

Index of Concurrent Sessions

Note: The number of sessions in each cluster is proportional to the number of proposals submitted in each cluster.

1—Academic Writing

- A.02 Constructing Student Identity: Honor Placement, Peer Review, and Student Affairs Practices
- A.14 Communicating in Digital Environments-Implications of the WPA Outcomes Statement
- B.12 The Development of Writing Instruction in Israeli Higher Education: Issues and Ambitions
- B.25 The Composition and Rhetoric of the Writing Teacher
- B.32 Conflict as Space for Agency
- C.14 Teaching Reading and Writing in New Media
- C.17 Learning Outside the Classroom: Academic Support Services and the Arts
- C.27 Closing the Gap Between Identities and Writing in the Academy
- D.02 Generation 1.5 Students' Transition to College Reading and Writing: Strategies for Placement, Teaching, and Program Development
- D.24 Reflection and Rhetorical Knowledge as Gateways to Transfer
- E.01 Research, Library Reference, and Bibliographic Studies
- E.07 From Assessment of ePortfolios to Assessment with ePortfolios: Fostering Flexible, Engaged Student Writers in and across Electronic Portfolio-Based Writing Curricula
- E.14 Enter Write Here: Online Writing Placement as Portal to Academia
- F.16 What IS College Readiness and How Can We Help OUR Students Get There?
- F.23 Wikipedia, Research Writing, and the People Formerly Known as the Audience: Knowledge Making, Audience, and Motivation
- F.27 L2 Writing: Pedagogy and Academic Socialization
- F.33 Accountability Culture and Critical Interpretation of Error
- G.07 Almost There: What Works in the Dissertation Writing Institute?
- G.17 Awareness: Disciplinary Differences and Critical Thinking
- H.09 Expansion of Acceleration in Basic Writing – The Replication Program
- H.33 Silence, Listening, Identity: Bearing Witness to Female Bodies
- I.09 Acquisition and Learning in New Environments
- I.15 International Studies of Literacy and Learning
- I.22 Gateways to College: High School Writing Instruction and Dual-Credit Courses
- J.16 Consulting with Students about Source-Work: The Citation Project in the Writing Center and the First-Year Writing Class
- J.35 Access Happening

- K.12 Questioning The Myth of Transience for Multilingual Learners: FYC, WAC, and EAP Perspectives on the Journey toward Advanced Literacies
- K.24 Reconsidering Reading and Style in Composition
- L.10 Pedagogies to Promote Deep and Critical Thinking: Feminist Freewriting, Problem-Based Learning, and WAC/WID
- L.20 Community Action Genres as Gateways to Civic Engagement: Transitions from Classrooms to Campuses and Communities
- M.08 Ruptures, Riots and Regeneration: The Epistemology of Bodies in the Gateway
- M.13 College Level Thinking and Writing: Multidisciplinary and Cross-Contextual Perspectives
- M.27 More than the Average Research Paper Assignment: Heuristics, FAQ and Yoga
- N.07 Facilitating Deep and Ethical Learning with Multimedia Assignments
- N.15 Preparing and Supporting Graduate Student Writers Across the University
- N.33 There's Nothing Basic about Basic Writing

2—Community, Civic, & Public

- A.03 The Public Work of Rhetoric: University-Community Collaborations as Gateways
- A.10 Rhetoric, Violence and Hope: The Exploration of Literacies on the Borderlands
- A.24 Another C: The Complicated Institutionalization of “Community”
- B.13 Improving Service Learning in Composition
- B.17 Genres as Gateways to Rhetorical Action
- B.29 The Heteronormative Gatekeeper: Queer (Im)Perceptibility at the Gateway
- C.02 Alignment and Assessment as Gateways: High School, Community College, Neighborhood Center, and University
- C.18 Civic Engagement in Responding to Crisis
- C.24 Productive Tensions: The Relevance of the Federal Writers’ Project to 21st Century America
- D.06 Communication at the Threshold of Civic Change: Rural and Urban Epideictic as Transcendent Social Action
- D.23 Service Learning and Engaged Scholarship: Relating People and Programs
- E.05 Feminist Engagements: Community-Based Participatory Alternatives for the Assessment Age
- E.16 Making the Best Babies: Rhetoric of Perfection
- E.23 Reengaging Environmental Discourses as Sites for Rhetorical Analysis, Pedagogical Practice, and Democratic Citizenship
- F.12 Rainbow Arches: Gateways or Barriers in LGBTQ Stories and Identities?
- F.18 Sponsoring Literacy across Institutions, Community, and Generations
- F.28 Teaching and Writing in Prison: History, Rationale and Research
- G.09 Rhetorical Ethnography and the Study of Publics, Places, and Citizen Action
- G.16 Politics and Audience: LGBT Contexts

