Possibility of an Informed and Reasoning Public”
Sarah A. Etlinger, University of Wisconsin-Milwaukee, “All Our Writing: Toward Broader Rhetorical Relations”
Sherrin Frances, University of Texas-Arlington, “The Connected Heterotopic Spaces of Borges and New Media”
Research

J.15 Reflections on Small Moments of Activism: Enriching Ethnographic Research through a Prism of “All Our Relations”
Room M109, Marquis Level
Chair: Angela Rounsaville, Swarthmore College, Philadelphia, PA
Angela Rounsaville, Swarthmore College, Philadelphia, PA, “Contested Spaces, Research Write-Ups, and When the Voices of ‘All Our Relations’ Get Too Loud”

History

J.16 Rhetorics of Labor and Protest
Room M202, Marquis Level
Chair: Shurli Makmillen, University of British Columbia, Canada
Sally Griffin, University of North Carolina, Charlotte, “Contested Space in the Textile Mill: Workers Gain Authority through Song”

Theory

J.17 Processing Pedagogical Movements
Room M302, Marquis Level
Speakers: Maggie Werner, University of Arizona, Tucson, AZ, “We Are Everywhere”: Composition’s Role in Social Movement Rhetoric”
Richard Johnson-Sheehan, Purdue University, West Lafayette, IN, “In Defense of Process: An Argument for Teaching Genre and Pragmatism in Composition”
Teaching Writing & Rhetoric

J.19 Talking Shop: The Value of Archiving Local Knowledge
Room M304, Marquis Level
Chair: Steve Himmer, Emerson College, Boston, MA
Speakers: Catherine Ennis Sears, Emerson College, Boston, MA, “Investing in Lore: Giving Authority to Teacher Talk”
Greg Nichols, Emerson College, Boston, MA, “Defining the Group: Identity and Individuation in the First-Year Writing Program”
Steve Himmer, Emerson College, Boston, MA, “Fellow Travelers: Mentoring New Instructors in First-Year Writing”

Creative Writing

J.20 Gatekeeping, Textual Silencing, and the Public Sphere: Exploring Creative Writing
Room L401, Lobby Level
Chair: Lauren R. Goldstein, New Mexico State University, Las Cruces
Speakers: Cole Bennett, Abilene Christian University, TX, “Gatekept: Inviting Creative Community Literacy”
Michelle Sanders, Abilene Christian University, TX, “Gatekept: Inviting Creative Community Literacy”
Mike Peterson, University of New Hampshire, Durham, “No Big-Lovin’ Granddaddies Here: Family-History Writing and the Textual Silencing of Polygamist Ancestors”
Ben Ristow, University of Arizona, Tucson, “Creative Writing, Rhetoric, and Public Arts Sphere”

Writing Programs

J.21 Mapping Contested Spaces for the Undergraduate Major in Writing and Rhetoric
Room L402, Lobby Level
Chair: Barry Maid, Arizona State University, Mesa
Speakers: Thomas Moriarty, Salisbury University, MD, “Disciplinary Maps and Heuristic Momentum”
Rebecca Jackson, Texas State University, San Marcos, “Mission Work and the Work of Missions”
Deborah Balzhiser, Texas State University, San Marcos, “Reading the Writing Major Configurations”
Greg Giberson, Oakland University, Rochester, MI, “Defining the Discipline for a New Audience: Gateway Courses to the Writing Major”
Friday, 2:00–3:15 p.m.

**Language**

**J.22 Literacies of Migration/Migration of Literacies**  
Room L403, Lobby Level  
Chair: John Duffy, University of Notre Dame, IN  
Speakers: Rebecca Lorimer, University of Wisconsin-Madison, “Moving Between Languages and Locations”  
Kate Vieira, University of Illinois at Urbana-Champaign, “Writing Remittances”  
Iswari P. Pandey, Syracuse University, NY, “Transnational Relations”

**Professional and Technical Writing**

**J.23 International, Intercultural, and Organizational Business Communication**  
Room L404, Lobby Level  
Chair: Oscar Martinez, University of the West, Rosemead, CA  
Speakers: Zsuzsanna Bacsa Palmer, Old Dominion University, Norfolk, VA,  
“Genre Globalization: What Critical Discourse Analysis Can Tell Us about Global Purpose and Local Rhetoric”  
Patricia Boyd, Arizona State University, Tempe, “Carving out Collaborations: Building Webbed Relationships with Business Communities”  
Thomas Lavelle, Stockholm School of Economics, Sweden, “Expressions of Ethical Judgments by Second Language Business Writers”

**Community, Civic & Public**

**J.24 Diversity, Social Justice, and the New WPA: Responsible Relations**  
Room L405, Lobby Level  
Chair: Michelle Kells, University of New Mexico, Albuquerque  
Speakers: Juan Guerra, University of Washington, Seattle, “The Stories We Tell Ourselves: Public Spheres and the Contestation of Discourses”  
Michelle Kells, University of New Mexico, Albuquerque, “Welcome to Babylon: The New WPA Transgressing the Intersections of Composition and Cultural Studies”  
Greg Evans, University of New Mexico, Albuquerque, “Knowledge-Making and Cultural Screens: The Transcultural WPA”  
Dan Cryer, University of New Mexico, Albuquerque, “Narrative and the Social Turn: Invention and Teaching the Stories of Genres”
Contesting Boundaries

J.25 Issues with Writing Centers: Relationships and Pedagogies
Room L406, Lobby Level
Chair: John H. Whicker, The Ohio State University, Columbus
Speakers: Thomas McNamara, DePaul University, Chicago, IL, “Making Room for Multilingual Writers: Colonialist Pedagogies and the Writing Center/Composition Divide”
Lynn Shelly, Indiana University of Pennsylvania, “Writing Centers and Minority Student Persistence beyond the First Year: The Tutor-Student Relationship”
Katie Levin, University of Minnesota, Twin Cities, Minneapolis, “Out of Bounds: A Productive Collaboration between Athletics and the Writing Center”

Teaching Writing & Rhetoric

J.26 Mo Rhetoric: Nomos, Nommo, Zapatismo, and the Turn toward a Critical Transnational Rhetoric
Room L503, Lobby Level
Chair: Rory Ong, Washington State University, Pullman
Speakers: Rory Ong, Washington State University, Pullman, “Nomos: Imagining a Transnational Trope”
Gregory Phillips, Washington State University, Pullman, “Nommo and MLK: Toward a Global Community Rhetoric”
Francisco Tamayo, Skagit Valley College, Mt. Vernon, WA, “Toward a Transnational Activist Rhetoric: Lessons of Zapatismo from the Zapatista Army of National Liberation (EZLN)”

Contesting Boundaries

J.27 Red Dirt Relations: Resurrecting Region through Rhetoric
Room L504, Lobby Level
Chair: Rachel Jackson, University of Oklahoma, Norman
Speakers: Rachel Jackson, University of Oklahoma, Norman, “Kinship and Decolonization in Composition Classrooms”
Catherine Hobbs, University of Oklahoma, Norman, “Relating the Writing of Alternative History to Regional Composition Studies”
Susan Kates, University of Oklahoma, Norman, “Women’s Literacy and Quilting: An Analysis of Needlework from Plains Country”
Contesting Boundaries

J.28 Supporting Multilingual Writers: WAC/Second Language Writing Partnerships, Pedagogies, and Best Practices
Room L505, Lobby Level
Chair: Terry Myers Zawacki, George Mason University, Fairfax, VA
Speakers: Michelle Cox, Bridgewater State College, MA, “WAC: Closing Doors or Opening Doors for Second Language Writers?”
Terry Myers Zawacki, George Mason University, Fairfax, VA, “Informing the Dialogue: Research on Faculty Perspectives on L2 Writing and Best Practices across the Curriculum”
Dana Ferris, University of California Davis, “WAC/L2 Collaboration in a Faculty Reading Group”
Chris Thaiss, University of California Davis, “WAC/WID as Genre, Rhetoric, and Language Growth in the Research University”

