

## Thursday, April 7

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### **REGISTRATION, 8:00 a.m.–6:00 p.m.**

International Ballroom Exhibit Hall, International Level

### **EXHIBITS, 10:00 a.m.–6:00 p.m.**

International Ballroom Exhibit Hall, International Level

### **Newcomers' Coffee Hour, 7:30 a.m.–8:15 a.m.**

Imperial Ballroom, Salon B, Marquis Level

### **Nominating Committee**

Room L501, Lobby Level

10:00 a.m.–Noon

### **Resolutions Committee**

Room L502, Lobby Level

5:30–6:30 p.m.

### **“Every CCCC Member Has a Story . . . Tell Us Yours!”**

The CCCC and the Newcomers Committee, in partnership with the Digital Archives of Literacy Narratives (DALN) and the NCTE, invites you to tell us a story about reading and composing. We will help you record your story (using either video or audio) and preserve it on line where friends, family and students can access it—all within 30 minutes. Join us on the Marquis Level.

Cynthia Selfe, H. Ulman Lewis



# Opening General Session

Marquis Ballroom, Marquis Level

8:30 a.m.–10:00 a.m.

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**Presiding:** *Malea Powell*, Program Chair/CCCC Associate Chair, Michigan State University, East Lansing

**Greetings:** Local Arrangements Chair, Mary Hocks, Georgia State University, Atlanta  
Yvonne Siu-Runyan, NCTE President, Boulder, CO  
Carolyn Calhoun-Dillahunt, Yakima Valley Community College, WA

## Scholars for the Dream—2011 Recipients

Sonia C. Arellano, Texas State University-San Marcos: A.37  
Shonell Bacon, Texas Tech University, Lubbock: L.05  
Lamiyah Bahrainwala, Michigan State University, East Lansing: B.06  
Michael Sterling Burns, University of Illinois at Urbana-Champaign: M.02  
Lehua Ledbetter, Michigan State University, East Lansing: G.38  
Kelly McLain, University of Alaska Anchorage: K.19  
Caroline Prieto, San Francisco State University, CA: D.18  
Cheyenne Riggs, Texas State University, Austin: K Session  
Elias Serna, University of California, Riverside: D.07  
Reva E. Sias, Syracuse University, NY: H.16

## Previous Scholars for the Dream Award Winners

### 2010

Tamika Barrett, Eileen Ain Shams, R. Candace Epps-Robertson, Fernando Febres, Regina L. Golar, ku'ualoha ho'omanawanui, Vivian García López, Brandy Nalani McDougall, Cruz Medina, Gabriela Raquel Ríos

### 2009

Maryam Elena Jamali Ashtiani, Lina Buffington, Jason B. Esters, David F. Green, Jr., Janie Jaramillo-Santoy, Marissa M. Juárez, Wen Ma, Sarah Nieto Olivas, Bettina Ramón, Michelle Bachelor Robinson

### 2008

Qwo-Li Driskill, Crystal M. Hills, Donna Hunter, Aja Y. Martinez, Natalie A. Martínez, Leslie D. Norris, Kathryn Ortiz, Andrea Osteen, Melissa Berry Pearson, Staci M. Perryman-Clark

## **2007**

Maria Bibbs, Tamika L. Carey, Korina Jocson, Donna King, Lydia Balderamos Loskot, Barbara Castillo Noyes, Sung Ohm, Ryan Masaaki Omizo, Debbie A. Reese, Kimberly Thomas

## **2006**

Timothy J. Brown, Kevin Browne, Rachel Carrales, Elizabeth Imende, Kendall Leon, Jolivette Mecenas, Soncerey Montgomery, Iris Ruiz, Paul Velazquez, Han Yu

## **2005**

Cedric D. Burrows, Linh Dich, Robin Evans, Maisha T. Fisher, Elisa Marie Norris, Daisy Pignetti, Eric Darnell Pritchard, Adina Sanchez-Garcia, Justin Schapp, Robyn Tasaka

## **2004**

JuliAnna Avila, Jeffrey Duncan-Andrade, D. Ted Hall, David Kirkland, Melvette Melvin, Rose Metts, Kelvin Monroe, Spencer Salas, Cecilia Solis-Sublette, Sandra Young

## **2003**

Jacqueline Brown, Carol Brochin Ceballos, Rene Agustin De los Santos, Nichole Hamai, Jungmi Kim, Seonjoo Moon, Ken Rayes, Eunsook Rhee, Tonya Scott, Lillie Whetten

## **2002**

Haivan Hoang, Carlos Evia, Michelle Johnson, Asao Inoue, Patricia Trujillo, Hilary Owens, Derek Landers, Piper Kendrix Williams, Rachel Brooks-Rather, Margaret Wong

## **2001**

Terry Carter, Rose Gubele, Daniel Justice, Rhea Estelle Lathan, Kim Lee, Meredith Lee, Kathleen McColley, Josye Sadler, Faye Spencer Maor

## **2000**

Aesha Adams, Christina Bell, Rebecca Cisneros, Lisa Trevino Roy-Davis, Avis G. Hewitt, Joseph Ng/Eng, Annette Harris-Powell, Rebecca Small, Rhonda Robinson Thomas, Kendra Vaglianti

## **1999**

Wilson C. Chen, Resa Crane Bizzaro, E. K. Daufin, Charmin Granger, Emily Porcincula Lawsin, Levita D. Mondie, Dora Ramirez, Kimberly A. Robinson, Gregory E. Rutledge, Mae Lombos Wlazlinski

## **1998**

Fred Arroyo, Steve Chu, Sheldon George, Serena R. Huffman, Celestine W. Liu, Cedrick May, Elizabeth McHenry, Diana Elena Moran Molina, Luana Uluave, Linda Walking-Woman

## 1997

Cassandra J. Canada, Ginny Carney, Maria De Jesus Estrada, La Tisha Camille Fowlkes, Chikako D. Kumamoto, Cynthia McCollie-Lewis, Donald McCrary, Charlotte Simmonds-Hammons, A. Tyson Sims, Marion Okawa Sonomura

## 1996

Erika Aigner-Varoz, Victoria Cliett, Renita Duncan, Amanda Espinosa-Aguilar, Sandra M. Grayson, Terry Haynes, Joyce Raine Latora, Lynn A. Casmier-Paz, Gwendolyn Pough, K. Hyoejin Yoon

## 1995

Lena Ampadu, María C. M. de Guerrero, Phyllis Pearson Elmore, Carlton Floyd, Janice Gould, David Holmes, Terese Monberg, Shondel Nero, Pata Suyemoto, José L. Torres-Padilla

## 1994

Jennifer Barfield, Kisha Brown, José Irizarry, Susan Kimoto, Alison O. Lee, Michelle McIver-Bell, Natalia Apostolos Menendez, Malea Powell, Elaine Richardson, Patricia Joan Saunders

## 1993

Meta G. Carstaphen, Louise M. Connal, Evelyn Flores, Sharon Gamble, Lisa M. Gonsalves, Renee Moreno, Jeryl Prescott, George Q. Xu

## Scholars for the Dream Travel Award Committee

*Chair:* Lena Ampadu, Towson University, Baltimore, MD  
Mahli Mechenbier, Kent State University, OH  
Laura Micciche, University of Cincinnati, OH  
Eric D. Pritchard, University of Texas at Austin  
Adina Sanchez-Garcia, University of Miami, Coral Gables, FL

To increase the participation of traditionally underrepresented groups—African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latino and Latina Americans, and American Indians—CCCC has established the Scholars for the Dream Travel Awards. The awards celebrate the scholarly contributions of first-time presenters at CCCC who are members of these groups. By providing some funding for these scholars to travel to the Conference and to share their work with us, we hope to make the term “underrepresented” past history.

## Chairs' Memorial Scholarship—2011 Recipients

Erin R. Anderson, University of Pittsburgh, PA  
Beth Godbee, University of Wisconsin-Madison  
Rebecca Lorimer, University of Wisconsin-Madison  
Ryan Trauman, University of Louisville, KY

## **Chairs' Memorial Scholarship Award Committee**

*Chair:* Bruce Horner, University of Louisville, KY  
Shirley Wilson Logan, University of Maryland, College Park  
Mike Matthews, Tarrant County College Northwest Campus, Fort Worth, TX  
Cynthia Selfe, The Ohio State University, Columbus  
Anne Frances Wysocki, University of Wisconsin-Milwaukee

To remember and honor the Chairs of CCCC who have passed away, the CCCC Executive Committee has created scholarships of \$750 each to help cover the costs of four graduate students who are presenting at the annual conference. Full-time graduate students whose presentations were selected through the regular peer review process are eligible for these scholarships.

### **Previous Chairs' Memorial Scholarship Winners**

2010 Iris Deana Ruiz, Jota Samper, Kyle D. Stedman, Kara Taczak  
2009 Tabetha Adkins, Micheal Harker, Susan Meyers, Ehren Pflugfelder  
2008 J. James Bono, Rasha Diab, Hyechong Park, Kate Vieira  
2007 Celeste Del Russo, Spencer Salas, Lee Shenandoah Vasquez, Richard LeMoine Wright  
2006 Rachel Brooks-Pannell, Lisa Dush, Melanie Kill, Iswari P. Pandey

### **Announcement of the 2010–2011 CCCC Research Initiative Recipients**

D. Alexis Hart and Roger Thompson, Virginia Military Institute  
Paul Kei Matsuda and Tanita Saenkhum, Arizona State University  
Michele Eodice, University of Oklahoma, Anne Ellen Geller, St. John's University,  
and Neal Lerner, Massachusetts Institute of Technology

## Presentation of the Exemplar Award

This award is presented to a person who has served or serves as an exemplar of our organization, representing the highest ideals of scholarship, teaching, and service to the entire profession.

Edward M. White, winner of the 2011 CCCC Exemplar Award, will speak.

### Exemplar Award Committee

*Chair:* Carolyn R. Miller, North Carolina State University, Raleigh  
Elissa Caruth, Oxnard College, CA  
Jay Dolmage, University of Waterloo, Ontario, Canada  
Paul A. Prior, University of Illinois at Urbana-Champaign  
Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

### Previous Award Winners:

2010	W. Ross Winterowd
2009	Victor Villanueva
2008	Patricia Bizzell
2007	Peter Elbow
2006	David Bartholomae
2005	Erika Lindemann
2004	Jacqueline Jones Royster
2003	Win Horner
2002	Art Young
2001	Lynn Q. Troyka
2000	Murial Harris
1999	Geneva Smitherman
1998	Janice Lauer
1997	Ann E. Berthoff
1996	Edward P. J. Corbett
1995	James L. Kinneavy
1994	Andrea Lunsford
1993	Richard Ohmann
1992	Janet Emig
1991	Richard Lloyd-Jones



## Chair's Address

Thursday, 8:30–10:00 a.m.

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### It's Bigger Than Comp/Rhet: Contested and Undisciplined Marquis Ballroom, Marquis Level



**Gwendolyn Pough**

Syracuse University  
New York, NY

The fields that make up CCCC—composition, rhetoric, creative writing, language/linguistics, visual and digital rhetorics, professional writing and communication—are diverse, and much of our work cuts across disciplines within the field and outside of it. As compositionists, we touch the lives of students across our campuses. From two-year colleges to four-year private and public colleges and universities to the Ivy League, almost every student is touched in some way by a first year writing experience. And rhetoric is perhaps one of the original interdisciplinary fields, vital to various disciplines in the academy beyond English and Communication. The span and scope of what we do and what we can do with language is wider than many of us imagine. In fact, the

skills we bring as those who do language are needed in the world now more than ever. Learning to respect the power of language as well as learning how to properly communicate in civil and productive ways are areas that need to be developed both inside and outside of academia. In her 2011 Chair's Address, "It's Bigger Than Comp/Rhet: Contested and Undisciplined," Gwendolyn D. Pough will look at the field as a "sister outsider"—someone who is both inside the field and outside of it, who works in areas of the field that are sometimes marginalized, whose presence is often contested and who has embraced an undisciplined stance—in order to think about the ways we can better maximize our field's diversity and its interdisciplinary strengths. Whether we think of ourselves as researchers, composition theorists, creative writers, linguists, rhetoricians or historians, many of us not only teach writing but we also participate in various writing practices. We all do language. That is our greatest strength, and it is what makes what we do so much bigger than how we draw the disciplinary boundaries around our field and ourselves. As doers of the word who teach others to do what we do, we have an obligation to do it bigger and to reach every place and everyone we can influence. Gwendolyn will offer some reflections and insights on how we might expand our reach in the classroom, beyond the classroom and into the world.

**Gwendolyn D. Pough** is Associate Professor of Writing, Rhetoric, Women's and Gender Studies at Syracuse University and Director of Graduate Studies for the Composition and Cultural Rhetoric Doctoral Program. The author of *Check It While I Wreck It: Black Womanhood, Hip-Hop Culture, and the Public Sphere*, she has also written

numerous essays and articles on black feminism, hip-hop, critical pedagogy and black public culture. She co-edited a special issue of the journal *FEMSPEC* and the critically acclaimed *Home Girls Make Some Noise: A Hip-Hop Feminism Anthology*. She has won numerous grants and awards including the prestigious American Association of University Women Post-Doctoral Fellowship. She is also an award-winning romance author who writes under the pen name Gwyneth Bolton. She has published eleven novels and a novella.



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## A Sessions: 10:30–11:45 a.m.

*Featured Speaker*

**Sid Dobrin**

**“A Future of Writing Studies”**

Marquis Ballroom, Salon B, Marquis Level

**Chair:** Joe Hardin, University of Arkansas, Fort Smith

This is a presentation about writing and writing theory, and how changes outside of the field require substantial changes within. Synthesizing diverse discussions of posthumanism, visual/rhetoric, design, materiality, and ecology, the speaker considers what a future of writing studies might look like, if it wants to remain relevant intellectually. In order to engender and encourage conversations of possibility and opportunity in the current, burgeoning, self-critical moment in composition studies, this presentation considers a significant shift in approaches to writing studies that challenges entrenched ideas and assumptions that have defined composition studies—assumptions like the autonomous (student) subject and the role of visuals (in) writing. Such challenges to and within contested disciplinary spaces create discomfort, of course, and part of that discomfort emerges in this presentation as challenges to the mythologies and the removal of the guarantors upon which composition studies has relied, such as the management of student identities. As this presentation argues, however, we must do so in order to map writing studies’ intellectual future beyond composition studies’ academic past.

**Sid Dobrin** is Associate Professor in the Department of English at The University of Florida, where for ten years he directed the writing program. He is the author and editor of more than a dozen books about writing, environment, and their intersections. His latest book *Postcomposition* will be published by SIUP in June, 2010. He is co-editor (with Sean Morey) of *Ecosee: Image, Nature, and Visual Rhetoric* (SUNY P, 2009) and co-editor (with J.A. Rice and Michael Vastola) of *Beyond Post-Process* (USUP; Forthcoming, July, 2010). His most recent research focuses on visual rhetoric, posthumanism, and complex ecology. He also co-edits and contributes to the on-line zine Digital Ink!, a free resource for teachers of technical writing.



**Sid Dobrin**

*Featured Speaker*

**Leslie (Les) Hannah**

**“If the Subaltern Speaks in the Woods ...”**

**Marquis Ballroom, Salon C, Marquis Level**

**Chair:** Erika Strandjord, The Ohio State University, Columbus

**Dr. Leslie D. Hannah** is a citizen of the Wolf Clan, Cherokee Nation. He grew up in rural Adair and Cherokee Counties in Oklahoma; he attended Stilwell Schools.

Dr. Hannah received his Bachelor of Arts, Master of Sciences degrees from Northeastern State University in Tahlequah, OK. He received his Ph.D. in Native American and American Literature and Rhetoric/Literacy Studies from Oklahoma University in Norman.

Dr. Hannah has taught at the following institutions: Northeastern State University, Tulsa Community College, Oklahoma University, Oklahoma City Community College, University of Nevada, Reno, Johns-Hopkins University, Louisiana State University, Kansas State University, and has now returned to NSU where he is the Chair of the Languages and Literature Department, and Director of the Cherokee Language and Studies Programs.

Dr. Hannah completed an invited residency at Oxford University in Oxford, England where he lectured on American Indian theology, presenting “The Soul of the Indian: American Indian Theological Philosophies in Concert and Conflict with Christianity.” He is a frequent lecturer at regional, national, and international conferences and symposiums.

Dr. Hannah attended the inaugural World Universities Forum in Davos, Switzerland where he spoke on pedagogical storytelling in general education and encouraged the G-8 Nations to support General Education.

Dr. Hannah is a 2010 Fulbright Scholar; he taught Native American Studies in Esbjerg, Denmark.

Dr. Hannah is the author of three books: *Ghost Stories from the Cherokee Nation*, *Seven and Seven*, and *M.A.P. for the Essay Examination*.



**Leslie (Les)  
Hannah**

*Featured Session*

## **The State of Dual-Credit/Concurrent-Enrollment Writing Courses**

Marquis Ballroom, Salon A, Marquis Level

In this session, we will consider some recent scholarship on dual-credit/concurrent writing courses, especially the recent NCTE book, *College Credit for Writing in High School: The “Taking Care of” Business*, edited by Kristine Hansen and Christine R. Farris. The panelists, all members of the CCCC working group on dual-credit/concurrent enrollment writing courses, will also present data collected in a survey of CCCC, TYCA, and NCTE Secondary Section members. Panelists will also engage the audience in conversation about recent scholarship, the CCCC survey data, and audience members’ experiences with dual-credit/concurrent-enrollment writing courses. This panel’s aim is to provide a closer examination of how existing programs operate, as well as how they are evaluated and researched in order to help us take informed and responsible positions in this controversy.