- G.25 Beyond the Classroom Walls: Redefining Literacy and Basic Writing Through Community Engagement
- H.10 Publics, Publishing, and the Challenges of Circulation
- H.16 Working the Public University: Expectations, Discourses, and Practice(s) of Teaching Writing
- H.22 Re-reading Appalachia: Literacies of Resistance
- H.24 Facilitative, a More Civil and Civic Discourse
- I.07 Critical Food Literacy: New Territories of Inquiry in Rhetoric and Composition
- I.12 Emotional Discourse: Rhetoric as Embodied
- I.20 What I Want My Words to Do to You: Writing for Personal and Civic Transformations within Marginalized Communities
- J.09 The Age of the Memoir: Teaching Writing in a Lifelong Learning Setting
- J.17 Intersections of Literacy and Race in Communities
- J.22 Is Writing Back Enough? Investigating Rhetorical Agency through Publication
- J.32 Lessons from the Inside: Rethinking Pedagogical Concepts through the Lens of the Prison Writing Classroom
- K.07 It's About Time: Learning From Failures in Civic Engagement and Community-Based Work
- K.33 Writing within the Trope of Ruin: Loss and Rejuvenation in the Shifting Academic Landscape in Urban America
- L.14 Writing Beyond Publics
- L.26 Religions Discourse, Secular Contexts
- M.06 Immigration in the Writing Classroom
- M.14 Rhetorical Formation of Public and Private Spheres
- M.34 Gateways to (No) Where for Those in the Margins (?): Race, Gender, and Class in Discourse Communities
- N.05 Gateways to Dissent: Wisconsin Labor Protests, Civic Engagement, and Translingual Pedagogy
- N.11 Going Digital/Going Public: Gateways to Literacy

3—Creative Writing

- A.36 Being both Personal and Academic: The Lessons of Objects
- B.18 Explorations in Creative Writing Pedagogy
- C.03 Three Writing Models in Three Different Programs: WID, Undergraduate Writing Major, and Business Communications
- D.07 Reflecting through Writing Assessments and Validation Research
- E.06 Reframing Basic Writing and Sites of Transfer
- F.02 Turning Intersections Into Gateways: A Practical Primer on “Creative Composing”
- G.01 Creative Multimedia: 3D Poetry, Hypertext Narratives, and Amateur Auteurs
- H.01 In Search of Wonder
- I.01 Creative Writing and Lived-Experience
- J.11 The Rhetorics of Writing Center Websites and Tutors

- K.01 The Hybrid TA: Composition, Rhetoric, and Creative Writing
- K.34 Creative Gateways: How Poetry Teaches Composition
- L.03 The Work of Creative Writing
- M.02 Building Sustainability, Exploring Assessment and Accountability, and Addressing Institutional Demands in Writing Programs
- N.23 Tentative Collaborators: Creative Writing's Resistance toward a Dialogic Model
- N.29 Life-in-Context in First-Year Writing: Creative Nonfiction, Critically Thought and Taught

4—History

- A.16 The Use of Archival Research
- A.30 Literacy Instruction from World War II to the Cold War: Boundaries, Gateways, and Legacies
- B.09 Imagined Geographies: Basic Writing, Basic Training, and the Voices of Captain Cook
- B.19 With the Spirit of James A. Berlin: A Conversation on Historiographies
- C.04 Writing and Rhetoric in Catholic Colleges
- C.32 Literacy as Political and Economic Gateway
- D.08 Redefining Civic Engagement: Gateway Sites of Rhetorical Education, 1845-1925
- D.10 Literacy Origins: Narratives of Learning Sites
- E.08 Gateways to Engaged Lives: An Exploration of Voice and Agency in Turn of the Century Women's Periodicals and Conferences
- E.13 Literacy Education Outside of the Curriculum
- F.03 Rhetorical Gateways for Writing Classes
- G.02 Writing History in the Digital Age: New Gateways for Feminist Historiography
- G.15 Writing Instruction, Literacy by Subscription, and Methodological Diversity
- H.02 Mapping Entry Points of Nineteenth-Century Rhetorical Activism
- H.18 Literacy, Genre, and Agency: Renaissance Handbooks to College Application Essays
- I.02 Visual Gatekeepers: Nineteenth-Century Photography and the Visual Rhetoric of Exclusion
- J.01 19th Century Women's Rhetoricians
- J.25 Writing the Past as a Gateway to the Future
- K.09 Radical (Regional) Literacies
- K.22 Opening the Doors: Higher Education in the 1960's
- L.09 In the Mix: Multimodal Rhetorics
- L.29 Genres in Transition: Historicizing Women's Rhetorical Interventions
- M.04 Nineteenth-Century American Women's Rhetoric at the Threshold of Industry and Professionalism
- M.23 Gateways for Change: Appearance vs. Reality Topoi in Protest and Status Quo Rhetoric

