Conference Calendar: 2012 CCCC

Wednesday, March 21
Registration and Information 8:00 a.m.–6:00 p.m.
Select Meetings and Other Events–various times
Full-Day Workshops 9:00 a.m.–5:00 p.m.
Half-Day Workshops 9:00 a.m.–12:30 p.m.
Half-Day Workshops 1:30 p.m.–5:00 p.m.
Newcomers’ Orientation 5:15 p.m.–6:15 p.m.

Thursday, March 22
Newcomers’ Coffee Hour 7:30 a.m.–8:15 a.m.
Registration and Information 8:00 a.m.–6:00 p.m.
Opening General Session 8:30 a.m.–10:00 a.m.
Exhibit Hall Open 10:00 a.m.–6:00 p.m.
A Sessions 10:30 a.m.–11:45 a.m.
B Sessions 12:15 p.m.–1:30 p.m.
C Sessions 1:45 p.m.–3:00 p.m.
D Sessions 3:15 p.m.–4:30 p.m.
E Sessions 4:45 p.m.–6:00 p.m.
Scholars for the Dream 6:00 p.m.–7:00 p.m.
Special Interest Groups 6:30 p.m.–7:30 p.m.

Friday, March 23
Registration and Information 8:00 a.m.–5:00 p.m.
Exhibit Hall Open 9:00 a.m.–5:00 p.m.
F Sessions 8:00 a.m.–9:15 a.m.
G Sessions 9:30 a.m.–10:45 a.m.
H Sessions 11:00 a.m.–12:15 p.m.
I Sessions 12:30 p.m.–1:45 p.m.
J Sessions 2:00 p.m.–3:15 p.m.
K Sessions 3:30 p.m.–4:45 p.m.
Awards/Recognition Reception 5:00 p.m.–6:30 p.m.
TYCA Talks 6:30 p.m.–7:30 p.m.
Special Interest Groups 6:30 p.m.–7:30 p.m.
Poetry Forum 7:30 p.m.–10:30 p.m.
CCCC Jam 9:30 p.m.–1:00 a.m.

Saturday, March 24
Registration and Information 8:00 a.m.–2:30 p.m.
Exhibit Hall Open 10:00 a.m.–1:00 p.m.
Town Hall Meeting 8:00 a.m.–9:15 a.m.
L Sessions 9:30 a.m.–10:45 a.m.
M Sessions 11:00 a.m.–12:15 p.m.
N Sessions 12:30 p.m.–1:45 p.m.
## Individual CCCC Program

The following form has been provided to assist attendees in planning their schedules for the 2012 Convention.

<table>
<thead>
<tr>
<th><strong>Wednesday</strong> March 21</th>
<th><strong>Thursday</strong> March 22</th>
<th><strong>Friday</strong> March 23</th>
<th><strong>Saturday</strong> March 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop</td>
<td>Opening General</td>
<td>Awards Recognition</td>
<td>Annual Business</td>
</tr>
<tr>
<td>Wednesday Event</td>
<td>Session 8:30 a.m.-10:00 a.m.</td>
<td>Reception 5:00 p.m.-6:30 p.m.</td>
<td>Meeting 8:00 a.m.-9:15 a.m.</td>
</tr>
<tr>
<td></td>
<td>10:30 a.m.-11:45 a.m.</td>
<td>8:00 a.m.-9:15 a.m.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Session A</td>
<td>Session F</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12:15 p.m.-1:30 p.m.</td>
<td>9:30 a.m.-10:45 a.m.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Session B</td>
<td>Session G</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:45 p.m.-3:00 p.m.</td>
<td>11:00 a.m.-12:15 p.m.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Session C</td>
<td>Session H</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:15 p.m.-4:30 p.m.</td>
<td>12:30 p.m.-1:45 p.m.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Session D</td>
<td>Session I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4:45 p.m.-6:00 p.m.</td>
<td>2:00 p.m.-3:15 p.m.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Session E</td>
<td>Session J</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6:30 p.m.-7:30 p.m.</td>
<td>3:30 p.m.-4:45 p.m.</td>
<td></td>
</tr>
<tr>
<td>TSIG.</td>
<td>6:30 p.m.-7:30 p.m.</td>
<td>FSIG.</td>
<td></td>
</tr>
</tbody>
</table>

Cover Design by Ted Veatch, NCTE
Table of Contents

Sixty-Third Annual Convention
Conference on College Composition and Communication
March 21-24, 2012
St. Louis Renaissance and America’s Convention Center
St. Louis, MO

Greetings from the 2012 Program Chair................. 5
Local Arrangements Committee......................... 12
About the CCCC Convention......................... 14
General Information and Services................. 18
Committee Meetings.......................... 28
Wednesday Activities and Workshops.......... 48
Convention Program, Wednesday, March 21...... 48
Convention Program, Thursday, March 22........ 72
Convention Program, Friday, March 23........ 162
General Session and CCCC Awards............... 251
Convention Program, Saturday, March 24...... 265
CCCC Past Chairs............................ 313
Exhibitors....................................... 314
Meeting Room Maps.............................. 317
Index of Participants......................... 352

National Council of Teachers of English
1111 W. Kenyon Rd, Urbana, Illinois 61801-1010

Printed on Recycled Paper
CCCC Officers
Chair: Malea Powell, Michigan State University, East Lansing
Associate Chair: Chris Anson, North Carolina State University, Raleigh
Assistant Chair: Howard Tinberg, Bristol Community College, Fall River, MA
Immediate Past Chair: Gwendolyn D. Pough, Syracuse University, NY
Executive Secretary/Treasurer: Kent Williamson, NCTE Executive Director
Secretary: Dominic DelliCarpini, York College of Pennsylvania

Executive Committee
CCC Editor: Kathleen Blake Yancey, Florida State University, Tallahassee
Andy Anderson, Johnson County Community College, Overland Park, KS
Linda S. Bergmann, Purdue University, West Lafayette, IN
David Blakesley, Clemson University, SC
John C. Brereton, University of Massachusetts Boston
Carolyn Calhoon-Dillahun, Yakima Valley Community College, WA
Joyce Locke Carter, Texas Tech University, Lubbock
Tom Deans, University of Connecticut, Storrs
Nancy C. DeJoy, Michigan State University, East Lansing
Roger Graves, University of Alberta, Edmonton, Canada
Sarah Z. Johnson, Madison Area Technical College, WI
Debra Journet, University of Louisville, KY
Kendall Leon, Purdue University, West Lafayette, IN
Paula Mathieu, Boston College, Chestnut Hill, MA
Jessie L. Moore, Elon University, NC
Staci M. Perryman-Clark, Western Michigan University, Kalamazoo
Paul M. Puccio, Bloomsfield College, NJ
Keith Rhodes, Grand Valley State University, Allendale, MI
Rochelle (Shelley) Rodrigo, Mesa Community College, AZ
Richard (Dickie) Selfe, Ohio State University, Columbus
Jeff Sommers, Miami University, Middletown, OH
Michael Stancliff, Arizona State University, Tempe
Susan Thomas, University of Sydney, Australia
Lauren Yena, GateWay Community College, Phoenix, AZ
Traci Zimmerman, James Madison University, Harrisonburg, VA

Nominating Committee
Chair: Kelly Ritter, University of North Carolina Greensboro
Michael Day, Northern Illinois University, DeKalb
Zandra L. Jordan, LaGuardia Community College, New York, NY
Gwendolyn D. Pough, Syracuse University, NY
Carlos Salinas, University of Texas-El Paso
Blake Scott, University of Central Florida, Orlando
Marilyn Valentino, Lorain County Community College, Elyria, OH

CCC Editorial Board
Jonathan Alexander, University of California, Irvine
Damián Baca, University of Arizona, Tucson
Steve Bernhardt, University of Delaware, Newark
Elizabeth Clark, LaGuardia Community College, New York, NY
Heidi Estrem, Boise State University, ID
Kristie Fleckenstein, Florida State University, Tallahassee
Lynée Lewis Gaillet, Georgia State University, Atlanta
David Gold, University of Tennessee, Knoxville
Susanmarie Harrington, University of Vermont, Burlington
Joe Harris, Duke University, Durham, NC
David Holmes, Pepperdine University, Malibu, CA
Sue Hum, The University of Texas at San Antonio
Asao Inoue, California State University, Fresno
Barbara L’Eplattenier, University of Arkansas, Little Rock
Shirley Logan, University of Maryland, College Park
Jamie Armin Mejia, Texas State University, San Marcos
Sharon Mitchler, Centralla College, WA
James E. Porter, Miami University, Oxford, OH
Irwin Weiser, Purdue University, West Lafayette, IN
Greetings from the 2012 PROGRAM CHAIR

Writing
is the mind’s
gateway to the heart.
—Anonymous

Welcome to St. Louis . . . the gateway to the 63rd annual meeting of the Conference on College Composition and Communication. It has been almost 25 years since we last convened in this this vibrant and historic city. In those years, both the city and our profession have, as our conference will demonstrate, experienced much change.

Although a rich assortment of workshops and other preconvention activities will have taken place by Thursday morning, the opening session is our threshold to this year’s conference. Our chair Malea Powell’s address, “Stories Take Place,” will draw our attention to threads of narrative that weave us into being individually and into the tapestry of our collective work. This session is also our opportunity to welcome each other, fête the recipients of several important awards, and thank the many people who have contributed to planning the conference. Rachel Bagby, award-winning writer, vocalist, and advocate of women’s voices, will show us how to compose and share dekaaz, ten-syllable texts (2/3/5) that will express our conference experiences and reflections over the next three exciting days.

As we transition from the opening session, a thousand experiences await us: opportunities to be reunited with friends and colleagues and to work with them on ongoing projects; over 500 concurrent sessions focusing on a rich array of research studies, important issues and problems, curricular and instructional successes, new ventures, and cutting-edge information; an exhibit area featuring the latest books, journals, author signings, and digital innovations; meetings of SIGs, CCCC committees, caucuses, and task forces that make our work visible, useful, and empowering; and, of course, opportunities to mingle at many receptions and other social gatherings and special events.

Our conference theme is about passageways and transitions we experience as a profession and as teachers, writers, administrators, and scholars. It’s also about the transitions our work enables for learners in all higher-education contexts—and about the forces that stand in the way of those transitions. I invite you to imagine the many experiences you have at this year’s conference as part of your own transitions—toward greater knowledge and insight, toward new opportunities for you personally and professionally, and toward your contributions to a profession that continues to advocate for and enact humane, informed, enlightened, and effective practices.
In addition to all the good things you’ve come to expect from the convention, this year you’ll also find some innovations and experiments.

- We are using a QR code this year at CCCC (posted here and there throughout the convention). They look like this:

![QR Code]

This code can be read by smart phones, tablets, and certain other mobile devices and will provide instant access to the CCCC Connected Community site, where you can find links to materials such as handouts, entire conference papers, and other resources that panelists have made available in advance of the conference. To read the QR code with your device, simply download a free QR reader app and scan the codes you see located around the convention.

- If you’re new or relatively new to CCCC, we continue to expand and enhance opportunities for you to feel welcomed into our large and diverse organization and to learn about the many ways that it can help you in your work and involve you in its work. In addition to the Newcomers Orientation, Newcomer’s Coffee Hour, and other regular events, consider attending the Featured Session “Gateways to Leadership” on Thursday at 4:45 p.m., which will showcase some of the ways that you can participate in CCCC. Another session, “Everything You Always Wanted to Know About Publishing But Were Afraid to Ask” (Thursday at 12:15) will introduce you to the main CCCC journals, whose editors will invite you to contribute to our ongoing scholarly conversations and offer helpful advice.

- An undergraduate poster session will showcase the work of over a dozen students from across the U.S. who have been engaged in research on writing. They’ll be presenting their posters on Thursday, March 22 in the foyer of the Majestic Ballroom, Renaissance Hotel. After their live presentations, they will leave their posters for registrants to look at throughout the conference.
• We have dedicated a room in the convention center for scheduled working sessions of CCCC committees, task forces, SIGs, and caucuses to share their progress on specific initiatives and get feedback from registrants. These meetings are in addition to the regularly scheduled Friday SIG sessions, and you’ll find them announced at the end of each concurrent session slot.

• To bring the voices (and images) of important international scholars to the CCCC who are not able to grace us with their physical presence, for the first time we are holding several digitally enabled international sessions. One or more scholars in Argentina, England, Israel, Colombia, Venezuela, Belgium, and New Zealand will join members of in-person international panels on screen.

• An innovative access happening, in the spirit of the Happenings of the 1950’s and 1960’s, will break with the norms of conference sessions and help us to focus on issues of access in composition.

• As promised at the 2011 Annual Business/Town Meeting, heightened focus on basic writing will be noticeable this year, kicked off with a session featuring Mike Rose, Lynn Quitman Troyka, and Peter Adams that asks, “Should Basic Writing Be Put On the Endangered Species List?”

• Registrants can contribute to a composition genealogy, a project designed to trace and make public all the ways that we are interconnected through our graduate mentors and others who have influenced us and our work. Sondra Perl and colleagues’ session (Thursday at 10:30, “Composing Genealogies: A Family Tree of Composition/Rhetoric”) will explain the project, and then contributions can be made in the foyer area of the 200 rooms, Level 2, at the America’s Convention Center.

• We have a dynamic lineup of featured speakers, including Susan Blum, an anthropologist whose recently published book examines college plagiarism from a cultural perspective. Award-winning poet and author Jimmy Santiago Baca will share how literacy became for him a gateway from prison to a new life; Deborah Appleman will provide a response that highlights some of her literacy work in prisons. NCAA president Mark Emmert will reflect on the relationship of literacy and college athletics. Adam Banks, author of the just-published Digital Griots: African American Rhetoric in a Multimedia Age will give us “Technologizing Funk/Funkin Technology: Stevie Wonder’s Talking Book as Gateway to a Black Digital Rhetoric.” In an address cosponsored by the CWPA, the august Richard Lanham will engage and inform us with “That Stuff Hasn’t Changed Much in 2500 Years, Has It?” Rhetorical Terms in an Attention Economy.” And writer, vocalist, composer, and inspirer Rachel Bagby, author of Divine Daughters: Liberating the Power and Passion of Women’s Voices, will lead a dynamic session focusing on a new poetic form, the dekaaz.

Among those already mentioned are seventeen featured panel sessions that will trace the development of our discipline and organization, celebrate important professional anniversaries, bridge the past and the future, explore problems and controversies, and offer us new insights and perspectives. Hundreds of other panel sessions
and roundtables will offer us a rich array of opportunities to learn, share information, and engage in rich dialogues about every facet of our work.

And after all that, there’s the city of St. Louis to enjoy. I need only advise you to read Local Arrangements Chair Vince Casaregola’s spirited and detailed welcome to get you inspired about all the places you can visit to recreate or learn from, and all the terrific restaurants you can sample while you’re here.