Teaching Writing & Rhetoric

J.29 Race, Place, and Self
Room L506, Lobby Level
Speakers: Meagan Rodgers, University of Science and Arts of Oklahoma, Chickasha, “Theorizing Classroom Talk: ‘Successful’ Student Performances in Racial Discussions”
Liz Rohan, University of Michigan-Dearborn, “Race, Place and Self as Subject: Writing in and out of a Metro Detroit First-Year Composition Classroom”
Eric Leake, University of Louisville, KY, “When the Words You Feel Are (Not) Your Own: Schooling the Emotions through Pedagogies of Empathy”

Contesting Boundaries

J.30 Failing in Silence: Situating Failure within Composition’s Pedagogical, Institutional, and Public Relations
Room L507, Lobby Level
Chair: Jeanne Marie Rose, Penn State University, Berks, Reading
Speakers: Joel Wingard, Moravian College, Bethlehem, PA, “Portfolios and Failure in a Small Liberal Arts College”
Jeanne Marie Rose, Penn State University, Berks, Reading, “Being a ‘Team Player’: Creating a Space for Failure When Institutions Demand Success”
Dylan B. Dryer, University of Maine, Orono, “Failing to Account for Agency: Redesigning our Assessments to Account for Resistant Writers”
Respondent: Asao B. Inoue, California State University, Fresno
Information Technologies

J.31 The Textiverse as New Space: Hybridity, Cartography, and the Hyperphatic
Room L508, Lobby Level

Chair: Ken Gillam, Missouri State University, Springfield
Speakers: Ben Bogart, Missouri State University, Springfield, “Bouncing Off Satellites and Cell Towers: Exploring the Materiality and Hybridity of Text Messaging”
Dominic Micer, Purdue University North Central, Evansville, “Texting, Identity, and Performance: Towards a Theory of Texting as Discursive Action”
Ken Gillam, Missouri State University, Springfield, “Audience Located: Texting as the Cartography of Social Networks”

Institutional and Professional

J.32 Editing the Field: Online, In Transition, and In Production
Room A701, Atrium Level

Chair: Jennifer Clary-Lemon, University of Winnipeg, Manitoba, Canada
Speakers: Brad Lucas, Texas Christian University, Fort Worth, “Proprietary Assets: The Plight and Flight of Composition Studies”
Joshua Prenosil, Purdue University, West Lafayette, Indiana, “Digital Transitions: Invention, Scholarship and the Role of Online Journals”
David Elder, Morningside College, Sioux City, IA, “Resizing Scholarship: Production Editing and Document Design amid Editor Transition”
Megan Schoen, Purdue University, West Lafayette, IN, “Digital Transitions: Invention, Scholarship, and the Role of Online Journals”

History

J.33 All Our Southern Relations: Histories of Rhetoric, Composition, and Literacy in the American Southeast
Room A702, Atrium Level

Chair: Chris Warnick, College of Charleston, SC
Speakers: Jennifer Burgess, College of Charleston, SC, “South Carolina Catholic Women and the Rhetoric of Activism”
Anna Lonon, College of Charleston, SC, “Breaking Ground in the Lowcountry: Laura Bragg’s ‘Bragg Boxes’ as Agents of Literacy”
Chris Warnick, College of Charleston, SC, “1960s-era Student Writing and the Debate over The College of Charleston Literary Magazine”
Amy Mecklenburg-Faenger, College of Charleston, SC, “Contesting Gendered Institutions: Women Writers and The College of Charleston Magazine”
Institutional and Professional

J.34  Mapping the Directions of Directed Self-Placement: Competing Views, Complementary Methods
Room A703, Atrium Level
Chair: Roy Stamper, North Carolina State University, Raleigh
Speakers: David Gruber, North Carolina State University, Raleigh
       Kelly Abrams, North Carolina State University, Raleigh
       Dawn Shepherd, North Carolina State University, Raleigh

Contesting Boundaries

J.35  Palimpsest(ed) Institutions: Overwriting Boundaries in Time and Space
Room A704, Atrium Level
Chair: Robert Schwegler, University of Rhode Island, Kingston
         Libby Miles, University of Rhode Island, Kingston, “All Our Relations and as Spatial Overwritings of Institutional Boundaries”
         Patricia Sullivan, Purdue University, West Lafayette, IN, “Institutional Memory and the Temporal Overwritings of Institutional Boundaries”
Respondent: Robert Schwegler, University of Rhode Island, Kingston, RI

J.36  The Master’s Program as Contested Space
Room A705, Atrium Level
Chair: Christine Tardy, DePaul University, Chicago, IL
Speakers: Jennifer Courtney, Rowan University, Glassboro, NJ, “The Bottom Line: Self-Supporting Graduate Programs in Writing”
         Sanford Tweedie, Rowan University, Glassboro, NJ, “To the Core: How an Introductory Graduate Course Can Appeal to Students’ Multiple Interests”
         Christine Tardy, DePaul University, Chicago, IL, “(Inter)Disciplinary Relations in a Growing Graduate Program”
         Matthew Abraham, DePaul University, Chicago, IL, “Negotiating the Gateway Course: Examining the Contested Boundaries of the Field”
Respondent: Sarah Brown, DePaul University, Chicago, IL

Contesting Boundaries

J.37  Contesting Methodological Boundaries in Rhetoric and Writing Research
Room A706, Atrium Level
Chair: Brian McNely, Ball State University, Muncie, IN
Speakers: Christa Teston, Rowan University, Glassboro, NJ, “Modeling
Grounded Theory as Methodological Means Toward Warranted Assertibility”
Brian McNely, Ball State University, Muncie, IN, “Expanding and Accounting for ‘Situational Variables’ in Writing Research”
S. Scott Graham, Iowa State University, Ames, “Understanding the Mechanisms of Network Formation or, What Rhetoric Can Do For ANT”
John Monberg, Michigan State University, East Lansing, “Rhetorical Pedagogy after the Postmodern Turn”

Contesting Boundaries

J.38 The Contested Female Body: Competition, (Trans)National Identity and Wholeness in the Rhetorics of Plastic Surgery
Room A707, Atrium Level
Chair: Terese Guinsatao Monberg, Michigan State University, East Lansing
Speakers: Alexandra Hidalgo, Purdue University, West Lafayette, IN, “National Pride, Equilibrium and Freedom: The Rhetoric of Breast Implants in Venezuela”
Lille Norstad, University of Arizona, Tucson, “The Underlying Value of Wholeness: the Rhetoric of Breast Reconstruction”
Jennifer Sano-Franchini, Michigan State University, East Lansing, “Beyond Westernization: Transnationalism, Cosmetic Surgery, and Rhetorics of Beauty in South Korea”

Teaching Writing & Rhetoric

J.39 Writing Assignments and Deep Learning: The Impact of NSSE/WPA Research on Assignment Design
Room A708, Atrium Level
Chair: Paul Rutz, Purdue University, West Lafayette, IN
Speakers: John Bean, Seattle University, WA, “What Do We Mean by ‘Meaning-Constructing’ Assignments?”
Larry Nichols, Seattle University, WA, “Writing Assignments/Writing Center Consultations: Partners in Constructing Meaning”
Carol Rutz, Carleton College, Northfield, MN, “Changing Teaching, Changing Learning through Improved Writing Assignments”
Respondent: Paul Anderson, Miami University of Ohio, Oxford
What would a classroom look like that took seriously the values of other-than-human kinship that inform most Indigenous epistemologies? How would scholarship function if it was attentive to knowledges drawn not only from other human cultures, but from a broader range of teachers, including plants, animals, and ancestors? What are the possibilities and perils of placing trans-species kinship and radical inclusivity at the center of intellectual concern, both in the classroom and in our scholarship? This presentation will explore the principles of “kinship criticism” through four interrelated questions that increasingly challenge my own teaching and writing.