- N.04 Literacy and Reform
- N.10 Women's Rhetorical Identities

5—Information Technologies

- A.11 The Digital Mandate: Exploring the Frontier of Code
- A.19 Teaching Unplugged
- A.26 Leaving Print Behind: Three Composition Journals Move Into Digital Spaces
- B.01 Multimodality, Multiliteracy, and Virtual Worlds: Remediating Our Practices
- B.15 Content Management: New Gateways and Challenges of Technology in Transition
- B.20 Technology and Histories of Composition Studies
- B.24 The Technological Gateway: Threshold or Barrier for Basic Writers?
- C.21 Assessing the Emerging Spectrum of Tutoring Services in Digital Spaces: A Concurrent Session
- C.31 Bodies Writing in Space: Rhetorics of Natural-user Interfaces
- C.34 Online Identity Construction in Video Games and Blogs
- D.15 Authority through Gameplay: Video Games as Discursive Gateways
- D.25 Secondary Orality and Digital Mobocracy
- D.27 Digital Literacy Narratives: Authors, Audiences and Contexts
- E.03 Inventing the Infinite Text: Social Media as Gateway to Theories of Collaboration
- E.19 Access Denied? Universal Design, Privacy and Socio-economic Access
- E.26 Hybridity as a Gateway to Learning: Transitioning Among Non-academic and Academic Digital Composing Literacies
- E.32 Multimodal Gateways, Written Destinations: Beyond New Media as Heuristic and Writing as Product
- F.09 Authors, Fans and Power: Exploring the Potential of Appropriation
- F.24 Technologies of Assessment: Common Outcomes, Distinct Campuses and Multi-Institution Online Assessment
- F.29 Visual Rhetorics: Delivery of Blogs, Videos, and Zooms
- G.11 Classrooms, Compositions, and the Writing Center: Extending the Gateway of Digital Technologies to Reach and Engage Student Writers
- G.18 Ludic Pedagogy: Theory, Practice, Exegesis
- G.21 Assessing Digital Assessment Tools: Automated Essay Evaluations of ePortfolios
- H.15 Digital Intertextuality and Cultural Production: Using Critical Theories to Produce and Question Film and Video in the Composition Classroom
- H.20 Digital Transitions: What We Leave Behind When We Let Digital Technologies Write Us
- H.27 Designing Engaging Writing Assignments with Video Games and Fanfiction
- I.18 Placing Practitioner Knowledge Vis-à-vis the Expert Claims: Learning About Online Writing Instruction in American Colleges

- I.25 Remapping Portals to the Digital Parlor
- I.30 Contemporary Publication Practices as New Gateways for Writers and Readers
- I.31 Comparing Composing Strategies: Translations, Histories, and Tweets
- J.15 Gateway or Gatekeeper? Critical Perspectives on the Course Management System in Higher Education
- J.20 Epistemological and Language Difference: Cultural Relevancy in Online Pedagogies
- K.14 New Gateways for Research: Digital Humanities and Writing Studies
- K.27 Unlocking Interfaces: Rhetorical Mechanics and Multimedia Gateways
- L.04 Privacy, Rhetoric, and Composition: Addressing the Public/Private Distinction in Digital Environments
- L.11 Composition by Controller: Gaming Environments as Gateways to New Discursive Spaces
- L.22 Supporting Student Writers: Digital, Pedagogical, and Institutional Designs
- M.07 Computational Rhetoric in Theory and Practice
- M.19 Technologies to Successfully Mediate Online Learning
- N.02 Networked Gateways: Composing Digital Writing Infrastructures for Transitional Learning and Civic Engagement
- N.22 Meaning Making in Visual Rhetorics

6—Institutional and Professional

- A.06 Opening the Gates between Writing Program Administration and Faculty Development
- B.22 Can Good Composition Teaching Be Done Under Present Conditions?
- B.26 Restoring Trust: Validating Subjectivity, Context, and Expertise in Writing Assessment
- C.06 Defining our Discipline: Labor Practices, TA Training and Professional Markers
- D.09 Graduate Programs as Gateway to WPA Work? Or, What WPAs Don't Learn from School
- D.16 Teaching and Administering Writing in Global Contexts
- E.09 Creating A Comprehensive, Integrated Writing Infrastructure: Boundary Objects, Boundary Encounters, and Cross-Disciplinary Negotiations
- F.01 "Stretch" through the Transnational: Gateway Rhetorics in First-Year Writing
- F.20 Audience and Agency: Transitioning Student-Teacher Dialogue through Pedagogies of Inclusion
- G.05 What Is Our Professionalism For? The Role of Composition and Rhetoric Scholars in the Public Practice of K-12 Literacy Educators
- H.07 A Gateway to Teaching in the Two-Year College: TYCA's Revised Guidelines for Academic Preparation
- H.14 The Comp/Rhet Gateway: Preparing MA Students for Life After the Program

- H.30 Engaging K -12 Educators in the Teaching of College Composition: Three Avenues for Outreach, Connection, and Collaboration
- I.06 From the Other Side of the Desk: The Challenges Writing Teachers Face When They Move from Teacher to Tutor
- I.33 Standing at the Gate: Ethics, Spirituality, and Administration
- J.03 MA Programs in Rhetoric and Writing as Sites of Transition and (Trans) Formation
- J.24 The WPA's First-Year: How to Listen and Act Simultaneously
- K.08 Managing Teacher Training: Theory, Assessment and English Language Learners
- K.17 Flooding the Gatekeeper's Gates: When Other People's Children Become Educators
- L.05 Forming Future Basic Writing Professionals: Reports on Graduate-Level BW Teacher Preparation Projects from Alaska, Idaho, and New York
- L.07 At a Crossroads: Remediation, Reform, and the Public Urban University
- L.17 New Thresholds: Writing and Communication in General Education
- L.27 Understanding and Intervening in Institutional Policies and Practice
- M.20 Digital Assessment: Local and Institutional
- M.24 Lessons from History: What WPAs Can Learn from Writing Program Archival Work
- N.30 Managing Change in Writing Programs