Finally, a personal note: As I started to assume the role of Program Chair, I was clueless about the effort it takes to put on a national convention that brings together over 3,500 people who participate in 500-600 sessions and countless other events. I imagined what Eero Saarinen, architect of the St. Louis arch, must have felt as he walked the grassy space by the Mississippi River where his remarkable structure would go up, piece by piece, into the Missouri sky. But he knew—as I learned—that monumental work gets done only with the contribution of countless minds and hands. Among those who have made this year’s conference possible are well over a hundred proposal reviewers, coaches, and Stage 2 reviewers; a smart and dedicated Local Arrangements Committee; an amazing staff at the NCTE/CCCC headquarters, especially conference coordinators extraordinaire Eileen Maley and Jacquie Joseph-Biddle, and administrative liaison Kristen Suchor; my two incredibly hard-working graduate assistants Meagan Kittle-Autry and Dana Gierdowski, who graciously and unflaggingly took on conference-related work in the midst of their graduate programs and other duties; an Officers team that I relied on far too much for advice and counsel; and dozens of friends and colleagues who allayed my almost constant doubts and fears with their wisdom and calm responses. Countless people worked tirelessly to bring you all that you will experience here. My thanks to them are immeasurable.

Chris Anson
2012 Program Chair
# Acknowledgments

## Online Coaches

<table>
<thead>
<tr>
<th>Anis Bawarshi</th>
<th>Eli Goldblatt</th>
<th>Beverly Moss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Burnett</td>
<td>Amy Kimme Hea</td>
<td>Kathleen Blake Yancey</td>
</tr>
<tr>
<td>Michael Day</td>
<td>David Joliffe</td>
<td></td>
</tr>
</tbody>
</table>

## Stage I Reviewers

| Joyce Rain Anderson | Christina Haas | Nancy Penrose |
| Linda Bergman | William Hart-Davidson | Les Perelman |
| Patrick Bizzaro | H. Brooke Hessler | Mya Poe |
| Resa Crane Bizzaro | John Heyda | Paul Puccio |
| Melody Bowdon | Bruce Horner | Tom Reynolds |
| Laura Brady | Sandra Jamieson | Keith Rhodes |
| Deborah Brandt | Johnard Johnson-Eilola | David Rieder |
| Paul Butler | Susan Katz | Ben Ristow |
| Joyce Carter | Stephanie Kerschbaum | Kelly Ritter |
| Michael Carter | Cristina Kirklighter | Kevin Roozen |
| Shannon Carter | Neal Lerner | Deborah Rossen-Knill |
| Michelle Navarre Cleary | Qwo-LiDriskill | David Russell |
| Michelle Cox | Barbara Lutz | Carol Rutz |
| Kevin DePew | Kevin Mahoney | John Scenters-Zapico |
| Jay Dolmage | Barry Maid | Stuart Selber |
| John Duffy | LuMing Mao | Michelle Sidler |
| Lucia Dura | Rita Malenczyk | Steve Simpson |
| Kevin Dvorak | Kate Mangelsdorf | Ryan Skinnell |
| Joseph Eng | Martha Marinara | Clay Spinuzzi |
| Douglas Eyman | Mark McBeth | Jason Swarts |
| Christine Farris | Mary McMullen-Light | Amy Rupiper Taggart |
| Sonia Feder-Lewis | Brian McNely | Chris Thaiss |
| Lauren Fitzgerald | Joyce Middleton | William Thelin |
| Helen Foster | Carolyn R. Miller | Joona Smitherman Trapp |
| Paige Franklin | Susan Miller-Cochran | Peter Vandenberg |
| Cheryl Geisler | Joan Mullin | Stephanie Vanderslice |
| Barbara Gleason | Sarah Nakamaru | Chad Wickman |
| Jeff Grabill | Sushil K. Oswal | Maja Wilson |
| Nancy Grimm | Iswari Pandey | Ann Frances Wysocki |
| Angela Haas | Tom Peele | Steven Youra |
Stage II Reviewers

Howard Tinberg  Paul Prior  Vincent Casaregola
Shelley Rodrigo  Tiane Donahue  Asao Inoue
Mya Poe  Carol Rutz

In Memoriam

Summer Taylor
Greg Colomb
First Time to the Convention?

With pleasure, the CCCC Newcomers’ Orientation Committee welcomes all of you to the 2012 CCCC convention, but especially new members and first-time attendees. We have planned several events that we hope will help you get the most out of this conference. (These events and their locations are listed in the Special Events schedules in the convention program.)

On Wednesday, from 5:15–6:15 p.m., our committee will host a brief Orientation Session. We will discuss how to navigate the conference, how to use the program book effectively, how to participate in the convention’s many events, and how to meet others. We also look forward to meeting you at the Newcomers’ Coffee on Thursday from 7:30–8:15 a.m.—a congenial start to the first full day of activities.

Throughout the conference, members of this Committee and other CCCC members will be available in a “Newcomers’ Station” to answer questions, chat about the conference, talk about our shared interests, learn about your work, and discuss how CCCC can support you. Committee members will also be present throughout the conference—we’ll have specially marked badges—always ready to listen to your concerns, help you with your questions, and begin the kinds of professional conversations that have made this conference one of the high points of the year for each of us.

FIRST TIMER’S COMMITTEE
With warm good wishes,
Paul M. Puccio, Chair
Paul Butler
Jennifer Clary-Lemon
Amanda Espinosa-Aguilar
Paul Hanstedt
Martha Marinara
Mary Beth Pennington
Suzanne Kesler Rumsey
Cindy Selfe
Joonna Trapp
Christine Tulley
Leslie Werden
Sheldon Wrice

CCCC CONVENTION, ST. LOUIS 2012  11
Local Arrangements Committee Welcome

As Local Arrangements Chair for the 2012 CCCC Convention, I welcome you to St. Louis, where I hope that you will find a gateway not only to several days of fruitful dialogue on the important issues of our discipline but also a time for some well-earned recreation in the various places we are fortunate to call part of our home. Our diverse city and its downtown reflect our whole nation’s history, both distant and recent, in its many architectural and historic sites, and these offer an opportunity for exploration and reflection for us in our roles as teachers, writers, and scholars.

Certainly the focus of downtown is the Gateway Arch, at the center of the Jefferson National Expansion Memorial Park. The arch itself is a dynamic achievement of modernist architect Eero Saarinen who was, quite fittingly, an immigrant. A visit to the top, via internal tram, allows for a magnificent view of the city and its surrounding areas. While the museum and the whole site remind us of the troubling and problematic nature of our national expansion during the nineteenth century, they can also offer a new chance to understand and celebrate our twenty-first century awareness of being a nation of diverse communities unified in a common hope for justice.

Such justice and the lack of it are immortalized in the Old Courthouse, also part of the Memorial Park and the location of the first two Dred Scott trials (1847 and 1850). A visit to the Courthouse museum confronts Americans with a history of both failure and courage—failure of our system to achieve justice on so many occasions and yet the indomitable courage of those who, like Dred Scott, persisted in the search for justice despite the obstacles. As we now begin to commemorate the 150th anniversaries of all the events of the American Civil War, it is especially important to understand the painful history of slavery and racism, along with the heroism of those who opposed it.

Downtown St. Louis architecture also offers a full range of interesting and intriguing places from all historical periods, from the early nineteenth-century Old Cathedral (1818), to the Wainwright Building (an early skyscraper by pioneer modern architect Louis Sullivan), to the more recent office tower Metropolitan Square by Gyo Obata (a principal of Hellmuth, Obata and Kassabaum and designer of the National Air and Space Museum). Obata, whose Japanese-American family suffered internment during World War II, went on to become one of the best-known architects in post-war America.

At the other end of the spectrum, for those who want to inspire their inner, childlike imagination, the St. Louis City Museum offers a real adventure. Developed by the late Bob Cassilly, a local artist and sculptor, the museum provides a unique place for interactive engagement with exciting physical spaces, all in a multi-story building that begin life as a shoe factory. Likewise, the open-air St. Louis Citygarden provides a chance to see urban space re-imagined with an emphasis on the “greening” of a traditional downtown.

The main convention sites, The America’s Center and the adjacent Renaissance Hotel, are conveniently located near the east end of the new and exciting loft district on Washington Avenue. Here the traditional brick buildings of the old garment district have been transformed into one of downtown’s brightest venues for shops and
restaurants, all within an easy walk of the convention. Moving east from America's Center will take you to Laclede's Landing, right along the Mississippi River and also an exciting area of stores, eateries, and recreation.

Within easy driving distance from downtown (often less than 10 minutes) can be found several more of our interesting areas for dining, shopping, and entertainment. The Grand Center area (Lindell and Grand) in midtown hosts a variety of entertainment venues, including the popular Fabulous Fox Theater, featuring Broadway-style shows. Just up the block from the Fox is Powell Symphony Hall, home to the world-class St. Louis Symphony Orchestra, under the baton of Music Director David Robertson. Also within a walk of these are the historic Grandel Square Theater, featuring the St. Louis Black Repertory Theater, the Sheldon Concert Hall, the Museum of Contemporary Art, and the Pulitzer Foundation Museum. On the adjacent Saint Louis University campus are both the University Museum of Art and the Museum of Contemporary Religious Art.

Just a couple of miles south of the Grand Center area is the intriguing South Grand district, where ethnic restaurants offer everything from traditional Italian and Chinese to more unusual Bosnian and Persian cuisines. Travelling a similar distance west on Lindell brings you to the Central West End, bordering the east side of historic Forest Park and featuring a host of shops and a variety of restaurants for every taste. Not to be missed is independent bookseller Left Bank Books, hosting frequent literary readings. Forest Park itself offers both the Missouri History Museum and the St. Louis Art Museum, the latter dating back to the St. Louis World's Fair of 1904. A hidden gem of Forest Park is the Jewel Box, an Art Deco floral conservatory that Tennessee Williams made famous in *The Glass Menagerie*—one of the places to which Laura Wingfield would escape to dream.

On the west end of Forest Park, near the campus of Washington University, is the University City Loop. Strolling up and down the street here is almost entertainment enough, with the historic walk of fame stars embedded in the pavement providing a history of the great and glorious who have come from or worked in St. Louis. The stroll will be interrupted frequently, however, by the temptation to drop into any number of international restaurants and interesting and quirky shops that can appeal to everyone from college students to emeriti faculty. The Blueberry Hill restaurant is one of the featured loop locations, an entertainment venue made famous by the great Chuck Berry, another of the St. Louis luminaries commemorated on the Walk of Fame. The Washington University campus is home to both the Edison Theater and the Mildred Lane Kemper Art Museum. It is also the site of frequent poetry and fiction readings by both nationally and internationally acclaimed writers.

One more exceptional destination is the Missouri Botanical Garden, one of the premier urban gardens in America. The legacy of nineteenth-century businessman Henry Shaw, this 79-acre site offers both indoor and outdoor gardens, and its Climatron and Temperate House can take visitors from the streets of St. Louis to the exotic edges of the globe at any time of the year. This garden is genuinely a gateway to a unique experience that visitors long treasure.

For those with automobile transportation, a short 15-minute drive across the Mississippi River will bring them to the Cahokia Mounds Illinois State Historic Site. These Mounds are the remains of a once-thriving Native American city of the
Mississippian culture, a city that was larger than London in 1250 C.E. The site reminds us of the ancient roots of settlement in the St. Louis area, a gateway of its own into a greater appreciation of our past.

So welcome to all of you coming to St. Louis for what we know will be another exciting CCCC convention, and rest assured that we will do all in our power to make this a worthwhile event in every way.

Local Chair: Vincent Casaregola, Saint Louis University
Information: Dianna Shank, Southwestern Illinois University
Room Arrangements: William Klein, University of Missouri at St. Louis
Registration: Marty Townsend, University of Missouri at Columbia
Exhibits: Janice McIntire-Strasburg, Saint Louis University
Special Events (James Berlin Run/Walk): Nathaniel Rivers, Saint Louis University
Accessibility: Muffy Walter, Benedictine College, Atchinson, KS

---

About the CCCC Convention

CCCC Membership: Please Join Us!
Membership in the Conference on College Composition and Communication is open to all who teach or are interested in college composition and the first-year English course. The annual dues of $25.00 includes a subscription to College Composition and Communication, a quarterly journal. Membership in NCTE ($50.00) is a prerequisite to joining CCCC. Student membership is available, at substantially reduced rates, to full-time students who are not engaged in a paid teaching position on more than a half-time basis. To join CCCC, or to obtain further information, please stop by the NCTE/CCCC Publications Booth in the Exhibit Hall.

Registration
The Conference Registration Desk is in the America’s Convention Center, Exhibit Hall 1, and is open Wednesday, March 21, 8:00 a.m.–6:00 p.m.; Thursday, 8:00 a.m.–6:00 p.m.; Friday, 8:00 a.m.–5:00 p.m.; and, Saturday, 8:00 a.m.–2:30 p.m. Those who ordered a Convention Program in advance may pick up a plastic name-badge holder at various locations near the Registration Desk. There is no need to stop at the Registration Desk. Those who preregistered and received a Program Coupon in the mail may pick up their Program at the Program Pick-up Counters at the Registration Desk. For replacement name badges (free) and/or replacement program books (at $20), preregistrants should inquire at the Replacement Counter.

Exhibits
The exhibits are located in the America’s Convention Center, Exhibit Hall 1. Exhibit hours are Thursday, 10:00 a.m.–6:00 p.m., Friday, 9:00 a.m.–5:00 p.m., and Saturday, 10:00 a.m.–1:00 p.m.
Local Committee Headquarters
The headquarters for Local Committee Chair Vincent Casagerola and other members of the Local Arrangements Committee is the Conference Registration Desk.

Location of Meeting Rooms
All meetings of the 2012 CCCC are in the Renaissance Hotel and the America’s Convention Center.

Information for Attendees with Disabilities
CCCC is committed to making arrangements that allow all of its members to participate in the convention. To this end, information for attendees with disabilities was included in the program invitations, in the preview, and online, and we invited those who needed information to contact us by late January. We have made wheelchair space available in meeting rooms, will provide information about traveling around the headquarters hotel, and have arranged sign language interpreting. We also provided all speakers and session chairs with guidelines that will make sessions more accessible to all convention participants. These arrangements have resulted in conversations between the Program Chair, NCTE staff, the CCCC Committee on Disability Issues in Composition and Communication, and disability studies specialists at the University of Illinois and other professional associations. Information is available at the Local Committee booth next to registration.

Workshops
Held on the Wednesday preceding the Annual Convention sessions, full-day and half-day workshops provide an opportunity for extended time and interaction focused on a particular topic or issue. Each workshop has an enrollment limit, and participants pay an additional fee (separate from the convention registration fee) to enroll. Workshops are run by CCCC members whose proposals have been accepted by CCCC reviewers.

Opening General Session
The CCCC Convention’s Opening General Session is one of two opportunities for convention participants to meet as a group. This session features the Chair’s address by Malea Powell.