**Chair:** Duane Roen, Arizona State University, Tempe

**Speakers:**

**Christine Farris**

Indiana University, Bloomington

**Duane Roen**

Arizona State University, Tempe

**Respondent:**

**Kelly Ritter**

The University of North Carolina at Greensboro



**Christine Farris**



**Duane Roen**



**Kelly Ritter**

*History*

**A.01 Non-Western Rhetorical Theory and Add Al-qahir Al-Jurjani**

International Ballroom A, International Level

*Chair:* James Beasley, University of North Florida, Jacksonville

*Speakers:* James Beasley, University of North Florida, Jacksonville  
Timothy Donovan, University of North Florida, Jacksonville

*Research*

**A.02 (Re)Creating the Center:  
Theoretical Approaches for Involving Campus  
Stakeholders in the Design of a Writing Center**

International Ballroom B, International Level

*Chair:* Lisa Tremain, University of California Santa Barbara

*Speakers:* Susannah McGowan, University of California Santa Barbara  
Kara Otto, University of California Santa Barbara  
Lisa Tremain, University of California Santa Barbara  
Lorna Gonzalez, University of California Santa Barbara

*Academic Writing*

**A.03 The Successful Dissertation Boot Camp: Time, Space, and  
Motivation for Writing**

International Ballroom C, International Level

*Chair:* Michael McCamley, University of Delaware, Newark

*Speakers:* Michael McCamley, University of Delaware, Newark  
Christine Cucciarre, University of Delaware, Newark  
Joseph Turner, University of Delaware, Newark  
Kyle Vitale, University of Delaware, Newark

*Language*

**A.04 Rhetorical Analysis of Grammar**

Marquis Ballroom, Salon D, Marquis Level

*Chair:* Erin Presley, University of Georgia, Athens

*Speakers:* Patricia Dunn, Stony Brook University, NY, “Challenging Society’s  
Unarticulated Assumptions about Language, Grammar(s), Intelligence,  
and Morality”  
Laura Aull, University of Michigan, Ann Arbor, “‘Primitive’ Peoples,  
‘Feminine’ Qualities: Contesting Previous Utterances through Scare  
Quotes”

*Contesting Boundaries*

**A.05 Florida**

Imperial Ballroom, Salon A, Marquis Level

*Chair:* Jeff Rice, University of Missouri, Columbia

*Speakers:* Jeff Rice, University of Missouri, Columbia, “Miami”

Craig Saper, University of Central Florida, Orlando, “Epcot”

Bradley Dilger, Western Illinois University, Macomb, “West Palm”

Blake Scott, University of Central Florida, Orlando, “Tallahassee/Orlando”

*Writing Programs*

**A.06 No Such Thing as Community**

Imperial Ballroom, Salon B, Marquis Level

*Chair:* Joyce Walker, Illinois State University, Normal

*Speakers:* Joyce Walker, Illinois State University, Normal, “Interactive Formative Assessment and the Turn to Genre Studies in First-Year Composition”

Erinn Bentley, Western Michigan University, Kalamazoo, “Fostering Instructor Expertise Through Professional Learning Communities”

Jessie Borgman, Lake Michigan College, Benton Harbor, “Interactive Formative Assessment in the Classroom”

*Research*

**A.07 Creating, Studying, and Single-Sourcing a Multimedia Archive Of Student-Teacher Writing Conferences**

Room M101, Marquis Level

*Chair:* David Fisher, University of Arkansas at Little Rock

*Speakers:* Joseph Williams, University of Arkansas at Little Rock, “Artifact Arrangement: Web Publishing For Training, Research, and Assessment”

David Fisher, University of Arkansas at Little Rock, “Research Findings: How Conferences Scaffold Text Formation”

George Jensen, University of Arkansas at Little Rock, “Archive Applications: A Departmental Perspective”

*Contesting Boundaries*

**A.08 Writing the Real World of Student Work**

Room M102, Marquis Level

*Chair:* Rebecca Brittenham, Indiana University at South Bend

*Speakers:* Rebecca Brittenham, Indiana University at South Bend, “The Literacy of Work”

Connie Snyder Mick, University of Notre Dame, IN, “The Dirty Work of Service-Learning”

April Lidinsky, Indiana University at South Bend, “‘Wage Slaves’ Speak Out: Midwestern Monologues”

Jennifer Ahern-Dodson, Duke University, Durham, NC, “Making Writing Matter in the Engaged University: Mapping the Community through Digital Storytelling”



*Theory*

**A.09 The Rhetoric of Apologies: Revealing Contested Relations By Addressing Transgressions**

Room M103, Marquis Level

*Chair:* David Uedoi, University of Hawaii, Honolulu

*Speakers:* Novelynn Rubsamen, University of Hawaii, Honolulu, “Mea Culpa: Apology Paradox”

David Uedoi, University of Hawaii, Honolulu, “How Sorry Are You?: Analyzing the Rhetoric of Political Apologies”

*Community, Civic & Public*

**A.10 Configuring Community Spaces as Literacy Networks for Sustainable Civic Engagement**

Room M104, Marquis Level

*Chair:* Lucia Dura, The University of Texas-El Paso

*Speakers:* Lucia Dura, The University of Texas-El Paso, “Positive Deviance: An Alternative Methodology for Participatory, Grassroots, and Globally Networked Community-Based Work”

Carlos Salinas, The University of Texas-El Paso, “It’s not a Communication Problem: Contesting the Role of Scientific Knowledge in Public Spaces”

Julie Staggars, University of Nevada, Las Vegas, “Whistle Blowing, Activism, and Resistance as Literate Practice”

Denise Tillery, University of Nevada, Las Vegas, “Narratives of Engagement: How a Citizen Organization Tells a Story to Shape their Landscape”

*Teaching Writing & Rhetoric*

**A.11 Rooms, Publics, Centers, Margins: The Pedagogical Locations of Thirdspace**

Room M105, Marquis Level

*Chair:* Spencer Gee, Virginia Tech, Blacksburg, OK

*Speakers:* Frank Farmer, University of Kansas, Lawrence, “Triologics, or Towards a Spatial Understanding of Rhetorical Invention”

Emily Donnelly, Park University, Parkville, MO, “Discursive Negotiations in the Public Writing Classroom: Soja’s Trialectics and the Language of Process”

Kristen Garrison, Midwestern State University, Wichita Falls, TX, “The Connected Writing Subject: Bakhtin’s Answerability and Thirdspace Ethics”

*Contesting Boundaries*

**A.12 Democracy and Wikipedia: Finding New Connections**

Room M106, Marquis Level

*Chair:* Jo Ann Thompson, Clermont College, Cincinnati, OH

*Speakers:* Melanie Kill, Texas Christian University, Fort Worth, “Wikipedians vs the Encyclopedia: Public Writing in a Professional Genre”

Leah Cassorla, Florida State University, Tallahassee, “Panopticism, Journalism, and Digital Convergence; Oh My!”

Alexandria Lockett, The Pennsylvania State University, State College, “Digital Citizenship and WikiLeaks: Rhetoric and Social Ethics in a Surveillance Society”

*Contesting Boundaries*

**A.13 Kairos as Ambient Environs: Silence, Extracurriculum, and Material Practices as Invention**

Room M107, Marquis Level

*Chair:* Monika Shehi, Lander University, Greenwood, SC

*Speakers:* Maureen Daly Goggin, Arizona State University, Tempe, “Stitching (in) Adversity: Embodied and Hand(y) Knowledge”

Kendra Fullwood, University of Kansas, Lawrence, “Black Preaching: An Extracurriculum of Composition and Rhetoric”

Lisa Bailey, University of South Carolina, Columbia, “Contesting What Happens in the Space/Time of the Classroom: Arguments for a Pedagogy of Silence”

*Theory*

**A.14 From the Country to the City: Rhetorics of Identity and the Composition of Space**

Room M108, Marquis Level

*Chair:* Roxanne Mountford, University of Kentucky, Lexington

*Speakers:* Margaux Deroux, University of Kansas, Lawrence, “Theoretical Landscapes (Into the Wild)”

Robert Topinka, University of Kansas, Lawrence, “Resisting the Fixity of Suburban Space: The Walker as Rhetorician”

Eric Hood, University of Kansas, Lawrence, “Detroit: Strategies for Post-Capitalism”

*Research*

**A.15 What Can Research with International and Generation 1.5 Learners Tell Us about Composition Studies?**

Room M109, Marquis Level

*Chair:* Wallis May Andersen, Oakland University, Rochester, MI

*Speakers:* Qisi Zhang, Indiana University of Pennsylvania, “Coming to America to Study: You Must Be Ambitious and Tough”

Gita DasBender, Seton Hall University, South Orange, NJ, “Literacy History and Writing Abilities of Generation 1.5 Learners: Revelations of Directed Self-Placement”

Eliana Hirano, Georgia State University, Atlanta, “Refugees in Mainstream First-Year Composition: How Much Help Is ‘Too Much Help’?”

*Language*

**A.16 Multilingual Pedagogy**

Room M202, Marquis Level

*Chair:* Carol D. Bollin, Western Illinois University, Macomb

*Speakers:* Nancy Bou Ayash, University of Louisville, KY, “Monolingualism and Multilingualism: Cross-national and Cross-linguistic Perspectives”

Esther Milu, Michigan State University, East Lansing, “Bringing All Our Relations Together through Language: Some Lessons from Multilingualism in Kenyan Hip-hop”

*Writing Programs*

**A.17 Learning Communities and Communities of Practice: Toward Improved Instruction**

Room M302, Marquis Level

*Chair:* Kimberly Edwards, Tidewater Community College, VA

*Speakers:* William Ritke-Jones, Mad River Educational Consulting Services, Montpelier, VT, “Establishing Communities of Practice in Graduate Writing Programs: Lessons for the Future”

J.S. Dunn, Jr., Eastern Michigan University, Ypsilanti, “Assessment as Community Building: Theorizing then Documenting Our Experiences of Successful Literacy Teaching and Learning in a Large-University Writing Program”



*Community, Civic & Public*

**A.18 Rhetorical Flexibility: Language Use in the Contested Space of a Homeless Day Shelter**

Room M303, Marquis Level

*Chair:* A.J. Price, University of North Carolina at Greensboro

*Speakers:* Liz Seymour, Interactive Resource Center, Greensboro, NC

Elizabeth Chiseri-Strater, University of North Carolina at Greensboro

Rachel Bowman, University of North Carolina at Greensboro

*Contesting Boundaries*

**A.19 Renovating Composition for the Twenty-first Century: Three Integrations of Science and Composition**

Room M304, Marquis Level

*Chair:* Susan Miller, University of Utah, Salt Lake City

*Speakers:* Michael Zerbe, York College of Pennsylvania, “Of Pens and Paradigm Shifts: Scientific Discourse in Composition Studies”

M. Isabel Gardett, University of Utah, Salt Lake City, “Student Logics and Contrived Situations: Writing in a Molecular Biology Lab”

Susan Miller, University of Utah, Salt Lake City, “Composition without Borders: A Medical Writing Group and Our Classrooms”

*Academic Writing*

**A.20 Emotions and Authority in Academic Writing**

Room L401, Lobby Level

*Speakers:* Paula Kristofik, Eastern Kentucky University, Richmond, “An Awful Quiet—Complementary Relations in the Classroom”

Joseph Berenguel, University of Massachusetts, Amherst, “Writing with Feeling: Unmasking the Struggling Academic Writer”

Heather Robinson, York College/CUNY, Jamaica, “Access or Exclusion? What Definite Descriptions Can Tell Us about Constructing Academic Authority”

*Institutional and Professional*

**A.21 Looking to the Boundaries:  
Improving Programs by Working Extra-Programmatically**

Room L402, Lobby Level

*Chair:* Keith Miller, Arizona State University, Tempe

*Speakers:* Jennifer Kunka, Francis Marion University, Florence, SC, “Leveraging the Relationship between NSSE Writing Consortium Results and Local Action”

Andrew Dominguez, California State University of Fresno, “Overcoming Boundaries: Obstacles that Prevent Articulation Between Secondary and College Writing Programs”

Mary French, Tarrant County College, Trinity River Campus, Fort Worth, TX, “The Integral Experience: From Developmental Student to Community Leader (Part 2)”

Christi Duque, Tarrant County College, Trinity River Campus, Fort Worth, TX, “The Integral Experience: From Developmental Student to Community Leader (Part 2)”

*Information Technologies*

**A.22 Reconfiguring Student Experiences in Online Writing  
Classes**

Room L403, Lobby Level

*Chair:* Sarah E. Baker, George Mason University, Fairfax, VA

*Speakers:* Fairy Hayes-Scott, Mott Community College, Flint, MI, “Keeping Online Composition Students Plugged In and Pulsating Within and Beyond the Community College Space: Predictors and Pedagogy”

Pamela Hardman, Cuyahoga Community College, Parma, OH, “Teaching Hybrid Composition Courses for the First Time: Narratives of Failure and What We Learned from Them”

Gwyn Enright, San Diego City College, CA, “How far is too far? Bringing Distance Learners into the Community”

Karen Lim, San Diego City College, CA, “How far is too far? Bringing Distance Learners into the Community”

*Community, Civic & Public*

**A.23 Law and Legislation**

Room L404, Lobby Level

*Chair:* Chris L. Massey, Clemson University, SC

*Speakers:* Santosh Khadka, Syracuse University, NY, “‘Public Good’: Even not an Afterthought in Copyright Legislations across Nations”

Deborah Welsh, East Carolina University, Greenville, NC, “Complex Trials and Jurors: How Discourse Analysis Can Reconcile Divergent Knowledge Schemas in the Courtroom”

Anthony Garrison, Kent State University, OH, “The Church/State Relationship: Rhetorical and Political Complexities of Two Legislative Acts and Their Public Documents”

*Writing Programs*

**A.24 Practitioner Inquirers at the Research Family Reunion or “Whatever Happened to Practitioner Research?”**

Room L405, Lobby Level

*Chair:* Harry Denny, St. John’s University, Staten Island, NY

*Speakers:* Sarah Liggett, Louisiana State University, Baton Rouge, “Reflective vs. Reflexive Stances: Reclaiming and Transforming the Value of Practitioner Inquiry”

Steven Price, Mississippi College, Clinton, “Practitioner Inquiry as Methodology: Narrative Inquiry and Pragmatic Inquiry”

Kerri Jordan, Mississippi College, Clinton, MS, “Practitioner Inquiry at Work: Problem Posing and Pathways of Investigation”

*Teaching Writing & Rhetoric*

**A.25 Defining and Addressing Expectations for L2 Writers across the Disciplines**

Room L406, Lobby Level

*Chair:* Michelle Hall Kells, University of New Mexico, Albuquerque

*Speakers:* Lindsey Ives, University of New Mexico, Albuquerque

Tom Pierce, Central New Mexico Community College, Albuquerque

Amy Christensen, Central New Mexico Community College, Albuquerque

Michael Schwartz, University of New Mexico, Albuquerque

*Teaching Writing & Rhetoric*

**A.26 What's the Question?—Theorizing the Question in Writing Studies**

Room L503, Lobby Level

*Speakers:* Matthew Capdevielle, University of Notre Dame, IN, “The Writerly Question in Non-Directive Writing Center Tutorials”  
Patrick Clauss, University of Notre Dame, IN, “Questioning with Authority: Teaching The Art of Good Questions to Graduate Teaching Assistants”  
Mitch Nakaue, University of Notre Dame, IN, “Asking, Receiving, Knowing: The Act of Writing in the Undergraduate Research Process”

*Contesting Boundaries*

**A.27 SuhI, Rhetorical Sovereignty, and Solidarity: Epistemological Models for Contesting Injustice and Pursuing Peace**

Room L504, Lobby Level

*Chair:* Eric Pritchard, The University of Texas at Austin  
*Speakers:* Rasha Diab, The University of Texas at Austin, “Toward a Visionary Critique for Peace”  
Sundy Watanabe, The University of Utah, Salt Lake City, “Reframing Rivaling for Indigenous Epistemological Visibility”  
Beth Godbee, University of Wisconsin-Madison, “‘I hear your voice when I write’: Embodying Epistemic Rights to Speak through Solidarity”  
*Respondent:* Eric Pritchard, The University of Texas at Austin

*Contesting Boundaries*

**A.28 Contested Evolutions: Modern Science on the Farm and in the Home**

Room L505, Lobby Level

*Chair:* Raven L. Jones, Marygrove College, Detroit, MI  
*Speakers:* Casey J. Rudkin, Temple University, Philadelphia, PA, “Cooperative Extension Services and the Undermining of Generational Female Knowledge”  
Erin Branch, University of North Carolina at Chapel Hill, “Reclaiming Domestic Space: Midcentury Women Resist Culinary Regimentation”  
Oren M. Abeles, The University of North Carolina at Chapel Hill, “Contesting Darwin: Agriculture, Policy, and Politics”

*Teaching Writing & Rhetoric*

**A.29 Plagiarism and Ethics: Working within the (Murky) Space**

Room L506, Lobby Level

**Co-Chairs:** Tracey Baker, University of Alabama at Birmingham

Irwin Weiser, Purdue University, West Lafayette, IN

**Speakers:** Tracey Baker, University of Alabama at Birmingham, “Plagiarism and Ethics: Surveying Faculty and Students”

Jennifer Greer, University of Alabama at Birmingham, “Plagiarism and Ethics: Finding a Compass for Decisions about Authorship”

Julia Austin, University of Alabama at Birmingham, “Plagiarism and Ethics: Strategies for Nurturing Ethical Writers”

*Contesting Boundaries*

**A.30 The Power of Stories: Narrative as Action**

Room L507, Lobby Level

**Chair:** Terry Zawacki, George Mason University, Fairfax, VA

**Speakers:** Laura Brady, West Virginia University, Morgantown, “Composing Stories”

Nathalie Singh-Corcoran, West Virginia University, Morgantown, “Changing Stories”

Jo Ann Dadisman, West Virginia University, Morgantown, “Teaching Stories”

*Teaching Writing & Rhetoric*

**A.31 Rubrics, Peer Response, and Student Self-Assessment**

Room L508, Lobby Level

**Chair:** John Hyman, American University, Washington, DC

**Speakers:** Scott Geisel, Wright State University, Dayton, OH, “Analytical Steps toward Creating Self-Sufficient Writers: Rubrics, Peer Response, and Self Assessment”

Steve Ferruci, Eastern Connecticut State University, Willimantic, “Choices Writers Make: Re-Shaping the Realities of Peer Review in First-Year Writing”

Susan DeRosa, Eastern Connecticut State University, Willimantic, “Choices Writers Make: Re-Shaping the Realities of Peer Review in First-Year Writing”

Lisa Johnson-Shull, Washington State University, Pullman, “The Ink Left Behind: Failure, Nonsense and Cruelty in Peer Responses to Student Papers”

*Contesting Boundaries*

**A.32 Contesting Space, Boundaries, and Power:  
A Wider Field of Vision for Creative Writing, Professional  
Writing, and the Writing Center**

Room A701, Atrium Level

*Chair:* Dianne Donnelly, University of South Florida, Tampa

*Speakers:* Dianne Donnelly, University of South Florida, Tampa, “Cross-Pollination: The Hybridization of Creative Writing”

Debra Bacon Noonan, University of South Florida, Tampa, “The New Geography of Professional Writing: Building Identities in Virtual Communities”

Kim Murray, University of Central Florida, Orlando, “From Fields to Furrows and Back Again: Building Fences and Bridging Gaps in the Writing Center”

*Respondent:* Ellen Cushman, Michigan State University, East Lansing

*History*

**A.33 Elocution and Affective Eloquence**

Room A702, Atrium Level

*Chair:* Julie Nichols, Utah Valley University, Orem

*Speakers:* Elizabeth Kalbfleisch, University of Minnesota, Minneapolis, “Aristotle and the Institutional Needs of a Nascent Discipline”

Jonathan Stone, The University of Illinois, Urbana-Champaign, “The Sound of Rhetoric: Contesting Visualist Hegemony Across the Histories of Aural, Affective Eloquence”

Lisa Suter, University of Tampa, FL, “Our Relations and Their (Combative) Orations: The National Association of Elocutionists and Oratorical Contests in the Late Nineteenth Century”

*Information Technologies*

**A.34 Network Relations: Dialogic Composing Across Literacy  
Spaces**

Room A703, Atrium Level

*Chair:* Lynn Lewis, Oklahoma State University, Stillwater

*Speakers:* Lynn Lewis, Oklahoma State University, Stillwater, “Uneasy Spaces: From Meme Pandemic to Global Literacy”

Devon Fitzgerald, Millikin University, Decatur, IL, “Literacy of the Nostalgic: The Digital Archive and the Romance of Representation”

Huatong Sun, Miami University, Oxford, OH, “Local Uptakes of Global Discourse: Nurturing Global Literacies”

*Theory*

**A.35 Rhetoric in Liminal Spaces: Disability Memoir, In/ter/dependent Scholarship, and Solace**

Room A704, Atrium Level

**Chair:** Morris Young, University of Wisconsin, Madison

**Speakers:** Margaret Price, Spelman College, Atlanta, GA, “The Liminal Academic Space of Independent Scholars with Mental Disabilities”

Michelle Hite, Spelman College, Atlanta, GA, “The Rhetorical Ambiguity of Solace: Malls as Liminal Spaces”

Cynthia Lewiecki-Wilson, Miami University, Oxford, OH, “Rhetoric in Liminal Spaces: New Directions in Rhetorical Agency”

**Respondent:** Morris Young, University of Wisconsin, Madison

*Research*

**A.36 Acting Inventively: Rhetorical Perspectives of Writing Expertise**

Room A705, Atrium Level

**Chair:** Stewart Whittemore, Auburn University, AL

**Speakers:** Stewart Whittemore, Auburn University, AL, “Habit and the Acquisition of Workplace Writing Expertise”

Kevin Roozen, Auburn University, AL, “Re-Situating Expertise: A Case for Polycontextual Perspectives of Disciplinary Development”

Derek Van Ittersum, Kent State University, OH, “Cunning Experts: Integrating Technical Expertise in Writing Instruction”

*Contesting Boundaries*

**A.37 Crossing the Chicana/o Border into Academia: Using Outside Communities to Teach on the Inside of Academia**

Room A706, Atrium Level

**Chair:** Jaime Armin Mejía, Texas State University, San Marcos

**Speakers:** Sonia Arellano, Texas State University, San Marcos, “Relationships with Land and Religion: The Migrant Farm Worker Experience as a Matrix for Student Identity”

Sarah Olivas, Texas State University, San Marcos, “Using Mexican American Pentecostal Rhetorical Practices in the Composition Classroom”

Blanca Loya, Texas State University, San Marcos, “Difference and Dominance: Relating Chicano Hip-hop Graffiti Images in Higher Education”

*Contesting Boundaries*

**A.38 Listening To/For Embodied Rhetorics: Making Meaning across Difference as an Act of Alliance Building**

Room A707, Atrium Level

**Chair:** Gabriela Raquel Ríos, Texas A&M University

**Speakers:** Gabriela Raquel Ríos, Texas A&M University, College Station

Stephanie Wheeler, Texas A&M University, College Station, “Music as a Universal Language?: Challenging Abelism in the Construction of the Language of Music and Embodied Forms of Experience”

Garrett Wedekind Nichols, Texas A&M University, College Station, Texas, “How You Live Your Life Behind Closed Doors: Valuing Feeling as Partial Perspective in Understanding Embodied Rhetorics”

*Institutional and Professional*

**A.39 Using *English Journal* as a Bridge between College and High School Writing Teachers**

Room A708, Atrium Level

**Chair:** Ken Lindblom, Stony Brook University, NY

**Speakers:** Sara Hillin, Lamar University, Beaumont, TX, “The Influence of *English Journal* Authors on Future High School Teachers”

Ken Lindblom, Stony Brook University, NY, “Invigorating the Conversation: *English Journal* as a Contact Zone between High School and College Writing Teachers”

Missy Nieveen Phegley, Southeast Missouri State University, Cape Girardeau, “Cross-Level Collaboration: Using Technology to Inspire High School and College Students to Talk about Their Writing”

Elizabeth Brockman, Central Michigan University, Mt. Pleasant, “How University Assessment Can Build Bridges between College and High School Writing Teachers”

**Respondent:** Lil Brannon, University of North Carolina, Charlotte





## B Sessions: 12:15–1:30 p.m.

*Featured Speaker*

### **Gary Greene**

#### **Secrets of Cherokee History: A Storyteller's View**

Marquis Ballroom, Salon C, Marquis Level



**Gary Greene**

**Chair:** Rochelle Harris, Kennesaw State University, GA

**Gary Greene** is a professional storyteller and songwriter with deep roots in north Georgia. A native of Rome, Georgia, Greene served as an interpretive guide for New Echota and Etowah state historic sites. He also completed the Cherokee Nation History course with Dr. Julia Coates and Principal Chief Chad Smith. These experiences helped shape and deepen his understanding of Native history in this region. This understanding is reflected in his stories and songs.