Daniel Heath Justice is a U.S. born Canadian citizen of the Cherokee Nation. He and his husband live near the shores of Georgian Bay in southern Ontario, and he teaches Aboriginal literature, Aboriginal Studies, and speculative fiction at the University of Toronto. In addition to numerous essays on Indigenous literary studies, he is the author of the critical study Our Fire Survives the Storm: A Cherokee Literary History (University of Minnesota Press), as well as the Indigenous epic fantasy, The Way of Thorn and Thunder: The Kynship Chronicles (University of New Mexico Press).
In an exploration of a range of spaces negotiated or identified as Other, this panel considers the ramifications and manifestations of pedagogical decisions, institutional racism, language practices, and the marginalization of non-English dominant students. Specifically, Octavio Pimentel argues that first year composition instructors must learn how to provide students with writing opportunities that prepare them for society’s gatekeepers and real life opportunities, and that theories of culturally responsive pedagogy should inform composition instructors in designing perspectives, curriculums, and teaching pedagogies that are in response to our diverse student population. Cheyenne Riggs will describe formal schooling on reservations, and how the diminished identity perpetuated in a WEA society impacts Native American children, robbing them of a source of pride and subsequently, of a drive to succeed, and forcing them to accept a skewed, racialized version of themselves. Shana Hamid describes Chicano English, and argues that the practice “is not a sign of deficiency in both languages [Spanish and English]” (Cutajar 1), but instead is a highly complex language in itself, which has been studied extensively by various scholars. Casie Moreland examines the ways in which US discourse marginalizes issues of color, especially within an academic context (Pendergrast, Villanueva, Gilyard, others), as well as marginalizing students of color. In particular, Moreland observes these problems are especially prevalent in settings like “English as a Second Language (ESL) Classes” where non-English dominant students have been identified as deficient by an institution.

Chair:
Keith Gilyard
The Pennsylvania State, University Park

Speakers:
Octavio Pimentel
Texas State University-San Marcos, “Disrupting Composition Space and
Friday, 3:30–4:45 p.m.

Knowledge: Acknowledging the Latino Student

Cheyenne Riggs
Texas State University-San Marcos, “How the West was Lost: Examining Education, Appropriation, and Racialized Identity on Native American Reservations”

Shana Hamid

Casie Moreland
Texas State University-San Marcos, “I Don’t Want to Sound Like a Racist but…”
Bodies of Words: Discussing the Interactive Installation
Marquis Ballroom, Salon C, Marquis Level

An open discussion of the installation described below.

Words and pictures, usually not allowed to share the same space of academic book pages, have not had the happiest of relations during the last two centuries. For technical and ideological reasons, words and pictures have been separated on pages and so kept to their own spaces: words have been aligned with the Real, and with reason, minds, maleness, and seriousness; pictures have been associated with the imaginary, the virtual, emotion, bodies, femaleness, and play. Such acts of border creation can be registered starting at least with the Greeks and continue into our lives with McLuhan and (most recently) graphic designer Ellen Lupton and other current media theorists; critique—in pages of writing—of such borders thread throughout Deconstruction and feminist responses to Western theory.

We wish to contest these borders through other means than paper pages.

Discussants:

Johndan Johnson-Eilola
Clarkson University, Potsdam, NY

Anne Frances Wysocki
University of Wisconsin-Milwaukee
Friday, 3:30–4:45 p.m.

*Teaching Writing & Rhetoric*

**K.01 Literacies and Identity**
International Ballroom A, International Level

*Speakers:* Marshall Kitchens, Oakland University, Rochester, MI, “Literacy, Ethnography, and Urban Schools”
James Ray Watkins, Art Institute of Pittsburgh, Charleston, IL, “Our Poor Relations: Contested Language and Class in an Online Proprietary Classroom”
Todd Snyder, Ohio University, Athens, “Contesting Hillbilly Identity: Appalachia and the American Imagination”

**Teaching Writing & Rhetoric**

**K.02 Everybody Eats: Connecting Students to the Discourse of Food**
International Ballroom B, International Level

*Chair:* Amy Lueck, University of Louisville, KY

*Speakers:* Kent Lenz, Bowling Green State University, OH, “Connecting Our Students to the Discourse of Food”
Heidi Huse, The University of Tennessee at Martin, “Food for (Critical) Thought: Food Inc. in the Composition Classroom”
Sylvia Whitman, Marymount University, Arlington, VA, “Food as Muse: An Experiment in Culinary Writing as Inquiry-Based Learning”

**Contesting Boundaries**

**K.03 WAW and Praxis: Revising Notions of Self, Composition, and Culture**
International Ballroom C, International Level

*Chair:* Ginger Jurecka Blake, University of Wisconsin, Madison

*Speakers:* Rae Ann Meriwether, University of North Carolina-Greensboro, “Revising the Field: Increasing Collaboration and Communication between Two-Year and Four-Year College Writing Faculty”
Elizabeth Fogle-Young, Miami Jacobs Career College, Dayton, OH, “Teaching the WAW Approach at the Community College Level”
Amanda Wright Cron, University of Dayton, OH, “Self as Contested Space: Writing, Culture, and Identity in a Multilingual FYC Course”
History

K.04 Making New Relations for Feminist Historiography: Geography, Genre, and Digital Rhetorics
Marquis Ballroom, Salon D, Marquis Level

Chair: Susan Jarratt, University of California at Irvine
Speakers: Jess Enoch, University of Pittsburgh, PA, “Finding a Space for Feminist Geography in Feminist Historiography”
Risa Applegarth, University of North Carolina at Greensboro, “Rethinking Feminist Historiography through Genre”
Jordynn Jack, University of North Carolina at Chapel Hill, “Feminist Historiography and Digital Rhetorics: Cultivating a Feminist Digital Ethos”

Community, Civic & Public

K.05 Other(ed) Spaces, Other(ed) Speakers—The Missionizing Impact of Public Sites
Imperial Ballroom, Salon A, Marquis Level

Chair: Brenda Helmbrecht, California Polytechnic State University, San Luis Obispo
Speakers: Brenda Helmbrecht, California Polytechnic State University, San Luis Obispo, “On a California Mission: Enforcing a Narrative of Harmony in a Site of Conflict”
Dawn Janke, California Polytechnic State University, San Luis Obispo, “Hiding in the Basement and You Should Be, Too: The Politics of Writing Center Placement”
Respondent: Kate Ronald, Miami University, Oxford, OH

Teaching Writing & Rhetoric

K.06 Teachers’ Comments through Students’ Eyes
Imperial Ballroom, Salon B, Marquis Level

Chair: Kathleen Blake Yancey, Florida State University, Tallahassee
Speakers: Nancy Sommers, Harvard University, Cambridge, MA, “Writing in the Margins: Why Students Find Some Comments Useful and Ignore Others”
Chris Anson, North Carolina State University, Raleigh, “Giving Voice: Reflections on Oral Response to Student Writing”
Friday, 3:30–4:45 p.m.

*Teaching Writing & Rhetoric*

**K.07** Entering the Contested Space of Globalism: Transnational Approaches for Teaching International Issues in the Composition Classroom  
Room M101, Marquis Level  
*Chair:* Lisa Costello, Georgia Southern University, Statesboro  
*Speakers:* Lisa Costello, Georgia Southern University, Statesboro, “Embodying Difference: Building Community through Critical and Transcultural Literacies”  
Mary Hadley, Georgia Southern University, Statesboro, “Preparing Students for a Multicultural World: Research and the Novel in Freshman Composition”  

*Information Technologies*

**K.08** Venturing into the (Virtual) Margins: A Critical Exploration of Fringe Spaces and User-Desired Environments  
Room M102, Marquis Level  
*Chair:* Sara Howe, University of Arizona, Tucson  
*Speakers:* Antonnet Johnson, University of Arizona, Tucson  
Kate Chaterdon, University of Arizona, Tucson  
Sara Howe, University of Arizona, Tucson