7—Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

- A.01 Performing the Archive: Practice, Stories and Materiality
- A.09 Frontiers for Reading Pedagogy: First-Year Composition, Research Writing Courses, and Writing in the Disciplines
- A.13 Continual Gateways: Undergraduate Research as Category Mixing
- A.15 Composing Cultures and Copyright
- A.25 New Possibilities for “Competent Inquiries:” Toward Cross Contextual Methods for Writing Studies
- A.29 Fun and Games in Rhetoric and Composition Teaching and Scholarship
- B.02 Enlisting the Spoken Voice in Teaching Composition and Teaching Literature
- B.06 Complicating “Transfer”: Articulating Thresholds for Writing and Learning across Disciplines
- B.08 Ong at 100: New Gateways in the Scholarship of Walter J. Ong
- B.14 The Architecture of Image: Building Strong Identities and PR for Professors and WPAs
- B.21 Writing Secondary/Postsecondary Transitions: Toward a National Model for Reframing the Common Core Through the Framework for Success in Postsecondary Writing
- B.34 Trajectories of Writing: Case Studies
- C.01 Gateways and Barriers: Disability Policy in the Writing Classroom, Program Administration, and Composition's Disciplinary

- C.08 Take My Words, Please: The Textual Gifts of Student Writers
- C.15 The New Work of Forgery: Authenticating Identity in the Work of Writing
- C.22 International Teaching of Written English: Brazil, Turkey, and Afghanistan
- C.26 Girls from the Hood: Writing Gateways to Transition Low Income, First-Generation Women Students and Their Families for College Success
- C.28 The Architecture of the ePortfolio as a Gateway to Learning in the Core Curriculum: Responding to Instructional, Curricular, and Institutional Challenges
- D.11 From “Black English” to World English: Multilingualism and and Multimodality in and across Local and Global Contexts
- D.14 The Art and Science of Applied Rhetoric: Nursing, Marketing, and Legal Studies
- D.20 Cross-Border Collaboration in Charting a Department’s Future: Toward a North-American Conception of Rhetoric and Writing
- D.22 (Ad)Ministering to Writing through Multiple Sites: Writing Centers, Teaching Centers, and College-Wide Outcomes Assessment
- D.29 Gateways into the Disciplines: Navigating Different Disciplinary Contexts to Support Writing Across Campus
- D.34 Genres in Transition (Double Session)
- E.12 Transfer Theory that Transfers: Using Questions of Transferability to Learn More than How to Teach Writing
- E.15 Alignment to Assessment: Closing the Loop?
- E.18 Rhetorical in Practices in Magic, Science, and Food
- E.25 Synchronizing Difference: Interdisciplinary Rhetoric and Writing Courses for First-Year Students
- E.31 Ways Not Gates: Toward a Democratic Continuum of Composition Practices Twenty-five Years After the English Coalition
- E.33 Writing Secondary/Postsecondary Transitions: Toward a National Model for Reframing the Common Core Through the Framework for Success in Postsecondary Writing
- F.04 Ways of Knowing that Shape Writers and Writing
- F.10 Intercultural Gateways and Comparative Critical Reflection: Effects of International Exchange on Learning and Identity Development
- F.15 Digital Coaching for Measurable Outcomes in Basic Writing: Preliminary Results from the Global Skills for College Completion
- F.19 Niizh Manidoowag Gawonisgv: Two-Spirit Talk
- F.26 Disrupting Composition’s Exclusions
- F.32 Conclusions from a Qualitative Study of Dual Credit Writers at the Community College: What Happens When High School Students Write in a College Course?
- G.14 Show Me Your Work: A Cross-Disciplinary Assessment of Undergraduate Mathematical Research Writing
- G.22 Being(s) in Transition: Rhetorical Gestures in Medical, Transnational, and Prison Spaces
- G.26 Embodied Composition: Sports, Music, and Dance
- G.31 Intercollegiate Athletics: Gateway to Literacy