Greene has participated in storytelling at MayFest, the Tale Spin Festival, and the Smoky Mountain Storytelling Festival. He has completed workshops with the best storytellers in the country: Donald Davis, Sheila Kay Adams, Kathryn Tucker Windham, Gayle Ross, and Lloyd Arneach. Gary is a member of the Rome Area Songwriters Association and recently had his first solo show, “A Night With Gary Greene.” He regularly performs with Cherokee flutist Tommy Wildcat at the Chieftains Museum and was featured in a television program, “The Songwriter,” produced by Southwind Sound. Greene’s first CD, *The Grand Imagineer*, was released in 2002. He is currently at work on his first storytelling CD, *Tales from the Enchanted Land of the Cherokee*. He can be found online at the “Friends of Gary Greene” Facebook group.

For the last few years, Greene has traveled to schools throughout the state of Georgia, telling stories and singing. His programs focus on Cherokee culture, New Echota, Sequoyah, Appalachian Jack tales, folk tales, and family stories. He has been told by children that his stories contain magic.

*Featured Session*

**Transversing Narratives in the Margins:  
The Audacity of One (and All) to Contest the Boundaries  
of Race, Gender, Age, Culture, and Religion**

Marquis Ballroom, Salon B, Marquis Level

Each of these accomplished scholars will discuss narratives from their own diverse background. These narratives will address the successes, the constraints, and the challenges of teaching rhetoric that transcends the boundaries of race, gender, age, culture, and religion.

**Chair:**

**Sheldon B. Wrice**

University of Akron, OH

**Speakers:**

**Lena Ampadu**

Towson University, MD, “The Imperfect Union of David Walker, Frederick Douglass, Barack Obama and the African American Rhetorical Tradition”

**Elsa Rogers**

Hodges University, Fort Myers, FL, “Informing, Protesting, and Calling to Action: Rhetorical Narratives of the Modern-Day Griot”

**Akua Duku Anokye**

Arizona State University, Glendale, “‘Grandma’s Hands’: How Age Implicates Rhetorical Relations”

**Mary Alice Trent**

Oral Roberts University, Tulsa, OK, “The Rhetoric of Dis(Grace), Christian Charity, and Ethos: Narratives of the Tulsa Race Riots Finding a Platform for Civic Discourse”



**Lena Ampadu**



**Elsa Rogers**



**Akua Duku  
Anokye**



**Mary Alice Trent**

*Community, Civic & Public*

**B.01 Origin Stories: Mythos, Realism, and the Real**

International Ballroom A, International Level

*Chair:* Erin Boade, Drew University, Madison, NJ

*Speakers:* Nicole McFarlane, Clemson University, SC, “Remembered, Mystified, Forgotten: The Rhetoric of ‘Racial Regality’ in the Great Kings and Queens of Africa Posters”

Erin Boade, Drew University, Madison, NJ, “At Last, the Speakable: Ethos and Logos in Toni Morrison and Nell Painter”

Michelle Dacus Carr, Clemson University, SC, “Kara Walker and the Manirhetorics of Silhouette”

*Institutional and Professional*

**B.02 Between the Global and the Postcolonial: Intercultural Models of English and Technical Communication Education**

International Ballroom B, International Level

*Chair:* Rich Rice, Texas Tech University, Lubbock

*Speakers:* Kanika Batra, Texas Tech University, Lubbock, “‘Programming’ Communication Studies in India”

Ritu Raju, Houston Community College Northwest, TX, “Bridging the Technical Communication Gap: Opportunities in India for American 2-year Institutions”

Marc Wilson, Ivy Tech State College, Richmond, IN, “The Cultural Turn in U.S. Community College Education”

Rich Rice, Texas Tech University, Lubbock, “Reading and Writing Textbook Creation for Practical Learning”

*Theory*

**B.03 New Locations, Histories, and Possibilities for Social Justice and Democracy in College Composition**

International Ballroom C, International Level

*Chair:* Cinthia Gannett, Fairfield University, Stratford, CT

*Speakers:* Benjamin Kuebrich, Syracuse University, NY, “Consensus Process as Embodied Activism: What the Global Justice Movement can Teach us about Student Agency”

Andrew Ogilvie, Loyola Marymount University, Los Angeles, CA, “Pragmatism, Dewey, and Service Learning: Reconsidering Community and Democracy in the Composition Classroom”

KJ Peters, Loyola Marymount University, Los Angeles, CA, “Why Did the Jesuits Teach Non-Catholic Students? Moral Reasoning, Eloquencia Perfecta, and the Pragmatism of a Just Society”

Maureen Fitzsimmons, Loyola Marymount University, Los Angeles, CA, “The Medieval Believing Game”

*Institutional and Professional*

**B.04 The Rhetorical Work of Policy and Position Statements in Composition Studies**

Marquis Ballroom, Salon D, Marquis Level

*Chair:* Mya Poe, The Pennsylvania State University, University Park

*Speakers:* Scott Wible, West Virginia University, Morgantown, “What Archives Reveal about the CCCC’s Language Policies”

Stuart Selber, The Pennsylvania State University, University Park, “The Ideological Functions Of Institutional Policy Statements in Digital Contexts”

Christina Ortmeier-Hooper, The University of New Hampshire, Durham, “(Re)positioning the CCCC Statement on Second Language Writing and Writers”

*Respondent:* Libby Miles, University of Rhode Island, Kingston

*Contesting Boundaries*

**B.05 How I Stopped Worrying the Book and Learned to Love Digital Filmmaking**

Imperial Ballroom, Salon A, Marquis Level

*Chair:* Bonnie Lenore Kyburz, Utah Valley University, Provo

*Speakers:* Bonnie Lenore Kyburz, Utah Valley University, Provo, “How I Learned to Stop Worrying the Book and Love Digital Filmmaking”

Julie Platt, Michigan State University, East Lansing, “The Dream of a Common Silence: Poetry beyond Print Culture”

Todd Taylor, University of North Carolina, Chapel Hill, “In Your Face”

*Contesting Boundaries*

**B.06 Language Play and Transcultural Rhetorics**

Imperial Ballroom, Salon B, Marquis Level

*Chair:* Sarah Read, University of Washington, Seattle

*Speakers:* Tonya Strelau, Gallaudet University, Washington, DC, “Boundaries and Bridges: Using Language Play to Build Connections in Contested Language Space in a Bilingual Classroom”

Lamiyah Bahrainwala, Michigan State University, East Lansing, “(con)Fused Arab Textuality: The Text-Messaging Language Of Bilingual Arab Youth”

Kristina Gutierrez, University of Texas at San Antonio, “Ecological Relations among Mexican American Students’ Cultural, Social, and Academic Situated Literacies”

*Information Technologies*

**B.07 Applying Gaming and CMC Theories to Writing Instruction**

Room M101, Marquis Level

*Chair:* Josh Lederman, Indiana University of Pennsylvania

*Speakers:* Cynthia Davidson, Stony Brook University, Stony Brook, NY, “Cyborg Literacy Acquisition through Second Life: Contesting Old-School Paradigms in Virtual Spaces”

Leigh Jonaitis, Bergen Community College, Paramus, NJ, “Troubling Discourse: Basic Writing and Computer-Mediated Technologies”

Kristen Miller, Tuskegee University, AL, “Principles of Scaffolding in Video Game Design and Applications for the Instruction of Writing”

*Contesting Boundaries*

**B.08 Our Writing Relations:  
Systems of Genres from Three Perspectives**

Room M102, Marquis Level

*Chair:* Megan O’Neill Fisher, Virginia Tech, Blacksburg

*Speakers:* Kerry Dirk, Virginia Tech, Blacksburg, “The ‘Research Paper’ Prompt: Dialogic or Fake Utterance?”

Matthew Sharp, Virginia Tech, Blacksburg, “Mediating University Brand”

Scott Kowalewski, Virginia Tech, Blacksburg, “The Ecology of Digital Video Compositions”

*Writing Programs*

**B.09 OWL – Tales: Ongoing Scholarship and Stories from the Online Writing Lab**

Room M103, Marquis Level

*Co-Chairs:* Melody Pickle, Kaplan University, Chicago, IL

Belinda Kramer, Long Island University, Brookville, NY

*Speakers:* Angela Gonzalez, Whitworth University, Spokane, WA, “Responding to Student Needs for a New Writing Center Space: On Campus and Online”  
Mary E. Wyeth, Adelphi University, Garden City, NY, “Tutor Training Leads to Kanoodling in Moodle”

Emily Nye, University of Hawaii, West Oahu, Pearl city, “Exploring Online Tutoring: Tales of a Hawaiian OWL”

Angela Clark-Oates, Arizona State University, Tempe, “(Re)Training Writing Tutors for the Online Environment”

Melody Pickle, Kaplan University, Chicago, IL, “Big Dreams: Reaching Students in a Virtual World”

Belinda Kramer, Long Island University, Brookville, NY, “If you Build It They Will Skype”

*Information Technologies*

**B.10 The Untamed Virtual World: Making Interesting Mistakes in Online Teaching Spaces**

Room M104, Marquis Level

*Chair:* Andrew Wright, University of Michigan-Dearborn

*Speakers:* Randal Woodland, University of Michigan-Dearborn, “Can Anyone Tell Me How to Shoot My Gun?” Confusion, Distraction, and Chaos in the Virtual Classroom

Andrew Wright, University of Michigan-Dearborn, “Pay Attention to the Man behind the Curtain: The Social Persona of Online Teachers and Students”

Anne-Marie Yerks, University of Michigan-Dearborn, “Class Blogs and Public Identity”

*Contesting Boundaries*

**B.11 The Science and Art of Transfer Revisited**

Room M105, Marquis Level

*Chair:* Nicole B. Wallack, Columbia University, New York, NY

*Speakers:* Nicole B. Wallack, Columbia University, New York, NY, “Forget Everything They Taught You in High School’: Fostering Positive Transfer to College”

Alfred Guy, Yale University Center for Writing Instruction, New Haven, CT, “The Neurodynamics of Transfer”

Natalie Friedman, Vassar College, Poughkeepsie, NY, “The Three ‘R’s’: Reading, Writing, and Research and the Fear of Failure”

Kristin Dombek, Princeton University, NJ, “From Writing to the Disciplines, with Love”

*Contesting Boundaries*

**B.12 Stitches of Materiality: Disrupting Deviation with Visual Arguments**

Room M106, Marquis Level

*Chair:* John Pell, Elon University, NC

*Speakers:* Christopher Carter, University of Oklahoma, Norman, “Spectacles of Dissent: Ted Streshinsky and the Photography of Protest”

Vanessa Kraemer Sohan, University of Louisville, KY, “Investigating Discourses of Deviation and Error: The Gee’s Bend Quilts as Heuristic”

M. Melissa Elston, Texas A&M University, College Station, “Kent Monkman: Subverting European Visual Discourses of Gender and Geography”

*Contesting Boundaries*

**B.13 Beyond Boundaries: Hybrid Discourse, Transatlantic Perspectives, and Cacophony**

Room M107, Marquis Level

*Chair:* Natalie L. Belcher, Delaware State University, Dover

*Speakers:* Shevaun Watson, University of Wisconsin-Eau Claire, “Contested Spaces in Transatlantic Spaces: Rhetorical History within the African Diaspora”

Clay Walker, Wayne State University, Detroit, MI, “Hybrid Discourses as Internalized Boundary Crossing: An Archival Study of César Chávez and the United Farm Workers”

Denise Valdes, Syracuse University, New Hartford, NY, “A Cacophony of Voices: Contested Views Surrounding the Sterilization of Puerto Rican Women”

*Theory*

**B.14 Theorizing Critical and Third-Space Pedagogies**

Room M108, Marquis Level

*Chair:* Christine W. Heilman, Miami University, Oxford, OH

*Speakers:* Allison Parker, South Mountain Community College, Phoenix, AZ, “Full-Frontal Pedagogy: Jane Gallop vs. bell hooks in the Sexualized Classroom”

Kristopher Lotier, The Pennsylvania State University, University Park, “Freire and Foucault: A Critique of Critical Pedagogy”

Candace de Leon-Zepeda, University of Texas at San Antonio, “Composition and 3rd Space Chicana-Feminist Theory: A Framework on Body, Space, Pedagogy and Praxis”

*Research*

**B.15 Contradictions, Complications, and Communities in Science Rhetorics**

Room M109, Marquis Level

*Chair:* Desi Bradley, California State University, Northridge

*Speakers:* Kelly Pender, Virginia Tech, Blacksburg, “Previvor Rhetoric and the Neo-Liberal Rationality of Genetic Selfhood”

Susan Gardner, Southwestern Adventist University, Keene, TX, “Science Means Writing: Mentoring Biomedical Researchers”



*Language*

**B.16 Code-Switching, Code-Meshing, and Contrastive Rhetoric**

Room M202, Marquis Level

*Chair:* Kyle Stedman, University of South Florida, Tampa

*Speakers:* Raymond Oenbring, The College of The Bahamas, Nassau, “Attitudes to Standard English among Students and Composition Instructors in an English Creole Speaking Community: The Case of the Bahamas”  
Jeremy Gillette-Newman, Northeastern University, Boston, MA, “Multilingual Approaches for ELL Students in College Writing”

*Writing Programs*

**B.17 Faculty Knowledge, Faculty Development, and Institutional Relations**

Room M302, Marquis Level

*Chair:* Eleanor Welsh, Chesapeake College, MD

*Speakers:* Reed Chewning, Limestone College, Gaffney, SC, “Engaging All of Our Relations: Working with Diverse (and Sometimes Skeptical) Faculty across Disciplines in a Small Liberal Arts College (Campuses)”  
Erin Pushman, Limestone College, Gaffney, SC, “Engaging All of Our Relations: Working with Diverse (and Sometimes Skeptical) Faculty across Disciplines in a Small Liberal Arts College (Campuses)”

*Community, Civic & Public*

**B.18 Public Memory in Local Space**

Room M303, Marquis Level

*Chair:* Lauren Obermark, Ohio State University, Columbus

*Speakers:* Jennifer Haley-Brown, University of Arizona, Tucson, “‘Moving Memories’ in Arizona: Interruption as a Tactic for Shaping Spaces of Memory”  
Lauren Obermark, Ohio State University, Columbus, “Writing Spaces, Writing Memories”

*Contesting Boundaries*

**B.19 Making, Doing, and Undoing English Studies**

Room M304, Marquis Level

*Chair:* Laura Micciche, University of Cincinnati, OH

*Speakers:* Joe Marshall Hardin, University of Arkansas-Fort Smith, “Disciplinary Cosmopolitanism”  
Mica Darley Emerson, University of Cincinnati, OH, “Deconstructing Genre, Reconstructing Meaning”  
Laura Micciche, University of Cincinnati, OH, “Writing Relations”  
Eve Wiederhold, George Mason University, Fairfax, VA, “Writing as Material Relation”



*Academic Writing*

**B.20 Writing in the Disciplines (WID) Programs and Interdisciplinary Curricula**

Room L401, Lobby Level

*Chair:* George Diamond, Moravian College, Bethlehem, PA

*Speakers:* Teresa Henning, Southwest Minnesota State University, Marshall, “Ecopreneurship and the Undergraduate Writing Major: Building Sustainable Connections Among Relations, Spaces, and Disciplines”

Steven Youra, California Institute of Technology, Pasadena, “The Name(s) Beneath the Title: From Ghostwriting to Hyperauthorship”

Yashi Lee, California State University, Fresno, “If You Care, It Shows: Mirrored Expectations of an Upper-Division Writing Course”

*Institutional & Professional*

**B.21 Exploring Professional Identities: Knowledge, Status, and Preparation**

Room L402, Lobby Level

*Chair:* Carol Anne Johnson, Atlanta Metropolitan College, GA

*Speakers:* Peter Khost, Stony Brook University, NY, “Scholarship and the Non-Tenure Track PhD: What to Do, How, and Why(?)”