Concurrent Sessions
Most of the meetings of the CCCC Convention occur in the concurrent sessions held on Thursday, Friday, and Saturday. Each session on the program was highly regarded by teams of CCCC reviewers. All concurrent sessions run for 75 minutes and are of two kinds: 1) panels, featuring two to four speakers who deliver 15–20-minute presentations and then respond to questions from the audience; 2) roundtables, where several panelists make brief presentations, respond to each other, and then respond to questions from the audience.
Special Interest Groups/Business Meetings and Caucuses

On Thursday, and Friday evenings, individuals who share common concerns and/or interests will meet in Special Interest Groups and Caucuses. For a complete listing of these groups, see pages 158–161 and 260–263.

CCCC 2012 Online

To find links to past versions of CCCC Online and to search the collection, visit http://www.ncte.org/cccc/review. For this year, home (homepage, that is) is at http://www.ncte.org/cccc/conv.

The NCTE/CCCC Mobile Technology Center

Computer Connection Presentations

Douglas Eyman, Computer Connection Coordinator (eymand@msu.edu)

Sponsored by the CCCC Committee on Computers and Composition, the Computer Connection offers presentations on new software and technologies for teaching composition and literature, computer-facilitated classroom practices, best practices for teaching online, new technology resources, and electronic journals. The Computer Connection takes place in the Renaissance Hotel, Benton Room, Mezzanine Level. The presentations are offered throughout the day on Thursday, March 22, and Friday, March 23. Information about current and past presentations is available online at http://computersandwriting.org/cc/. The CC presentations run 25 minutes each, so you can attend them individually or as full concurrent sessions. Questions or comments about the Computer Connection may be directed to Douglas Eyman, CC Coordinator (eymand@msu.edu).

C’s the Day, now in its second year, is waiting for players! C’s the Day draws on the inherently social dimensions of play by encouraging players/conference attendees to take up a more active role in creating their experiences. This game provides a great way for newcomers to experience the range of events that C’s has to offer, gives experienced conference-goers a whole new vantage on their time, and encourages both parties to experience the conference in a unique way.

The name is “C’s the Day: An Augmented Reality Game” and the url is http://cstheday.org/ The designers/organizers are:

Doug Eyman, George Mason
Mary Karcher, Wayne State University
Jill Morris, Frostburg State University
Scott Reed, Georgia Gwinnett College
“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 online where friends, family, and students can access it—all within 30 minutes. Join us just outside Exhibit Hall 1 of the Americas Convention Center.

Cynthia Selfe, H. Lewis Ulman

“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 online where friends, family, and students can access it—all within 30 minutes. Join us just outside Exhibit Hall 1 of the Americas Convention Center.

Cynthia Selfe, H. Lewis Ulman

**CCCC is a reunion: Discover your roots.**

Explore your past, connect to colleagues, and trace your intellectual ancestry on the new Writing Studies Tree. Created by students and faculty at the CUNY Graduate Center, the tree is an open-access web-based platform that will, for the first time, enable all members of our profession to record their lines of influence as mentors and students, and thus to uncover a history that has until now remained either anecdotal or invisible.

Join us throughout the conference in the lobby of the 200 Meeting Rooms, Level 2, at the America’s Convention Center, to add to or browse through the branches of the tree. Our goal is to create a comprehensive genealogy of writing studies, identifying academic “ancestors,” “descendants,” and “siblings.” Who are yours?

Learn more about the tree under Featured Session A.

Sondra Perl, Benjamin Miller, and the cultivators at the CUNY Graduate Center
General Information and Services

Audiovisual Equipment
Renaissance Hotel, Washington Room, Lobby Level, and America’s Convention Center, Room 250, 251, Level 2
Audiovisual equipment should have been ordered by February 9, 2012. Scheduling of equipment ordered by that date is handled by Pick’s A.V.

Resolutions Committee
An open meeting of the CCCC Committee on Resolutions, chaired by Doug Eyman, will be held Thursday, March 22, 5:30–6:30 p.m. (open), 6:30–7:30 p.m. (closed) in the Renaissance Hotel, Lafayette Room, Mezzanine Level

Nominating Committee
An open meeting of the CCCC Nominating Committee, chaired by Kelly Ritter, will be held on Friday, March 23, 8:00-10:00 a.m., in the Renaissance Hotel, Hawthorne Room, 21st Floor.

Planning for Next Year’s CCCC Convention
Individuals interested in discussing program proposals for the 2013 CCCC Convention in Las Vegas, NV, March 13-16, 2013 are invited to meet with Howard Tinberg, 2013 Program Chair, at the CCCC Registration Desk, 10:00 a.m.–Noon, America’s Convention Center, and Exhibit Hall 1, Level 1.

Smoking
The Renaissance Hotel and the America’s Convention Center have a smoke-free environment. No smoking is allowed in the hotel or Center.

Nonsexist Language
All CCCC/2012 program participants were sent and asked to use the official CCCC position statement and guidelines for nonsexist language at their session.

Copying Service
CCC cannot provide onsite duplicating service; however, copying services are provided at the Renaissance’s Business Center and America’s Convention Center Business Center.
Emergencies

To summon the fire department, the police, or an ambulance (for medical emergencies only), dial 911 and give the nature of the emergency, your location, and the telephone number you are calling from.

Medical and Dental. Most hotels can put you in touch with a doctor or dentist. Inquire at the hotel front desk or ask the hotel operator.

Fire Safety. Although hotel fires are rare, the Executive Committee has asked that convention participants be given complete advice on what to do in case of fire in their hotel. Hotels are equipped with a variety of fire-protection devices—smoke alarms, sprinklers, fire-retardant materials—but none of them is designed to put out fires. They merely contain a fire, impeding its growth and progress long enough to permit the fire department to arrive on the scene. Fire safety in a hotel ultimately depends on the hotel staff’s prompt response to reports of fire or smoke. Most hotel staffs will verify the presence of a reported fire before summoning the fire department. To report a fire, call the hotel operator and give your name, location, and the location of the suspected fire. Depending on the circumstances, some fire-safety consultants recommend that after you have called the hotel operator, you also call the local fire department: dial 911. This step will result in the fire department coming to the hotel even as the hotel staff is verifying your report of the fire. You hazard a false alarm on the one hand; on the other, you may be responsible for bringing the fire quickly under control because you have bypassed the hotel’s verification procedure. Apart from reporting a suspected fire, you should be aware of various precautions to be taken for your own safety in the event of a fire. A summary of some recommended precautions follows:

As you are escorted to your room for the first time by the hotel bell staff, check the location of the exit nearest your room. You should know exactly how many doors are between your room and the exit. You might have to crawl to this exit in a dark or smoke-filled corridor. If there’s a fire alarm or warning call from the hotel management, don’t stop to gather personal belongings or work papers. Just get out as quickly as possible. Take your room key. You may find it necessary to retreat to your room. Before you open the door to the corridor, put your palm against it and touch the knob. If the door is cool, open it slowly, keeping your foot braced against the bottom. (This helps you slam the door shut if you discover fire or smoke outside.) If the door is hot, do not open it. Soak blankets or towels in water and pack them around the door.

If you must crawl to an exit door, stay close to the wall to avoid anyone running. If you can’t leave your room, wait by the window to be rescued. Stay close to the floor to avoid breathing smoke. To increase ventilation, open or break the window (if you don’t see smoke or flames rising past the window). Don’t jump from the upper floors of a burning building. Wait for the firefighters to rescue you. Let them know you’re there by waving towels or coats out the windows.
SPECIAL EVENTS

WEDNESDAY’S SPECIAL EVENTS:
March 21

NCTE/NCATE Reviewers Training
Renaissance Hotel, Pershing Room, Lobby Level
8:30 a.m.–4:30 p.m.

Research Network Forum
Renaissance Hotel, Majestic Ballroom, Salon E, Second Floor
9:00 a.m.–5:00 p.m.

Consortium of Doctoral Programs in Rhetoric and Composition
America’s Convention Center, Room 227, Level 2
1:30 p.m.–5:00 p.m.

Exultation of Larks: Poet-to-Poet
America’s Convention Center, Room 240, Level 2
1:30 p.m.–5:00 p.m.

Qualitative Research Network
America’s Convention Center, Room 229, Level 2
1:30 p.m.–5:00 p.m.

Intellectual Property in Composition Studies
America’s Convention Center, Room 228, Level 2
2:00 p.m.–5:30 p.m.

Newcomers’ Orientation
America’s Convention Center, Room 230/231, Level 2
5:15 p.m.–6:15 p.m.
Coalition of Women Scholars
Renaissance Hotel, Majestic Ballroom, Salon A/B, Second Floor
6:00–8:00 p.m.

Rhetoricians for Peaceó Where are the Rhetoricians?
Rhetorical Intervention as Activism
Americaíís Convention Center, Room 227, Level 2
6:00–10:00 p.m.

Masteríís Degree Consortium of Writing Studies Specialists
Americaíís Convention Center, Room 101, Level 1
6:30–8:30 p.m.

Public Image of the Two-Year Colleges: Hallmarks of Fame
Renaissance Hotel, Majestic Ballroom, Salon C, Second Floor
6:30-7:30 p.m.
SPECIAL EVENTS

THURSDAY’S SPECIAL EVENTS:
March 22

Newcomers’ Coffee Hour
Renaissance Hotel, Crystal Ballroom, 20th Floor, Grand Tower
7:30–8:15 a.m.

Opening Session
Renaissance Hotel, Majestic Ballroom, Salons D-E, Second Floor
8:30–10:00 a.m.
At this session we honor both the 2012 Exemplar Award Winner and our Scholars for the Dream Travel Award Winners and also hear the CCCC Chair’s address. Please join us.

Scholars for the Dream Reception
Renaissance Hotel, Statler Room, Lobby Level
6:00–7:00 p.m.
Everyone is invited!
Winners of the Scholars for the Dream Travel Awards (announced in the Opening General Session) are chosen by a Selection Committee. All are first-time presenters at the CCCC Convention and are selected on the basis of the extended abstracts of their proposals that each submitted. All are members of groups historically under-represented in CCCC (African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latin and Latino Americans, and American Indians). Join these at the reception to meet them personally and learn about their research interests.
FRIDAY’S SPECIAL EVENTS:
March 23

Awards/Recognition Reception
Renaissance Hotel, Majestic Ballroom, Salon D, Second Floor
5:00–6:30 p.m.
At this reception we announce the winners of the 2012 Outstanding Book Award, The James Berlin Memorial Outstanding Dissertation Award, The Braddock Award, the Award for best article in TETYC, and the Nell Ann Pickett Service Award. Past CCCC chairs and distinguished guests will be recognized. A reception follows. Please attend and honor your colleagues.

TYCA Talks
Renaissance Hotel, Landmark Ballroom, Salon 6, Lobby Level
6:30–7:30 p.m.
This special event brings together two-year college faculty and those with shared interests to meet one another, form liaisons, and become better informed about the work of the regional organizations and national TYCA. Each member of the national TYCA Executive Committee will be introduced, and each of the seven regional representatives will give a brief overview of initiatives and news from their regions. All participants will have time for get-acquainted conversation, the opportunity to join with others in forming a panel for future conventions, and the time to share challenges and best practices of two-year college faculty.

The Twenty-Fifth Annual Poetry Forum:
Exultation of Larks
Renaissance Hotel, Landmark Ballroom, Salon 7, Lobby Level
7:30–10:30 p.m.
CCCC Jam
Renaissance Hotel, Majestic Ballroom, Salons D/E, Second Floor
9:30 p.m.–1:00 a.m.

CCCC isn’t CCCC without a night of fun, dancing, and partying! And Friday night will be the jam to beat all jams. So, bring your best two-step, your coolest moves and get your party on at the C’s!

Sponsored by McGraw Hill

SPECIAL EVENTS

SATURDAY’S SPECIAL EVENTS:
March 24

TYCA Annual Breakfast
Renaissance Hotel, Majestic Ballroom D, Second Floor
7:00 a.m.–8:00 a.m.

This lively annual event presents TYCA’s Outstanding Programs in English Awards and the Fame and Shame Awards for media reference to two-year colleges. Come, break muffins, eat a hot breakfast, and talk with convivial two-year college faculty and other boosters. National TYCA is a national coalition of the seven TYCA Regional Conferences, each of which has retained its separate identity. Because this breakfast is partially supported by donations from book publishers, educational software companies, and many textbook authors who teach at two-year colleges, the cost per person is only $25.00. Tickets should have been ordered in advance. You can check at the Registration Desk, Exhibit Hall, to see if any tickets are still available.

Annual Business/Town Hall Meeting
Renaissance Hotel, Majestic Ballroom E, Second Floor
8:00 a.m.–9:15 a.m.

The CCCC annual business meeting happens at 8:00 a.m. Saturday. It’s open to all CCCC members, and as veterans of that meeting well know, there is inevitably a lively exchange on crucial issues.
For four decades, Mike Rose’s books have shaped scholarship in composition, redefining literacy, reshaping cognitive approaches to learning, challenging policy-makers, and inspiring teachers and students. His *Lives on the Boundary* is a canonical text, and other books including *Possible Lives, The Mind at Work,* and *Why School?* are widely taught in graduate and undergraduate classes across the country. His work is written to be accessible to a broad audience, yet is also meticulously researched and argued, and deeply personal. At the center of his scholarship is a sense of the inherent agency and ability of students and their potential. As Andrea A. Lunsford writes, his “books and essays speak to teachers everywhere who know that they can and do make a difference in students’ lives—and, importantly, that their students can and do make a difference in their lives as well.”

Mike Rose has also aimed for an audience and an influence outside of the academy, writing books, a blog, and hundreds of newspaper and magazine articles about issues in schooling and higher education. David Bartholomae applauds the incredible far-reaching scholarship of Mike Rose. He writes, “Mike Rose provides the striking example of a scholar who could think beyond the expected and who had the ambition to write for the nation.” Mike Rose has used his seniority and experience to become an even greater advocate for writing teachers and students.

Mike Rose has reshaped the experience of the academy for so many of our students. His work challenges writing teachers to rethink labels, to understand the everyday lives of student writers, their diverse literacies and thought processes. Starting first with a caring and careful engagement with his own students and their stories, he has effectively shifted the way our discipline sees student writers, in particular those writers who have traditionally been most at risk.

Mike Rose has profoundly re-conceptualized the teaching of basic writers, particularly at community colleges, and thus he has also impacted the daily work of tens of thousands of teachers. As one such teacher wrote in nominating Professor Rose, “he has helped us to realize the importance of what we do, the fact that helping basic writers grow into proficient writers contributes more to the democratizing mission of higher education than any other component.”

In *Lives on The Boundary,* Rose writes about a student named Lucia. “I began to reflect on how many pieces had to fall into place each day in order for her to be a student,” he wrote, noting that these pieces all had to fall into “smooth alignment.” When we survey Mike Rose’s contribution to our discipline, we see many pieces, and we can easily shuffle them into a smooth narrative. Yet each of these contribu-
tions does much more than tell the story of a very successful, exemplary career. Each piece of Mike Rose’s scholarship and advocacy does the ongoing work of challenging and removing the boundaries that students such as Lucia continue to face.