- H.12 Opening Gateways through Comparative Rhetoric: Moving between and across Disciplinary and Cultural Boundaries
- H.19 Beyond the Writing Center: Strategic Alliances with Alumni, Adult Education, and Libraries
- H.25 “. . . because writing acts as a gatekeeper:” Leveraging the Common Core State Standards to Invigorate Writing Instruction in K-12 Settings
- H.29 Mediating Gateways: Rhetorical Action and Advocacy Across Communities with Student Athletes
- I.10 Tutors and Mentors Across Curricular Contexts
- I.16 Gateways through Silence: Arguments for Textured Perspectives Across Discourse Communities
- I.26 U.S. Composition’s Fit In The World: Internationalization’s Influence on Theory and Pedagogy
- I.28 Theory for a Sustainable Field: (Re)shaping the Contours of Systems Theory in Composition-Rhetoric
- J.02 “Get me Bodied” A Call for Critical Attunement to Embodied Rhetorics
- J.12 Analysis of Cross Cultural Frames and Practices
- J.26 The Panel is a Gateway: Comics, Multimodal Writing, and Rhetorical Transition
- K.10 Writing Groups, Writing Students, Writing Centers: Using Activity Theory to Make Sense of Academic Gateways
- K.16 Classroom Queeries: Graduate Students Respond to the Call for More GLBTQI Inclusion within the Classroom
- K.29 A High-School Initiated College Collaboration for Writing and Rhetoric: Creating Gateways for Writing and Rhetoric-Intensive
- L.01 Composing the Community Chorus: The Intersection of Rhetoric, Technical Writing, and Vocal Arts
- L.12 Taking Up Empowerment: Engaging Resistance, Delinquency, and Trauma
- L.21 Rhetorics of Survivance: Challenging Boundaries of Colonial Thought in Interdisciplinary Texts
- L.28 Droopy, Performative, Mediated, Sequestered: Embodied Gateways Toward Interventionist Rhetorics
- M.03 Reimagining Global Gateways: Dialogic Threads in Transnational Ecologies of Literacy
- M.11 (In)Visible Gateways to Success for African-American College Students
- M.18 Transforming Writing Assignments in Literature and Fine Arts: The ePortfolio as Gateway to Multimodal Learning Experiences
- M.29 Navigating the Transition to Science Writing: Composition in Learning Communities
- M.33 WACs Guiding WIDs into and out of the Thickets of Writing Instruction
- N.06 Composition and Interdisciplinary Practices: Renewing Possibilities for Intra-Institutional Collaboration
- N.12 Composing Borders: Metaphors of Experience
- N.17 The Festering of FYC: Searching for a Multi-disciplinary Solution for the Issue of Transfer

- N.21 Literacy Gateways: New Openings Across National and Disciplinary Contexts
- N.27 Transnational Writing Programs

8—Language

- A.05 MultimediaOnline Cases in Technical Fields: Role Playing in Multiple Perspectives across Multiple Courses as Gateway
- B.23 Of Gatekeepers and Keymasters: Designing Programs and Pedagogy for Multilingual Writers
- C.07 Are We Really Down For the Get Down?: Nation Languages, Translanguages, and the Politics of Liberation
- D.17 Gateways for Monolingual Instructors: Tailored Instruction for Bilingual Spanish-English
- E.10 Collaboratively Communicating via International Gateways: Local, Global, Ideological, and Digital Lessons for Writing Students and Their Teachers
- F.06 Reader Reception and the Construction of Identity
- F.37 Vernacular Value: Assessing the Code-Switching Paradigm for Current Writing Instruction
- G.03 Language in Action: Power, Neutrality, and Translation
- H.05 English Language Learning: Error, Transfer, and Teaching
- I.03 Gateways and Gatekeepers to Literacy
- J.07 Questioning Englishes across Contexts
- K.02 “Who Left the Gate Open?”: African American Rhetorical Tradition as an Effective Gateway for Written and Oral Communication
- L.24 Multilingual Writers and Agency
- N.28 Language Loss and Language Recovery on U.S. College Campuses

9— Professional and Technical Writing

- A.21 Gateways to Audiences in Evolving/Complex Workplace Contexts
- B.04 Medical Gateways: Ethnographic Studies of Communication Practices in Emerging Contexts
- C.09 Patient Genres as Rhetorical Sites of Agency, Resistance, and Expertise
- D.18 Gateway to the Danger Zone: Technical Communication’s Considerations of Feminisms, Relationships, Representations
- E.28 Medical Rhetorics and Health Literacies
- F.07 Public and Eco-Rhetorics: State Parks, Coal, and Big Oil
- G.04 Promises and Perils of Social Action and Professional Writing
- H.04 Professional Writing inTransition: Into the World of Work and Back Again
- I.24 Technical Communication and the Environment
- J.05 Reception, Risk, and Revision in Professional Communication
- K.05 New Program Designs in Technical Communication
- L.30 Exploring Community Standards in Science Learning Projects, Authorship, and Grant Submissions

10—Research

- A.07 Transnational Writing Research: Traveling Methodologies in an Age of Globalization
- A.35 Opening Gateways Across the Curriculum: Writing about Writing and Transfer in High School and College Courses
- B.03 Revisualizing Composition One SMS at a Time: Technology, Value, and Purpose
- C.10 Gateways for Methodology: Report on a Summer Seminar for Building Disciplinary Research Capacity
- C.29 Methodological Disconnects: Tensions in Teaching, Learning, and Doing Qualitative Research in Writing and Rhetoric
- D.05 Pragmatic Inquiry as a Gate(way) to Earned Insight: Investigating Goal Setting in Writing Conferences
- D.19 Understanding Students' Source Choices: Insights from the Citation Project and LILAC Project
- D.35 Award-Winning Research in Written Communication
- E.02 Transfer and Transition in WAC/WID Instruction: Research from the Dartmouth Seminar
- E.20 Race-ing Cs: Rhetoric while Black
- F.14 Designing Dialogic Online Composition Classes: Gateways into Academic Writing
- F.30 First Books and Second Books: SWR Authors Talk About Developing Book-Length Projects
- F.34 The Arc of Transfer: Gateway from Novice to Expert
- F.35 Celebrating 25 Years of the Research Network Forum: A Continuing Gateway for Research
- G.08 Argument and the Transition from High School to College: Learning from a Large-scale Analysis of Student Writing
- G.28 Responding to Writing Across the Curriculum
- H.03 Global Gateways for Undergraduate Researchers: Comparative Rhetoric Across Cultures
- I.05 Resisting, Reflecting, Re-Envisioning: Writing Research across Contexts
- I.32 Race, Writing Assessment, and Failure: Confronting Language Attitudes, Testing Legacies, and Technologies
- J.06 Taking a Multilingual/Translingual Approach to Teaching and Tutoring Writing at Hispanic-Serving Institutions
- J.19 New Models for Writing Instruction
- J.33 Rhetorics Regulating Childhood: States of Emergency and Legal Exception
- K.13 Student Attitude and Prior Knowledge in Undergraduate and Graduate Writing
- K.32 Automated Essay Scoring: Gateway to Valid Assessment, Effective Learning, or the Twilight Zone?
- L.06 Writing Instruction at 101 4-Year Colleges and Universities: A View of the Field
- L.33 Interrogating the Writing Center Tutorial