Donald Unger, Purdue University, West Lafayette, IN, “A Tactical Refiguring of the Graduate Student in Composition: Case Studies of First-Year Composition Instructors”

Brett Griffiths, University of Michigan, Ann Arbor, “‘I Wish They Understood What We Do’: Contested Knowledge and Tense Relations, Making Visible some of the Institutional, Cultural, and Professional Influences on the Pedagogical Practices at Community Colleges”

*Information Technologies*

**B.22 Multimedia and Critical Pedagogy**

Room L403, Lobby Level

*Chair:* Antony Ricks, Florida State University, Tallahassee

*Speakers:* Elizabeth Losh, University of California, San Diego, “Channeling Obama: Tropes of Transparency, Public Rhetorics, and Classroom Models”

Mary Lourdes Silva, University of California, Santa Barbara, “Designing the Next Generation of Composition Textbooks: The 4-Minute YouTube Video”

Tisha Turk, University of Minnesota Morris, “Vidding and Vidwatching as Multimedia Literacies”

*Community, Civic & Public*

**B.23 Exploring the Immigration “Problem”**

Room L404, Lobby Level

*Chair:* Rick Dorn, Miami, FL

*Speakers:* Steven Accardi, Arizona State University, Tempe, “Tracing the Rhetorical Marker ‘Illegal’ and Its Role in the Deaths of Thousands of ‘Illegal’ Immigrants”

Gale Coskan-Johnson, Brock University, St. Catharines, Ontario, Canada, “Troubling Citizenship: Contesting Civic Engagement in an Era of Immigration ‘Crises’”

Sarah Sloane, Colorado State University, Fort Collins, “Inventing Guatemala: A Feminist View of the Ethics of Writing”

*Writing Programs*

**B.24 Untangling the Web of Relations in the Undergraduate Writing Major**

Room L405, Lobby Level

*Chair:* Deborah Balzhiser, Texas State University, San Marcos

*Speakers:* Katherine Mack, University of Colorado, Colorado Springs

Traci Freeman, University of Colorado, Colorado Springs

Michelle Neely, University of Colorado, Colorado Springs

K. Alex Ilyasova, University of Colorado, Colorado Springs

*Teaching Writing & Rhetoric*

**B.25 Writing about Nature, Learning From Silence, Borrowing From Ecology: How Contemplative Practices Change What We Write and How We Teach**

Room L406, Lobby Level

*Chair:* Janine DeBaise, SUNY-ESF, Syracuse

*Speakers:* Janine DeBaise, SUNY-ESF, Syracuse, “Learning from Ecology: Writing as a Way of Listening to Place”

Lorianne DiSabato, Keene State College, NH, “The Observing I: Using Nature Journals in an Interdisciplinary First-Year Writing Course”

Kurt Stavenhagen, Syracuse University, NY, “‘Wherever You Go, There You Are’: Using Meditation in the Writing Classroom as a Place-Based Practice of Inquiry”

*Teaching Writing & Rhetoric*

**B.26 Contesting Views of Expertise in Peer Review**

Room L503, Lobby Level

*Chair:* Laura Schmidt, Carnegie Mellon University, Pittsburgh, PA

*Speakers:* Alexis Teagarden, Carnegie Mellon University, Pittsburgh, PA, “Getting What You Ask For? A Comparison of Peer Review Tasks and Results in First-Year Writing Sections”

Necia K. Werner, Carnegie Mellon University, Pittsburgh, PA, “‘The Business of Science’: Epistemic and Non-Epistemic Values in Arguments about Blind Peer Review”

Laura Schmidt, Carnegie Mellon University, Pittsburgh, PA, “Peer Review in Oral Deliberation”

*Contesting Boundaries*

**B.27 Composition versus “Criterion”: Toward a Common Language of Writing at the University and Beyond**

Room L504, Lobby Level

*Chair:* Jennifer Mayer, California State University, Fresno

*Speakers:* Ginny Crisco, California State University, Fresno, “Criterion” and Conversation: Translating Theories of Writing for Public Discussion”

Sharla Seidel, California State University, Fresno, “Criterion”: Reinforcing Formalist Notions of Writing for Instructors and Students”

Jennifer Mayer, California State University, Fresno, “Lost in (No) Space: “Criterion” and Challenges for Reflection”

*Contesting Boundaries*

**B.28 Transliteracy in Three Keys: Creating Meaning in Transitions**

Room L505, Lobby Level

*Chair:* Angela Crow, Georgia Southern University, Statesboro

*Speakers:* Lori Amy, Georgia Southern University, Statesboro, “Transliterations and the Transnational in Transition”

Chidsey Dickson, Lynchberg College, VA, “Tropes of Meaning in Print and Multimodal Composition”

Angela Crow, Georgia Southern University, Statesboro, “Transliteracy: Mid-Career Adjustments to Ways of Knowing”

*Contesting Boundaries*

**B.29 Generation Vet: Composing with a New Student Population**

Room L506, Lobby Level

*Chair:* Lisa Langstraat, Colorado State University, Fort Collins

*Speakers:* Robert Hazard, College of DuPage, Glen Ellyn, IL, “From Combat Zone to Contact Zone: Opening Spaces for Vets in Writing Classes”

Lisa Langstraat, Colorado State University, Fort Collins, “Vets-Only: Transitional Literacies and Veteran-Designated Composition Courses”

Sandra Jang, USMAPS, Fort Monmouth, NJ, “Songs of Experience: When Veterans Work with New Soldiers in Composition Courses”

*Teaching Writing & Rhetoric*

**B.30 Investigating Genre Awareness in Literature, Science, and Composition: Crossing Boundaries to Create a Writing Pedagogy that Transfers**

Room L507, Lobby Level

*Chair:* Heather Hill, University of Washington, Seattle

*Speakers:* Heather Hill, University of Washington, Seattle “Telling What They Know, Performing What They Say: Genre Awareness and the Transferability of Writing”

Christopher Martin, University Of Washington, Seattle, “Contesting the Space of Literature in Composition Classes: An Interdisciplinary Approach to the Teaching of Genre Awareness”

Joleen Hansen, University of Wisconsin-Stout, Menomonie, “Knowing More Than They Can Tell: An Assessment of Genre Awareness among Students in Writing Intensive Zoology and Civil Engineering Courses”

*Teaching Writing & Rhetoric*

**B.31 Workload, Portfolios, and Student Learning**

Room L508, Lobby Level

*Chair:* Logan Bearden, Florida State University, Tallahassee

*Speakers:* Cynthia Martin, James Madison University, Harrisonburg, VA, “A Tale of Masochism, Martyrdom and Motherhood: How “Going Electronic” in My First Year Writing Courses Helped Bring Balance to My Career and Family”

Jeffrey Jablonski, University of Nevada Las Vegas, ““There’s Too Much Writing in This Writing Class’: Theories and Strategies for Determining Paper-Load in the Composition Classroom”

Edith Kennedy, Lord Fairfax Community College, Warrenton, VA, “Blogs, Wikis, and E-portfolios: The Effectiveness of Technology on Actual Learning in College Composition”

*Institutional and Professional*

**B.32 Getting a Job in a Two-Year College**

Room A701, Atrium Level

*Chair:* Sharon Mitchler, Centralia College, WA

*Speakers:* Eva Payne, Chemeketa Community College, “Making Your Application Stand Out”

David Lydic, Austin Community College, TX, “Interviewing Tips for Two-Year Colleges”

Sharon Mitchler, Centralia College, WA, “Finding Job Openings at Two-Year Colleges”

*History*

**B.33 Educational Movements**

Room A702, Atrium Level

*Chair:* Barbara Lutz, University of Delaware, Newark

*Speakers:* Michelle Brazier, Rutgers University, New Brunswick, NJ, “Gertrude Stein, Barrett Wendell, and the Pedagogy of Daily Themes”

Samantha NeCamp, University of Louisville, KY, “The Americanization Movement, Moonlight Schools, and Composition’s Struggle for Legitimacy”

David Stock, University of Wisconsin-Madison, “Rhetoric’s Dispersal in the Nineteenth-Century American University”

*Information Technologies*

**B.34 Designing Education: What Video Game Designers and Rhetoricians Can Learn from Each Other**

Room A703, Atrium Level

*Chair:* Matt Davis, Florida State University, Tallahassee

*Speakers:* Samantha Blackmon, Purdue University, West Lafayette, IN

Ian Bogost, Georgia Institute of Technology, Atlanta

Alice Daer, Arizona State University, Tempe

Alexander Reid, SUNY Buffalo

*Teaching Writing & Rhetoric*

**B.35 Cross-Cultural Collisions in Composition**

Room A704, Atrium Level

*Chair:* Doug Baldwin, ETS, Princeton, NJ

*Speakers:* Kerri Hauman, Bowling Green State University, OH, “Writing Classrooms as Collision Space: Writing Center Practice and Post-Process Theory”

Daisy Miller, Hofstra University, Hempstead, NY, “Carving a Composition Space”

Peter Vandenberg, DePaul University, Chicago, IL, “Composition in the Pre-Teens: Fulkerson’s ‘Full Theory’ Twenty Years Later”

*Research*

**B.36 “Poking and Prying With a Purpose”: Questioning Our Methods, Developing Better Researchers**

Room A705, Atrium Level

*Chair:* Carole Clark Papper, Hofstra University, Hempstead, NY

*Speakers:* Gregory Zobel, Texas Tech University, Lubbock, “Doctoral Student Research Confidence and Research Challenges”

Carole Clark Papper, Hofstra University, Hempstead, NY, “Newly Graduated, Newly Hired, Now What?”

Rebecca Rickly, Texas Tech University, Lubbock, “Creating—and Sustaining—  
—a Culture of Research by Re-Creating the Required Research Methods  
Course”

*Contesting Boundaries*

**B.37 Out of Line and Different: Meditations on Queer Rhetorics**

Room A706, Atrium Level

*Chair:* Juliette Kitchens, Georgia State University, Atlanta

*Speakers:* Bret Keeling, Northeastern University, Boston, MA, “Consensus and  
Contingency: Queer(ing) Differences in the Writing Class”

Matthew W. Novak, Michigan State University, Lansing, “Getting Out of Line:  
Queer Phenomenology in Rhetoric and Composition”

Kathryn Dunlap, University of Central Florida, Orlando, “Engaging Bitextuality:  
Compositing Identity, a Bisexual Aesthetic and the Meditation of Gender”

*Contesting Boundaries*

**B.38 Shame on Us: Writing the Self in Academic Research**

Room A707, Atrium Level

*Chair:* Ana Holguin, Michigan State University, East Lansing

*Speakers:* Ana Holguin, Michigan State University, East Lansing, “Shielding  
My ‘I’s: the Criticized and Critical Self”

Andrea Riley Mukavetz, Michigan State University, East Lansing, “Relational  
Accountability: Community-based Research across Generations of Urban,  
Native Women”

Katie Livingston, Michigan State University, East Lansing, “Let’s Talk About  
Sex: Remixing Image and Memory”

*Community, Civic & Public*

**B.39 Testimony, Memory, and Space in National Narratives of Progress**

Room A708, Atrium Level

*Chair:* Morris Young, University of Wisconsin-Madison

*Speakers:* Christopher McVey, University of Wisconsin-Madison, “Specters of  
History: Contested Memory in South Africa’s Truth and Reconciliation  
Commission”

Roger Thompson, Virginia Military Institute, Lexington, “Locating Space for  
‘Real’ War: Narratives of Progress in Iraq War Memoirs and Confessions”

Michael Dimmick, University of Wisconsin-Madison, “Oral Histories and  
the Civil Rights Movement: Spaces of Radical Openness in the Contested  
Terrain of Nationalist Narratives”

## C Sessions: 1:45–3:00 p.m.

### *Featured Session*

#### **Cherokee and U.S. Relations: Contested Spaces and Rhetorical and Cultural Colonization**

Marquis Ballroom, Salon B, Marquis Level

For more than two hundred years, the Cherokee have been considered part of the five “Civilized Tribes,” indigenous nations whose members assimilated European cultures and maintained positive relations with the European colonizers. However, this designation did not prevent the Cherokee from being assailed on many levels by federal, state, and local governments. This panel addresses colonizing efforts made against Cherokee land and culture from a historical perspective and the ways in which the Cherokee resisted these efforts. Particularly, panelists will discuss ways in which the Cherokee resisted efforts by outsiders to take their lands and change their identity through rhetorical approaches in the nation’s newspaper; how descriptions of missionary “civilization” projects focused on then-current cultural practices associated with gender and sexuality to demonstrate the “savageness” of Cherokee life and used to dispossess the nation of its ancestral lands; and explore the lawsuits brought by the Cherokee against the state of Georgia, as well as chronicle indigenous resistance to removal.

**Co-Chairs:** **Rose Gubele**, Central Michigan University, Mount Pleasant

**Angela M. Haas**, Illinois State University, Normal

**Speakers:** **Qwo-Li Driskill**, Texas A&M University, College Station, “The Missionary Position: Asegi Stories, Colonization, and Cherokee Genders/Sexualities”

**Resa Crane Bizzaro**, Indiana University of Pennsylvania, ““There’s gold in them thar hills!’: EuroAmerican Newspaper Rhetorics in Support of Cherokee Removal”

**Rose Gubele**, Central Michigan University, Mount Pleasant, ““Psyching the System’: Trickster Rhetorics Opposing Removal in the Cherokee Phoenix”



**Qwo-Li Driskill**



**Resa Crane Bizzaro**



**Rose Gubele**

*Featured Session*

## What HBCU's Can Teach Us About Writing Instruction

### Marquis Ballroom, Salon C, Marquis Level

Signs of racial progress, claims of a post-racial America, and the low graduation rates of some historically Black colleges and universities (HBCUs) have caused critics to overlook the great contributions that HBCUs make in educating African American students. Focusing on writing instruction, this panel brings to the fore the distinct and innovative writing pedagogies and initiatives that speak to the enduring value of HBCUs. Zandra L. Jordan, Coordinator of First-Year Composition and Co-Director of SpEl. Folio, an electronic portfolio project, at Spelman College, will discuss the significance of race and gender to Spelman's transformative approach to writing instruction. Director of the Center for Excellence in Teaching, Learning, and Assessment at Howard University, Teresa Redd will discuss the liberating tradition that shapes writing approaches at Howard. Reva Sias, co-editor of the *Reflections* special issue "Historically Black Colleges and Universities and African American Literacy Partnerships" will highlight some of the African American literacy practices forged from historic and contemporary partnerships between HBCUs and community organizations.

**Speakers:****Zandra Jordan**

Spelman College, Atlanta, GA, "Writing Institutional Identity: Transformative Literacies at Spelman College"

**Teresa Redd**

Howard University, Washington, DC, "Writing at Howard University: A Liberating Tradition"

**Reva Sias**

Syracuse University, NY

"Writing and Publishing Community Literacy: HBCUs and African American Community Literacy Partnerships"

**Zandra L. Jordan****Teresa Redd****Reva Sias**



*Teaching Writing & Rhetoric*

**C.01 Ecocomposition and Sustainability**

International Ballroom A, International Level

*Chair:* John Stovall, National-Louis University, Chicago, IL

*Speakers:* Charlie Wesley, Binghamton University, NY, “Writing the Politics of Food”

Londie Martin, University of Arizona, Tucson, “Writing Sustainable Relationships: Ecocomposition and Romantic ‘Natures’ in First-Year Composition”

Martha Otis, University of Miami, FL, “Decomposing: The Accidental Ecocompositionist and the Spell of the Sensuous”

*Contesting Boundaries*

**C.02 Engaging Disciplinary Boundaries and Frameworks:  
Art, Science and Writing Pedagogy**

International Ballroom B, International Level

*Chair:* Marta Hess, Georgia State University, Atlanta

*Speakers:* Susanna Engbers, Kendall College of Art and Design, Grand Rapids, MI, “Practicing the Art of Rhetoric at an Art and Design College”

Jason Wirtz, Hunter College, New York, NY, “These Rhetoricians are Poets and these Poets are Rhetoricians”

*Contesting Boundaries*

**C.03 Discourse Patterns in the Classroom:  
Working Class and Indigenous Rhetorics**

International Ballroom C, International Level

*Chair:* Ken Autrey, Francis Marion University, Florence, SC

*Speakers:* Heather Bruce, University of Montana, Missoula, “Indigenous Literacies Are for Everybody”

Heather McEntarfer, University at Buffalo, NY, “Implicit and Explicit Discourse Patterns in the Context of First-Year Composition: A Qualitative Study”

Margaret Barrow, Borough of Manhattan Community College, New York, NY, “Discussion as Contested Space”

*Contesting Boundaries*

**C.04 Strategic Reimaginings:  
Balancing Rhetorics of the Body in Medical Discourse,  
Asian/Asian American Rhetoric, and Queer Theory**

Marquis Ballroom, Salon D, Marquis Level

*Chair:* Gesa Kirsch, Bentley University, Boston, MA

*Speakers:* Alexandra Cavallaro, University of Illinois, Urbana-Champaign,

“‘We wanted people to think twice about something they do everyday’:

The Body and Image Events in the Making of Involuntary Activists”

Hannah Bellwoar, University of Illinois, Urbana-Champaign, “Imagining the  
Invisible Body: Images and Gesture in Medical Discourse Studies”

Yu-Kyung Kang, University of Illinois, Urbana-Champaign, “Embodying  
the ‘English Craze’: Case Studies of South Korean Early Study Abroad  
Students”

*Contesting Boundaries*

**C.05 All of Our Literacies? Contesting the Theories and  
Pedagogies of Multi-Modality**

Imperial Ballroom, Salon A, Marquis Level

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

*Speakers:* Jay Dolmage, University of Waterloo, Ontario, Canada, “All of  
Our Literacies, As Much as Possible, All of the Time?”

Bre Garrett, Miami University of Ohio, Oxford, “Accessing Embodied Delivery  
through Multimodal Composing and Teaching”

Melanie Yergeau, Ohio State University, Columbus, “Shiny, Happy Multimodal  
Compositionists”

*Contesting Boundaries*

**C.06 Watching Stories, Listening to Scenes:  
Following Literacy Back Home**

Imperial Ballroom, Salon B, Marquis Level

*Chair:* Julie Lindquist, Michigan State University, East Lansing

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

Julie Lindquist, Michigan State University, East Lansing

*Information Technologies*

**C.07 ePortfolio 2.0: Revising and Expanding the Role of Electronic Portfolios in a Developmental Writing Curriculum**

Room M101, Marquis Level

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

*Speakers:* Naomi Silver, University of Michigan, Ann Arbor, “Reciprocity and Reputation: Mobilizing Youth Online Learning Values to Develop Course-Based ePortfolios”

Christopher Schmidt, University of Michigan, Ann Arbor, “Creating a Research ePortfolio with Blogs and Social Bookmarking Tools”

*Writing Programs*

**C.08 Making Space for Service-Learning Projects in a Portfolio-Based Writing Program**

Room M102, Marquis Level

*Chair:* Donna Nelson-Beene, Bowling Green State University, OH

*Speakers:* Ann Westrick, Bowling Green State University, OH, “Reality Writing for a County Educational Services Center: The Importance of Audience in a First-Year Composition Class”

Amanda McGuire Rzicznek, Bowling Green State University, OH, “Planting Seeds of Motivation: Community Gardens and the First-Year Composition Student”

Susan R. Carlton, Bowling Green State University, OH, “Speaking with Silent Witnesses against Domestic Violence: Contesting Rhetorical Agency in the First-Year Composition Class”

*Language*

**C.09 Critical Literacy Connections to Reading/Writing Instruction: Analyses of Broadcast and Print Texts Concerning President Barak Hussein Obama**

Room M103, Marquis Level

*Chair:* Charles Coleman, York College The City University of New York, Jamaica

*Speakers:* Charles Coleman, York College The City University of New York, Jamaica, “Constructing Critical Literacy Biographical Profiles”

Jon Yasin, Bergen County Community College, Paramus, NJ, “A Critical Literacy Analysis of Barak Obama’s Cairo Speech and Some Reactions To It”

Cynthia McCollie-Lewis, New Jersey City University, Jersey City, “A Critical Literacy Examination of Reverend Jeremiah Wright and the African American Evangelical Performance Tradition”

*Community, Civic & Public*

**C.10 Writing toward the Revolution: Poetics of Relation**

Room M104, Marquis Level

*Chair:* Danny Mayer, Bluegrass Community and Technical College, Lexington, KY

*Speakers:* Michael Benton, Bluegrass Community and Technical College, Lexington, KY, “The 2009 G20 Summit and Protests: Anarchist Pedagogy and Protest in a Democratic Society”

Sean Morris, East Carolina University, Greenville, NC, “News-Making and Muck-Raking Texts as/in Communal Composition”

Danny Mayer, Bluegrass Community and Technical College, Lexington, KY, “Producing Local Journalism: North of Center in the Community (College) Classroom”

Wes Houp, Middle Tennessee State University, Murfreesboro, TN, “When ‘all our relations’ Disgust Us: The University Free-Speech Zone as Contested Space”

*Teaching Writing & Rhetoric*

**C.11 Teaching the College Application Essay in Qatar: Mitigating Cross-cultural Assumptions through Rhetorical and Narrative Approaches**

Room M105, Marquis Level

*Chair:* Thomas Mitchell, Carnegie Mellon University, Pittsburgh, PA

*Speakers:* Thomas Mitchell, Carnegie Mellon University, Pittsburgh, PA, “Conceptualizing the Audience: Situational Values and Culture-Specific Expectations”

Yun Zhao, Carnegie Mellon University, Pittsburgh, PA, “Bridging the Culture Gap through Personal Experience: A Related Approach to Conceptualizing Audience”

Mark Andrew Thompson, Carnegie Mellon University, Pittsburgh, PA, “Strategizing the Task: Universalized Individual Expression through Narrative”

*Contesting Boundaries*

**C.12 Beyond “L1” and “L2”: Toward an Interdisciplinary Synthesis in Multilingual Writing Research and Pedagogy**

Room M106, Marquis Level

*Chair:* Jonathan Hall, York College, City University of New York, Jamaica

*Speakers:* Jonathan Hall, York College, City University of New York, Jamaica, “The New Writing Research: Toward a Synthesis of L2 Writing Research and Rhetoric/Composition”

Shawna Shapiro, Middlebury College, Middlebury, VT, “WAC/WID and ESL: Beyond the Deficiency Model of Multilingualism”

Nela Navarro, Rutgers University, Newark, NJ “WAC/WID and Language Learning: Lessons from Writing Intensive Courses in Spanish”

*Contesting Boundaries*

**C.13 Community Conversations that Extend Possibilities**

Room M107, Marquis Level

*Chair:* Sheila Mayne, The University of Pennsylvania, Philadelphia

*Speakers:* Heather Brown, Monmouth University, West Long Branch, NJ, “Contesting Authorities with Counter-Expertise: The Rhetoric of Abortion Trauma Research”