Therefore, CCCC honors Mike Rose, Professor in the UCLA Graduate School of Education and Information Studies, with its most prestigious honor, the 2012 Exemplar Award. This award is given to “a person whose years of service as an exemplar for our organization represents the highest ideals of scholarship, teaching, and service to the entire profession.” Exemplars, in addition, “set the best examples for the CCCC membership.” Mike Rose has had a profound impact on scholarship in our field, on the wider world of politics and policy, on students of all levels, and on the tens of thousands of practitioners who teach writing every day.
Sessions Presented by Two-Year College Faculty

Concurrent Sessions Presented by Two-Year College Faculty

B.28 Playing at the Gate: Exploring the Possibilities for Play and Pleasure in Developmental English
F.23 Wikipedia, Research Writing, and the People Formerly Known as the Audience: Knowledge Making, Audience, and Motivation in the Read/Write Web First-Year Composition Classroom
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?
H.07 A Gateway to Teaching in the Two-Year College: TYCA’s Revised Guidelines for Academic Preparation
H.09 Expansion of Acceleration in Basic Writing—The Replication Program
H.28 At the Threshold of Transformation: Two-Year College Writing Programs in Transition
J.29 CUNY’s Assessment of Academic Writing Proficiency—a Case Study
L.16 Opening up the Faculty Lounge: Getting Students to Think like Teachers, Getting Teachers to Think like Students
L.23 How Gateways to Writing Can Unlock the Gates to the Academy and Professional Success
M.09 (Re)Structuring Gateways in a Community College: Using a Title III Grant to Increase Access to “College-Level” Composition
M.13 College Level Thinking and Writing: Multidisciplinary and Cross-Contextual Perspectives
N.33 There’s Nothing Basic about Basic Writing

Friday Special Interest Groups (TYCA)

TYCA TALKS
Friday night, 6:30−7:30 p.m.
Committee Meetings

CCCC Executive Committee
Wednesday, March 21, 9 a.m.–5:00 p.m.
Renaissance Hotel, Majestic Ballroom, Salon D, Second Floor
Chair: Malea Powell

Committee on Assessment
Thursday, March 22, 1:30–3:30 p.m. (Closed)
Renaissance Hotel, Westmoreland Room, Lobby Level
Chair: Susanmarie Harrington

Committee on Best Practices for Online Writing Instruction
Friday, March 23, 9:30–11:30 a.m. (Closed)
Renaissance Hotel, Lafayette Room, Mezzanine Level
Co-Chairs: Beth Hewett and Scott Warnock

Committee on Computers in Composition and Communication
Friday, March 23, 12:30–1:30 p.m. (Closed)
1:30-2:20 p.m. (Open)
Renaissance Hotel, Aubert Room, Mezzanine Level
Chair: Doug Eyman

Convention Concerns Committee
Saturday, March 24, Noon–1:00 p.m.
Renaissance Hotel, Lafayette Room, Mezzanine Level
Co-Chairs: Gwendolyn D. Pough and Malea Powell

Committee on Disability Issues
Friday, March 23, 5:00–7:00 p.m. (Open)
Renaissance Hotel, Lafayette Room, Mezzanine Level
Chair: Jay Dolmage

Committee on Intellectual Property
Friday, March 23, 12:30–1:45 p.m. (Closed)
Renaissance Hotel, Westmoreland Room, Lobby Level
Chair: Jeffrey Galin
Committee on LGBT/Q Issues
Friday, March 23, 11:00 a.m.–12:15 p.m. (Closed)
Renaissance Hotel, Parkview Room, Mezzanine Level
Co-Chairs: Martha Marinara and Mark McBeth

Language Policy Committee
Wednesday, March 21, 7:45–8:45 p.m. (Open)
8:45–9:45 p.m. (Closed)
Renaissance Hotel, Westmoreland Room, Lobby Level
Co-Chairs: Kim Brian Lovejoy and Elaine Richardson

Newcomers’ Orientation Committee
Friday, March 23, 2:00–3:15 p.m. (Closed)
Renaissance Hotel, Parkview Room, Lobby Level
Chair: Paul Puccio

Nominating Committee
Friday, March 23, 8:00–10:00 a.m. (Open)
Friday, March 23, 2:00–4:00 p.m. (Closed)
Renaissance Hotel, Hawthorne Room, 21st Floor
Chair: Kelly Ritter

Committee on Part-time, Adjunct or Contingent Labor
Thursday, March 22, 3:00–5:00 p.m. (Open)
Renaissance Hotel, Aubert Room, Mezzanine Level
Chair: Bradley Hammer

Committee on Preparing Teachers of College Writing
Saturday, March 24, 9:30–11:00 a.m. (Closed)
Renaissance Hotel, Shaw Room, Lobby Level
Chair: Shelley Reid

Committee on Professional Visibility and Databases
Thursday, March 22, 10:30 a.m.–12:30 p.m. (Closed)
Renaissance Hotel, Aubert Room, Mezzanine Level
Chair: Helen Foster

Research Committee
Thursday, March 22, 3:30–5:30 p.m. (Closed)
Renaissance Hotel, Parkview Room, Mezzanine Level
Chair: Valerie Kinloch
Resolutions Committee
Thursday, March 22, 5:30–6:30 p.m. (Open)
6:30–7:30 p.m. (Closed)
Renaissance Hotel, Lafayette Room, Mezzanine Level
Chair: Doug Eyman

Committee on Second Language Writing
Saturday, March 24, 9:30 a.m.–Noon (Open)
Renaissance Hotel, Aubert Room, Mezzanine Level
Co-Chairs: Jay Jordan and Christina Ortmeier-Hooper

Committee on Undergraduate Research
Thursday, March 22, 3:15–4:30 p.m. (Closed)
Renaissance Hotel, Shaw Room, Mezzanine Level
Co-Chairs: Doug Downs and Jenn Fishman
# 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 Epidemic 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
Beyond the Classroom Walls: Redefining Literacy and Basic Writing Through Community Engagement

Working the Public University: Expectations, Discourses, and Practice(s) of Teaching Writing

Re-reading Appalachia: Literacies of Resistance

Facilitative, a More Civil and Civic Discourse

Critical Food Literacy: New Territories of Inquiry in Rhetoric and Composition

Emotional Discourse: Rhetoric as Embodied

What I Want My Words to Do to You: Writing for Personal and Civic Transformations within Marginalized Communities

The Age of the Memoir: Teaching Writing in a Lifelong Learning Setting

Intersections of Literacy and Race in Communities

Is Writing Back Enough? Investigating Rhetorical Agency through Publication

Lessons from the Inside: Rethinking Pedagogical Concepts through the Lens of the Prison Writing Classroom

It’s About Time: Learning From Failures in Civic Engagement and Community-Based Work

Writing within the ‘Trove of Ruin: Loss and Rejuvenation in the Shifting Academic Landscape in Urban America

Writing Beyond Publics

Religious Discourse, Secular Contexts

Immigration in the Writing Classroom

Rhetorical Formation of Public and Private Spheres

Gateways to (No) Where for Those in the Margins (?): Race, Gender, and Class in Discourse Communities

Gateways to Dissent: Wisconsin Labor Protests, Civic Engagement, and Translingual Pedagogy

Going Digital/Going Public: Gateways to Literacy

3—Creative Writing

Being both Personal and Academic: The Lessons of Objects

Explorations in Creative Writing Pedagogy

Three Writing Models in Three Different Programs: WID, Undergraduate Writing Major, and Business Communications

Reflecting through Writing Assessments and Validation Research

Reraming Basic Writing and Sites of Transfer

Turning Intersections Into Gateways: A Practical Primer on “Creative Composing”

Creative Multimedia: 3D Poetry, Hypertext Narratives, and Amateur Auteurs

In Search of Wonder

Creative Writing and Lived-Experience

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

**7—Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives**

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

**CCCC CONVENTION, ST. LOUIS 2012  37**
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 Multimodality in and across Local and Global Contexts
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, Delinquincey, 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 Monolinguisic 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 in Transition: 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 Grateways? 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 Rhetorial 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 Capstone 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.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.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, Techne
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
Cross-cultural Dialogues in Classrooms and Writing Centers

Placing ‘Choice’: Agency, Remediation, and Whiteness in Directed Self-Placement at California State University, Fresno

Unseen Gateways in First Year Writing: FLCs, ‘General Writing,’ and TA Authority

A Two Way Street: Community Programming and First-Year Writing

Classical Rhetoric for the Modern Writing Center

The Consortium for the Study of Writing Survey as a Gateway to Writing Assessment, Faculty Development, and Program Building: A Comparative Perspective

At the Threshold of Transformation: Two-Year College Writing Programs in Transition

Telling Our Story: Developing a Writing Studio Program to Support Basic Writing

Collaboratively Redesigning First-Year Composition in Digital Environments: A Gateway for Student Success

Assessing Student Writing When Convergent Media and Visual Rhetoric Change the Evaluative Interface

Perceptions Are Gatekeepers: Exploring Ways To Increase Student Engagement With The Writing

Cuny’s Assessment of Academic Writing Proficiency-A Case Study

Constructing the Gates: Structures for Success in International and Domestic Service Learning Initiatives

The Information Literacy Lab: A Partnership between First-Year Writing and the Library

Institutional and Civic Responsibilities to “Warrior Writers” in the Writing Classroom: Initial Findings of a CCCC Research Grant Study

Still Trying to Break Our Bonds: Lessons from an Ongoing Struggle for Writing Program Independence

Gateways and Transitions: Exploring Advanced Composition and Writing Tracks/Majors/Programs

Composing and Collaborating in a Digital World: Transitioning Spaces to Multiliterate Writing Centers and Classrooms

(Re)Structuring Gateways in a Community College: Using a Title III Grant to Increase Access to “College-Level” Composition

Is the Next America Totally WACked?

“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
REGISTRATION, 8:00 a.m.–6:00 p.m.
America’s Convention Center, Exhibit Hall 1, Level 1

MEETING OF THE CCCC EXECUTIVE COMMITTEE
Renaissance Hotel, Majestic Ballroom, Salon D, Second Floor
9:00 a.m.–5:00 p.m.

NCTE/NCATE Reviewers Training
Renaissance Hotel, Pershing Room, Lobby Level
8:30 a.m.–4:30 p.m.

THE RESEARCH NETWORK FORUM
Celebrating our 25th Year
Renaissance Hotel, Majestic Ballroom, Salon E, Second Floor
9:00 a.m.–5:00 p.m.
Co-Chairs: Gina M. Merys, Creighton University, Omaha, NE
Risa P. Gorelick, College of St. Elizabeth, Morristown, NJ

As a Forum devoted to research across a wide range of educational sites and activities, we are excited by the opportunities inherent in this call. Our researchers explore and interrogate the social constructs of race, gender, class, ethnicity, and authority as they emerge in and impact our teaching, our students’ potential participation in the public sphere, and the gateways of national, state, and local policies that have an impact on the students we teach in our classrooms and beyond. This work necessarily involves fundamental concerns with interdisciplinary research, and increasingly, it demands a focus on the ways in which new media technologies shape both our social discourse and our educational practices. As in the past, we will be drawing on a number of different kinds of research that explore not only language education in the traditional classroom, but also the broad range of public discourse activities that might be affected by the success or failure of our classroom and institutional efforts. The researchers who gather with us are deeply involved with both the abstract theories and the particular, concrete, and social instances of what it means to write, to teach, or to learn writing, and to develop literacy not only as a technical achievement but as active social knowledge that enhances our changing identities. The kinds of
teaching and learning we explore include everything from traditional textual literacy to emergent cyber-literacy, as well as a range of related discourse practices and cultural relationships that help to construct the social and institutional realities of that teaching and learning. Ultimately, our research asks us to identify the fundamental ethical issues involving the goals of education. Thus, we are always seeking ways to “consider what it means to move into and through our work with writing and rhetoric, in all its forms, purposes, and contexts” (2012 CCCC CFP). By creating and monitoring gateways to envision our future as well as seeing and extending what has been left behind, we enrich our shared communities through promoting research of work-in-progress presenters at RNF and throughout the field.

Toward this end, 2012 plenary speakers include the following three research talks:

- Rebecca Moore Howard and Sandra Jamieson, “Take a Deep Breath and Jump: Doing Data-Driven Research When You Aren’t Trained in Data-Driven Methods”
- Rich Haswell, “CompPile, Writing Studies, and Obligatory Misknowledge”

The Research Network Forum Executive Committee has invited the above speakers whose expertise covers a wide range of experience in composition studies, rhetoric, and communication technologies, while also addressing the social, cultural, and ethical challenges facing our discipline in its role of active service to our society. Plenary speakers will focus on specific research-related issues that represent individual areas of expertise and interest, but all will be guided by the overall program concern with the contributions and implications of research for the general renewal of our discipline and its efforts to serve students, colleagues, schools and communities.

These research topics will lay the foundation for the day’s thematic table groupings that will explore relationships among the variance of research currently occurring in the field by both newer researchers and more experienced researchers.

**ATTW Meeting**
Renaissance Hotel, Landmark Ballroom, Salon 4, Lobby Level
9:00 a.m.—5:00 p.m.

**Consortium of Doctoral Programs In Rhetoric and Composition**
America’s Convention Center, Room 227, Level 2
1:30 p.m.—5:00 p.m.
Chair: Cynthia L. Selfe, The Ohio State University, Columbus

The Consortium of Doctoral Programs in Rhetoric and Composition, representing over 70 universities, has met since 1992 at CCCC and most recently as a Caucus on Wednesday afternoon. CCCC is home for our annual meeting, and we use this forum
Wednesday, 1:30–5:00 p.m.

to link doctoral education with the discipline, with masters and undergraduate organi-
zations, and with local and national projects of interest.

For the 2012 CCCC Program, we offer a two-part caucus that opens with several short, informal presentations on “Responding Productively to International/Transna-
tional/Multinational/Global Trends,” an effort to re-imagine U.S. doctoral programs vis-
Â -vis contemporary changes in the global eduscape. Discussion will follow.

After this portion of the meeting, we will conduct our annual business meeting, which consists of reports from the consortium officers, elections of new officers, planning for the next CCCC, and ideas about connecting with stakeholder groups inside and outside of CCCC.

We invite CCCC members to join us for the presentations, discussion, and meeting. We will be using the CDPRC listserv and other forums to invite participation in this session and to attend the Consortium business meeting.

Qualitative Research Network Forum
Americaís Convention Center, Room 229, Level 2
1:30–5:00 p.m.
Co-Chairs: Gwen Gorzelsky, Wayne State University, Detroit, MI
Kevin Roozen, Auburn University, AL

The Qualitative Research Network (QRN) provides mentoring and support of quali-
tative researchers at all levels of experience, at all stages of the research process, and in all areas of study within the college composition community. The QRN session for 2012 offers a keynote address followed by a series of research roundtables where new and veteran qualitative researchers present their work-in-progress for discussion and feedback. This year’s keynote presentation features Professor Paul Prior of the University of Illinois at Urbana-Champaign. Titled “Refining Theory and Methods through Qualitative Research: Tales from the Field,” Prior’s talk will reflect on two decades of situated research on literate activity to examine the role qualitative in-
quiry plays in refining theory and method. Following a short break, the remainder of the QRN session features research roundtables where emerging and experienced qualitative researchers present their work-in-progress for small-group discussion and feedback facilitated by QRN mentors. Roundtable discussions will address specific concerns relevant to each presenter’s work-in-progress as well as broader issues re-
lated to qualitative inquiry.