- L.34 Gateways: Long-time Cs Researchers Look Backward and Forward
- M.01 The Things They Carry: Examining the Transfer of Citation and Research Practices From First Year Writing Programs to Graduate
- M.12 Teaching in Transitions with L2 and Basic Writers
- N.03 Analyzing Students' Experiences with Writing
- N.25 Ethics and Assessment in New Media Work
- N.32 New Inquiries into Writing Research Traditions

11—Teaching Writing & Rhetoric

- A.04 Video Projects in First-Year Writing: Three Gateway Pedagogies
- A.08 Undergraduate Research as Teaching for Social Justice
- A.12 Currents of Traditionalism
- A.17 Jewish Rhetoric and Jewish Teaching
- A.22 Who Needs Rhetoric Anyway?
- A.23 Basic Writers in Transition: A Developmental Process
- A.27 Multimodal Gateways: An Invitation for Reimagining Student Roles in the Composition Classroom and Beyond
- A.28 Strategies for Supporting Basic Writers: Gateways to Academic and Professional Discourse
- A.32 Seeing the Unseen: Emotions and Student Writing
- A.33 From Intuition to Information: How Explicit Grammatical Knowledge Makes Better Writers and Better Writing Teachers
- B.05 Writing in Place: The Importance of the Local
- B.07 Regarding Religion in the Composition Classroom
- B.11 Black and Brown Literacies: Gateways to Transformative Theories, Practices, and Meaningful Engagement(s)
- B.16 The Liminality of Listening and Epistemologies of Sound
- B.28 Playing at the Gate: Exploring the Possibilities for Play and Pleasure in Developmental English
- B.31 Through the Internets: Writing, Community, and Engagement in Online Spaces
- C.05 Bridging Spaces: Pedagogical Promises and Perils of Hybrid Course Design for First-Year Writing
- C.13 Transfer: The Gateway to Writing in Multiple Contexts
- C.16 L2 Students as Writers and Readers
- C.23 Inviting Campus Conflict into the Classroom
- C.30 Re-Visiting Stephen North's Concept of Lore: Gateway to Writing Teacher Agency
- C.35 Reconsidering the Uses of Response
- D.01 From Fifth to First: Digital Delivery Recast as Invention and Composition Theory
- D.03 Reimagining the Composition Textbook
- D.13 Composing Place and Self: Travel as Metaphor and Motive for Writing
- D.26 Thirdspace Portals: A Hybrid/Writing Studio Model for First-Year Composition

- D.28 Gateway, Wall, or Treadmill?: Does Learning from First-Year Writing Transfer?
- D.30 Moving Beyond Theory: Issues of Praxis in Wiki Instruction
- D.32 Genre in the Classroom
- D.33 Undergraduates Socially Constructing the English Curriculum: New Media Writing's Impact on the Teaching of English
- E.04 Writing Across Borders
- E.11 Cracking the Atoms of Rhetoric and Writing Studies: Undergraduate, Graduate, and Faculty Perspectives
- E.17 Teaching in Transition: Combating Manifestations of Transience through Reflective Shifts in Pedagogy
- E.24 21st Century Literacies: Strategies for Learning The Literacies We Teach
- E.27 Online Instruction: Teachers, Assessment, and The Writing Center
- E.30 Making Reading Visible
- E.34 Re/Visioning Student Research as Gateway: From Classroom to Public Engagement
- F.05 Gateways or Gateways? Rethinking, Re-envisioning, Remediating Composition's Materials and Practices (a New Media Spin)
- F.11 Turned Away at the Gate: Reconsidering the Relationships of Composition and Literature
- F.17 Working the Edges of the Writing Classroom
- F.25 "Walking Through the Gates": Agency Developed in Place
- F.36 Perspectives on The Student-Teacher Relationship
- G.06 The Library, New Media and Composition Pedagogy
- G.12 The Visual and the Spatial in Multiliteracies: Gateways to Rhetorical Potential
- G.19 Gateways to Individuality: Embodied Pedagogies, Teacher Anecdotes, and the Rhetorical I
- G.23 The Gateway or the Gatekeeper?: Tensions Between Teachers' Identity and Teaching Identity at an HBCU
- G.27 Alternative Performative Pedagogies
- G.29 Teachers at the Center: National Writing Project Philosophy Informing University Writing Programs
- H.06 New Conversations about Teachers as Writing Practitioners
- H.11 Putting Ethos and Resistance to Work: Community Applications
- H.17 Supporting Writing Transfer at Critical Moments: Common Core, Sophomore WAC, and Underprepared Writers
- H.23 Pedagogies of Digital Affect
- H.26 A Million Student-Veterans and Counting: How Veterans Are Transforming College Writing Instruction
- H.32 Generational Gates and Gateways: Examining the Divides and Discovering Bridges
- H.34 Twenty-First Century Gateways for the Classroom, the Community, and the Public: Complicating the Research Paper, the "Service" Experience, and the Audience
- I.04 Mixing and Revising: Writers and Texts