Lara Smith-Sitton, Georgia State University, Atlanta, “Contesting Boundaries: Margaret Fuller and the Establishment of Community Learning Environments”

Rachel Wolford, Iowa State University, Ames, “Contested Space: Women Farmland Owners and Conservational Ag Practices”

*Theory*

**C.14 Theorizing Bodies**

Room M108, Marquis Level

*Chair:* Kathy Cassity, Hawaii Pacific University, Honolulu

*Speakers:* Pamela Kincheloe, RIT/NTID, Rochester, NY, “‘Implanting Rhetoric’: The Cyborg Body as Contested Space”

Nicole Quackenbush, University of Wyoming, Laramie, “A Rhetoric of Access in Action: Ed Roberts, the Disability Rights Movement, and the Design and Construction of the Ed Roberts Campus”

Lydia McDermott, Ohio University, Athens, “A Womb of One’s Own: A Wandering Rhetoric”

*Research*

**C.15 Digital Rhetoric Research**

Room M109, Marquis Level

*Chair:* Amy L. Weaver, University of California, Santa Cruz

*Speakers:* Will Dodson, University of North Carolina at Greensboro, “The Biology of Interaction and Online Composition Instruction”

Jennifer O’Malley, Florida State University, Tallahassee, “Sustaining Differences: Gendered Discourse Patterns in the First-Year Composition Class Blog”

Quinn Warnick, St. Edward’s University, Austin, TX, “Ethos without Identity: Reputation Building in Online Communities”

*Language*

**C.16 Assessing Error, Style, and Dialect**

Room M202, Marquis Level

*Chair:* Keith Clavin, Auburn University, AL

*Speakers:* Anjanette Riley, Illinois State University, Normal, “Bringing Context as a Theory to the Admissions of Second-Language Learners”

Deborah Crusan, Wright State University, Dayton, OH, “Second Language Writers and the Machine Scoring of Essays”

Denise Gray, University of Michigan, Ann Arbor, “Toward a New Concept of Error in Written Composition: Disassociating Stylistic Features and Grammatical Features of Nonstandard Dialects in Student Texts from Error”

*Writing Programs*

**C.17 Research on the Nature and Effects of Writing-Center Tutorials**

Room M302, Marquis Level

*Chair:* Rosanne Carlo, University of Arizona, Tucson

*Speakers:* Rita Malenczyk, Eastern Connecticut State University, Willimantic, “‘I Thought I’d Put That In to Amuse You’: The Tutor Report as ‘Bonding’ Genre”

Derek Boczkowski, The Ohio State University at Newark, “Contesting Relations in the Writing Center: Discourse and Power in Peer-Facilitated and Professional-Facilitated Writing Tutorials”

Deborah Bertsch, Columbus State Community College, OH, “Contesting Relations in the Writing Center: Discourse and Power in Peer-Facilitated and Professional-Facilitated Writing Tutorials”

*History*

**C.18 Composing Archival Accounts of Kenneth Burke’s Writing Process**

Room M303, Marquis Level

*Chair:* Kyle Jensen, University of North Texas, Denton

*Speakers:* Ann George, Texas Christian University, Fort Worth, “Caught in the Act: The Writing Process of Kenneth Burke”

Kyle Jensen, University of North Texas, Denton, “On the Future of the Kenneth Burke Archive, A Comment and a Proposal”

Joel Overall, Texas Christian University, Fort Worth, “Meet Kenneth Burke, Multimodal Composer”

*Contesting Boundaries*

**C.19 Interwoven Storytelling: Braiding Together Our Identities**

Room M304, Marquis Level

*Chair:* Katherine Bridgman, Florida State University, Tallahassee

*Speakers:* Jaqueline McLeod Rogers, University of Winnipeg, Manitoba, Canada, “Cross-Generational Storytelling about Home(s): Immigrant Parents, Rhetoric Daughters”

Andrea Davis, Washington State University, Tri-Cities, Richland, “Contested Space, Contested Knowledge: Exploring Storytelling as Embodied Rhetoric”

Jason Lovvorn, Belmont University, Nashville, TN, “Digital Storytelling as Rhetorical Practice and Racial Activism”

*Academic Writing*

**C.20 Students’ Perceptions of Writing Assessment and Teacher Feedback**

Room L401, Lobby Level

*Chair:* Stephen McElroy, Florida State University, Tallahassee

*Speakers:* Matthew Dowell, University of Louisville, KY, “Comments and the Classroom Context: Investigating the Use of Directive Comments in One Composition Classroom”

Anna Varley, Cardinal Stritch University, Milwaukee, WI, “Broaching Issues of Equity and Access in an Urban Education Degree Program through an Interdisciplinary Approach to Writing Assessment”

Lisa Schreibersdorf, University of Wisconsin, Fond du Lac, “The Purpose of Commenting: How Students Interpret Instructor Comments on Graded Essays”

*Institutional and Professional*

**C.21 Professionalism and Graduate-Student Preparation**

Room L402, Lobby Level

*Chair:* Diane Kelly-Riley, Washington State University, Pullman

*Speakers:* Diane Martinez, Utah State University, Logan, “Strengthening Graduate Programs by Creating Versatilists through Interdisciplinarity”

Keith Gibson, Utah State University, Logan, “Strengthening Graduate Programs by Creating Versatilists through Interdisciplinarity”

Stephen Wilhoit, University of Dayton, OH, “Leadership Training For Graduate Students In English”

Sarah Brown, DePaul University, Chicago, IL, “Collective Expertise: A Method for Developing a Practice-Oriented Course in Graduate Programs”

*Information Technologies*

**C.22 Approaches to Online Collaboration**

Room L403, Lobby Level

*Chair:* Ann R. Shapiro, Farmingdale State College, NY

*Speakers:* Danielle Roach, Old Dominion University, Norfolk, VA, “Technology, Identity, Community: Peer-Review and Collaboration in the Asynchronous Online Classroom”

Cheryl Hawkinson Melkun, University of Mary Washington, Fredericksburg, VA, “Collaborating in Cyberspace: A Quantitative Study of Synchronous Online Conferencing Client Demographics and Session Effectiveness”

Ashley Kramer, California State University, Los Angeles, “Collaborative Web Publishing: Individual Voices within a Collective”

*Community, Civic & Public*

**C.23 Rhetorics of Resistance and Prediction**

Room L404, Lobby Level

*Chair:* Luke Niiler, The University of Alabama, Tuscaloosa

*Speakers:* Liberty Kohn, Winona State University, MN, “Separate, But Empathetic: What Tea Party Rage Can Teach Us About the Limits of Multicultural Education”

Laura Palmer, Southern Polytechnic State University, Marietta, GA, “Rhetorics of Resistance: The Discourses of Rebels, Revolutionaries, and Radicals in Environmental Writing”

Nathalie Kuroiwa-Lewis, Saint Martin’s University, Olympia, WA, “Carter’s Parable of the Environment: Are We Listening?”

*Writing Programs*

**C.24 What in the World Is English and How Are We Teaching It as a Second Language in US Research Universities?**

Room L405, Lobby Level

*Chair:* Martha D. Patton, University of Missouri, Columbia

*Speakers:* Martha D. Patton, University of Missouri, Columbia

Jessica Armstrong, University of Missouri, Columbia

Cristyn L. Elder, Purdue University, West Lafayette, IN

Linda Bergmann, Purdue University, West Lafayette, IN



*Teaching Writing & Rhetoric*

**C.25 Rethinking Composition: The Power of Teaching Students to Write (& Teach) in Digital Mediums**

Room L406, Lobby Level

*Chair:* Lori Doddy, Texas Woman's University, Denton

*Speakers:* Lori Doddy, Texas Woman's University, Denton, "(Re)Envisioning Your Pedagogy: Teaching Writing to 'Citizen-Rhetors'"

Mary Wood, Texas Woman's University, Denton, "Teaching with Technology: New Methods for New Media"

Kezia Strite Ruiz, Texas Woman's University, Denton, "A Journey into 21st Century Freshman Composition"

Christina Grimsley, Texas Woman's University, Denton, "From Print to YouTube: Reconceptualizing Learning and Teaching in the 21st Century"

*Teaching Writing & Rhetoric*

**C.26 Digital Hemlock: Undermining the Myth of the Socratic Method through Community College Distance Learning Pedagogical Practices**

Room L503, Lobby Level

*Chair:* Nathan Franklin, Madera Community College, CA

*Speakers:* Loren Palsgaard, Madera Community College CA, "The Dialectics of Voice: A Students' Movement from Individual to Communal in Community College Instruction"

Jay Leech, Madera Community College, CA, "Slipping into Something: Time, Space, and Uncertainty in the Online Academic Cosmos"

Gregory Ramirez, Madera Community College, CA, "Digital 'Do Over': Teaching Revision to Online Developmental Writing Students"

Nathan Franklin, Madera Community College, CA, "A Pedagogy of Responsibility: Developing Best Online Interactive Practices for Community College Instruction"

*Contesting Boundaries*

**C.27 Labored "Balance": Maternal Bodies, Composition Studies, and Structural Relationships in University Communities**

Room L504, Lobby Level

*Chair:* Kevin Mahoney, Kutztown University, PA

*Speakers:* Pegeen Reichert Powell, Columbia College, Chicago, IL, "Off Balance and Out of Choices: Reconceiving the Work of Writing Instruction"

Jessica Restaino, Montclair State University, NJ, "Surviving Labor: Thinking Bodies and Writing Work"

Rachel Riedner, The George Washington University, Washington, DC, "Where are the Women?: Gender and Structural Arrangements"

*Contesting Boundaries*

**C.28 The Subtexts of Manipulation:  
Embodying, Extending, and Unearthing**

Room L505, Lobby Level

*Chair:* Kim Lacey, Wayne State University, Detroit, MI

*Speakers:* Wendy Duprey, Wayne State University, Detroit, MI, “Visceral Manipulation: Rhetorical Engagement with Bodily Codes”

Kim Lacey, Wayne State University, Detroit, MI, “Manipulating Memory: Keeping It Real”

Jared Grogan, Wayne State University, Detroit, MI, “Manipulating the Land: From Service to Sustained Giving”

*Contesting Boundaries*

**C.29 Mapping Genre Relations:  
Using Metaphors to Explore and Traverse Boundaries**

Room L506, Lobby Level

*Chair:* Heather Bastian, The College of St. Scholastica, Duluth, MN

*Speakers:* Amy Devitt, University of Kansas, Lawrence, “Creating within Genres: How Genre Metaphors Shape Student Innovation”

Anis Bawarshi, University of Washington, Seattle, “Genres as Rhizome: Mapping the Performances of Genre”

Mary Jo Reiff, University of Kansas, Lawrence, “Geographies of Genres: Navigating Metaphorical and Material Relations”

*Teaching Writing & Rhetoric*

**C.30 Whole-Class Peer Workshops:  
Reconceptualizing Relations in the Composition Classroom**

Room L507, Lobby Level

*Chair:* Tamika Barrett, University of Pittsburgh, PA

*Speakers:* Jenifer Fennell, Minneapolis Community and Technical College, MN, “Whole-Class Workshops and Basic Writers: Qualifications and Possibilities”

Jessica Shumake, University of Arizona, Tucson, “Drafts that Don’t Get Love: Recruiting Value in Whole-Class Workshops”

Kristi Wilson, Soka University of America, Aliso Viejo, CA, “Work shopping with a Mission”

*Respondent:*

Ian Barnard, California State University, Northridge, CA

*Teaching Writing & Rhetoric*

**C.31 The Rhetoric of Course Design**

Room L508, Lobby Level

*Chair:* Joanna Mann, Langston University, OK

*Speakers:* Dennis McGlothlin, University of Tennessee, Knoxville, “The Rhetoric of the FYC Syllabus”

Genevieve Critel, The Ohio State University, Columbus, “Participation: 10%”

Murleen Ray, California State University, Fresno, “Rethinking Contract Grading in the Writing Classroom: Do Students Actually Experience Improved Learning and Teaching?”

*Community, Civic & Public*

**C.32 The Chora of The Twin Towers:  
Three Panelists Invite You to Participate in Contesting and  
Documenting the Struggle for Rebirth**

Room A701, Atrium Level

*Chair:* Victor Vitanza, Clemson University, SC

*Speakers:* Sarah Arroyo, California State University, Long Beach, “The Twin Towers, Chora, and the Classroom”

Robert Leston, New York City College of Technology, Brooklyn, “The Twin Towers, Chora, and Community”

Geoffrey V. Carter, Saginaw Valley State University, MI, “The Twin Towers, Chora, and Chorology”

*History*

**C.33 Feminist and Women’s Historical Rhetorics**

Room A702, Atrium Level

*Chair:* Helena M. Hall, Loras College, Dubuque, IA

*Speakers:* Joyce Malek, University of Cincinnati, OH, “Inter/Acts: Rhetorical Traditions in Feminist Theater”

Katherine Hagopian, North Carolina State University, Raleigh, “Foremothers Now: Rereading Virginia Woolf’s Feminist Rhetoric”

Carolyn Skinner, Ohio State University, Mansfield, “Nineteenth-Century Women, Science, and Rhetoric”

*Research*

**C.34 The Citation Project:  
Results of a 15-College Study of Students' Use of Sources**

Room A703, Atrium Level

*Chair:* Chris M. Anson, North Carolina State University, Raleigh

*Speakers:* Rebecca Moore Howard, Syracuse University, NY, “The Background: Why We Need Data-Driven Research to Understand Plagiarism”  
Sandra Jamieson, Drew University, Madison, NJ, “A Statistical Profile of 150 Students' Researched Writing, with Implications for Teaching”

*Teaching Writing & Rhetoric*

**C.35 Mediating Rhetorics of Home and School:  
Writing Cultural Memory into Genre**

Room A704, Atrium Level

*Chair:* Nancy Mack, Wright State University, Dayton, OH

*Speakers:* Jacqueline Preston, University of Wisconsin-Madison, “Collective Persuasions: A Cultural-Historical Approach to Understanding Rhetorics of Place”

David Seitz, Wright State University, Dayton, OH, “Writing Place-Based Genres: Community Bonds, Local History, and Global Influences”

Nancy Mack, Wright State University, Dayton, OH, “A Place for Dialogue among Home and Academic Voices: Multigenre Writing”

*History*

**C.36 Revisionary Histories of Rhetorical Education**

Room A705, Atrium Level

*Chair:* David Gold, University of Tennessee Knoxville

*Speakers:* Candace Epps-Robertson, Syracuse University, NY, “We're Still Here: Listening to the Students of Prince Edward County Free Schools, 1963-1964”

Zosha Stuckey, Syracuse University, NY, “What Has Become of Jimmy Thornton?: Rhetorical Education at the New York State Asylum at Syracuse, 1854-1884”

Whitney Myers, Texas Wesleyan University, Fort Worth, ““Raise Your Right Arm/And Pull on Your Tongue!”: Reading Silence(s) at the Albuquerque Indian School”

Pamela VanHaitsma, University of Pittsburgh, PA, “I Heard We Were There: Queer Relations, Letters, and Gossip”

*Contesting Boundaries*

**C.37 Contesting the Trope of Home and School:  
Transnational Considerations, Domestic Invitations, and  
Family Transgressions**

Room A706, Atrium Level

**Chair:** Min-Zhan Lu, University of Louisville, KY

**Speakers:** Mike MacDonald, University of Wisconsin-Milwaukee, “Emis-  
saries of Literacy: Dominant Discourses of Refugee Home/School Life”

Casey O’Brien Gerhart, University of Wisconsin-Milwaukee

Danielle Goldstein, University of Wisconsin-Milwaukee, “She’s Boas, I’m  
Geertz: Working My Way Out of Home School”

**Respondent:** Min-Zhan Lu, University of Louisville, KY

*Contesting Boundaries*

**C.38 Has Capitalism Corrupted Your Writing Course?  
Experiences with Teaching Composition Online in the  
Private, For-Profit University**

Room A707, Atrium Level

**Chair:** Melissa Hussain, West Shore Community College, Scottville, MI

**Speakers:** Melissa Hussain, West Shore Community College, Scottville, MI,  
“Composition, Capitalism and Corporatization: A Critique of the Growing  
For-Profit Trend of Online Education”

Colette Morrow, Feminist Formations, Minneapolis, MN, “Sweatshopping  
Composition: Assembly Line Service Courses”

Lise Mae Schlosser, Northern Illinois University, DeKalb, IL, “Making the Best  
of a Bad Situation? Online Composition Instruction and Women Students”

*Community, Civic & Public*

**C.39 Public Space, Private Interests:  
Teaching Writing in a Global Economy**

Room A708, Atrium Level

**Chair:** Mary Ann Cain, Indiana University-Purdue University Fort Wayne

**Speakers:** Mary Ann Cain, Indiana University-Purdue University Fort Wayne,  
“Reconnecting Word and Image: Creative Writing in Public Space”

Lil Brannon, University of North Carolina Charlotte, “Losing our Words in  
Digital Spaces: The Privatization of Teaching Composition Online”

Michelle Comstock, University of Colorado Denver, “Critical Sonic Literacy:  
Keeping Airwaves Public”

## D Sessions: 3:15–4:30 p.m.

### *Featured Session*

#### **The NCTE Centennial: A Time for Reflecting on Past and Future Relations** Marquis Ballroom, Salon A, Marquis Level

This panel will celebrate the NCTE centennial by examining the role of composition in the organization's various relations, especially the relation between NCTE and CCCC.

**Chair:** Erika Lindemann, University of North Carolina, Chapel Hill

**Speakers:**

**Steven Mailloux**

Loyola Marymount University, Los Angeles, CA,  
"Fragmenting Rhetoric 1911–1916"

**Leila Christenbury**

Virginia Commonwealth University, Richmond, "The Place of Composition and Rhetoric in the History of NCTE"

**Jacqueline Royster**

The Ohio State University, Columbus, "Savory Alliances"

**Anne Gere**

University of Michigan, Ann Arbor, "College and K-12 Relations: History and Today's 'Transfer' Issue"

**John Schilb**

Indiana University, Bloomington, "Relations between Composition and Literature in College English"



**Steven Mailloux**



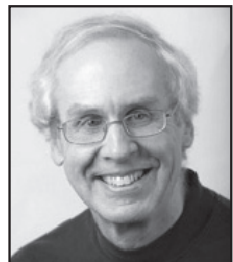
**Leila Christenbury**



**Jacqueline Royster**



**Anne Gere**



**John Schilb**

*Featured Session*

## **Questioning Pedagogical Contested Space: A Chicana Perspective**

Marquis Ballroom, Salon B, Marquis Level

In this panel, speakers will closely examine some of the multiple ways in which pedagogical space is taken up as potentially restrictive, revised, and resisted. Among these multiple ways, panelists will address the persistent propensity by state government to further devalue the minor-ity's voice in the classroom and the academy, drawing on the educational and political history of the Chicana/o student in the academy and how it affects their learning and success in the academy; how faculty and students at Northern New Mexico College, a traditionally Hispanic and Native American serving institution, are co-creating a writing community around the concept of "academic rigor/cultural relevance," in efforts to understand not only the grammar/ mechanics/ context of academic writing, but also how to understand the grammar/ mechanics /context of the colonization that has shaped (is shaping) their literal community; and how the children's book, *A Columbus Coyote Tale* by Thomas King and explain how the text can be used to facilitate a discussion on the complexities and intersections of oppression in historically colonized communities. Together, these panelists offer a complex Chicana/o perspective which illustrates how education has been/ is/can be asked to build (and threaten) bridges, emphasize the sacredness of writing/righting/riting, and contest borderlands of space, identity, and sexuality.