All CCCC attendees are invited to attend the keynote address and/or the works-in-
progress presentations.

Keynote Speaker: Paul Prior, University of Illinois at Urbana-Champaign, “Refining Theory and Methods through Qualitative Research: Tales from the Field”
Poet-to-Poet Wednesday Event
America's Convention Center, Room 240, Level 2
1:30–5:00 p.m.
Co-Chairs: Mary Minock, Madonna University, Livonia, MI
Katherine Durham Oldmixon, Huston-Tillotson University, Austin, TX

Join the Wednesday Afternoon Exultation of Larks: Poet-to-Poet Event. Bring 10 copies of one or two pages of original poetry in progress for insightful and constructive feedback. This workshop is not limited to readers at the Friday Exultation of Larks. There is no fee for this event. We particularly welcome CCCC member poets who are novices.

Intellectual Property in Composition Studies
America's Convention Center, Room 228, Level 2
2:00–5:30 p.m.
Co-Chairs: Traci Zimmerman, James Madison University, Harrisonburg, VA
Martine Courant Rife, Lansing Community College, MI

Since 1994, the Caucus on Intellectual Property and Composition/Communication Studies (CCCC-IP) has sponsored explorations of intellectual property issues pertinent to teachers, scholars, and students. Meeting in roundtables, participants discuss topics such as plagiarism and authorship, student and teacher IP rights, open access and open source policies, and best practices in teaching students and instructors about IP. Roundtable speakers provide overviews of their topics, and participants then create action plans, develop lobbying strategies, and produce documents for political, professional, and pedagogical use. At the end of the workshop, participants reconvene to share their plans and recommendations for future action.

Newcomers' Orientation
America's Convention Center, Room 230/231, Level 2
5:15 p.m.–6:15 p.m.

Rhetoricians for Peace: Understanding and Challenging the Rhetoric of Neo-liberalism: Obama, Economic Literacy, and Civic Discourse
America's Convention Center, Room 227, Level 2
6:00–10:00 p.m.
Chair: William Thelin, The University of Akron, OH

Labor issues have been a concern for the field of composition studies for over 25 years. Despite the efforts by both NCTE and MLA, the percentage of part-time adjuncts teaching first-year composition sections has in fact only steadily increased so
that now over 80% of all FYC courses are taught by contingent faculty. Tenure-track positions are in a steady decline and many graduates from doctoral programs have been funneled into full-time non-tenure-track positions that offer little pay and even less job security. At the same time, the work required of compositionists has intensified with many programs now requiring a 4-4 teaching load along with research and service. Administration of both writing programs and writing centers is increasingly being undertaken by assistant professors, on the tenure track or not, who often find themselves in a tenuous position as they work to maintain the standards of our field—keeping caps below 25, using portfolios and other assessment tools to evaluate student writing rather than measure grammatical competence, training writing tutors in writing process rather than proofreading, etc. Yet the resources and options for improving working conditions in higher education across the nation are threatened by recent legislation (such as in Ohio and Pennsylvania) that limits collective bargaining rights and access to meaningful unionization. We are, in many ways, a field in crisis.

**Master's Degree Consortium of Writing Studies Specialists**
America's Convention Center, Room 101, Level 1
6:30 p.m.—8:30 p.m.
*Co-Chairs:* John Dunn, Jr., Eastern Michigan University, Ypsilanti
Derek Mueller, Eastern Michigan University, Ypsilanti

MA programs (those either fully or partially focused on composition and rhetoric) that are independent of PhD programs serve a variety of needs for local student populations, needs that are often distinct from MA programs linked to PhD programs. The Master’s Degree Consortium of Writing Studies Specialists meets annually at CCCC. Its goals are defined primarily by the needs and demands of those of us working in MA-granting, non-PhD departments. The Consortium serves as a clearinghouse and advocacy network to strengthen our programs, promote the value of the MA degree, foster effective articulation between MA-only programs and PhD programs in writing studies, and help undergraduate advisors direct students to MA programs.

**Coalition of Women Scholars in the History of Rhetoric and Composition**
Renaissance Hotel, Majestic Ballroom, Salon A/B, Second Floor
6:30 p.m.—8:30 p.m.
*Chair:* Nancy Myers, Coalition President, “Women Reading and Writing Women: Recent Trends in Feminist Scholarship”

*Keynote Speakers:* Kristie S. Fleckenstein, Florida State University, “Can You Picture That? Visual Imagery at the Interface”
Sue Hum, University of Texas at San Antonio, “Dance of Bodies, Dance of Words: The Rhetoric of Difference”
Rebecca Richards, St. Olaf College, “The Transnational Turn of Feminist Rhetorics and Composition”
By examining the feminist relationship of the self in scholarship, the three speakers discuss visual, ethnic, and transnational rhetorics in answering the question from the 2012 CCCCs call: “What scholarly and methodological gateways has the field constructed, and do they limit or open up possibilities for inquiry?” These scholars address their professional commitment to these chosen fields, the field’s potential for the discipline, and areas of future research. These women represent advanced, middle, and beginning career moments and a range of institutional locations.

The second part of the session consists of the Coalition’s traditional mentoring groups led by Coalition members and disciplinary leaders such as Nan Johnson, Lynee Gaillet, Krista Ratcliffe, and others. Topics of these mentoring groups include Transforming the Dissertation; Designing Proposals for Fellowships and Grants; Coming Up for Tenure in the 21st Century; Publishing Options and Opportunities; Working in Digital Spaces; and other professional subjects.

Public Image of the Two-Year Colleges: Hallmarks of Fame
Renaissance Hotel, Majestic Ballroom C, Second Floor
6:30–7:30 p.m.
Chair: Sterling Warner, Evergreen Valley College, San Jose, CA

This SIG session will examine the previous year’s research (April 2011 to March 2012) on positive mass media portrayals of two-year colleges, students, and faculty to determine the annual Fame Award winner.

At the 2011 CCCC in Atlanta, the Public Image of Two-Year Colleges Session facilitated presentations, scrutinized various forms of mass media, and engaged in a forum to continue the yearly discussion on the best examples of two-year college media coverage. After considering numerous submissions (hard copy, soft copy, film clips, and so on), committee members and session participants determined this year’s Awards by consensus.

FAME: The 2011 TYCA Fame award went to Zach Miners who wrote “Obama Touts Community Colleges,” an article that appeared in the October 7, 2010 edition of US New and World Report. Therein, Miners highlighted a diverse, positive recognition of community colleges, their vital mission, and the students they serve. Miners’ notes that:

• According to President Obama, “Community colleges are the ‘unsung heroes’ of the American education system.”
• “Almost half of all college students in the United States attend community college.”
• Minor cites Dr. Jill Biden who claims that “community colleges are at the center of America’s efforts to educate our way to a better economy.”
• “Others laud the Obama effort to shine a light on a sector of higher education that too often gets short shrift, but they argue that graduation rates and numbers are getting too much attention while the learning that goes on inside the classroom isn’t getting enough.”
• Minor quotes Pete Katopes, Interim President of New York’s LaGuardia Community College explaining how Obama’s emphasis on community colleges is
not a swipe against four-year institutions but an honest recognition of the ability of community colleges to train “technicians, managers, nurses, and other skilled professionals that the country needs.”

**SHAME:** The 2011 Shame Award went to Jan Brewer, governor of Arizona, who, according to the Douglas Dispatch on January 19, 2011, in Phoenix:

- “Wants to cut state funding for universities by 20 percent and aid to community colleges by about half to aid with a $1.1 billion deficits this coming fiscal year. As noted by John Arnold, Brewer’s budget director:
  - “There is going to be reform on how we provide higher education in this state.”
  - Community colleges now get more than $132 million. That will drop to $64 million.
  - Governor Brewer argues that “community colleges can look to local tax dollars and tuition increases to make up for the loss.”
  - There are no new tax dollars proposed or an extension of a temporary one-cent sales tax.
  - Arnold also claims that Governor Brewer “presumes the colleges will be able to keep overall spending the same with increases in cash from both sources-taxes and tuition.
  - Skyrocketing tuition at many Arizona Community Colleges limits accessibility
Half-Day Wednesday Workshops

Note: Each workshop has an enrollment limit of 50 unless otherwise shown. These workshops are designed for maximal interaction between leaders and registrants. In fairness to those who have paid an additional fee (separate from the convention registration fee) for the special experience these workshops offer, no one can be admitted for a workshop once its registration limit has been reached.

Morning: 9:00 a.m.–12:30 p.m.

MW.2 Assessing Transfer: Using Reflection to Evaluate Transfer at Critical Transitions
America’s Convention Center, Room 101, Level 1

Co-Chairs: Gwen Gorzelsky, Wayne State University, Detroit, MI
Dave MacKinder, Wayne State University, Detroit, MI

Speakers: Dana Driscoll, Oakland University, Rochester, MI
David Slomp, University of Lethbridge, Alberta, Canada
Kara Taczak, Florida State University, Tallahassee
Liane Robertson, William Paterson University, Wayne, NJ
Bob Broad, Illinois State University, Normal
Joe Paszek, Wayne State University, Detroit, MI
Thomas Trimble, Wayne State University, Detroit, MI
Jared Grogan, Wayne State University, Detroit, MI
Wendy Duprey, Wayne State University, Detroit, MI
Adrienne Jankens, Wayne State University, Detroit, MI
Julie Mix-Thibault, Wayne State University, Detroit, MI
Heidi Kenaga, Wayne State University, Detroit, MI

MW.3 Gateways to the Past: Conducting Archival Research
America’s Convention Center, Room 102, Level 1

Co-Chairs: Michelle Niestepski, Lasell College, Newton, MA
Katherine Tirabassi, Keene State College, NH

Speakers: Michael DePalma, Baylor University, Waco, TX
Jessica Enoch, The University of Pittsburgh, PA
David Gold, University of Tennessee, Knoxville
Wendy Hayden, Hunter College, City University of New York, NY
Jordynn Jack, University of North Carolina, Chapel Hill
O. Brian Kaufman, Quinebaug Valley Community College, Danielson, CT
Kelly Ritter, University of North Carolina, Greensboro
Robert Schwegler, University of Rhode Island, Kingston
Margaret Strain, University of Dayton, OH
Chris Warnick, College of Charleston, SC

MW.4 50 Ways to Leave the Five-Paragraph Essay: Challenging Traditional Rhetoric through the Creation of Digital Writing Assignments for First-Year Writing Students

America's Convention Center, Room 103, Level 1
Chair: Brian Lewis, Century College, White Bear Lake, MN
Speakers: Gordon Pueschner, Century College, White Bear Lake, MN
Brian Lewis, Century College, White Bear Lake, MN
Laurie Lykken, Century College, White Bear Lake, MN
Chris Weyandt, Century College, White Bear Lake, MN
Jacqueline Arnold, Minnesota State University-Mankato
Dana Bruhn, Century College, White Bear Lake, MN

MW.5 Making Translingual Pedagogies a Reality: Redesigning Syllabi, Assignments, Feedback, and Program Mission Statements

America's Convention Center, Room 104, Level 1
Co-Chairs: Angela Dadak, American University, Washington, DC
Maria Jerskey, LaGuardia CC/City University of New York, NY
Sarah Nakamaru, Borough of Manhattan Community College (City University), New York, NY
Speakers: Maria Jerskey, LaGuardia CC/City University of New York, NY
Sarah Nakamaru, Borough of Manhattan Community College (City University), New York, NY
Steve Simpson, New Mexico Tech, Socorro
Todd Ruecker, University of Texas at El Paso
Thomas Lavalle, Stockholm School of Economics, Sweden
Jonathan Hall, York College--SUNY, NY
Tanita Saenkhum, Arizona State University, Tempe
Xiaoye You, The Pennsylvania State University, University Park
Kacie Kaiser, Arizona State University, Tempe
MW.6 Yours, Mine, and Ours: Co-Constructing a Scholarship Ethic with Students and Faculty
America's Convention Center, Room 105, Level 1
Speakers: Irwin Weiser, Purdue University, West Lafayette, IN
Julia Austin, University of Alabama at Birmingham
Jennifer Greer, University of Alabama at Birmingham

MW.7 Casting Gateways: Practical and Theoretical Applications of Screen Recording for Composition
Renaissance Hotel, Majestic Ballroom A, Second Floor
Speakers: Spencer Schaffner, University of Illinois at Urbana-Champaign
Chidsey Dickson, Lynchburg College, VA
Erich Werner, University of North Carolina, Chapel Hill
Jason Loan, University of North Carolina, Chapel Hill
Sydney Stegall, University of North Carolina, Chapel Hill
Daniel Anderson, University of North Carolina, Chapel Hill
Phil Sandick, University of North Carolina, Chapel Hill

MW.8 Becoming “Engaged”: Service-Learning and Civic Engagement in Program and Course Design
America's Convention Center, Room 106, Level 1
Chair: Veronica House, University of Colorado, Boulder
Speakers: Veronica House, University of Colorado, Boulder, “Food and Civic Engagement: A First-Year Writing and Rhetoric Curriculum”
Petger Schaberg, University of Colorado, Boulder, “Video Partnerships: Digital Gateways to Civic Engagement in First-Year Writing”
Ginger Knowlton, University of Colorado, Boulder, “Poetics of Place: Eco-composition and Experiential Learning”
Sally Green, University of Colorado, Boulder, “Learning Teacher Ethos: Science and Engineering Students Open the Gate to At-Risk High Schools”
Christine Macdonald, University of Colorado, Boulder, “Grant Writing: Navigating Professional and Academic Genres”
Wednesday, 9:00 a.m.–12:30 p.m.

MW.9  Unsustainable: Owning Our Best, Short-Lived Efforts at Community Work

Renaissance Hotel, Landmark Ballroom, Salon 1, Lobby Level

Chair: Laurie Cella, Shippensburg University, PA
Speakers: Eli Goldblatt, Temple University, Philadelphia, PA
Paula Mathieu, Boston College, MA
Elenore Long, Arizona State University, Tempe
Paul Feigenbaum, Florida International University, Miami
Michael Donnelly, Ball State University, Muncie, IN
Jennifer Clifton, Arizona State University, Tempe
Karen Johnson, Shippensburg University, PA
All-Day Wednesday Workshops
9:00–5:00 p.m.