- I.08 Own Who You Are: Transforming Roadblocks into Gateways for Teaching and Learning
- I.14 The Little Red Schoolhouse Online
- I.17 Extending Writing-about-Writing: Scenes of WAW Beyond First-Year Composition
- I.19 Teaching Transitions: Multimodal Movements from the High School, the Two-Year College, and the Borderlands
- I.23 Access and AntConc: Using Corpus Analytic Software for Assessment and Pedagogy
- I.29 Senior Captstone Courses: Writing Gateways to Student Doing and Being
- J.04 Honoring Their Histories, Their Goals, and Their Literacies: Discussions on Basic Writing Students' "Readiness"
- J.08 Multimodal Composition and Youth Rhetorics: Gateways for Student Writing
- J.13 Confronting Digital Literacy Myths in Theory and Practice
- J.18 African-American Rhetoric: A Gateway for Diverse Rhetorical Instruction in a 21st Century Composition Classroom
- J.23 First-Year Writing Circa 2012: How Many Gateways? And to What?
- J.28 E/Merging Technologies: Bridging Spaces; Spanning Practices
- J.30 A Christian, A Muslim, and A Jew Walk into a Classroom: Religion and Faith in First-Year Composition Courses
- J.31 Plagiarism 2.0: The Techne of Thieving in a Digital Age
- K.04 A Promising New Model for Basic Writing: The Accelerated Learning Program (ALP)
- K.11 Pedagogies of Difference
- K.15 Rhetoric, History, Culture: Connections
- K.20 Ecological Approaches to Composition
- K.23 Multimodality, Visual Rhetoric, and Marshall McLuhan
- K.25 Teaching Meta-awareness: A Key for Students' Transfer of Writing Knowledge Through Discursive Gateways
- K.26 Ten Years after 9/11: Encounters with Islam in the Classroom
- K.30 Gateways to Self and Others: Examining Contemplative Practices in the Writing Classroom
- L.13 Anti-Racist Activism and the Teaching of Writing
- L.16 Opening up the Faculty Lounge: Getting Students to Think Like Teachers, Getting Teachers to Think Like Students
- L.18 Everyone Knows This is Nowhere: Writing in the Musical Age
- L.23 How Gateways to Writing Can Unlock the Gates to the Academy and Professional Success
- L.31 Peer Review in Various Contexts
- L.32 Innovative Pedagogies: From the Digital to the Integrative
- M.05 Writing and Disorder: Making the Transition into the Main Stream
- M.10 Evoking and Suppressing Response
- M.16 Motivation and Open Gateways: Rethinking Assignment Design, Drafting, and Feedback Methods
- M.17 Toward a Curriculum in Metaphoric Literacy

- M.21 Waiting at the Threshold: Fandom Studies at the Gate of Composition Pedagogy
- M.25 Inclusion and Boundaries: Relational Approaches to Teaching
- M.26 When Silence Speaks: Working First-Year Composition at the American University of Beirut
- M.28 The Chamber of Secrets: Unlocking Gateways to Intangible Spaces
- M.30 Rhetoric and Embodied Performance
- N.01 Assessing Reflection
- N.09 The Rhetorical Writing Classroom and It's Challenges
- N.13 Stories about Race, Stories about Class: Using Narrative to Write the Whole Person
- N.14 Writing Personally and Ethnically
- N.18 Digital Composing and Usability
- N.24 Academic Honesty: Truth and Pedagogical Response
- N.26 Voice and Writers' Development
- N.31 Using Internet Technologies In The Classroom As New Entryways To Composition

12—Theory

- A.18 Composition as Ethical Negotiation of Constraints
- A.31 New Presences of the “Words”: Re-Examining Walter Ong’s Work as a Disciplinary/Interdisciplinary Gateway
- B.10 The Art of Affiliative (Dis)position: Pursuing a Joyful Commitment to Social Justice
- B.30 Gateway Paths for Negotiating the Middle: When Opposing Sides Clash, Introducing Rhetorical Strategies Beyond Logos
- B.33 Pious Users, Automated Authors: Cultural Gatekeeping in Technological Documentation and Form
- B.35 Legacies, Gateways, and the Future of Literacy Studies
- C.12 Genre—A User’s Guide: Applying Genre Theory to Problems of Communication, Teaching, and Testing
- C.20 Poststructural and Posthuman Rhetorics
- C.25 Procedures, Play, and Possibility Spaces
- C.33 Imports/Exports: The Rhetorical Valences of Twenty-First Century Gateways
- D.04 Threshold Spaces: Rhetoric and Contested Identity
- E.22 Composing Lived Time in a Material Form
- E.29 Old + Old + Old = New: Interrogating New Gateways between Traditional Indigenous Knowledges and Contemporary Composing Practices
- F.13 From Page to Screen: Composition and Media Convergence
- F.22 Affect, Embodiment, and the Tensions of “Unruly” Rhetorical Writing Pedagogy
- F.31 Rereading the Fathers: Performatively, Queerly, and Ecologically
- G.13 Difference, Identity, and Habits of Mind