**Speakers:**

**Dora Ramirez-Dhoore**, Boise State University, ID, "The Difference is in the Voice: Listening to the "minor-ity" perspective in Academia"

**Patricia Trujillo**, Northern New Mexico College, Espanola, "Writing/Righting/Riting Northern New Mexico: A Statement on Improving Writing at Northern New Mexico College"

**Carol Brochin-Ceballos**, University of Texas, El Paso, "Queering Coyote: Writing through the Ugly of Coming Out in Northern New Mexico"



**Dora  
Ramirez-Dhoore**



**Patricia Trujillo**



**Carol  
Brochin-Ceballos**

*Teaching Writing & Rhetoric*

**D.01 Going Public with Student Writing**

International Ballroom A, International Level

**Chair:** Cynthia L. Butos, Trinity College, Hartford, CT

**Speakers:** Denise Paster, Coastal Carolina University, Conway, SC, “Practices of Value: A Materialist View of Going Public with Student Writing”  
Anne R. Richards, Kennesaw State University, GA, “All Our Writings: Literary Nonfiction Workshopping and Publishing in Graduate Technical Communication Classes”

Adrienne Lamberti, University of Northern Iowa, Cedar Falls, “All Our Writings: Literary Nonfiction Workshopping and Publishing in Graduate Technical Communication Classes”

Verne Meyer, Write Source/UpWrite Press, Burlington, WI, “Helping Students Publish Their Work in Writing Texts: Benefits and Strategies”

*Teaching Writing & Rhetoric*

**D.02 Kin through Class in the Writing Classroom: Passion and Radical Reflexivity in the Postcritical Case Study**

International Ballroom B, International Level

**Chair:** Ellen Cushman, Michigan State University, East Lansing

**Speakers:** Teresa Hooper, The University of Tennessee, Knoxville  
Tricia George, The University of Tennessee, Knoxville  
Casie Fedukovich, The University of Tennessee, Knoxville

**Respondent:** Ellen Cushman, Michigan State University, East Lansing

*Teaching Writing & Rhetoric*

**D.03 Virtually Queer: The Web-Side Manners of CCCC Institutions to the LGBTQ Community**

International Ballroom C, International Level

**Chair:** Mark McBeth, John Jay College of Criminal Justice/CUNY, NY

**Speakers:** Mark McBeth, John Jay College of Criminal Justice/CUNY, NY, “Queer Navigations: Finding One’s ‘Self’ at the College Website”

Martha Marinara, University of Central Florida, Orlando, “‘I don’t mind them as long as they aren’t in my face’: Visual Rhetoric, Compulsory Heteronormativity, and University Websites”

Kami Day, Johnson County Community College, Overland Park, KS, “Nothing Comes Up When You Type in Gay: Queering Community Colleges Websites”



*Contesting Boundaries*

**D.04 Writing and Working for Change:  
Tracing the History of Latina/o and Chicana/o Members'  
Contributions to 4C's and NCTE**

Marquis Ballroom, Salon D, Marquis Level

*Chair:* Damián Baca, University of Arizona, Tucson

*Speakers:* Cristina Kirklighter, Texas A&M University-Corpus Christi  
Itzi Meztl, Slippery Rock University, PA

Iris Ruiz, University of California, San Diego

*Respondent:* Steve Parks, Syracuse University, NY

*Contesting Boundaries*

**D.05 Contested Spaces, Contested Knowledge:  
Exploring All Our Relations with College-Athletics and  
Student-Athletes**

Imperial Ballroom, Salon A, Marquis Level

*Chair:* Cassie Wright, University of Arizona, Tucson

*Speakers:* Cassie Wright, University of Arizona, Tucson, “Contested Spaces,  
Contested Knowledges: Exploring Our Relations with College-Athletics  
and Student-Athletes”

Billie Hara, Texas A&M University, Corpus Christi, “Students as Athletes or  
Athletes as Students: Constructing a Writer Identity in First-Year Com-  
position”

J. Michael Rifenburg, University of Oklahoma, Norman, “Sophists and Sport:  
Competitive Rhetoric in Student-Athlete Tutoring Sessions”

Chris Drew, Harold Washington College/PLC, Chicago, IL, “Syncretic Bodies:  
Re-Weaving the Mind/Body Split with Student-Athletes”

*Information Technologies*

**D.06 Ebooks, Ethics, and Digital Literacy**

Imperial Ballroom, Salon B, Marquis Level

*Chair:* Dulivanette Onema, Community College of Philadelphia, PA

*Speakers:* Toby Coley, Bowling Green State University, OH, “Digital Media  
Ethics in First Year Composition: It's Not Just about Academic Honesty”  
Abigail Lambke, St. Louis University, MO, “Media Familiaie: Adopting the  
eBook through Secondary Literacy”

Andrew Virtue, University of Minnesota, Minneapolis, “The Book and E-  
Reader: Contesting the Space between Learning and Technology”

Joshua Welsh, University of Minnesota, Minneapolis, “The Book and E-  
Reader: Contesting the Space between Learning and Technology”

*Theory*

**D.07 Pleito, Sacates y Aristotl: Introducing Mestiz@ Rhetorics into the College Composition Classrooms**

Room M101, Marquis Level

*Chair:* Renee Elisaldez, University of California, Riverside

*Speakers:* Elias Serna, University of California, Riverside, “Reading the Rhetoric of Chican@ Student Activists”

Joelle Guzman, University of California, Riverside, “Mestiz@ Rhetoric and Episteme”

Lisette Ordorica Lasater, University of California, Riverside, “Haciendo Cara: Crafting a Chicana Feminist Pedagogy”

Renee Elisaldez, University of California, Riverside, “Chicana Cultural Resistance: A Pedagogy of Critical Media Literacy and Resistance”

*Contesting Boundaries*

**D.08 Rewriting the Boundaries: The Ensemble as Inter-Cultural Learning**

Room M102, Marquis Level

*Chair:* Nicole MacLaughlin, University of Notre Dame, IN

*Speakers:* Nicole MacLaughlin, University of Notre Dame, IN

Christine Burgess, Robinson Community Learning Center, South Bend, IN

Caroline Mohamed, University of Notre Dame, IN

*Professional and Technical Writing*

**D.09 Widening the Community: Re-thinking and Re-framing Medical Rhetoric/Writing**

Room M103, Marquis Level

*Chair:* Marie Moeller, University of Wisconsin-La Crosse

*Speakers:* Erin Clark Frost, Illinois State University, Normal, “Poaching (Re) Production: Why FYC Needs Medical Rhetoric”

Barbara Heifferon, Louisiana State University, Baton Rouge, “Evidence-Based Medicine to Evidence-Based Writing: Borrowing from the Medical Community”

Marie Moeller, University of Wisconsin-La Crosse, “Pushing Boundaries of Normalcy: Analyzing Medical Rhetoric in Medical Charity Websites”

*Teaching Writing & Rhetoric*

**D.10 Style, Error, and Student Perception**

Room M104, Marquis Level

*Chair:* Joel Wingard, Moravian College, Bethlehem, PA

*Speakers:* Michelle Niestepski, Lasell College, Newton, MA, “Student Struggles to Identify and Correct Grammatical Errors”

Yuehai Xiao, New York University, NY, “Teaching Composition beyond Sentences: Higher Order of Concern Verses Lower Order of Concern”

Keith Harms, University of Minnesota, Twin Cities, Minneapolis, “Cooperative Grading and Student Perception of a Teacher’s Attempt to Resist Privilege”

*Teaching Writing & Rhetoric*

**D.11 Post-Pedagogy and Contesting Meaning in Multimodal Composition: A Conversation**

Room M105, Marquis Level

*Chair:* Andrea Feeser, Clemson University, SC

*Speakers:* Andrea Feeser, Clemson University, SC, “Beginning a Dialogue on Art, Post-Pedagogy, and Post-Hermeneutics”

Joshua Abboud, Clemson University, SC, “The (Ob)scene of Pedagogy: Standing Against the Teaching Event”

Josephine Walwema, Clemson University, SC, “Understanding the Art of Design in Information Design”

Anthony Collamati, Clemson University, SC, “Multimodal Dabbling and Other Reasons Teachers of Composition Should Take More Art Classes”

*Contesting Boundaries*

**D.12 Contesting Master Narratives for Teaching Writing: Collaborative Reflection on Literacy Narratives as Way to Rethink Writing Program Design and Policies**

Room M106, Marquis Level

*Chair:* Sally Chandler, Kean University, Union, NJ

*Speakers:* Lorena Ramirez, Kean University, Union, NJ, “From Excellence to Mediocrity: An Urban Student’s Stories about Feedback and Identity in First-Year College Composition”

Sally Chandler, Kean University, Union, NJ, “Missing Class, Late Papers, and the American Dream”

Mark Sutton, Kean University, Union, NJ, “Bicycling on the Interstate: Rethinking Grandiose Expectations for Digital Natives”

Angela Castillo, Kean University, Union, NJ

*Contesting Boundaries*

**D.13 Making Space:  
Multiple Geographies and Sites of Articulation**

Room M107, Marquis Level

*Chair:* Holly Tipton Hamby, Fisk University, Nashville, TN

*Speakers:* Christine Masters Jach, Western Illinois University, Macomb, “Contested Space, Clashing Worldviews: Google Earth’s Environmental Rhetorics”

Dhruba Neupane, University of Louisville, KY, “Facebook: Contesting Global/Local Boundaries and Re-creating Identities”

Celeste Del Russo, University of Arizona, Tucson, “Space, Place, and Memorialization: Sites of Memory, Disposability, and Feminist Alliances in a Post-Katrina New Orleans”

*Theory*

**D.14 Contemporary Rhetorical Theory**

Room M108, Marquis Level

*Chair:* Megan L. Titus, Rider University, Lawrenceville, NJ

*Speakers:* Lindsay Rose Russell, University of Washington, Seattle, “‘And the Oscar for Best-Supporting Actor Goes To . . .’: The Roles of Current-Traditional Rhetoric”

Amy England, University of Cincinnati, OH, “What Cognitive Science Can Tell Us about Plagiarism and Cryptomnesia”

Joseph Griffin, Miami University, Oxford, OH, “The Shared Space of Dialogic Rhetoric and Alternative Dispute Resolution”

*History*

**D.15 Local Disciplinary Histories**

Room M109, Marquis Level

*Chair:* Richard Lane, Clarion University, PA

*Speakers:* Ryan Skinnell, Arizona State University, Tempe, “Contesting the WPA Professionalization Narrative: A Local History of Writing Program Administration”

Nathan Shepley, University of Houston, TX, “On Linking Local Histories of Composition”

Jon Burr, North Carolina State University, Raleigh, “Antebellum Student Writing at UNC-Chapel Hill”

*Creative Writing*

**D.16 Investigating Creative Writing Pedagogies**

Room M202, Marquis Level

*Chair:* David Johnson, American University, Washington, DC

*Speakers:* Caroline Wilkinson, University of Louisville, KY, “How We Position Our Stories: Reflecting on the Sequencing of Creative Nonfiction in FYC”  
Adam Breckenridge, University of South Florida, Tampa, “The Role of Audience in Distance Learning MFA Programs”

*Theory*

**D.17 The Rhetoricity of Literacy**

Room M302, Marquis Level

*Chair:* Patrick Berry, University of Illinois at Urbana-Champaign

*Speakers:* Beth Daniell, Kennesaw State University, GA, “Stealing Prospero’s Books: Agency, Rhetoric, and Literacy”  
John Duffy, University of Notre Dame, South Bend, IN, “Autism and Literacy: The Rhetorical Dimension of Oral Testimonies”  
Peter Mortensen, University of Illinois at Urbana-Champaign, “Personal Literacy Narratives and Their Rhetorical Curriculum”

*Research*

**D.18 Negotiating Difference in the Classroom: Three Studies on Perceptions of Diversity at a Large Public University**

Room M303, Marquis Level

*Chair:* Sarah Fama, San Francisco State University, CA

*Speakers:* Tanna Rozar, San Francisco State University, CA  
Caroline Prieto, San Francisco State University, CA  
Sarah Fama, San Francisco State University, CA

*Contesting Boundaries*

**D.19 Telling Tales: Contesting Boundaries through Theory and Pedagogy**

Room M304, Marquis Level

*Chair:* Mary Hocks, Georgia State University, Atlanta

*Speakers:* Cara Minardi, Georgia State University, Atlanta, “Metahistory in Greek and Roman Foundations Classes”  
Rahna Carusi, Georgia State University, Atlanta, “I Am a Theorist and So Can You!”  
Melanie McDougald, Georgia State University, Atlanta, “Narrative Theory: Subjectivity, Objectivity, and Desire in the Personal Narrative”

*Academic Writing*

**D.20 Gender, Performance, and Academic Writing**

Room L401, Lobby Level

*Chair:* Mary King, University of Akron, OH

*Speakers:* Cayo Gamber, The George Washington University, Washington, DC, “Deconstructing and Reconstructing All Our Relations in the Transformative Space of the Online Classroom”

Serkan Gorkemli, University of Connecticut, Storrs, “Embodying Coming Out: Sexual Literacy, Liminality, and Queer Visibility”

Shawna Lipton, University of Wisconsin-Milwaukee, “The Classroom and the Closet: Performing Femininity and Enacting Queer Pedagogy”

*Writing Programs*

**D.21 Who Does What, and With Whom: Exploring the Staffing and Work of Writing Centers**

Room L402, Lobby Level

*Chair:* Jonathan Arnett, Kennesaw State University, GA

*Speakers:* Adam Johnson, College of Charleston, SC, “A Writing Center for All: Including Graduate Students in Undergraduate Writing Labs”

Sarah Spring, Winthrop University, Rock Hill, SC, “Proving and Improving Graduate Writing Groups: The Contested Space between Writing Center Philosophy and Meeting Students’ Needs”

Kathleen Shine Cain, Merrimack College, North Andover, MA, “From Academic Literacies to The Everyday Writing Center: Putting Theory Into Practice in a US Writing Center”

*Research*

**D.22 Researching Difference**

Room L403, Lobby Level

*Chair:* Kim Flachmann, California State University, Bakersfield

*Speakers:* Jamet Woods, University of Alaska Anchorage, “(Re)Establishing Ethos in the Classroom: Does Race Hinder Discussions of Race?”

Aimee Mapes, Duke University, Durham, CA, “Contested Identities: Desire as Research and Learning in Basic Writing”

Angelle Hebert, Louisiana State University, Baton Rouge, “From Pedagogy to Penitentiary: A Foucaultian Analysis of the Marginalization of At-Risk African-American High School Students”

*Information Technologies*

**D.23 Digital Technologies and Classroom Practices**

Room L404, Lobby Level

*Chair:* Stacy A. Bell, Emory University, Atlanta, GA

*Speakers:* Kimberly Freeman, Northeastern University, Boston, MA, “Green Machines? Eco-composition, E-portfolios, and Writing in the Disciplines”  
Mary Karcher, Wayne State University, Detroit, MI, “Participatory Culture, Fandom and Digital Writing: Identifying Criteria for Coherence in Digital and Multimodal Texts”

*Community, Civic & Public*

**D.24 The Rhetoric of Institutional Websites and Mission Statements**

Room L405, Lobby Level

*Chair:* Shuai Zhao

*Speakers:* Daren Young, University of Oklahoma, Norman, “A Web-Rhetoric of Connection: Reading Tribal Colleges’ Websites as Native American Literature”

Christie Toth, University of Michigan, Ann Arbor, “Mission Positioning: Identification and Resistance in Institutional Mission Statements”

Melody Pugh, University of Michigan, Ann Arbor, “Mission Positioning: Identification and Resistance in Institutional Mission Statements”

*Teaching Writing & Rhetoric*

**D.25 The Open Hand:  
New Approaches to Teaching Rhetoric in the Classroom**

Room L406, Lobby Level

*Chair:* Mary Lou Odom, Kennesaw State University, GA

*Speakers:* M. Todd Harper, Kennesaw State University, GA, “Rhetoric as Cookery: Hospitality and Cooking in a Writing Classroom”

Karen Roop, Kennesaw State University, GA, “Blurring Discourse Boundaries: Why Study Women’s Rhetorics in the Composition Classroom”

Robert Rockett, Kennesaw State University, GA, “Guiding Across the Borders: A Look at Rhetorical Strategies in a Diverse Classroom”

*Teaching Writing & Rhetoric*

**D.26 Creative Community:  
Rhetoric and Writing at the Art and Design University**

Room L503, Lobby Level

*Chair:* Nicol Augusté, Savannah College of Art and Design, GA

*Speakers:* Nicol Augusté, Savannah College of Art and Design, GA, “Elders and Art Students: Capturing Wisdom via Writing our Relations”

Carey Murphy, Savannah College of Art and Design, GA, “Aural Texts, Visual Texts, and Critical Writing”

Mary C. Kim, Savannah College of Art and Design, GA, “Digital Communities: Livejournal Homework Blogs”

Jennifer Scoggins, Savannah College of Art and Design, GA, “Validating the Visual Vocabulary: Communicating with Writers in the ‘Contact Zone’”

*Contesting Boundaries*

**D.27 Negotiating Our Terrain:  
Creating Habitable Spaces in Composition**

Room L504, Lobby Level

*Chair:* Lindsay Ratcliffe, University of Texas, San Antonio

*Speakers:* Lindsay Ratcliffe, University of Texas, San Antonio, “Confronting Planetary Peril: Writing by a Generation Facing Ecological Crisis”

Paula Tran, University of Texas, San Antonio, “Crossing the Chasm: A Manual for Mythbusting in Modern Medicine”

Gail Pizzola, University of Texas, San Antonio, “Communing with the Dark Side: When Letters Meet Numbers”

*Contesting Boundaries*

**D.28 Changing the Conversation about Writing Programs:  
Assessment as Advocacy, Research as Teaching, Teacher  
as Learner, Program as Ecosystem**

Room L505, Lobby Level

*Chair:* Heidi Estrem, Boise State University, ID

*Speakers:* Debra Frank Dew, University of Colorado, Colorado Springs, “Assessing Content Knowledge as Portable Domain in a Writing-about- (Rhetoric-and-Writing) Curriculum”

M. Elizabeth (Betsy) Sargent, University of Alberta, Edmonton, Canada, “Helping TA’s Assess (and Teach) FYC as Writing about Writing: Students’ Self-reported Outcomes on a Writing Strategies Inventory”

Heidi Estrem, Boise State University, ID, “It’s Kind of Frustrating Just Not Being Perfect: How TAs Understand the First Years of Teaching”

E. Shelley Reid, George Mason University, Fairfax, VA, “It’s Kind of Frustrating Just Not Being Perfect: How TAs Understand the First Years of Teaching”



*Contesting Boundaries*

**D.29 Our Closest Relations:  
Best Practices in Mentoring Graduate Teaching Assistants**  
Room L506, Lobby Level

*Chair:* Kay Halasek, Ohio State University, Columbus

*Speakers:* Kate Schmitt, Florida Atlantic University, Boca Raton, “‘Please Don’t Hurt My Evaluations’: Balancing GTA Mentorship and Tenure Anxiety”  
Darin Ciccotelli, Soka University of America, Aliso Viejo, CA, “Mentorship of the Distressed: The Role of Pedagogy in GTA Supervision”  
Tamara Fish, University of Houston, TX, “‘Just Tell Me What You Want Me to Do’: Mentoring as Giving Them What They Want vs. Giving Them What They Need”

*Teaching Writing & Rhetoric*

**D.30 Kaona to Mana: Rhetoric, Aesthetics, and Power in  
Hawaiian Literature and Song**  
Room L507, Lobby Level

*Chair:* Georganne Nordstrom, University of Hawaii, Honolulu

*Speakers:* Jeff Carroll, University of Hawaii, Honolulu, “Ki Ho ‘Alu As Mana: Ethos, Music and Hawaiian Rhetoric”  
Georganne Nordstrom, University of Hawaii, Honolulu, “How a Queen in Captivity Sings”  
Brandy Nalani McDougall, University of Hawaii, Honolulu, “Wawa No ‘Olelo ‘Okole ‘A I Pali (Let The Echo Carry To The Cliffs): Kaona As An Aesthetic Standard In Classical And Contemporary Kanaka Maoli Literature”

*Teaching Writing & Rhetoric*

**D.31 Blurring the Lines: Sharing Pedagogy Across/in Writing  
Centers and Writing Classrooms**  
Room L508, Lobby Level

*Chair:* Joe Moxley, University of South Florida, Tampa

*Speakers:* Kate Pantelides, University of South Florida, Tampa, “Telling It Like It Is: Writing Center Relationships and Practice”  
Megan McIntyre, University of South Florida, Tampa, “Writing in the Writing Classroom: Why the Writing Center Offers Us Important Models of How to Encourage Agency and Aid Proficiency”  
Erin Trauth, Texas Tech University, Lubbock, “Social Spaces? Social Constructionism from the Writing Center to the Writing Classroom”

*Creative Writing*

**D.32 How ‘Bout a Little Creative Writing, Y’all?:  
Building Relationships between Creative Writing and  
Critical Inquiry**

Room A701, Atrium Level

**Chair:** Rochelle Harris, Kennesaw State University, GA

**Speakers:** Christine Stewart-Nunez, South Dakota State University, Brookings, “Creative Writing and Academic Research: Kinship in the Archives”  
Rochelle Harris, Kennesaw State University, GA, “Demanding Rhetorical Spaces: How Public History Can Teach Creative Writing”

**Respondent:** Christine Stewart-Nunez, South Dakota State University, Brookings

*Institutional and Professional*

**D.33 Building Cross-Disciplinary Relations:  
Enhancing Students’ Disciplinary Writing and Cross-  
Cultural Competencies through a Collaborative Teaching  
Framework**

Room A702, Atrium Level

**Chair:** Kathleen Hunter, College of Saint Elizabeth, Morristown, NJ

**Speakers:** Courtney Kelsch, College of Saint Elizabeth, Morristown, NJ  
Margaret Roman, College of Saint Elizabeth, Morristown, NJ  
Laura Winters, College of Saint Elizabeth, Morristown, NJ  
Beatrice Kingston, College of Saint Elizabeth, Morristown, NJ  
Lillian Domenico, College of Saint Elizabeth, Morristown, NJ

*Research*

**D.34 Teaching for Transfer: Strengthening the Relationship  
between First-Year Composition and Writing in  
Multidisciplinary Contexts**

Room A703, Atrium Level

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

**Speakers:** Liane Robertson, Florida State University, Tallahassee  
Kara Taczak, Florida State University, Tallahassee  
Heather Camp, Minnesota State University-Mankato  
Sarah Johnson, Minnesota State University-Mankato

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

*Teaching Writing & Rhetoric*

**D.35 Becoming Digital Ancestors:  
Capturing Self and Family with Digital Media**

Room A704, Atrium Level

*Chair:* Joseph Janangelo, Loyola University of Chicago, IL

*Speakers:* Joseph Janangelo, Loyola University of Chicago, IL, “What is a Digital Ancestor?”