*Teaching Writing & Rhetoric*

**K.09** Contested Class Work Space: Boundaries at the Corner of Creation and Voice  
Room M103, Marquis Level  
*Chair:* Nikki Agee, University of Texas-El Paso  
*Speakers:* Ramesh Pokharel, University of Texas-El Paso, “Creating Students’ Agencies within the ‘Digital Divide’”  
Rajendra Panthee, University of Texas-El Paso, “(Re)mapping literacies in the 21st century: A Rhetoric Of Literacies From The Perspective Of A First-Year Composition Instructor”  
Carolyn Rhea Drapes, University of Texas-El Paso, “Writes/Rights, Cameras, Actions: Contested Space Negotiated In FYC Documentary Composing”  
Nikki Agee, University of Texas-El Paso, “Animating Composition: Relating ‘Cartoon’ Rhetorics to Compositional Literacies”
Contesting Boundaries

K.10 Transgressing Logocentrism: Indigenous and Non-Western Rhetorical Strategies in American Indian, Thai, and Ainu Traditions
Room M104, Marquis Level

Chair: LuMing Mao, Miami University, Oxford, OH
Speakers:
- Chanon Adsanatham, Miami University, Oxford, OH, “Recovering the Thai Royal Feminist Archives: Extrapolating the Private Letters of a 19th-Century Thai Queen”
- Dominic Ashby, Miami University, Oxford, OH, “Ainu Activism: Movements of Indigenous Rhetoric through Time and Place”

Teaching Writing & Rhetoric

K.11 Contested Relations: Strategies for Overcoming Student Resistance in Nontraditional Writing Communities
Room M105, Marquis Level

Chair: Lindsay Dunne, University of Maryland, College Park
Speakers:
- Lindsay Dunne, University of Maryland, College Park, “Surveying Our Relations: A Non/Traditional Dialogue”
- Nicole Escuadro, Year Up, Arlington, VA, “Sibling Rivalries: Resolving the Academic/Professional Dichotomy in a Hybrid Classroom”
- Robyn Russo, Northern Virginia Community College, Sterling, “Revising Resistance: Making Academic Relations Visible”

Contesting Boundaries

K.12 Re-Writing Boundaries of Text, Genre, and Self: Examining Urban Adolescent Male Writing Practices
Room M106, Marquis Level

Chair: Anna Smith, New York University, NY
Speakers:
- Robin Ford, New York University, New York, “Did You Write on My Wall?: Pop Culture, Composition and Student Engagement”
- David Kirkland, New York University, New York, “Genres of Self—Black Masculine Rhetorics and Writing Black Masculinities”
Contesting Boundaries

K.13  A Web We Weave: TYCA Research Committee Findings Illuminate Cross-Level, Cross-Disciplinary, and Cross-Institutional Connections (Part One)
Room M107, Marquis Level

Chair: Sterling Warner, Evergreen Valley College, San Jose, CA
Speakers: Jody Millward, Santa Barbara City College, CA, “CC Faculty and Student Demographics: Implications for Pedagogy”
Larry McDoniel, St. Louis Community College at Meramec, Kirkwood, MO, “Findings on College-Level Writing Outcomes: Implications for Assessment Programs and Practices”
Suzanne Labadie, Oakland Community College, Royal Oak, MI, “Findings and Recommendations on Use of Technologies To Increase On-ground Student Participation in Writing Programs and Communities”

Research

K.15  Bridging the Gap: The Effectiveness of a Bridge Course between Developmental Writing and Freshman Composition
Room M109, Marquis Level

Chair: Deborah Fontaine, Northwest Florida State College, Niceville
Speakers: Anne Southard, Northwest Florida State College, Niceville
James Suderman, Northwest Florida State College, Niceville
Deborah Fontaine, Northwest Florida State College, Niceville

Writing Programs

K.16  Creating a Functional Family: Building Relationships within FYC and with Its Siblings, WAC and Professional Writing
Room M202, Marquis Level

Chair: Chalet Seidel, Westfield State College, MA
Speakers: Jennifer DiGrazia, Westfield State College, MA, “Roles, Regulation and Assessment in First-Year Composition Programs”
Beth Ann Rothermel, Westfield State College, MA, “Roles, Regulation and Assessment in First-Year Composition Programs”
Beverly Army Williams, Westfield State College, MA, “Family Resemblance: Examining the Relationship between Outcomes and Assignment Design among Tenure-Track and Contingent Faculty”
Chalet Seidel, Westfield State College, MA, “Capitalizing on Conflict to Build Coalition between Composition and Professional Writing”
Catherine Savini, Westfield State College, MA, “Working Backwards from Capstones to Work Together toward Coherence”
Theory

K.17 Barack, Bush, and Beck (Oh, My?): Political Ideological Discourse Theories
Room M302, Marquis Level

Speakers: Drew Loewe, St. Edwards University, Austin, TX, “Constitution’ as Ideograph: What Hundreds of Glenn Beck Transcripts Can Teach Us”
Greg Wilson, Iowa State University, Ames, “Bush Administration Torture Discourse: Unpacking the Ideology and Justifications Using Articulation Theory”

Language

K.18 Teaching, Translating, and Talking Language with Technology
Room M303, Marquis Level

Speakers: Jonathan Benda, Tunghai University, Taichung, Taiwan, “Google-writing’: Implications of Google-Based Translation on EFL Composition”
Miriam Jaffe-Foger, Rutgers University, New Brunswick, NJ, “Mediascape: Teaching ESL and ELL with Technology”
James Altman, University of Nevada Las Vegas, “Taming the Dragon: Effective Use of Dragon Naturally Speaking Speech Recognition Software as an Avenue to ‘Universal Access’”

Teaching Writing & Rhetoric

K.19 Intersections of Real and Virtual Spaces: Reconsidering Interaction and Architecture in the Hybrid Composition Classroom
Room M304, Marquis Level

Chair: Jennifer Stone, University of Alaska Anchorage
Speakers: Kelly McLain, University of Alaska Anchorage, “Format Matters: Comparing Small-Group Interactions Across F2F, Online, and Hybrid Course Formats”
Heather Caldwell, University of Alaska Anchorage, “He Said/She Said: Gendered Interaction in Hybrid Spaces”
Jennifer Stone, University of Alaska Anchorage, “Cyborg Students and Instructors: Examining the Intersection of the Virtual and the Real in a Hybrid Course”
Monika Kurber, University of Alaska Anchorage, “Intentionality through Architecture: Considerations for Designing a Hybrid First-Year Composition Course”
Friday, 3:30–4:45 p.m.

Professional and Technical Writing

K.21 Are Digital Media Changing Formal Scientific Arguments?
Room L402, Lobby Level
Chair: Michelle Sidler, Auburn University, AL
Speakers: Michelle Sidler, Auburn University, AL, “After Style and Presentation in Science Journal Articles: The Impact of Open Source Peer Review”
Chad Wickman, Auburn University, AL, “Digital Note-Making and Open Source Collaboration in Scientific Research”
Jonathan Buehl, The Ohio State University, Columbus, “The Rhetorical Affordances of Interactive Data in Scientific Arguments”
Christian Casper, University of Michigan, Ann Arbor, “Mutable Mobiles: Scientific Research Articles in the Digital Age”

Writing Programs

K.22 Assessing Students and Students as Assessors: Roles, Perspectives, and Influences
Room L403, Lobby Level
Chair: Olin Bjork, Santa Clara University, CA
Speakers: John Lauckner, Michigan State University, East Lansing, “Writing Fellows’ Navigation of Spaces and Roles: How Individual’s Perspectives Shape Assessment”
Mary Wright, Christopher Newport University, Newport News, VA, “When an ‘A’ is an ‘A’: Tenure Affects Assessment”
John Wittman, California State University, Stanislaus, Turlock, CA, “Emerging Academics: Inviting Students into Assessment Research”

History

K.23 Extracurricular Endeavors: Students Supplementing, Complementing, and Challenging Classroom Writing Instruction at Two Progressive Era Public High Schools, 1895-1930
Room L404, Lobby Level
Chair: Henrietta Rix Wood, University of Missouri-Kansas City
Lori Ostergaard, Oakland University, Rochester, MI, “Extracurricular and Curricular Writing Instruction at the Oak Park High School, 1913–1930”
Jeff Ludwig, University of Denver, CO, “Enhancing the Writing Instruction at Oak Park High School through Student Publication, 1913–1930”
Friday, 3:30–4:45 p.m.