W.1 Writing Teachers Writing: Deepening Our Passion for Our Own Writing

America's Convention Center, Room 100, Level 1

Chair: Libby Falk Jones, Berea College, KY

Speakers: Sandee McGlaun, Roanoke College, Salem, VA, “Where I Write”
Rebecca Blevins Faery, Massachusetts Institute of Technology, Cambridge, “Family History”
Irene Papoulis, Trinity College, Hartford, CT, “Writing about an Emotion”
Mike Heller, Roanoke College, Salem, VA, “The Zebra Finch’s Song for Life”
Jenny Spinner, St. Joseph’s University, Philadelphia, PA, “Snapshots”
Doug Hesse, University of Denver, CO, “Rant”
Libby Falk Jones, Berea College, KY
Lynn Z. Bloom, University of Connecticut, Storrs, “Taken for Granted”


America's Convention Center, Room 232, Level 2

Chair: Doreen Starke-Meyerring, McGill University, Montreal, Quebec, Canada

Speakers: Christine Alfano, Stanford University, CA, “The Cross-Cultural Rhetoric Project”
Alyssa O’Brien, Stanford University, CA, “The Cross-Cultural Rhetoric Project”
Suzanne Blum Malley, Columbia College, Chicago, IL, “The Sharing Cultures Project”
TyAnna Herrington, Georgia Tech, Atlanta, “The Global Classroom Project”
Bruce Maylath, North Dakota State University, Fargo, “The Transatlantic Project”
Lisa McNair, Virginia Tech, Blacksburg, “Across Cultures, Across Disciplines”
Marie Paretti, Virginia Tech, Blacksburg, “Across Cultures, Across Disciplines”
David Alan Sapp, Fairfield University, CT, “Global Partnerships for Social Justice”
Wednesday, 9:00 a.m.–5:00 p.m.

Jennifer Craig, Massachusetts Institute of Technology, Cambridge, “A WAC Partnership as a Part of the Singapore-MIT Alliance”
Mya Poe, The Pennsylvania State University, University Park, “A WAC-EFL Collaboration between MIT and Two Mexican Universities”
Paul Anderson, Miami University, Oxford, OH, “Peer Review across Cultures”
Linda Bradley, Chalmers University, Gothenberg, Sweden, “Peer Review Across Cultures”

Respondents: Cynthia Selfe, The Ohio State University, Columbus
Jeff Grabill, Michigan State University, East Lansing
Paul Kei Matsuda, Arizona State University, Tempe
Jay Jordan, University of Utah, Salt Lake City
Min-Zhan Lu, University of Louisville, KY
David Martins, Rochester Institute of Technology, NY
Chris Thaiss, University of California, Davis

W.3 Assessing Multimodal Assignments
American Convention Center, Room 241, Level 2

Chair: Lee Odell, Rensselaer Polytechnic Institute, Troy, NY
Speakers: Susan Katz, North Carolina State University, Raleigh
Matt Barton, St. Cloud State University, MN
Dirk Remley, Kent State University, OH
Matt Paproth, Georgia Gwinnett College, Lawrenceville
Jason Swarts, North Carolina State University, Raleigh

W.4 Teaching, Research, and Service at the Two-Year College
Renaissance Hotel, Landmark Ballroom, Salon 6, Lobby Level

Chair: Holly Hassel, University of Wisconsin-Marathon County, Wausau
Speakers: Joanne Giordano, University of Wisconsin-Marathon County, Wausau
Gregory Shafer, Mott Community College, Flint, MI
Patrick Sullivan, Manchester Community College, CT
Howard Tinberg, Bristol Community College, Fall River, MA
Jeff Klausman, Whatcom Community College, Bellingham, WA
Jean-Paul Nadeau, Bristol Community College, Fall River, MA
Leslie Roberts, Oakland Community College, Bloomfield, MI
Holly Hassel, University of Wisconsin-Marathon County, Wausau
David Lydic, Austin Community College, TX
W.5  Gateways, Thresholds, and Portals: Dialogues about International Higher Education Writing Research

Renaissance Hotel, Landmark Ballroom, Salon 2, Lobby Level

Chairs: Cinthia Gannett, Fairfield University, CT
        Christiane Donahue, Dartmouth/Théodile, Hanover, NH
        Yuehai (Mike) Xiao, New York University, New York

        Neval Avcı, Northeastern University, Boston, MA, “Nationalism 101: Writing Instruction in the Turkish Higher Educational System”
        Melanie Brinkschulte, University of Goettingen International Writing Center, Goettingen, Germany, “Looking Inside and Outside: Bicultural Academic Writing Partnerships”
        Yasemin Bayyurt, Bogazici University, Istanbul, Turkey, “Metadiscoursal Features in Learner Corpora”
        Isabelle Delcambre, Université de Lille-Nord de France, Lille, France, “University Literacies: A Research Field for Describing Students and Faculty Perceptions about Writing”
        Heather Graves, University of Alberta, Edmonton, Canada, “‘Inorganic Chemists won’t remember the Physics!’: Claims, Evidence, and Argument in Nanotechnology and Its Contributing Disciplines”
        Kathy Harrington, London Metropolitan University, England, “Investigating the Value of Collaborative Peer Writing Tutorials: Learning from Experiences in the UK”
        Rich Rice, Texas Tech University, Lubbock, “Research Reading, Writing, and Teaching in India Using ‘Glocalized’ New Media Approaches”
        Noreen Lape, Dickinson College, Carlisle, PA, “Going Global: The Development of a Multilingual Writing Center”
        Anne McCabe, St. Louis University, Madrid, Spain, “European ‘Can Do’ Statements: Reflection and Self-Assessment in the First-Year Writing Classroom”
        Brian Paltridge, University of Sydney, Australia, “Researching Doctoral Writing in the Visual and Performing Arts: What Textography Affords”
        Boba Samuels, Wilfrid Laurier University, Waterloo, Ontario, Canada, “Writing and Reading Texts in a Canadian Anthropology Department: Students’ Tentative Movement between the Boundaries”

Visit www.ncte.org/cccc/conv for additional speaker names

Wednesday, 9:00 a.m.–5:00 p.m.

W.6  **Gateways, Gates, and Gatekeeping: Mentoring and Diversity as a Feminist Future**

America’s Convention Center, Room 222, Level 2  

**Chairs:** Patti Hanlon-Baker, Stanford University, Palo Alto, CA  
Tammie Kennedy, University of Nebraska at Omaha  
Lindsay Russell, University of Washington, Seattle  
Jason Barrett-Fox, University of Kansas, Lawrence  

**Speakers:** Roxanne Mountford, University of Kentucky, Lexington, “Feminist Models for Mentoring Relationships”  
Julie Jung, Illinois State University, Normal, “Feminist Rhetorics and Open Systems Theory: Rethinking Agentic Capacity”  
Jennifer Seibel Trainor, San Francisco State University, CA, “Race and Whiteness in the Academy”  
Karen Kopelson, University of Louisville, KY, “Feminisms and Queer Theory”  
Beverly Moss, The Ohio State University, Columbus, “African American Women Scholars”

W.7  **Gathered at the Gate: Basic Writing in Evidence**

America’s Convention Center, Room 223, Level 2  

**Chairs:** J. Elizabeth Clark, LaGuardia Community College, Long Island City, NY  
Hannah Ashley, West Chester University, PA  

**Speakers:** Bruce Horner, University of Louisville, KY, “Relocating Basic Writing”  
Susan Naomi Bernstein, Independent Scholar, Forest Hills, NY, “Gathered at the Gate”  
Peter Adams, Community College of Baltimore County, Baltimore, MD  
William B. Lalicker, West Chester University, PA  
Heidi Johnsen, LaGuardia Community College, CUNY, Long Island City, NY  
Michelle Zollars, Patrick Henry Community College, Martinsville, VA  
Gregory Glau, Northern Arizona University, Flagstaff  
Sarah Kirk, University of Alaska Anchorage
W.8  Co-Imagining Cultural Rhetorics: Practice, Performance and Pedagogy

Americas Convention Center, Room 224, Level 2

Chairs: Donnie Johnson Sackey, Michigan State University, East Lansing
       Jennifer Sano-Franchini, Michigan State University, East Lansing
       Andrea Riley Mukavetz, Michigan State University, East Lansing
       Madhu Narayan, Michigan State University, East Lansing
       Matthew W. Novak, Michigan State University, East Lansing
       Doug Schraufnagle, Michigan State University, East Lansing
       Martine Courant Rife, Lansing Community College, MI
       Timothy Dougherty, Syracuse University, NY
       Casie Cobos, Texas A&M University, College Station
       Angela Haas, Illinois State University, Normal, Illinois
       Daisy Levy, Michigan State University, East Lansing
       Malea Powell, Michigan State University, East Lansing

W.9  Play/Write 4.0: Alternate Reality Games and Composition

Americas Convention Center, Room 220, Level 2

Chairs: Douglas Eyman, George Mason University, Fairfax, VA
       Jill Morris, Frostburg State University, MD
       Sheryl Ruszkiewicz, Baker College of Allen Park, MI
       Wendi Sierra, North Carolina State University, Raleigh

W.10 Opening Prison Gates: Creating, Sustaining, Researching, and Extending Literacy Programs behind Bars

Renaissance Hotel, Landmark Ballroom, Salon 7, Lobby Level

Chairs: Laura Rogers, Albany College of Pharmacy and Health Sciences, NY
       Phyllis Hastings, Saginaw Valley State University, MI

Speakers: William (Buzz) Alexander, University of Michigan, Ann Arbor,
          “Prisons Are Limits, Blocks, Barriers; Workshops are Openings, Doors, Dances”
          Stacy Bell McQuaide, Oxford College of Emory University, GA, “Corpses in My Yard: The Challenge and Necessity of Writing Instruction in Prison”
Wednesday, 9:00 a.m.–5:00 p.m.

Tobi Jacobi, Colorado State University, Fort Collins, “From the Pacific to the Atlantic and Everywhere In-Between: The Challenge of Publishing Prison Writing”

Wendy Hinshaw, Florida Atlantic University, Boynton Beach, “‘Read and Watch’: Building a Book Club with Incarcerated Juveniles”

Tom Kerr, Ithaca College, Syracuse, NY, “Prison Writing and Critical Literacy”

Patrick Berry, Syracuse University, NY, “Ethnography of the Prison”

Scott Whiddon, Transylvania University, Lexington, KY, “Prisons and Pedagogies: Reflections on Designing a Short-term Course on Prison Rhetoric”

Cory Holding, University of Illinois at Urbana-Champaign, “Rhetoric and Performance in Prison”

Kimberly Drake, Scripps College, Claremont, CA, “Developing College-Prison Connections”

Barbara Roswell, Goucher College, Baltimore, MD, “Go Where the Way Is Open: Creating Sustainable Institutional Partnerships”

Rebecca Ginsburg, University of Illinois at Urbana-Champaign, “Creating and Sustaining a Prison Education Program”

Laura Rogers, Albany College of Pharmacy and Health Sciences, NY, “Prison Writing: Research Issues and Challenges”

W.11 Convergence in the Classroom: Exploring New Media in Composition

Renaissance Hotel, Majestic Ballroom, Salon B, Second Floor

*Chairs:* Christina Jones, University of Massachusetts, Amherst
Travis Grandy, University of Massachusetts, Amherst
Hari Stephen Kumar, University of Massachusetts, Amherst
John Gallagher, University of Massachusetts, Amherst

*Speakers:* Anne Bello, University of Massachusetts, Amherst
Sarah Dwyer, Ivy Tech Community College, Elkhart, IN
Neelofer Qadir, University of Massachusetts, Amherst

W.12 Cutting/Moving/Singing/Drawing through the Hype: Writing Actions and Activities in Multimodal Composing

Renaissance Hotel, Majestic Ballroom, Salon C, Second Floor

*Chair:* Dawn Shepherd, Boise State University, ID

*Speakers:* Kevin Brock, North Carolina State University, Raleigh
Matt Davis, Florida State University, Tallahassee
David Gruber, North Carolina State University, Raleigh
Kati Fargo Ahern, North Carolina State University, Raleigh
Robin Oswald, University of North Carolina at Pembroke
W.13  **Space, Portal, Passage: Invention and the Near Invisible**  
Renaissance Hotel, Hawthorn Room, 21st Floor  

*Speakers:* Julie Lindquist, Michigan State University, East Lansing  
Bump Halbritter, Michigan State University, East Lansing  
Sarah Arroyo, California State University, Long Beach  
Jason Wirtz, Hunter College, New York, NY  
Steve Lessner, Michigan State University, East Lansing  
Nancy DeJoy, Michigan State University, East Lansing

W.14  **Veterans in Writing-Intensive Courses: Higher Education as a Gateway or Gatekeeper? A Workshop for Composition Teachers, Scholars, and WPAs**  
America's Convention Center, Room 225, Level 2  

*Chairs:* Lisa Langstraat, Colorado State University, Fort Collins  
Carla Maroudas, Mt. San Jacinto Community College, San Diego, CA  

*Speakers:* Sue Doe, Colorado State University, Fort Collins, “Demographics and Pragmatics: Who are Student-Veterans, and Why Are So Many Enrolling in Colleges and Universities Now”  
D. Alexis Hart, Virginia Military Institute, Lexington, “What Do Faculty and Administrators Need to Know about the Post-911 GI Bill, the VA, and Mid-semester Deployments?”  
Lydia Wilkes, Indiana University, Bloomington, “Warrior Ethos, Warrior Ethics: What Can Military Culture Teach Us about Veterans in the Writing Classroom?”  
Sandra Jang, United States Military Academy Preparatory School, West Point, NY, “Multimodal Composition and the Traditional Essay: What We Can Learn from Veterans”  
Catherine St Pierre, The Ohio State University, Columbus, “The Veterans Learning Community and Vets 4 Vets: Gateways to Community and Success in the University”  
Tara Wood, University of Oklahoma, Norman, “Signature Wounds: Marking, Mainstreaming, and Medicalizing Post 9/11 Veterans”  
Tifarah Hadassah O’Neill, Colorado State University, Fort Collins, “Bridging the Civilian/Student-Veteran Divide”  
Erin Hadlock, Colorado State University, Fort Collins, “From Rucksack to Backpack: The Rhetorical and Genre Knowledge that Veterans Bring to Writing Classes”  
Katt Blackwell-Starnes, Texas Woman’s University, Lewisville, “Veterans in Writing-Intensive Courses”  
Karen Springsteen, SUNY Potsdam, NY, “Veterans’ Community Writing Groups”
Wednesday, 9:00 a.m.–5:00 p.m.

Kathryn Broyles, American Public University System, Bartlett, TN, “Online Learning at Home and on the Front Line: Digital Classrooms for Deployed and Returning Military and Their Families”

Bob Hazard, College of DuPage, Glen Ellyn, IL, “From Combat to Classroom: Assisting Veterans in Transition”

**W.15 Writing Transitions and Rhetorical Partnerships Across Elementary, Secondary, and Post-Secondary Levels**

America’s Convention Center, Room 226, Level 2

**Co-Chairs:** Pamela Childers, Lesley University, Cambridge, MA
Maja Wilson, University of Maine, Orono

**Speakers:** Maja Wilson, University of Maine, Orono
Pamela Childers, Lesley University, Cambridge, MA
Nancy Patterson, Grand Valley State University, Grand Rapids, MI
Leigh Ryan, University of Maryland, College Park,
Amber Jensen, Edison High School, Alexandria, VA
Alice Myatt, University of Mississippi, University
Cynthia Miecznikowski, University of North Carolina-Pembroke
Melody Wise, Glenville State College, WV
Carrie Wastal, University of California-San Diego
James Uhlenkamp, Graceland University, Lamoni, LA
Half-Day Wednesday Workshops
Afternoon 1:30–5:00 p.m.