- G.20 Encountering the Visual: Rhetorical Stances of Skepticism, Cynicism, and Iconoclasm
- G.33 Teaching/Theorizing Language as a Local Practice
- H.13 Latour and Rhetoric: Kairos, Contingency, Techné
- H.21 Performance and Voice in the Acts of Rhetoric and Writing
- H.31 Rhetorics of Social Consciousness, Economics, and Labor
- I.13 Historical and Cultural Perspectives on the Rhetoric of Rationality: Disciplinary and Scholarly Gateways As Failed Democratic Organization
- I.21 Theorizing Cultural Difference from Diverse Sites of Practice
- J.14 Imagining Ann Berthoff’s “Mysterious Barricades” as a Passage through Constructivist Dilemmas
- J.27 Argument, Authorship, and Plagiarism in Digital Realms
- K.03 Gateways Through the Apocalypse: a Panel Response to Richard Miller’s Writing at the End of the World
- K.21 Departures (of/from) Post-Process
- K.28 Maintaining Civil Discourse Among Rhetorics of Belief
- L.02 Our Actions Are “Our” Own: Rhetorical Agency as Emergent, Enacted, and Embodied
- L.15 Equity, Pain, and Resilience in the Classroom
- M.15 Memory, Collection, and the Digital Environment
- M.22 Don’t Crash the Gates, Craft Them!: Reconsidering the Craft of Writing
- M.32 Voice, Space, and Narrative
- N.16 Writing Thresholds: The Place-ness of Transfer across Brain, Body, and World
- N.20 Rhetorics of Affect, Empathy, and Action

13—Writing Programs

- A.20 Finding Productive Writing Pedagogies in WAC and Writing Programs
- A.34 Next Step: Outcomes for Majors in Writing and Rhetoric. A Roundtable Discussion
- B.27 The Vertical Writing Curriculum: Using Reaccreditation to Integrate and Align Writing Instruction
- C.11 Using Disciplinary Writing Assignments to Assess Institutional Outcomes
- C.19 The Transition to Parentheses: New Boundaries for a Non-Tenure Track Writing Program
- D.12 Gateways to Response Strategies That Work for Our Students AND for Ourselves: Exploring New Territory for Novice and Experienced Teachers
- D.21 Directed Self-Placement: Widening Institutional Gateways
- D.31 Checking Up on Wired Writing Programs: Emerging Perspectives on Program-Wide Technology Integration
- E.21 Writing Centers as Ideal Sites of Knowledge Transfer and Disciplinary Translation
- F.08 Rhetorical Routes to Revision: Developing a University Writing Program Amidst General Education Reform

- F.21 Cross-cultural Dialogues in Classrooms and Writing Centers
- G.10 Placing ‘Choice’: Agency, Remediation, and Whiteness in Directed Self-Placement at California State University, Fresno
- G.24 Unseen Gateways in First Year Writing: FLCs, ‘General Writing,’ and TA Authority
- G.30 A Two Way Street: Community Programming and First-Year Writing
- G.34 Classical Rhetoric for the Modern Writing Center
- H.08 The Consortium for the Study of Writing Survey as a Gateway to Writing Assessment, Faculty Development, and Program Building: A Comparative Perspective
- H.28 At the Threshold of Transformation: Two-Year College Writing Programs in Transition
- I.11 Telling Our Story: Developing a Writing Studio Program to Support Basic Writing
- I.27 Collaboratively Redesigning First-Year Composition in Digital Environments: A Gateway for Student Success
- J.10 Assessing Student Writing When Convergent Media and Visual Rhetoric Change the Evaluative Interface
- J.21 Perceptions Are Gatekeepers: Exploring Ways To Increase Student Engagement With The Writing
- J.29 Cuny’s Assessment of Academic Writing Proficiency-A Case Study
- K.06 Constructing the Gates: Structures for Success in International and Domestic Service Learning Initiatives
- K.18 The Information Literacy Lab: A Partnership between First-Year Writing and the Library
- K.19 Institutional and Civic Responsibilities to “Warrior Writers” in the Writing Classroom: Initial Findings of a CCCC Research Grant Study
- L.08 Still Trying to Break Our Bonds: Lessons from an Ongoing Struggle for Writing Program Independence
- L.19 Gateways and Transitions: Exploring Advanced Composition and Writing Tracks/Majors/Programs
- L.25 Composing and Collaborating in a Digital World: Transitioning Spaces to Multiliterate Writing Centers and Classrooms
- M.09 (Re)Structuring Gateways in a Community College: Using a Title III Grant to Increase Access to “College-Level” Composition
- M.31 Is the Next America Totally WACKed?
- N.08 “It gets better,” or does it?: Lessons for/from Anti-bullying Activism in the WPA Context, Or Moving Toward A Theory and Ethics of Combating Everyday Harassment