Professional and Technical Writing

K.24 Critiquing Disciplinary Boundaries in Technical Communication
Room L405, Lobby Level

Chair: Steffen Guenzel, The University of Alabama, Tuscaloosa

Speakers: Aaron Toscano, University of North Carolina at Charlotte, “The Discourse Surrounding Technology: Expanding the Assumed Boundary of Technical Communication”
Roxane Gay, Eastern Illinois University, Charleston, “The Seventh Literacy: Contesting Disciplinary Boundaries to Incorporate Creative Literacy into Technical Communication Pedagogies”
Laurence José, Grand Valley State University, Allendale, MI “The Twenty-First Century Professional Writing Classroom: A Space for Contesting Linguistic, Cultural, and Disciplinary Borders”

Contesting Boundaries

K.25 Writing Across the Curriculum: Spaces and Conversations
Room L406, Lobby Level

Brian Fallon, Fashion Institute of Technology–SUNY, NY, “‘Finding a hallway’: Writing the Production of Space”
Keri Bertino, Baruch College/CUNY, NY, “‘We’re like herding cats’: Digital Video Student-Faculty Interviews as a Site of Institutional Conversation and WAC Development”

Teaching Writing & Rhetoric

K.26 Written on the Boundary: Contesting the Borders of Composition and Creative Writing Pedagogies
Room L503, Lobby Level

Chair: Heidi Rosenberg, Aurora University, IL

Jennifer Beech, University of Tennessee at Chattanooga, “Forgetting the University and Inventing an Educated Popular Audience: Shifting Styles”
Heidi Rosenberg, Aurora University, IL, “‘You Want Me to Do What?: Diverse Discourses in Academic Setting”
Contesting Boundaries

K.27 Whaddy Know?: E-Portfolios as Spaces for Making Connections, Contesting Borders, and Drawing Boundaries
Room L504, Lobby Level

Chair: Sonya Borton, Lipscomb University, Nashville, TN
Speakers: Kate Warrington, University of North Texas at Dallas, “Making Space for Students in E-Portfolio Assessment”
Valerie Hanson, Philadelphia University, PA, “Making E-Portfolio Connections Visible: The Constitutive Work of Reflective Writing in E-Portfolios”

Contesting Boundaries

K.28 Is Jewish Rhetoric Ethnic Rhetoric?
Room L505, Lobby Level

Chair: Steven Katz, Clemson University, SC
Speakers: Andrea Greenbaum, Barry University, Miami Shores, FL, “‘It’s a Bird . . . It’s a Plane . . . It’s a Jew!’: An Exploration of Jewish Ethnicity and Rhetorical Practice in the Graphic Novel”
Robert Danberg, SUNY Binghamton, “Say It In Yiddish: A Phrasebook for Travelers—Speaking of Jewish Scholarship”
Deborah Holdstein, Columbia College, Chicago, IL, “Memoirs of Adoption—Rhetorical Absence and Assimilation”
Michael Bernard-Donals, University of Wisconsin-Madison, “Where Are the Jews?: Finding a Place for Jewish Rhetoric in our Field”

Teaching Writing & Rhetoric

K.29 Exploring Relationships and Connections
Room L506, Lobby Level

Chair: Evelyn H. Baldwin, University of Arkansas, Little Rock
Speakers: Barbara Gleason, City College of New York, NY, “Assessing Experiential Learning in Adult Undergraduates’ PLA Narratives: The Promise of Prior Learning Assessment for College Degree Completion”
Meg Woolbright, Siena College, Loudonville, NY, “Challenging Degrees of Separation: Forging Relationships within and outside of an Interdisciplinary First-Year Seminar”
Michelle Liptak, Siena College, Loudonville, NY, “Challenging Degrees of Separation: Forging Relationships within and outside of an Interdisciplinary First-Year Seminar”
Contesting Boundaries

K.30 Discourse Analysis in the Teaching of Basic Writers, Creative Nonfiction, and Grant Writing
Room L507, Lobby Level

Chair: Andrea W. Herrmann, University of Arkansas at Little Rock
Speakers: Theresa Wallent, University of Arkansas at Little Rock, “The Importance of Teaching Discourse Strategies to Basic Writers”
Andrea W. Herrmann, University of Arkansas at Little Rock, “Using Critical Discourse Analysis in Teaching Creative Nonfiction”
Suzann W. Barr, University of Arkansas at Little Rock, “Genre Analysis in Teaching Grant Writing”

Information Technologies

K.31 Accessing Agency: Traversing the Spaces Between Classroom Composition and Digital Writing
Room L508, Lobby Level

Chair: Michael Salvo, Purdue University, West Lafayette, IN
Speakers: Adam Strantz, Purdue University, West Lafayette, IN, “Working Towards a Student-Centered Internet Research Ethics”
Ashley Watson, Purdue University, West Lafayette, IN, “Recasting Technical Writing to Critique Online Spaces in Composition”
Emily Legg, Purdue University, West Lafayette, IN, “Access, Audience, Agency: What the Digital Archive has to Teach Students”
Caitlan Spronk, Purdue University, West Lafayette, IN, “Maintaining Student Privacy in Online Composing Spaces”

Institutional and Professional

K.32 Dual Credit Courses: Opportunities for Curricular Innovation and Collaboration?
Room A701, Atrium Level

Chair: Jane Greer, University of Missouri–Kansas City
Speakers: Melanie Burdick, University of Missouri–Kansas City, Lawrence, “Dual Credit Curricular Allignment: Facing Context and Collaboration in High Schools and College”
Charles Golden, Blue Valley Northwest High School, Overland Park, KS, “Serving Two Masters: The Challenge of Harmonizing AP and Dual-Credit Requirements in the Senior English Classroom”
Djana E. Trofinoff, Southwest Early College Campus, Kansas City, MO, “Writing Centers in High Schools: Promoting College Readiness, Providing Pathways to College Credit, and Fostering Collaboration”
Jane Greer, University of Missouri–Kansas City, “Writing Centers in High Schools: Promoting College Readiness, Providing Pathways to College Credit, and Fostering Collaboration”
Friday, 3:30–4:45 p.m.

**History**

**K.33  Reclaiming Our Spaces: Accessibility and the Public University**  
Room A702, Atrium Level  
*Chair:* Rachel Rigolino, SUNY New Paltz, NY  
*Speakers:* Rachel Rigolino, SUNY New Paltz, NY  
Aaron Barlow, New York City College of Technology (CUNY), Brooklyn  
Susan Naomi Bernstein, Independent Scholar

**Language**

**K.34  The Complexities of FYC Placement for Multilingual Students**  
Room A703, Atrium Level  
*Chair:* Gail Shuck, Boise State University, ID  
*Speakers:* Todd Ruecker, The University of Texas at El Paso, “FYC Placement and Identity Labels: The Students’ Perspective”  
Tanita Saenkhum, Arizona State University, Tempe, “Examining Second Language Writers’ Placement Decisions”  
Gail Shuck, Boise State University, ID, “The Challenges of Identifying, Placing, and Supporting Multilingual Writers in a (Mostly) Open-Access Institution”  
*Respondent:* Paul Kei Matsuda, Arizona State University, Tempe

**Contesting Boundaries**

**K.35  Latinos Online: Contesting, Creating, and Sustaining Boundaries via Social Network Participation**  
Room A704, Atrium Level  
*Chair:* Cynthia Selfe, The Ohio State University, Columbus  
*Speakers:* Yazmin Lazcano, Arizona State University-Tempe, “Interrogating the Use of Borders in Social Networking Sites”  
Cruz Medina, University of Arizona, Tucson, “Tweeting Collaborative Epistemology: Beyond the Digital Divide’s Rhetoric of Deficiency”  
Janie J. Santoy, Texas State Tech/ Texas Tech, Harlingen/Lubbock, TX, “Cyberspace, Race, and Chicanas in the Blogosphere”
Information Technologies

K.36 Understanding State-of-the-Art Online Writing Instruction: Results from the CCCC Committee’s National Survey on Best Practices
Room A705, Atrium Level