AW.1 Climbing over the Gate, Digging under the Gate, Busting through the Gate: How to Address Plagiarism as an Educational Opportunity
America’s Convention Center, Room 104, Level 1
Speakers: Gerald Nelms, The Ohio State University, Columbus
Scott Leonard, Youngstown State University, OH
Carole Clark Papper, Hofstra University, Hempstead, NY

AW.2 Understanding Students’ Use of Sources through Collaborative Research: The Citation Project and Beyond
America’s Convention Center, Room 101, Level 1
Chair: Sandra Jamieson, Drew University, Madison, NJ
Speakers: Elizabeth Kleinfeld, Metropolitan State College of Denver, CO
Rebecca Moore Howard, Syracuse University, NY
Kelly Kinney, Binghamton University, State University of New York
T J Geiger II, Syracuse University, NY
Kristi Murray Costello, Binghamton University, State University of New York
Tricia Serviss, Auburn University, AL
Maya Sanyal, Drew University, Madison, NJ
Sara Biggs Chaney, Dartmouth College, Hanover, NH
Santosh Khadka, Syracuse University, NY
Nicole B. Wallack, Columbia University, New York, NY
Missy Watson, Syracuse University, NY
Kate Navickas, Syracuse University, NY

AW.3 Transitioning to Informed Classroom Practices for all Students: Engaging the Politics and Pedagogy of Language Varieties in Writing Instruction
America’s Convention Center, Room 102, Level 1
Chair: Elaine Richardson, The Ohio State University, Columbus
Speakers: Isabel Baca, University of Texas El Paso
Bonnie Williams, Michigan State University, East Lansing
Rashidah Muhammad, Governors State University, University Park, IL
Kim Brian Lovejoy, Indiana University-Purdue University Indianapolis
Wednesday, 1:30 p.m.–5:00 p.m.

Denise Troutman, Michigan State University, East Lansing
Terry Carter, Southern Polytechnic University, Marietta, GA
Qwo-Li Driskill, Texas A&M University, College Station

**AW.4 Embracing the Richness of Multilingualism through WAC/WID: Re-envisioning Institutional Leadership, Advocacy, and Faculty Support**

America’s Convention Center, Room 103, Level 1

*Co-Chairs*: Angela Dadak, American University, Washington, DC
Kathryn Nielsen-Dube, Merrimack College, NH
Gigi Taylor, University of North Carolina, Chapel Hill

*Speakers*: Jonathan Hall, York College-City University of New York, NY
Michelle Cox, Bridgewater State College, MA
Gigi Taylor, University of North Carolina, Chapel Hill
Shanti Bruce, Nova Southeastern University, Ft. Lauderdale, FL
Kathryn Nielsen-Dube, Merrimack College, NH
Terry Zawacki, George Mason University, Falls Church, VA
Gail Shuck, Boise State University, ID

**AW.5 Recorded Spoken Feedback: A Compelling Alternative to Written Response**

America’s Convention Center, Room 106, Level 1

*Chair*: Cary Moskovitz, Duke University, Durham, NC

*Speakers*: Scott Warnock, Drexel University, Riverton, NJ
Jeff Sommers, West Chester University, PA
Brittany Stephenson, Salt Lake Community College, UT
John Drake, Madison Area Technical College, WI
Susan Sipple, University of Cincinnati, OH

**AW.6 Multimedia Building Blocks: Design Plans and Storyboards**

America’s Convention Center, Room 105, Level 1

*Speakers*: E. Ashley Hall, University of North Carolina, Chapel Hill
Jennifer Ware, North Carolina State University, Raleigh
Kathie Gossett, Iowa State University, Ames

**AW.7 Obtaining External Grant Funding for Your Research**

Renaissance Hotel, Majestic Ballroom, Salon A, Second Floor

*Co-Chairs*: Joanna Wolfe, University of Louisville, KY
Paul Rogers, George Mason University, Fairfax, VA
Carol Rutz, Carleton College, Northfield, MN
Neal Lerner, Northeastern University, Boston, MA
Paul Anderson, Miami University, Oxford, OH
AW.8 Effective Practices for Online Writing Instruction: A Workshop in OWI Practice, Instructor Training, Program Evaluation, and Assisting Special Needs Populations
Renaissance Hotel, Majestic Ballroom, Salon F, Second Floor
Chair: Beth Hewett, University of Maryland University College, Adelphi
Speakers: Beth Hewett, University of Maryland University College, Adelphi, “The Phenomenon of OWI”
Webster Newbold, Ball State University, Muncie, IN, “On-Going Evaluation”
Sushil Oswal, University of Washington, Tacoma, “Planning for Meaningful Choices for All”

AW.9 Diversity and Writing Assessment: Gateways to Assessing and Reporting Student Performance
Renaissance Hotel, Landmark Ballroom, Salon 1, Lobby Level
Speakers: Asao B. Inoue, California State University, Fresno
Mya Poe, The Pennsylvania State University, University Park
Elliot Norbert, New Jersey Institute of Technology, Newark
Carmen Kynard, St. John’s University, Queens, NY
William Condon, Washington State University, Pullman
Susan Miller-Cochran, North Carolina State University, Raleigh
Frankie Condon, University of Nebraska, Lincoln

AW.10 Writing Democracy 2012: Envisioning a Federal Writers’ Project for the 21st Century
Renaissance Hotel, Majestic Ballroom, Salon G, Second Floor
Chairs: Deborah Mutnick, Long Island University, Brooklyn, NY
Shannon Carter, Texas A&M-Commerce
Speakers: Jerrold Hirsch, Truman State University, Kirksville, MO, “Historical Context of the Federal Writers’ Project”
Stephen Parks, Syracuse University, NY, “Resisting Democracy: Grassroots Activism Meets University/Community Partnerships”
Laurie Grobman, Penn State Berks, Reading, “Community-Based Undergraduate Research and the Writing of Local Histories”
Brian Hendrickson, University of New Mexico, Albuquerque, “As Taproot, As Heart: Writing Across Communities and the Democratizing Function of the Community Writing Center”
Catherine Hobbs, University of Oklahoma, Norman, “History in the Red: Radical History and the FWP”
Respondents: Jeffrey Grabill, Michigan State University, East Lansing
Kathleen Blake Yancey, Florida State University, Tallahassee
**AW.11** Writing Studies Curriculum: A Gateway to Writing Transfer  
Renaissance Hotel, Majestic Ballroom, Salon H, Second Floor  

*Chair:* Barb Bird, Taylor University, Upland, IN  
*Speakers:*  
Elizabeth Wardle, University of Central Florida, Orlando, “History and Philosophy of WAW”  
Rebecca Babcock, University of Texas, Permian Basin, Odessa, “Writing about Writing Online”  
Laurie McMillan, Marywood University, Scranton, PA, “Increasing Student Engagement and Agency through Publication”  
Marianna Hendricks, University of Texas at El Paso, “Attending to Multilingualism within WAW”  
Zach Warzecka, University of Texas at El Paso, Attending to Multilingualism within WAW”  
Mackenzie Frazier, University of Texas at El Paso, Attending to Multilingualism within WAW”  
Brennon Thomas, Saint Francis University, Loretto, PA, “Problem-Based Learning Projects for Linked First-Year Composition Courses”  
Cornelia Paraskevas, Western Oregon University, Monmouth, “Exploring the Language of College Writing: Multiple Options, Minimal Constraints”  
Jennifer Well, Florida State University, Tallahassee, “Transfer from a High School WAW Course to College Writing”  
Heather Camp, Minnesota State University-Mankato, “WAW a la Beaufort: A ‘Writing Expertise’ Curriculum Stretch Course”  
M. Elizabeth Sargent, University of Alberta, Edmonton, Canada, “Assessing WAW: Classroom Research and Program Assessment”

**AW.12** Pedagogical Transitions with Latino/a Students in the Midwest: A Workshop Sponsored by the NCTE/CCCC Latino/a Caucus  
America’s Convention Center, Room 221, Level 2  

*Chairs:* Damián Baca, University of Arizona, Tucson  
Cristina Kirklighter, Texas A&M Corpus Christi  
*Speakers:* Isabel Baca, University of Texas at El Paso  
Juan Gallegos, University of Arizona, Tucson  
Romeo Garcia, Texas A&M University Corpus Christi  
Alexandra Hidalgo, Purdue University, Lafayette, IN  
Kendall Leon, Purdue University, Lafayette, IN  
Aja Martinez, University of Arizona, Tucson  
Octavio Pimentel, Texas State University-San Marcos
AW.13 We Are Not Gatekeepers: Complicating Our Relationships To Student Texts
Renaissance Hotel, Landmark Ballroom, Salon 3, Lobby Level

Speakers: Tara Roeder, St. John’s University, Queens, NY
Roseanne Gatto, St. John’s University, Queens, NY
Thomas Newkirk, University of New Hampshire, Durham
Tom Philipose, St. John’s University, Queens, NY
Lizbeth Bryant, Purdue Calumet, Crown Point, IN
Nancy Mack, Wright State University, Urbana, OH
Daniel Collins, Manhattan College, Bronx, NY
Adam Koehler, Manhattan College, Bronx, NY
David Seitz, Wright State University, Dayton, OH

AW.14 Contemplative Teaching and Learning in the Composition and Communication Classrooms
Renaissance Hotel, Landmark Ballroom, Salon 5, Lobby Level

Chair: Keith Kroll, Kalamazoo Valley Community College, MI

Speakers: Barry Kroll, Lehigh University, Bethlehem, PA, “Mindful Movement and Patterns of Argument”
Christy Wenger, Shepherd University, Shepherdstown, WV, “Eastern Understandings of Embodiment and Mindfulness as Articulated by Iyengar Yoga”
Dan Huston, NHTI, Concord’s Community College, NH, “‘Waking up to Ourselves’: The Use of Mindfulness Meditation and Emotional Intelligence in the Teaching of Communications”
Thursday, March 22

REGISTRATION, 8:00 a.m.–6:00 p.m.
Americaís Convention Center, Exhibit Hall 1, Level 1

EXHIBITS, 10:00 a.m.–6:00 p.m.
Americaís Convention Center, Exhibit Hall 1, Level 1

Newcomersí Coffee Hour, 7:30 a.m.–8:15 a.m.
Renaissance Hotel, Crystal Ballroom, 20th Floor, Grand Tower

Resolutions Committee, 5:30–6:30 p.m. (Open)
6:30–7:30 p.m. (Closed)
Renaissance Hotel, Lafayette Room, Mezzanine Level
Chair: Doug Eyman
Opening General Session

Renaissance Hotel, Majestic Ballroom, Salon D/E, Second Floor
8:30 a.m.–10:00 a.m.

Presiding: Chris Anson, Program Chair/CCCC Associate Chair, North Carolina State University, Raleigh

Greetings: Local Arrangements Chair
Keith Gilyard, NCTE President, Pennsylvania State University, University Park
Carolyn Calhoon-Dillahunt, Yakima Valley Community College, WA

Scholars for the Dreamó 2012 Recipients

Steven Alvarez, The Graduate Center, City University of New York, NY: N.05
Erica Britt, University of Michigan-Flint: K.02
Karen Ching Carter, Arizona State University, Tempe: H.21
Christina Victoria Cedillo, Northeastern State University-Broken Arrow, OK: L.11
Marino Ivo Lopes Fernandes, University of New Hampshire, Durham: L.24
Juan M. Gallegos, University of Arizona, Tucson: K.15
Eileen Lagman, University of Illinois at Urbana-Champaign: M.03
Helen Lee, University of North Carolina at Chapel Hill: D.14
Jimisha I. Relerford, Georgia State University, Atlanta: K.22
LaToya L. Sawyer, Syracuse University, NY: B.11

Previous Scholars for the Dream Award Winners

2011
Sonia C. Arellano, Lamiyah Bahrainwala, Michael Sterling Burns, Lehua Ledbetter, Kelly McLain, Caroline Prieto, Cheyenne Riggs, Elias Serna, Reva E. Sias

2010
Tamika Barrett, Eileen Ain Shams Eddy, 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
Thursday, 8:30–10:00 a.m.

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

For a listing of winners prior to 2007, please visit http://www.ncte.org/cccc/awards/scholarsforthedream

Scholars for the Dream Travel Award Committee
Chair: Eric D. Pritchard, The University of Texas at Austin
Tamika L. Carey, University of North Carolina at Pembroke
Dora Ramirez-Dhoore, Boise State University, ID
Cecilia Rodríguez Milanés, University of Central Florida, Orlando
Patricia Trujillo, Northern New Mexico College, Espanola

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.
Thursday, 8:30–10:00 a.m.

**Chairs’ Memorial Scholarship 2012 Recipients**
Jessica Barros, St. John’s University, New York, NY
Benjamin Miller, CUNY Graduate Center, New York, NY
Vanessa Rouillon, University of Illinois, Urbana-Champaign
Tanita Saenkhum, Arizona State University, Tempe

**Chairs’ Memorial Scholarship Award Committee**
*Chair:* Anne Frances Wysocki, University of Wisconsin-Milwaukee
Rasha Diab, The University of Texas at Austin
James L. Hill, Albany State University, GA
Shirley Wilson Logan, University of Maryland, College Park
Mike Matthews, Tarrant County College Northwest Campus, Fort Worth, TX

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**
2011  Erin R. Anderson, Beth Godbee, Rebecca Lorimer, Ryan Trauman
2010  Iris Deana Ruiz, Jota Samper, Kyle D. Stedman, Kara Taczak
2009  Tabetha Adkins, Michael 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

For a listing of winners prior to 2007, please visit http://www.ncte.org/cccc/awards/chairsscholarship

**Announcement of the 2011-2012 CCCC Research Initiative Recipients**
Thursday, 8:30–10:00 a.m.

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.

Mike Rose, winner of the 2011 CCCC Exemplar Award, will speak.

Exemplar Award Committee

Chair: Jay Dolmage, University of Waterloo, Ontario, Canada
Adam J. Banks, University of Kentucky, Lexington
Jaime Armin Mejía, Texas State University, San Marcos
Rashidah Muhammad, Governors State University, University Park, IL
Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

Previous Award Winners:

2010  W. Ross Winterowd
2009  Victor Villanueva
2008  Patricia Bizzell
2007  Peter Elbow

For a listing of winners prior to 2007, please visit http://www.ncte.org/cccc/awards/exemplar
Stories Take Place

Stories take place.
Stories make place.
Stories practice place into space.
Stories produce habitable spaces.
Stories are where we live.
Stories live.

This is a primer for the story I’ll tell.