Kristine Hansen, Brigham Young University, Provo, UT, “Composing Our Relations: Adding Voices and Faces to Print Histories of Self and Family”

Danette Paul, Brigham Young University, Provo, UT, “Problematic Relations: The Rhetoric of Visual Biographies as Signifying Self, Identity, and Community”

Jeff Swift, North Carolina State University, Raleigh, “Capturing Multimodal Personal History: The Medium and the Message”

*Writing Programs*

**D.36 Citation Context Analysis:  
Fresh Approaches to Assessment and Tutoring**

Room A705, Atrium Level

*Chair:* Rebecca M. Howard, Syracuse University, NY

*Speakers:* Tricia Serviss, Auburn University, AL, “Unveiling the Wizards of Writing Assessment: Methods for Revising the Premises and Practices of Assessment”

Bess Fox, Marymount University, Washington, DC, “Citation Analysis in an Institutional Assessment of Information Literacy: Measuring Student Engagement with Source Material”

Elizabeth Kleinfeld, Metropolitan State College of Denver, CO, “Beyond ‘Gotcha’ in the Writing Center: Using Citation Analysis in Tutorials”

*Contesting Boundaries*

**D.37 Teaching Alternative Discourses:  
Hip-hop, Whiteness, and Multicultural Rhetorics**

Room A706, Atrium Level

*Chair:* Alaina Feltenberger, University of Colorado at Boulder

*Speakers:* Meg McSwain, Appalachian State University, Boone, NC, “Challenging Heteronormativity: Hip-hop Rhetoric in the Composition Classroom”

Doug Schraufnagle, Michigan State University, East Lansing, “Barriers to Teaching Whiteness: Identity Politics and the Pitfalls of White Guilt”

Allison Carr, University of Colorado, Boulder, “Writing Many Voices: Taking Multicultural Rhetorics to the Writing Classroom”

*Contesting Boundaries*

**D.38 The Future Anterior of Rhetoric:  
Potentials For Rhetorics Built on Material Relations**

Room A707, Atrium Level

*Chair:* Laurie Gries, University of Florida, Gainesville

*Speakers:* Laurie Gries, University of Florida, Gainesville, “‘We Have Taken the Material Turn!’: The Emergence of Consequence in Material Rhetorics”  
Jeremy Tirrell, University of North Carolina Wilmington, “‘I’ve Crammed My Head Full of Garbage!’: Waste, Forgetting, and Anti-Memoria in Digital Culture”

Nathaniel Rivers, Georgetown University, Washington, DC, “‘The iPhone is Part of My Mind Already’: Rhetoric and the Cultivation of Body and Mind”

*Writing Programs*

**D.39 What’s Our Relation . . . to the Mean and the Median?  
The Contested Place of Student Course Evaluations**

Room A708, Atrium Level

*Chair:* Nancy Sommers, Harvard Graduate School of Education, Cambridge, MA

*Speakers:* Amy Dayton-Wood, University of Alabama, Tuscaloosa, “Learning from Other Disciplines: What the Existing Research on Student Opinion Surveys Can Teach Us”

Karen Gardiner, University of Alabama, Tuscaloosa, “The Student Opinion Survey as Rhetorical Situation”

Gregory Glau, Northern Arizona University, Flagstaff, “The Role Of ‘Lore’ in Evaluating Teaching”

Regina Clemens Fox, Utah Valley University, Orem, “How Do the Data Translate into Teaching Situations? Factors that Influence Students’ Perceptions of Teaching”

Amy Kimme Hea, University of Arizona, Tucson, “Strategies for Developing an Online Teacher Presence”



# E Sessions: 4:45–6:00 p.m.

## *Featured Speaker*

### **Dean Rehberger**

#### **“What to do with a Million Texts: Rhetoric, Composition and High Performance Computing”**

Marquis Ballroom, Salon C, Marquis Level

**Chair:** Jim Ridolfo, University of Cincinnati, OH

**Dean Rehberger** is the Director of MATRIX: the Center for Humane Art, Letters, and Social Science Online and also Associate Professor of Writing, Rhetoric and American Cultures. His primary areas of research include: information design and architecture; digital libraries, museums and archives; Internet technologies in the classroom; and hybrid learning environments. He recently coedited the book, *Virtual Decisions: Digital Simulations for Teaching Reasoning in the social Science and Humanities*. An expert in user experience design, Dean oversees MATRIX’s multi-partner, multi-site projects in digital libraries, humanities and social science computing. He has helped to bring in over \$16 million in grants for the digital humanities. He is a seasoned leader in implementing major humanities technology projects that involve collaboration among multiple institutions, both in the U.S. and internationally. Dean is faculty advisor to the MSU Usability and Accessibility Center and teaches humanities computing, and rhetorical theory and history. Dean was recently awarded a Digging into Data Challenge Competition ([www.diggingintodata.org](http://www.diggingintodata.org)), funded NSF, NEH, JISC, SSHRC, and consists of an international, multi-disciplinary team of researchers from the University of Illinois, National Center for Supercomputing Applications, Michigan State University, and the University of Sheffield. The challenge explores the ways we do qualitative research on large quantities of digital media. The digital humanities and high performance computing promise to open up new avenues of research and change the face of scholarship in the humanities. Dean will speak about these new paths and how scholars in rhetoric and composition can take a leading role and be agents of change in the humanities.



**Dean Rehberger**

*Featured Session*

**“Gathering up our Multiple Participations”:  
Exploring Intersections/Interferences within and  
outside Rhetoric & Writing**

Marquis Ballroom, Salon B, Marquis Level

Malea Powell has called for a scholarly discourse that “listens and speaks, doubly” (2002, 19). In “Listening to Ghosts: An Alternative (Non)Argument,” Powell writes that we scholars need “to gather up the strands from our multiple participations...name them as relatives and take them home” (19). Our panel attempts to enact this need, as much as it does to consider and reconsider the relations between a selection of these participations within rhetoric & writing studies: histories, narratives, and spaces/places as contextualized within the local/global dichotomy. We focus on the distinctions between local and global as organizing metaphors, as well as the potential for alternate sites of inquiry in the in-between areas, liminal zones, or spaces of ambiguity. Finally, we discuss the opportunity this questioning of spaces offers us as scholars, writers, educators, and citizens.

**Speakers:****Donnie Sackey**

Michigan State University, East Lansing, “History and Recognition, Mapping the Local in Rhetoric and Writing”

**Marilee Brooks**

Michigan State University, Lansing, “Spaces and Places, Recognizing Local/Global Ontologies and Rhetorics”

**Donnie Sackey****Marilee Brooks****Madhu Narayan****Daisy Levy****Terese Guinsatao  
Monberg**

**Madhu Narayan**

Michigan State University, East Lansing, “Stories and Storytellers, Blurring Legitimate/Non-Legitimate Knowledges in the Writing Classroom”

**Daisy Levy**

Michigan State University, East Lansing, “Stories and Storytellers, Blurring Legitimate/Non-Legitimate Knowledges in the Writing Classroom”

**Respondent:**

**Terese Guinsatao Monberg**

Michigan State University, East Lansing

*Contesting Boundaries*

**E.01 Longitudinal Writing Studies and Exploring the Spaces of Transitions**

International Ballroom A, International Level

**Chair:** Kevin Hooge, University of California, Santa Barbara

**Speakers:** Leonard Alvarez, University of Washington, Seattle, “Overlooked Moments of Contact: A Critique of Longitudinal Writing Development Studies”

Kevin Hooge, University of California, Santa Barbara, “Can We Get There From Here? Transitioning from High School to College Writing”

Sergio Casillas, University of Washington, Seattle, “Exploring Unfamiliar Discursive Spaces: Student Transitions from General Education to Writing within Their Majors”

*Teaching Writing & Rhetoric*

**E.02 Queer Theory in the Writing Classroom**

International Ballroom B, International Level

**Chair:** Dauvan Mulally, Grand Valley State University, Allendale, MI

**Speakers:** Rob Faunce, Stony Brook University, NY

Sarah Finn, University of Massachusetts Amherst, “A Transgender Pedagogy”

Teresa M. Pershing, West Virginia University, Morgantown, “The Intersections of Stylistics and Queer Theory: A New Approach to the Composition Classroom”



*Community, Civic & Public*

**E.03 Progressions of Publics:  
Relations within Rhetorical Communities**

International Ballroom C, International Level

*Chair:* Wendy Grosskopf, University of Rhode Island, Kingston

*Speakers:* Wendy Grosskopf, University of Rhode Island, Kingston, “Arguing to Relate: Reticulation and the Persuasive Essay”

Jennifer Lee, University of Rhode Island, Kingston, “The Pervasive Pink Ribbon: How a Visual Rhetorical Trope/Commodity Can Facilitate and Initiate Activism”

Gavin Hurley, University of Rhode Island, Kingston, “Faith Seeking Understanding: Catholic Public Writing”

*Contesting Boundaries*

**E.04 From Stage to Page:  
The Rhetoric of Performance in the Writing Classroom**

Marquis Ballroom, Salon D, Marquis Level

*Chair:* Andrea Lunsford, Stanford University, CA

*Speakers:* Shelley Manis, University of Michigan, Ann Arbor, “Rhetoric on its Feet, Performance on the Page”

Lesley Bartlett, University of Nebraska-Lincoln, “Performance of Self in the Writing Classroom”

Aimee Allard, University of Nebraska-Lincoln, “The Classroom, the Stage, and the Performative Space Between”

*Contesting Boundaries*

**E.05 “I am not a Mascot”:  
Communities Contesting Rhetorical Sovereignty**

Imperial Ballroom, Salon A, Marquis Level

*Chair:* Rose Gubele, Central Michigan University, Mount Pleasant

*Speakers:* Colleen Green, Central Michigan University, Mount Pleasant, “Mascots: Finding Honor”

Joshua Hudson, Central Michigan University, Mount Pleasant, “Walking in Two Worlds: The Cause and Effect of Racism toward Native Americans in the Academy”

Kenlea Pebbles, Central Michigan University, Mount Pleasant, MI, “What is Red and White All Over? The Battle of Written Words”



*Contesting Boundaries*

**E.06 Relating the Disaster:  
Mapping the Spill, Mapping Ourselves (a MEMorial)**

Imperial Ballroom, Salon B, Marquis Level

*Chair:* Sidney Dobrin, University of Florida, Gainesville

*Speakers:* Sean Morey, Clemson University, SC  
Nicholas Guest-Jelley, University of Florida, Gainesville  
Sidney Dobrin, University of Florida, Gainesville

*Theory*

**E.07 Visual Cultural Rhetorics**

Room M101, Marquis Level

*Chair:* Dan Du

*Speakers:* Ruben Mendoza, California State University, Northridge, “Walking the Talk: Sophist Rhetoric, Walking, and Decolonial Praxis in Harry Gamboa, Jr.’s Art”

Alexis Ramsey, Eckerd College, St. Petersburg, FL, “Seeing is Believing: Understanding the Visual Environmental Rhetoric of Global Climate Change”

Jennifer Herman, The Ohio State University, Columbus, “Constructing Popular Scientific Knowledge: The Role of Brain Imaging in Lay and Expert Discourses”

*Research*

**E.08 Intertextuality, Contested Knowledge, and the Struggle for  
(Re-)Representation in Multimodal Contexts:  
Studies of Rhetoric Across Texts and Modes**

Room M102, Marquis Level

*Chair:* Jonathan Halsall, Kent State University, OH

*Speakers:* John Oddo, Kent State University, OH, “How the News Framed Colin Powell’s UN Address: The Intertextual Transformation of a Political Speech in Journalistic Discourse”

Elizabeth Feltner, Kent State University, OH, “All the News that’s Fit to Print? (Mis-)Representations of the Working Poor in Journalistic Discourse”

Patrick Thomas, Kent State University, OH, “Contesting Representations of Military Operations in Iraq and Afghanistan: The ‘New’ Journalism of Soldier Blogs”

*Teaching Writing & Rhetoric*

**E.09 Helping a NOOB PWN the Grievers: Translating First-Year Composition into a Familiar Framework**

Room M103, Marquis Level

*Chair:* Laura Carroll, Abilene Christian University, TX

*Speakers:* Alisa Hail, Abilene Christian University, TX, “Game Over: Motivating Students to Try Again”

Grant Vickery, Abilene Christian University, TX, “The Teacher as Guide: Exchanging Responsibility with Students”

Debbie Williams, Abilene Christian University, TX, “Respawning Aristotle: Resetting the Teaching of Composition?”

*Community, Civic & Public*

**E.10 Feminist Action Research in Rhetoric and Composition: Engaging Community Exigencies and Building Coalitional Solidarity**

Room M104, Marquis Level

*Chair:* Rebecca Richards, University of Arizona, Tucson

*Speakers:* Rebecca Richards, University of Arizona, Tucson, “What If We’re Not All Cyberfeminists? Collaborative Writing Technology and Feminist Coalitional Building”

Jenna Vinson, University of Arizona, Tucson, “Responding to Community Exigencies: Resistance as Seizing Kairotic Moments for Writing and Public Action”

Denise Barnum, Arizona State University, Phoenix, “Feminist Coalition-Building and Disability Advocacy: The Partners in Policymaking Legislative Advocacy Program”

*Teaching Writing & Rhetoric*

**E.11 Constructions of Disability in the Composition Classroom**

Room M105, Marquis Level

*Chair:* Jessica Nastal, University of Wisconsin-Milwaukee

*Speakers:* Jessica Nastal, University of Wisconsin-Milwaukee, “Defining Disability toward Transforming Composition Classrooms”

Lauren Coker, St. Louis University, MO, “‘Disabled’ Textuality: Disability Studies in Theory and Practice in the First-Year Composition Classroom”

Ann Torrusio, St. Louis University, MO, “Reading Johnny’s Body: Constructions of Disability in Trumbo’s Johnny Got His Gun”

Tara Wood, University of Oklahoma, Norman, “Overcoming Rhetoric: Forced Disclosure and the Colonizing Ethic of Evaluating Personal Essays”

*Contesting Boundaries*

**E.12 Writing Health and Disability:  
The Ethics and Rhetorics of Embodied Identities**

Room M106, Marquis Level

*Chair:* John Duffy, University of Notre Dame, IN

*Speakers:* Amy Vidali, University of Colorado, Denver, “Rhetorical Cancer: Online Diagnoses of Health Symptoms in Research and Teaching”

Stephanie Kerschbaum, University of Delaware, Newark, “Agency in Intersections of Disability Identity and Research Methodology”

Lynn Bloom, University of Connecticut, Storrs, “Body Language: The Rhetoric and Ethics of Teaching Contemporary Disability Autobiography”

*Contesting Boundaries*

**E.13 Locating Feminism Beyond Immediate Space**

Room M107, Marquis Level

*Chair:* Michael Hill, Henry Ford Community College, Dearborn, MI

*Speakers:* Melanie Lee, Ohio University, Athens, “Beyond Boundaries of Logo-centric Thinking: Feminizing Masculinized Logos with Visual Rhetoric”

Rachael Shade, Indiana University of Pennsylvania, “Contesting Feminist Space: Toward a Pedagogy that Promotes and Goes beyond Transnational Feminist Views”

*Theory*

**E.14 Theories of Technology**

Room M108, Marquis Level

*Chair:* Steven Lessner, Michigan State University, East Lansing

*Speakers:* Michele Ninacs, SUNY College at Buffalo, NY, “Technology as Other”

Matt Morain, North Carolina State University, Raleigh, “Internet Culture and the Rhetori—IMMA LET YOU FINISH!: What Kairos Can Tell Us about Internet Memes and Viral Media”

Jason Kalin, North Carolina State University, Raleigh, “Memory Spaces, Spatial Memories: The Invention(s) of Digital Memory”

*History*

**E.15 Religious Rhetorics**

Room M109, Marquis Level

*Chair:* Rhonda Schlatter, Mesa Community College, AZ

*Speakers:* Bruce McComiskey, University of Alabama at Birmingham, “Contested Ceremonial Space in Ancient Jewish Rhetoric: Speech Acts as Rhetorical Strategies in the Community Rule (Dead Sea Scroll 1QS)”  
Deborah Burns, Merrimack College, North Andover, MA, “Into the Zenanas: The Rhetoric of Missionary Dr. Clara A. Swain”  
Ryan Stark, Corban University, Salem, OR, “Theological Motives in Early Modern Writing Instruction”

*Professional and Technical Writing*

**E.16 Inter-and Intra-Organizational Communication**

Room M202, Marquis Level

*Chair:* Jamie Thornton, Kaplan University, Fort Worth, TX

*Speakers:* Natalie Stillman-Webb, University of Utah, Salt Lake City, “‘Keeping it Real’: Contextualizing Intellectual Property and Privacy in the Online Technical Communication Course”  
Susan Popham, University of Memphis, TN, “Rhetorical Activity in a Pharmaceutical Communications Workplace: The ‘Public’ as Contested Space and Loci”  
Stevens Amidon, Indiana Purdue University Fort Wayne, “Writing in High Reliability Organizations: The Rickover Legacy”

*Contesting Boundaries*

**E.17 Indigeneity and Faith:  
Reflections on Public Life and Interactions**

Room M302, Marquis Level

*Chair:* Jeanne Bohannon, Georgia State University, Atlanta

*Speakers:* Twila Papay, Rollins College, Winter Park, FL, “Negotiating with ‘Us Mob’: Shaping the Praxis of an Inclusive Writing Pedagogy”  
Keith Walters, Portland State University, OR, “Finding Room for Reconciliation in Contested Spaces: Faith in the Classroom”  
Jill Hodges, Michigan Technological University, Houghton, “Being-In-Relation-To: Reconciling the Personal and the Professional”

*Information Technologies*

**E.18 Observing (Digital) Natives in their Habitus:  
New Approaches to “Seeing” Your Audience**

Room M303, Marquis Level

*Speakers:* Alicia Hatter, Clemson University, SC, “(Re)Constructing Habitus: Introducing ‘Interpellative Design’ for the Web”

Susan Hilligoss, Clemson University, SC, “Habitus as Artifact: Pierre Bourdieu in the Multimodal Classroom”

Randy Nichols, Clemson University, SC, “How Does Your Culture Grow? A New Organic Model for Cultural Inquiry”

Tharon Howard, Clemson University, SC, “Habitus as a Context for Decision-Making: Belonging in Online Communities”

*Contesting Boundaries*

**E.19 Contesting and Connecting Relations:  
Medical Representation and Writing Research**

Room M304, Marquis Level

*Chair:* Michael J. Salvo, Purdue University, West Lafayette, IN

*Speakers:* Elizabeth L. Angeli, Purdue University, West Lafayette, IN, “Contesting Spaces and Ethics in Writing Research: The IRB, Collaboration, and Claiming the Future”

Zachery Koppelman, Purdue University, West Lafayette, IN, “Contesting Spaces and Ethics in Writing Research: The IRB, Collaboration, and Claiming the Future”

Cynthia Ryan, University of Alabama at Birmingham, “A ‘Self’ Done ‘Robbed’: Contesting Spaces and Knowledge in the Retelling of HeLa/Henrietta Lacks”

T. Kenny Fountain, Case Western Reserve University, Cleveland, OH, “Visual Rhetoric as Witness: Authoring Relations, Arguing with Tissue”

*Academic Writing*

**E.20 Genre Studies**

Room L401, Lobby Level

*Chair:* Kimberly Thomas-Pollei, University of Minnesota, MN

*Speakers:* Christina Dubb, University of Pennsylvania, Philadelphia, “(Re)presenting the Self in Graduate Admissions Essays: Research in the Process Behind High Stakes Writing”

Jelena Markovic, University of Utah, Salt Lake City, “How Academic Are the Formulas Offered In They Say/I Say: The Moves That Matter In Academic Writing?”