Chair: Beth Hewett, University of Maryland University College, Adelphi

Contesting Boundaries

K.37 The “Writing Everywhere” Collective: Opening Classrooms to New Spaces and New Contexts
Room A706, Atrium Level

Chair: Karen Lunsford, University of California Santa Barbara

Contesting Boundaries

K.38 “Ready or Not, Here I Come”: Composing Black Feminine Voices and Identities in the Classroom and Beyond
Room A707, Atrium Level

Chair: Rhea Estelle Lathan, Florida State University, Tallahassee
Speakers: Bonnie Williams, Michigan State University, East Lansing, “‘That has more meaning than what you just read’: African American Women’s Language Transcribed in the Language of Wider Communication”; David Green, The Pennsylvania State University, University Park, “Lauryn Hill as Public Pedagogue: Emancipatory Composition and Hip Hop”; Jamila Smith, The Ohio State University, Columbus, “Still Waitin’ to Exhale: An Intergenerational Narrative Analysis of Black Girls and Women”
K.39  Contested Knowledge: Challenging Student Stereotypes
Room A708, Atrium Level

Chair: Jay Dolmage, University of Waterloo, Ontario, Canada
Speakers: Justin Crawford, West Virginia University, Morgantown, “Muted Voices: Masculinity in the Composition Classroom”
Justin Anderson, West Virginia University, Morgantown, “I Wanted to Write about that Time I Played High School Football…”
Kelly Sundberg, West Virginia University, Morgantown, “Supporting Returning Adult Women in the Composition Classroom”

Friday, 3:30–4:45 p.m.

Teaching Writing & Rhetoric

St. Louis 2012
Renaissance
March 21–24, 2012

For Program Proposal Deadline
visit
www.ncte.org/cccc/conv

See You There!!
At this reception we announce the winners of the 2011 Outstanding Book Award, The James Berlin Memorial Outstanding Dissertation Award, The Braddock Award, the Award for best article in TETYC, and the Nell Ann Pickett Service Award. Past CCCC Chairs, distinguished guests, and international participants will be recognized. A light reception follows. Please take the time to come celebrate with your colleagues.

AWARDS PRESENTATIONS

OUTSTANDING BOOK AWARD

This award is presented to the author(s) or editor(s) of a book making an outstanding contribution to composition and communication studies. Books are evaluated for scholarship or research and for applicability to the study and teaching of composition and communication.

Outstanding Book Award Committee

Chair: Bennett Rafoth, Indiana University of Pennsylvania
Deborah Brandt, University of Wisconsin-Madison
Patrick Sullivan, Manchester Community College, CT
Peter Vandenberg, DePaul University, Chicago, IL
Janice R. Walker, Georgia Southern University, Statesboro

Previous Award Winners:

2010  David Gold, Rhetoric at the Margins: Revising the History of Writing Instruction in American Colleges, 1873-1947
2009  Charles Bazerman, Handbook of Research on Writing: Society, School, Individual, Text
       John M. Duffy, Writing from These Roots: Literacy in a Hmong-American Community
2008  Sharon Crowley, Toward a Civil Discourse: Rhetoric and Fundamentalism
2007  Norbert Elliot, On a Scale: A Social History of Writing Assessment in America
       Krista Ratcliffe, Rhetorical Listening: Identification, Gender, Whiteness
2006  Morris Young, Minor Re/Visions: Asian American Literacy Narratives as a Rhetoric of Citizenship
Friday, 5:00–6:30 p.m.


2004 Mary Soliday, *The Politics of Remediation: Institutional and Student Needs in Higher Education*

2003 Deborah Brandt, *Literacy in American Lives*
Eileen Schell and Patricia Lambert Stock, *Moving a Mountain: Transforming the Role of Contingent Faculty in Composition Studies and Higher Education*

2002 Paul Kameen, *Writing/Teaching: Essays toward a Rhetoric of Pedagogy*

2001 Kay Halasek, *A Pedagogy of Possibility: Bakhtinian Perspectives on Composition Studies*

2000 Susan Miller, *Assuming the Positions: Cultural Pedagogy and the Politics of Commonplace Writing*, and Barbara Couture, *Toward a Phenomenological Rhetoric: Writing, Profession, and Altruism*

1999 Marilyn Sternglass, *Time to Know Them: A Longitudinal Study of Writing and Learning at the College Level*

1998 James A. Berlin, *Rhetorics, Poetics, and Cultures: Refiguring College English Studies*


1996 Susan Peck MacDonald, *Professional Academic Writing in the Humanities and Social Sciences*


1994 Lester Faigley, *Fragments of Rationality: Postmodernity and the Subject of Composition*

1993 Richard Bullock, John Trimbur, and Charles Schuster, Editors, *The Politics of Writing Instruction: Postsecondary*


1991 Mike Rose, *Lives on the Boundary: The Struggles and Achievements of America’s Underprepared*

JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD

Renamed to honor James Berlin, this award recognizes a graduate whose dissertation improves the educational process through research or scholarly inquiry or adds to the body of knowledge in composition studies.

Berlin Outstanding Dissertation Award Committee

Chair: Judith Wootten, Kent State University, Salem Campus, OH
John Heyda, Miami University, Middletown, OH
Jeffrey Maxson, Rowan University, Glassboro, NJ
Susan Miller, University of Utah, Salt Lake City
Gregory Shafer, Mott Community College, Flint, MI
Previous Award Winners

2009  Eric D. Turley, “The Scientific Management of Writing and the Residue of Reform”
2008  Katherine E. Tirabassi, “Revisiting the Current-Traditional Era: Innovations in Writing Instruction at the University of New Hampshire, 1940-1949”
2005  Haivan Viet Hoang, “‘To Come Together and Create a Movement’: Solidarity Rhetoric in the Vietnamese American Coalition”
2004  Jessica Enoch, “Women’s Resistant Pedagogies in Turn-of-the-Century America; Lydia Maria Child, Zitkala Sa, Jovita Idar, Marta Pena, and Leonor Villegas de Magnon”
2001  Katherine Kelleher Sohn, Whistlin’ and Crowin’ Women of Appalachia: Literacy Development Since College
2000  Elizabeth A. Miles, Building Rhetorics of Production: An Institutional Critique of Composition Textbook Publishing
1999  Chris Gallagher, Composing Inquiry: Rethinking Progressive Pedagogy and Literacy
1998  Jeffrey N. Maxson, A Multimedia and Multivocality in a Basic Writing Classroom
1997  Ellen Cushman, The Struggle and the Tools: Oral and Literate Strategies in an Inner City Community
1996  Amy M. Lee, Visions and Revisions of Teaching Writing as a Critical Process
1994  Harriet Malinowitz, “Lesbian and Gay Reality and the Writing Class”
1993  Marguerite Helmers, The Constitution of Students: Genre and Representation in the Composition Testimonial
1992  Susan Brown Carlton, “Poetic, Rhetoric, and Disciplinary Discourse”

THE RICHARD BRADDOCK AWARD

The Richard Braddock Award is presented to the author of the outstanding article on writing or the teaching of writing in the CCCC journal, College Composition and Communication, during the year ending December 31 before the annual CCCC spring convention. The award was created to honor the memory of Richard Braddock, University of Iowa. Richard Braddock was an extraordinary person and teacher who touched the lives of many people in ways that this special award established in his name can only suggest.
Braddock Award Committee

Chair: Susan Jarratt, University of California Irvine  
Frank Farmer, University of Kansas, Lawrence  
Tom Fox, California State University Chico  
LuMing Mao, Miami University, Oxford, OH  
Kelly Ritter, University of North Carolina Greensboro

Previous Award Winners:

2010  Shevaun E. Watson, “Good Will Come of This Evil”: Enslaved Teachers and the Transatlantic Politics of Early Black Literacy,” September 2009
2006  Jenn Fishman, Andrea Lunsford, Beth McGregor, and Mark Otuteye, “Performing Writing, Performing Literacy,” December 2005
2003  Bruce Horner and John Trimbur
2002  Kathryn Fitzgerald
2001  James E. Porter, Patricia Sullivan, Stuart Blythe, Jeffrey T. Grabill, and Libby Miles
2000  Jacqueline Jones Royster and Jean C. Williams
1999  Catherine Prendergast
1998  (tie) Arnetha Ball and Ted Lardner, Dennis A. Lynch, Diana George, and Marilyn M. Cooper
1997  Ellen Cushman
1996  Mary N. Muchiri, Nshindi G. Mulamba, Greg Myers, and Deoscorous B. Ndoloi
1995  Cheryl Glenn
1994  Peter Mortensen and Gesa E. Kirsch
1993  Nancy Sommers
1992  Glynda Hull, Mike Rose, Kay Losey Fraser, and Marisa Castellano
1991  Glynda Hull and Mike Rose
1990  Joseph Harris
1989  Christina Haas and Linda Flower
1988  Robert Brooke
1987  Linda Flower, John R. Hayes, Linda Carey, Karen Schriver, and James Stratman
1986  Peter Elbow
1985  Lisa Ede and Andrea Lunsford

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OUTSTANDING DISSERTATION AWARD IN TECHNICAL COMMUNICATION

This award recognizes a dissertation in Technical Communication whose research is original, makes a contribution to the field, uses a sound methodological approach, demonstrates awareness of the existing research in the area studied, and demonstrates an overall high quality of writing.

Outstanding Dissertation Award in Technical Communication Committee

Chair: Derek Ross, Auburn University, AL
Elizabeth Flynn, Michigan Tech University, Houghton
Deborah Minter, University of Nebraska Lincoln
Michael Salvo, Purdue University, West Lafayette, IN
Leah Zuidema, Dordt College, Sioux Center, IA

Previous Award Winners

2010    Rebekka Andersen
2009    Jonathan Buehl
2008    Lara Varpio
2007    Natasha Artemeva
2006    Neil Lindemann
2005    Huatong Sun
2004    Donna Kain
2003    Brent Henze
2003    Sandra Sterling Reynolds, Honorable Mention
2002    David Dayton
2002    Dave Clark, Honorable Mention
2001    Kenneth Baake
2000    Clay I. Spinuzzi
1999    Katherine Durack
1999    Brenda Camp Orbell, Honorable Mention
1999    Graham Smart, Honorable Mention
TECHNICAL AND SCIENTIFIC COMMUNICATION AWARDS

This award recognizes outstanding books and articles in technical and scientific communication in six categories: Best Book, Best Original Collection of Essays, Best Article Reporting Qualitative or Quantitative Research, Best Article Reporting Historical Research or Textual Studies, Best Article on Philosophy or Theory, and Best Article on Pedagogy or Curriculum.

Technical and Scientific Communication Awards Committee

Chair: Bernadette Longo, University of Minnesota, St. Paul
Stuart Blythe, Michigan State University, East Lansing
Lee-Ann Kastman Breuch, University of Minnesota, Minneapolis
Jeff Grabill, Michigan State University, East Lansing
Michael Salvo, Purdue University, West Lafayette, IN
Jason Swarts, North Carolina State University, Raleigh
Katherine Wills, Indiana University-Purdue University Columbus

WRITING PROGRAM CERTIFICATE OF EXCELLENCE

This award program, established in 2004, honors up to 20 writing programs a year. Programs must successfully demonstrate that their program meets the following criteria: it imaginatively addresses the needs and opportunities of its students, instructors, and locale; offers exemplary ongoing professional development for faculty of all ranks, including adjunct/contingent faculty; treats contingent faculty respectfully, humanely, and professionally; uses current best practices in the field; uses effective, ongoing assessment and placement procedures; models diversity and/or serves diverse communities; has appropriate class size; and has an administrator (chair, director, coordinator, etc.) with academic credentials in writing.

2010–2011 Writing Program Certificate of Excellence Committee

Chair: Michele Eodice, University of Oklahoma, Norman
Katie Gunter, Michigan State University, East Lansing
Jeffrey Klausman, Whatcom Community College, Bellingham, WA
Michael Pemberton, Georgia Southern University, Statesboro
Leslie Roberts, Oakland Community College, Farmington Hills, MI

Previous Certificate Winners

2009-2010
Louisiana State University, Communication across the Curriculum Program
2008–2009
North Carolina State University, First-Year Writing Program
University of Massachusetts Amherst, Writing Program
Washington State University, Writing Program

2007–2008
The University of Denver, Writing Program
University of Toronto, Scarborough, Writing Centre

2006–2007
Ball State University, Writing Program
Michigan Technological University, Writing Center
Purdue University, Introductory Composition
Swarthmore College, Writing Associates Program
University of Toronto, Office of English Language and Writing Support

2005–2006
Duke University, University Writing Program
Eastern Michigan University, First-Year Writing Program
Marquette University, First-Year English Program

Winter 2005
Carleton College, Writing Program
The Ohio State University, First-Year Writing Program

Fall 2004
Central European University, Center for Academic Writing
Clemson University, The Advanced Writing Program
Michigan Technological University, Department of Humanities Writing Program
Michigan Technological University, Scientific and Technical Communication Program
Purdue University, Writing Lab
Rowan University, Department of Composition and Rhetoric
Saint Joseph College, Writing Portfolio Program
Salt Lake Community College, Community Writing Center
San Francisco State University, Technical and Professional Writing Program
University of Missouri, Campus Writing Program
University of Washington, Engineering Communication Program

**CCCC TRIBAL COLLEGE FACULTY FELLOWSHIP**

In March 2003, the Conference on College Composition and Communication (CCCC), initiated a new program, the Tribal College Faculty Fellowship Program. The Tribal College Faculty Fellowship offers financial aid to selected faculty members currently working at tribally controlled colleges to attend the CCCC Conference. This year we will be awarding up to four Tribal College Faculty Fellowships in the amount of
$750 each. With this Fellowship, CCCC hopes to create new opportunities for Tribal College Faculty members to become involved in CCCC and for CCCC to carry out its mission of serving as a truly representative national advocate for language and literacy education. Applicants are asked to submit a letter describing who they are as teachers and what they teach at their tribal college, what their research interests are, and what they hope to gain from the experience of attending CCCC (how it could help in their teaching or research). A selection committee including American Indian Caucus members reviews applications for the Tribal College Faculty Fellowship. Fellowships are awarded based on overall quality of the application letter.

Tribal College Faculty Fellowship Committee

Chair: Resa Crane Bizzaro, Indiana University of Pennsylvania
Xiao Wang, Broward Community College, Davie, FL
Lisa King, University of Kansas, Lawrence
Amanda Booher, Texas Tech University, Lubbock

Previous Award Winners

2010
Christie Cooke
Jennifer Ann Owens

2009
Sara Knight
Ryan Winn

2008
Nathan Jenkins, Haskell Indian Nationals University

2007
Geselle Coe, Tohono O’Odham Community College

2006
Ron Carpenter, Turtle Mountain Community College
Brian Tosky, College of Menominee Nation

2005
Priscilla A. Fairbanks, Leech Lake Tribal College
Steven King, Sisseton-Wahpeton College
Laurie Koepplin, Little Big Horn College
Patrick J. Shields, Lac Courte Oreilles Ojibwa Community College
THE MARK REYNOLDS TETYC BEST ARTICLE AWARD

The quarterly journal *Teaching English in the Two-Year College* selects each calendar year one article for its Best Article of the Year Award. Selection is based on excellence in five areas: content, style, development/organization, value to readers, and overall impression.

Jeff Sommers, Editor of *TETYC*, to present the award.

Best Article Award Committee:

*Chair:* Ron Christiansen, Salt Lake Community College, UT  
Stasia Callan, Monroe Community College, Rochester, NY  
Timothy McLaughlin, Bunker Hill Community College, Boston, MA  
Alexis Nelson, Spokane Falls Community College, WA

Previous Award Winners:

2010  Holly Hassel and Joanne Baird Giordano  
2009  David Martins  
2008  Gregory Shafer  
2007  Shir Filler  
2006  Jeff Andelora  
2005  Laurie Grobman  
2004  Jay Simmons and Timothy McLaughlin  
2003  Loretta Kasper  
2002  Derek Soles  
2001  Dana Elder  
2000  Richard C. Raymond  
1999  Kay Thurston  
1998  Smokey Wilson  
1997  Marilyn J. Valentino  
1996  Thomas Speer  
1995  William S. Robinson  
1994  Julia Ferganchick-Neufang  
1993  Betty Nelson  
1992  Dana L. Fox  
1991  Joseph F. Trimmer  
1990  Judith Rae Davis  
1989  Fred Stanley  
1988  Nadine Pierce and Paul Hunter  
1987  Richard Raymond  
1986  Patricia Callaghan  
1985  Sylvia A. Holladay  
1984  Marcia H. Edwards  
1983  Tim McCracken and W. Allen Ashby  
1982  Michael Adelstein
Friday, 5:00–6:30 p.m.

*At the 2010 CCCC Conference in Louisville, the TETYC Best Article of the Year Award Committee requested that the TYCA Executive Committee consider renaming this award for a long-time TYCA member who has contributed to the scholarship and mission of TYCA and the *Teaching of English in the Two-Year College* journal.

**NELL ANN PICKETT SERVICE AWARD**

Presented by the Two-Year College English Association to an outstanding teacher whose vision and voice have had a major impact on two-year college professionalism.

**Nell Ann Pickett Service Award Committee:**

**Chair:** Sharon Mitchler, Centralia College, WA  
Howard Tinberg, Bristol Community College, Fall River, MA  
Louise Bown, Salt Lake Community College, UT

**Previous Award Winners:**

2010  Mike Matthews, Tarrant County College/NW Campus, Fort Worth, TX  
2009  Sharon Mitchler, Centralia College, WA  
2008  Judith “Jay” Wootten, Kent State University, Salem Campus, OH  
2007  Jody Millward, Santa Barbara City College, CA  
2006  Howard Tinberg, Bristol Community College, Fall River, MA  
2005  Georgia Newman, Georgia College & State University, Milledgeville  
2004  John Lovas, De Anza College, Cupertino, CA  
2003  Frank Madden, SUNY Westchester Community College, Valhalla, NY  
2002  Ben Wiley, St. Petersburg College, FL  
2001  Lois Powers, Fullerton College, CA  
2000  Mark Reynolds, Jefferson Davis Community College, Brewton, AL  
1999  Katherine Staples, Austin Community College, TX  
1998  Charles Annal, New Hampshire Technical Institute  
1997  Paul Bodmer, Bismarck State College, ND  
1996  Elisabeth McPherson, Ridgefield, WA  
1995  Lynn Quitman Troyka, Queensboro CC, City University of New York  
1994  Audrey Roth, Miami Dade Community College, FL  
1993  Nell Ann Pickett, Hinds Community College, Raymond, MS
Special Interest Groups

6:30–7:30 p.m.

FSIG.01  Black Caucus Business Meeting
Room M101, Marquis Level
Chair: Elaine Richardson, The Ohio State University, Columbus

FSIG.02  Latino Caucus Business Meeting
Room M102, Marquis Level
Co-Chairs: Bobbi Ciriza Houtchens, Arroyo Valley High School, San Bernardino, CA
Cristina Kirklighter, Texas A&M University, Corpus Christi
Renee Moreno, California State University, Northridge

FSIG.03  Asian/Asian American Caucus Business Meeting
Room M103, Marquis Level
Co-Chairs: Terese Monberg, Michigan State University, East Lansing
Stuart Ching, Loyola Marymount University, Los Angeles, CA

FSIG.04  American Indian Caucus Business Meeting
Room M104, Marquis Level
Co-Chairs: Resa Crane Bizzaro, Indiana University of Pennsylvania
Joyce Rain Anderson, Bridgewater State College, MA
Malea Powell, Michigan State University, East Lansing

FSIG.05  Queer Caucus
Room M105, Marquis Level
Chair: Mark McBeth, John Jay College of Criminal Justice, New York

FSIG.06  Deaf and Hard of Hearing Interest Group
Room M106, Marquis Level
Chair: Paige Franklin, Gallaudet University, Washington, D.C.

FSIG.07  Studio Special Interest Group
Room M107, Marquis Level
Chair: John Paul Tassoni, Miami University, Oxford, OH
Friday, 6:30–7:30 p.m.

FSIG.08   Progressive Approaches to Grammar, Punctuation, and Usage
Room M108, Marquis Level
Chair: Joseph Salvatore, The New School, New York, NY

FSIG.09   International Network of Writing-across-the-Curriculum Programs
Room M109, Marquis Level
Chair: Chris Thaiss, University of California, Davis

FSIG.10   Independent Writing Units
Room M202, Marquis Level
Chair: Barry Maid, Arizona State University, Mesa

FSIG.11   Teaching Adult Writers in Diverse Settings
Room M301, Marquis Level
Co-Chairs: Michelle Navarre Cleary, DePaul University, Chicago, IL
          Sonia Feder-Lewis, Saint Mary’s University of Minnesota, Twin Cities, Saint Paul
          Karen Uehling, Boise State University, ID

FSIG.12   Best Practices for Online Writing Instruction: Validating Key Results of the 2010 CCCC Survey
Room M302, Marquis Level
Chair: Beth Hewett, University of Maryland University College, Adelphi, MD

FSIG.13   Science and Writing
Room M303, Marquis Level
Co-Chairs: Jonathan Buehl, The Ohio State University, Columbus
          William FitzGerald, Rutgers University at Camden

FSIG.14   Composition-English Education Connections
Room M304, Marquis Level
Co-Chairs: Elizabeth Brockman, Central Michigan University, Mt. Pleasant
          Mark Letcher, University of Oklahoma, Norman
FSIG.15  Rhetoric and Christian Tradition  
Room L401, Lobby Level  
Chair: Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

FSIG.16  Creative Writing, Rhetoric, and Composition Special Interest Group  
Room L402, Lobby Level  
Chair: Ben Ristow, University of Arizona, Tucson

FSIG.17  Writing with Current, Former, and Future Members of the Military  
Room L403, Lobby Level  
Co-Chairs: Robert Hazard, College of DuPage, Glen Ellyn, IL  
Sandra Jang, United States Military Academy Prep School, Eatontown, NJ

FSIG.18  The Community College Writing Center  
Room L404, Lobby Level  
Co-Chairs: Gordon Pueschner, Century College, White Bear Lake, MN  
Brian Lewis, Century College, White Bear Lake, MN

FSIG.19  Teaching Writing in Interdisciplinary Classrooms and Learning Communities  
Room L405, Lobby Level  
Chair: Rebecca Nowacek, Marquette University, Milwaukee, WI

FSIG.20  The Impact of Building Formal Schemata on ESL Writing Performance: A Focus on Second Sentence in Paragraph Coherence  
Room L406, Lobby Level  
Chair: Yuehai Xiao, New York University, NY

FSIG.21  Con Job: Stories of Adjunct and Contingent Labor  
Imperial Ballroom, Salon A, Marquis Level  
Co-Chairs: Bradley A. Hammer, University of North Carolina, Chapel Hill  
Megan Fulwiler, The College of St. Rose, Albany, New York, NY  
Jennifer Marlow, SUNY, Albany
Friday Evening Events

The Caucus after the Caucus:
Coalition Building across the Caucuses
Imperial Ballroom, Salon B, Marquis Level
7:30–8:30 p.m.

TYCA Talks
Marquis Ballroom, Salon D, Marquis Level
6:30–7:30 p.m.

The Twentieth Annual Poetry Forum
Room L508, Lobby Level
7:30–10:30 p.m.
This forum has become a valued annual gathering for CCCC poets and friends of poetry. Those who write should bring original material to read for about five minutes. Those who enjoy the company of poets should come to listen, respond, and share in the pleasures of the occasion.

The 4C's Jam
Marquis Ballroom, Salon A/B, Marquis Level
9:30 p.m.–1:00 a.m.

AA
Room L405, Lobby Level
8:00–10:00 p.m.

ALANON
Room L406, Lobby Level
8:00–10:00 p.m.