Monika Brown, University of North Carolina, Pembroke, “Get something and Give Something: Student Expertise and Argument Genres in First-Year Writing”

*Writing Programs*

**E.21 New Challenges, New Understandings:  
Examining Our Relations within a Portfolio Culture**

Room L402, Lobby Level

*Chair:* Mike Williamson, Indiana University of Pennsylvania

*Speakers:* Susan Welsh, Indiana University of Pennsylvania, “‘Talk to yourself,’ ‘talk to me,’ and ‘talk to them’: Internal Rhetorics of Portfolio Reflection”

Tina Perdue, Indiana University of Pennsylvania “Visions of Improvement: Using Portfolios in Writing Center Assessment”

Lynne Alvine, Indiana University of Pennsylvania, “Unpacking Teachers’ Understandings, Insights, and Practices in Portfolio Assessment”

*Research*

**E.22 Memory, Cognition, and Psychology in Composition  
Research**

Room L403, Lobby Level

*Chair:* Carol Mikoda, Binghamton University, NY

*Speakers:* Joseph Bizup, Boston University, MA, “Memory, Attention, Writing: An Empirical Research Agenda”

Catherine Caldwell-Harris, Boston University, MA, “Memory, Attention, Writing: An Empirical Research Agenda”

Katherine S. Miles, Texas A&M University–Central Texas, Killeen, “Writing and Cognition: A Quantitative Analysis of the Writing Process”

Stephanie Horton, Georgia State University, Atlanta, “‘Their Lives A Storm Whereon They Ride’: The Affective Disorders, Marginalized Writers, and Composition”

*Community, Civic & Public*

**E.23 Extra-Institutional Literacies**

Room L404, Lobby Level

*Chair:* Erin Huebner Gloege, Utah State University, Logan

*Speakers:* Courtney Adams Wooten, University of North Carolina, Greensboro, “Finding New Ground: Homeschooling as an Extra-Institutional Literacy Space”

Rebecca Mlynarczyk, Kingsborough Community College, CUNY College, Brooklyn, “Literacy for the Ages: Looking at Literate Development Across the Lifespan”

Sean Barnette, University of Tennessee, Knoxville, “Houses of Hospitality: The Material Rhetoric of the Catholic Worker”

*Writing Programs*

**E.24 Writing Across the Curriculum in the Community College: Challenges and Opportunities**

Room L405, Lobby Level

*Chair:* Deb Rankin, Northwest Vista College, San Antonio, TX

*Speakers:* Jo Ann Thompson, Clermont College, Cincinnati, OH

Kathy Mendt, Front Range Community College, Larimer Campus, Fort Collins, CO

Christina Devlin, Montgomery Community College, Germantown Campus, MD

Mary McMullen-Light, Missouri Community College-Longview Community College, Lee's Summit

Deb Rankin, Northwest Vista College, San Antonio, TX

*Teaching Writing & Rhetoric*

**E.25 Gaming the Academy**

Room L406, Lobby Level

*Chair:* Scott Nelson, University of Texas-Austin

*Speakers:* Scott Nelson, University of Texas-Austin, "The Agon: A Model Video Game for Teaching Rhetoric"

Andrew Rechnitz, University of Texas-Austin, "The Agon: A Model Video Game for Teaching Rhetoric"

Tekla Schell, University of Texas-Austin, "Teaching Interactive Ethics: Mass Effect in the Classroom"

Kevin Borque, University of Texas-Austin, "How to Bring Your Sims Up Gay: Queer Theory in Gaming Environments"

*Teaching Writing & Rhetoric*

**E.26 How Small Teacher Communities Foster Effective Teaching and Integrative Learning in the Basic Writing Classroom**

Room L503, Lobby Level

*Chair:* Eileen Ferretti, Kingsborough Community College, Brooklyn, NY

*Speakers:* Eileen Ferretti, Kingsborough Community College, Brooklyn, NY, "Fostering Effective Teaching and Integrative Learning in the Basic Writing Classroom through Participation in Small Teacher Cohorts"

Sylviane Baumflek, Kingsborough Community College, Brooklyn, NY, "Fostering Effective Teaching and Integrative Learning in the Basic Writing Classroom through Participation in Interdisciplinary Learning Communities"

Ronna Levy, Kingsborough Community College, Brooklyn, NY, "An Introduction to the Protocols and Artifacts of the Teaching Commons at Kingsborough Community College"

Marissa Schlesinger, Kingsborough Community College, Brooklyn, NY, "The Art of Learning Together"

Cheryl Hogue Smith, Kingsborough Community College, Brooklyn, NY, "The Art of Learning Together"

*Contesting Boundaries*

**E.27 Crossing Our C's: New Media Communication, Composition and Creative Writing**

Room L504, Lobby Level

*Chair:* Katherine Durham Oldmixon, Huston-Tillotson University, Austin, TX

*Speakers:* Laura K. Smith, Huston-Tillotson University, Austin, TX, “Are ‘Traditional’ Journalism Programs Passé?”

J. Michael Hart, Huston-Tillotson University, Austin, TX, “‘Layout and Design’ is an English Course?”

Katherine Durham Oldmixon, Huston-Tillotson University, Austin, TX, “Notes on Composing Programs to Scale”

Peter Caster, University of South Carolina Upstate, Spartanburg, “Building Bridges instead of Walls: Rhet/Comp, Creative Writing, and New Media Journalism”

*Contesting Boundaries*

**E.28 Teaching Information Literacy or Research? Promoting Partnerships Between College Libraries and First-Year Writing Programs**

Room L505, Lobby Level

*Chair:* Michael Moghtader, James Madison University, Harrisonburg, VA

*Speakers:* Kurt Schick, James Madison University, Harrisonburg, VA, “After Process, After Rhetoric: Literacy Outcomes for First-Year Writing”

Kathy Clarke, James Madison University, Harrisonburg, VA, “Infusing Research-Based First-Year Writing with Information Literacy Standards”

Michael Moghtader, James Madison University, Harrisonburg, VA, “From the Teaching of Research to a Pedagogy of Information Literacy”

*Teaching Writing & Rhetoric*

**E.30 Challenging Monolingual Practices to Foster Multilingual Engagement: Enacting our Theories in High Schools, Writing Centers/WAC and Our Own Professional Practices**

Room L507, Lobby Level

*Chair:* Joan Mullin, Illinois State University, Bloomington

*Speakers:* Amy Magnafichi Lucas, Illinois State University, Bloomington, “Secondary Schools and Monolingual Compositions”

Carol Peterson Haviland, California State University- San Bernadino, “Multilingual Speakers and Writers: Enriching, Informing and Expanding Writing Center /WAC Practice”

Joan Mullin, Illinois State University, Bloomington, “Our Theories, Ourselves: The Effects of Academic, Monolingual, Professional Practices on Our Construction of Research and Pedagogy”



*Teaching Writing & Rhetoric*

**E.31 Sex, Lies, and Student Video Projects:  
Shifting Relations in Digital Literacy and Composition**

Room L508, Lobby Level

**Chair:** Heidi Skurat Harris, Eastern Oregon University, La Grande

**Speakers:** Heidi Skurat Harris, Eastern Oregon University, La Grande, “From Texting to Textual to YouTube: Students Literacy in Mixed Media”

Ethna Lay, Hofstra University, Hempstead, NY, “When the Essay is the Gloss: Other Ways of Making Arguments”

Kristine Kellejian, University of Washington Bothell, “Collaborative Digital Commentaries: DVD Interfaces, Critical Reflection, and Composition”

*Community, Civic & Public*

**E.32 Coming of Age in Composition:  
What We Can Learn from Late-Life Writers**

Room A701, Atrium Level

**Chair:** Suzanne Rumsey, Indiana University Purdue University, Fort Wayne

**Speakers:** Suzanne Rumsey, Indiana University Purdue University, Fort Wayne, “A Community of Transitionals: Late-Life Writers in Nursing and Hospice Care”

Lauren Bowen, University Of Illinois at Urbana-Champaign, “Embodied Histories of Literacy: The Literate Lives of Elders”

Donora Hillard, Wayne State University, Detroit, MI, “‘The very brokenness of these things is the witness of my life’: Learning from a Writer with Alzheimer’s”

Ruth Ray, Wayne State University, Detroit, MI, “The 21st Century Merging of Composition and Age Studies”

**Respondent:** Ruth Ray, Wayne State University, Detroit, MI

*Institutional and Professional*

**E.33 Community Building among Teaching Assistants:  
Bridging the Gap from Training to the First-Year Classroom**

Room A702, Atrium Level

**Chair:** Bryan Bardine, University of Dayton, OH

**Speakers:** Megan Smida, University of Dayton, OH, “Community Building during Teaching Assistant Summer Training Programs”

Katie Baumgardner, University of Dayton, OH, “Continuing Community Building: A Year-Long Process”

Lindsey Light-Davidson, University of Dayton, OH, “Fostering a Professional and Social Community in the Classroom”

*Research*

**E.34 Transnational Spaces:  
Making a “Space” for Multilingual Writing in Composition**

Room A703, Atrium Level

*Chair:* Paul Prior, University of Illinois at Urbana-Champaign

*Speakers:* Xiaoye You, The Pennsylvania State University, University Park,  
“Reconfiguring Spaces: Writing in the Devil’s Tongue”

Youngjoo Yi, Georgia State University, Atlanta, “Creating a Space for Multi-  
lingual Writers Navigating In- and Out-of-School Writing”

Steven Fraiberg, Michigan State University, East Lansing, “Making a Space  
for Workplace Writing: Multilingualism in the Global Hi-tech Industry”

*Respondent:* Joel Bloch, The Ohio State University, Columbus

*Teaching Writing & Rhetoric*

**E.35 Inviting “All Our Relations”:  
Code Meshing in First-Year Writing**

Room A704, Atrium Level

*Chair:* Elaine Richardson, The Ohio State University, Columbus

*Speakers:* Mark Forrest, Indiana University Purdue University, Indianapolis,  
“Standard American English and Its Relationship to the Global Discourse  
Community”

Sylvia Cunningham, Associate Faculty, National Writing Project, Indianapolis,  
IN, “Code Meshing: Embracing Culture, Empowering Lives”

Kim Brian Lovejoy, Indiana University Purdue University, Indianapolis, “Code  
Meshing through Self-Directed Writing”

*Contesting Boundaries*

**E.36 Our Conflicted Bourgeois Values:  
How We Learned to Stop Worrying and Love Capitalism**

Room A705, Atrium Level

*Chair:* Jason Evans, Prairie State College, Chicago Heights, IL

*Speakers:* Jason Evans, Prairie State College, Chicago Heights, IL, “Contesting  
the Color Line through Composition”

Rebecca Cox, Seton Hall University, South Orange, NJ, “‘How is That Helping  
Us?’: The Intersection of Students’ Occupational Goals and Instrumental  
Approaches to Learning”

Vershawn Young, University of Kentucky, Lexington, “Could Bigger Thomas  
and Howard Roark Both Pass Your Writing Class?”

*Contesting Boundaries*

**E.37 The Graduate School Experience: Stories from the Deep**

Room A706, Atrium Level

*Chair:* Alice Gillam, University of Wisconsin, Milwaukee

*Speakers:* Jill McKay Chrobak, Oakland University, Rochester, MI, “Graduate Relations: Cultivating a Culture of Collegiality in a Rhet/Comp Graduate Program”

Neil Baird, Western Illinois University, Macomb, “The Writing Center and the English MA Thesis: Fostering Writing Relations Among Graduate Students”

Elena Garcia, Michigan State University, East Lansing, “‘What About Us?’ Telling Stories About Graduate Student Disciplinary Identity Negotiation Occurring in an Interdisciplinary Graduate Writing Group”

*Contesting Boundaries*

**E.38 Representing Indigeneity:**

**Challenging, Affirming and Building Our Relations**

Room A707, Atrium Level

*Chair:* Erika Strandjord, The Ohio State University, Columbus

*Speakers:* Erika Strandjord, The Ohio State University, Columbus, “Representing the Body of Hawai’i: Haunani-Kay Trask’s Polyrrhetoric of Incorporation and Resistance”

Ayde Enriquez-Loya, Texas A&M University, College Station, “Converging Narratives/Creating Alliances: White Buffalo Woman and Emily Raboteau’s *The Professor’s Daughter*”

Amanda Morris, Kutztown University, PA, “Conversations in Story(ality): Native American Stand-Up Comedy”

*Writing Programs*

**E.39 Exploring the Next Frontier in WAC/WID:**

**A Multi-University, NSF-Sponsored Project to Enable Engineering Faculty to Teach Writing in a Four-Year Sequence of Technical Courses**

Room A708, Atrium Level

*Chair:* Paul Anderson, Miami University, Oxford, OH

*Speakers:* Paul Anderson, Miami University, Oxford, OH, “Designing and Assessing Curricula that Fully Integrate Writing and Technical Instruction in Courses Taught by Disciplinary Faculty”

Michael Carter, North Carolina State University, Raleigh, “Developing Learning Outcomes that Fully Integrate Writing and Disciplinary Goals”

Gerald Gannod, Miami University, Oxford, OH, “Classroom Implementation of Fully Integrated Instruction: Results from Faculty and Student Assessment”

Magnus Gustafsson, Chalmers University of Technology, Gothenberg, Sweden, “Developing and Implementing Curricula that Fully Integrate Technical and Writing Instruction: An International Perspective”

# Special Interest Groups

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6:30–7:30 p.m.

- TSIG.01 Serious Games SIG**  
Room M101, Marquis Level  
*Co-Chairs:* Cynthia Haynes, Clemson University, SC  
Jan Holmevik, Clemson University, SC
- TSIG.02 SIG: Self-Efficacy and Composition**  
Room M102, Marquis Level  
*Chair:* Piper Selden, University of Hawaii at Manoa, Honolulu
- TSIG.03 Non-Western Rhetorical Traditions**  
Room M103, Marquis Level  
*Chair:* Maha Baddar, University of Arizona, Tucson
- TSIG.04 Women's Network:  
Gender and Professional Status in the Field**  
Room M104, Marquis Level  
*Chair:* Morgan Gresham, University of South Florida St. Petersburg
- TSIG.06 SIG: Klal Rhetorica**  
Room M106, Marquis Level  
*Chair:* Janice Fernheimer, University of Kentucky, Lexington
- TSIG.07 SIG: Language, Linguistics, and Writing**  
Room M107, Marquis Level  
*Chair:* Deborah Rossen-Knill, University of Rochester, NY
- TSIG.08 Writing Center Spaces**  
Room M108, Marquis Level  
*Chair:* Nathalie Singh-Corcoran, West Virginia University, Morgantown
- TSIG.09 Community Literacy, Service Learning, & Public Rhetoric  
SIG**  
Room M109, Marquis Level  
*Co-Chairs:* H. Brooke Hessler, Oklahoma City University, OK  
Cole Bennett, Abilene Christian University, Abilene, TX
- TSIG.10 Disability Studies SIG**  
Room M202, Marquis Level  
*Co-Chairs:* Margaret Price, Spelman College, Atlanta, GA  
Amy Vidali, University of Colorado Denver

- TSIG.11 National Archives of Composition and Rhetoric**  
Room M301, Marquis Level  
*Co-Chairs:* O. Brian Kaufman, Quinebaug Valley Community College, Danielson, CT  
Robert Schwegler, University of Rhode Island, Kingston
- TSIG.12 Council of Basic Writing Special Interest Group**  
Room M302, Marquis Level  
*Chair:* Shannon Carter, Texas A&M-Commerce
- TSIG.13 EngiComm: Communication in the Engineering Curriculum**  
Room M303, Marquis Level  
*Chair:* Ivy Higgins, College of the Bahamas
- TSIG.14 Second Language Writing and Globalization: Cross-Talk and Continuing Conversations**  
Room M304, Marquis Level  
*Co-Chairs:* Kevin Eric DePew, Old Dominion University, Norfolk, VA  
Gail Shuck, Boise State University, ID
- TSIG.15 The Lyric Essay: Reading, Writing, and Teaching the “Beautiful Wild Child” of Creative Nonfiction**  
Room L401, Lobby Level  
*Co-Chairs:* Jenny Spinner, Saint Joseph’s University, Philadelphia, PA  
Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA
- TSIG.16 Kenneth Burke SIG at CCCC**  
Room L402, Lobby Level  
*Chair:* Ethan Sproat, Purdue University, West Lafayette, IN
- TSIG.17 Medical Rhetoric SIG**  
Room L403, Lobby Level  
*Chair:* Barbara Heifferon, Rochester Institute of Technology, Rochester, NY
- TSIG.18 Writing about Writing: FYC as Introduction to Writing Studies**  
Room L404, Lobby Level  
*Chair:* Elizabeth Wardle, University of Central Florida, Orlando  
Kathleen Blake Yancey, Florida State University, Tallahassee
- TSIG.19 Professional Writing: Theory and Practice—The Digital Perspective**  
Room L405, Lobby Level  
*Chair:* Judy Tarbox, Southern Connecticut State University, New Haven

**TSIG.20 Undergraduate Consortium in Rhetoric and Writing**

Room L406, Lobby Level

*Co-Chairs:* Tom Moriarty, Salisbury University, MD

Tim Peeples, Elon University, NC

Helen Foster, University of Texas El Paso

**TSIG.21 Zen and the Art of Writing Teacher Maintenance**

Room L503, Lobby Level

*Chair:* Irene Papoulis, Trinity College, Hartford, CT

**TSIG.22 Transnational Composition**

Room L504, Lobby Level

*Chair:* Bruce Horner, University of Louisville, KY

**TSIG.23 Retired Faculty in Rhetoric/Composition/Writing Studies**

Room L505, Lobby Level

*Co-Chairs:* Louise Wetherbee Phelps, Old Dominion University,  
Norfolk, VA

Carol Lipson, Syracuse University, NY

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## Thursday Evening Events

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**Scholars for the Dream Reception**

6:00–7:00 p.m.

PULSE Loft, Marquis Level

**Humor Night 2011**

8:00–10:00 p.m.

Imperial Ballroom, Salon A, Marquis Level

*Chair:* Ronald F. Lunsford, University of North Carolina, Charlotte

*Keynote Speakers:* Anita Guynn, University of North Carolina, Charlotte, “All Our Relations Means Uncle Bo, Too (or) A Horsehair Sofa in the Burkean Parlor”

C. McKenzie, John Jay College of CUNY, NY, “Dr. McKenzie Tries to Get Tenure”

Rachel Bryant, Sam Houston State University, Huntsville, TX, “Alligators Live in my Lesson Plan, or, For a Pronoun, I Am Pretty Amateur”

Bill Bridges, Sam Houston State University, Huntsville, TX, “Have Rhetoric Will Travel: The Road Sign as Text”

Marvin Diogenes, Stanford University, CA, “CBB: Maximum Revision and Blues”

Clyde Moneyhun, Stanford University, Stanford, CA, “CBB: Maximum Revision and Blues”

**AA**

8:00–10:00 p.m.

Room L405, Lobby Level

**ALANON**

8:00–10:00 p.m.

Room L406, Lobby Level