We have no being beyond our stories. Our stories explain us, justify us, sustain us, humble us, and forgive us. And sometimes they injure and destroy us. Make no mistake, we are at risk in the presence of words. Perhaps the greatest stories are those which disturb us, which shake us from our complacency, which threaten our well-being. It is better to enter into the danger of such a story than to keep safely away in a space where the imagination lies dormant.

—N. Scott Momaday, The Man Made of Words

If, as Momaday claims, we are the stories we tell, then who are “we” in rhetoric & composition studies? More specifically, who are “we” at the CCCC? What stories do we tell of who we are, where we’ve been, where we’re going? How do new members of our discipline become “us” by learning those stories? How are “we” shaped/changed/made by these new stories? What structures of meaning do our storied practices produce? What stories do those structures refuse to hear? How can we learn to tell new stories?

How does the practice of our disciplinary stories acknowledge or avoid the places on which we practice our scholarship and teaching? What settings are in/visible in these stories? What relationships to place are maintained, subverted, resisted? How can these relationships be transformed? How can they practice place? How can they acknowledge and honor the place where our scholarship and teaching happens?
Among European scholars there is an alienated notion which maintains that theory is separate from story, and thus a different set of words are required to “prove” an idea than to “show” one. . . . Academicians waste a great deal of effort deleting character, plot, story from theoretical arguments. . . . There is story in every line of theory. The difference between us and European scholars is that we admit this and present theory through story. We differ in our presentation of theory, not in our capacity to theorize. It seems a waste of words to dispassionately delete character from plot line, tension, and conclusion. It takes a great deal of work to erase people from theoretical discussions. . . . Theory is useless outside human application.

—Lee Maracle, Oratory: Coming to Theory

What are the characters, plots, tensions and conclusions in our discipline? How do they create theories and structures for knowledge-making? What stories do our arguments tell? What stories do they depend upon, draw from, take for granted?

What characters, plots, tensions and conclusions do our current theories and structures silence, disallow, or ignore? What new stories could we tell if we listened hard and long to all the human voices in our discipline? What new theories live inside these stories?

The truth about stories is that that’s all we are. . . . Stories are wondrous things. And they are dangerous. . . . Once a story is told, it cannot be called back. Once told, it is loose in the world. So you have to be careful with the stories you tell. And you have to watch out for the stories you are told. . . . Take [this] story, for instance. It’s yours. Do with it what you will. Tell it to friends. Turn it into a television movie. Forget about it. But don’t say in the years to come that you would have lived your life differently if only you had heard this story. You’ve heard it now.

—Thomas King, The Truth About Stories

Sometimes people tell me that in order to hear the stories I’m telling, or to believe them at least, they’d have to discard the stories they already have, the ones that comfort them. The ones that give meaning to their scholarship and teaching. Usually they say this after they’ve already decided that their theory-stories are “right” and mine are “wrong,” or at least after they’ve decided that their stories are theories and the ones that folks like me are telling are, well, just stories—not theory or methodology or meaning making at all. Just noise. Or entertainment, spice that livens up a sometimes dull dish. I guess we’re supposed to be discouraged, keep quiet, stay in our place. But we just keep keep telling and theorizing and teaching and making. Because we already are in our place, here, on this continent where our discipline lives, where we all live. You’ve probably heard one of us talk about this place as central to all of our knowledge-making. And now, you’ll hear me tell that story again. Because stories take place.

Telling stories is one of the ways that we can begin the process of building community, whether inside or outside the classroom. . . . For years, I was hesitant to tell personal stories. I had been trained to believe that anyone who relied on a
personal story as evidence upholding or affirming an idea could never really be a scholar and/or an intellectual, according to dominator thinking via schools of higher learning. . . . I am grateful to have lived long enough to learn how much information we have been given and told was hard science or data was really a story. . . . Stories help us connect to a world beyond the self. In telling our stories we make connections with other stories. . . . A powerful way we connect with a diverse world is by listening to the different stories we are told. These stories are a way of knowing. Therefore, they contain both power and the art of possibility. We need more stories.

—bell hooks, Teaching Critical Thinking

Maybe all this talk of “story” feels too touchy-feely to you, yes? Maybe too uncritical, untheoretical. Too idealistic. Too indigenous. Too easy. Maybe that’s why those of us who admit to storied theorizing, who claim “story” as not just a central methodological tool but who would point to the way that all knowledge is organized and distributed, produced through story often feel as if we’ve been pushed to the sidelines of the discipline. Maybe not. But there sure are a lot of stories about all of us and all the teaching we do and all the students we work with and all the research we do and how hard we all worked to make a discipline and how some people do/don’t respect that, eh? A lot of stories. Maybe we should learn to listen to them critically, like we ask our students to do. Maybe we should learn to listen to ourselves with the same critical care.

I will tell you something about stories,
[he said]
They aren’t just entertainment.
Don’t be fooled.
They are all we have, you see,
all we have to fight off
illness and death.

You don’t have anything
if you don’t have the stories.
Their evil is mighty
but it can’t stand up to our stories.
So they try to destroy the stories
let the stories be confused or forgotten.
They would like that
They would be happy
Because we would be defenseless then.

He rubbed his belly.
I keep them here
[he said]

...
And the place where our collective, contradictory, confounding accumulation of stories lives, is waiting for us to practice our disciplinary future into a different kind of space.

Stories take place.
This is a story.

—and Leslie Marmon Silko, *Ceremony*
A Sessions: 10:30–11:45 a.m.

**Featured Session**

**Being Both Personal and Academic:**
**The Lessons of Objects**

Renaissance, Landmark Ballroom, Salon 4, Lobby Level

Objects are rich sources of inquiry; they invite us to observe closely, pose questions, and anchor ideas in the concrete. They capture moments in cultural and personal history and contain complex narratives that bridge the public with the private. To explore the world of objects, Doug Hesse, Nancy Sommers, and Kathleen Blake Yancey designed a project called Object Lessons, in which they devoted thirty days to writing about a different object each day. The objects under investigation reflect the ideals of the culture that created them and raise abundant questions about the processes by which private objects become public artifacts. Among the many questions asked are: What may be learned about the evocative power of objects from a sustained attention to them? How do objects reveal or conceal their origins? And what may we learn about the acts of composing from a sustained project over thirty days? In this multimedia presentation, the speakers will explore the lessons of objects, moving outward to interdisciplinary inquiries, and questioning traditional boundaries between personal and academic writing.

**Chair:** Linda Adler-Kassner, University of California, Santa Barbara

**Speakers:**

**Douglas Hesse**
University of Denver, “A Folder, a Trombone, and a License to Ditch Rhetoric”

**Nancy Sommers**
Harvard University, Cambridge, “The Call of Objects”

**Kathleen Blake Yancey**
Florida State University, Tallahassee, “Objects, the Vernacular, and Composing’s Invention”
Linguistic turn, social turn, ethical turn, meta-disciplinary turn: since the start of CCCC, the field has seen new agendas sweep in with each new generation of scholars. Which begs the question: What are the lines of descent or inheritance in this scholarly family? What intellectual elders have influenced the questions we ask and the projects we undertake, and how might we trace those lines of influence? What new patterns emerge as strands branch out and reconnect? In short, what is the genealogy of writing studies?

At this session, we will introduce an interactive, open-access platform that enables us to visualize the mentor-student relationships which helped shape our origins and which continue to shape our development. Created by students and faculty at the CUNY Graduate Center, the Writing Studies Tree displays academic “ancestors,” “descendants,” and “siblings.” For example, the tree can trace connections between PhD students and dissertation chairs or committees; between coauthors and research collaborators; even between instructors and writing program administrators, whose pedagogical influence can often be formative. Designed for growth, the tree allows for multiple “parents” and browser-based editing, so that it will become an even more valuable resource the more it is used. In addition to demonstrating the platform’s user interface, we will trace the branches and roots of several scholars in the field, and ask participants to begin mapping their own. After the
Thursday, 10:30–11:45 a.m.

session and throughout the conference, we will be available at a workstation to help CCCC members add their genealogies to the tree.

Ultimately, the Writing Studies Tree is a shared endeavor. Making its gateway appearance at the Cs, it will open the door to a truly collaborative way of documenting and preserving our history. We invite you to join us.

**Co-chairs:** Sondra Perl, CUNY Graduate Center/Lehman College, Bronx, NY
Benjamin Miller, CUNY Graduate Center/Lehman College, Bronx, NY

**Speakers:**
*Sondra Perl*
CUNY Graduate Center/Lehman College, Bronx, NY, “Creating the Writing Studies Tree: History and Background”

*Benjamin Miller*
CUNY Graduate Center/Lehman College, Bronx, NY, “Creating the Writing Studies Tree: History and Background”

*Erica Kaufman*
CUNY Graduate Center/Baruch College, NY, “Discovering Genealogies of Scholars in the Field”

*Dominique Zino*
CUNY Graduate Center, Queens College, Flushing, NY, “Discovering Genealogies of Scholars in the Field”

*Jill Belli*
CUNY Graduate Center/Baruch College, NY, “Tracing the New Media Strand”
Thursday, 10:30–11:45 a.m.

Amanda Licastro  
CUNY Graduate Center, Borough of Manhattan Community College, NY, “Tracing the New Media Strand”

Diana Epelbaum  
CUNY Graduate Center, NY, “Tending to the Roots of Compositionists in the Room”

Chris Leary  
CUNY Graduate Center/St. John’s University, Staten Island, NY, “Tending to the Roots of Compositionists in the Room”

Lisa Vaia  
CUNY Graduate Center/Queens College, Flushing, NY, “Creating and Curating: Next Steps”

Andrew Statum  
CUNY Graduate Center/Queens College, Flushing, NY, “Creating and Curating: Next Steps”
Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

A.01 Performing the Archive: Practice, Stories, and Materiality
Americas Convention Center, Room 100, Level 1

Chair: Malea Powell, Michigan State University, East Lansing
Speakers: Madhu Narayan, Michigan State University, East Lansing, “Storying the Archive: Narrative, History, and Identity”
Donnie Johnson Sackey, Michigan State University, East Lansing, “Carp Stories: Swimming through an Archive of Invasion”
Casie Cobos, Texas A&M University, College Station, “Into the Archival Nothings: (Re)Writing Chican@ Stories from Scratch”

Respondent: Malea Powell, Michigan State University, East Lansing

A.02 Constructing Student Identity: Honor Placement, Peer Review, and Student Affairs Practices
Americas Convention Center, Room 106, Level 1

Chair: Carol Bollin, Western Illinois University, Macomb
Speakers: CB Mckenzie, John Jay College of Criminal Justice, New York, NY, “First-Year Honors Composition: Data from the Other Margin of College First-Year Composition”
Martha Webber, University of Illinois at Urbana-Champaign, “Inventing the University Student: Bridging First-Year Composition and Student Affairs Practice”
Sonja Launspach, Idaho State University, Pocatello, “Socially Situated Meaning: Talk, Literacies, and the Acquisition of Academic Discourse”

Community, Civic and Public

A.03 The Public Work of Rhetoric: University-Community Collaborations as Gateways
Americas Convention Center, Room 105, Level 1

Chair: Ellen Cushman, Michigan State University, East Lansing
Speakers: David Coogan, Virginia Commonwealth University, Richmond, “How to Make a Middle Space”
Ellen Cushman, Michigan State University, East Lansing, “Writing (with) the Cherokee Nation: The Transformative Power of Sequoyan”
Steve Parks, Syracuse University, NY, “Transitioning to Actual Struggle: Beyond Rhetorical Agency”
Ben Kuebrich, Syracuse University, NY, “Police Cameras on Every Corner and Pencil-Whipped Residents Who Write Back”
Teaching Writing and Rhetoric

A.04 Video Projects in First-Year Writing: Three Gateway Pedagogies

America’s Convention Center, Room 224, Level 2

Chair: Timothy Briggs, Oakland University, Rochester, MI

Speakers:
- Timothy Briggs, Oakland University, Rochester, MI, “Remediating Processes, Remediating Products: Toward a Pedagogy of Video Composing”
- Shaun Moore, Oakland University, Rochester, MI, “Recreating Collaboration: Video Composing in an Online Environment”
- Christina Hall, Oakland University, Rochester, MI, “Proposals, Commercials, and Press Releases: Video Composing as a Gateway to Modes of Communication”

Language

A.05 Gateways for Monolingual Instructors: Tailored Instruction for Bilingual Spanish-English Speakers in First-Year Writing Courses and Writing Centers

America’s Convention Center, Room 103, Level 1

Chair: Katherine Schmidt, Western Oregon University, Monmouth

Speakers:
- Katherine Schmidt, Western Oregon University, Monmouth
- Heidi Coley, Western Oregon University, Monmouth
- Dennis Butler, Western Oregon University, Monmouth
- Maria Peralta Cortez, Western Oregon University, Monmouth

Institutional and Professional

A.06 Opening the Gates between Writing Program Administration and Faculty Development

America’s Convention Center, Room 223, Level 2

Chair: Michele Eodice, University of Oklahoma, Norman

Speakers:
- Gerald Nelms, The Ohio State University, Columbus, “How What We Know about Learning Could Change How We Teach Composition”
- Claire Lamonica, Illinois State University, Normal, “Everything I Ever Needed to Know about Faculty Development, I Learned as a WPA”
- Susan Hess, Hobart and William Smith Colleges, Geneva, NY, “As Close as You Can Get: Combining Support for Learning, Teaching, and Writing in one Center”
- Melody Bowdon, University of Central Florida, Orlando, “The Friday Morning Faculty Writing Club: Promoting WAC through Faculty Research and Writing”
Kimberly Emmons, Case Western Reserve University, Cleveland, OH, “By Another Name: Possibilities for ‘Covert’ Faculty Development in a Distributed Writing Program”

Isis Artze-Vega, Florida International University, Miami, “At the Crossroads of Writing Instruction and Teaching Assistant Development”

Research

A.07 Transnational Writing Research: Traveling Methodologies in an Age of Globalization

America's Convention Center, Room 102, Level 1

Chair: Kate Vieira, University of Illinois at Urbana-Champaign

Speakers:
- Rebecca Lorimer, University of Wisconsin, Madison, “Researching Writing across Cultural Communities”
- Kate Vieira, University of Illinois at Urbana-Champaign, “Tracing the Traveling Text”

Teaching Writing and Rhetoric

A.08 Undergraduate Research as Teaching for Social Justice

America's Convention Center, Room 101, Level 1

Chair: Lee Torda, Bridgewater State University, MA

Speakers:
- Lee Torda, Bridgewater State University, MA, “Undergraduate Research as Access”
- Joleen Hanson, University of Wisconsin-Stout, Menomonie, “Undergraduate Research in a Multilingual Writing Course”
- Michelle Cox, Bridgewater State University, MA, “Raising Awareness about Second Language Writers through Undergraduate Research and Service-Learning”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

A.09 Frontiers for Reading Pedagogy: First-Year Composition, Research Writing Courses, and Writing in the Disciplines

America's Convention Center, Room 225, Level 2

Chair: Alice Horning, Oakland University, Rochester, MI

Speakers:
- Debra Huffman, Indiana University-Purdue University, Fort Wayne, “Teaching Reading in the Introductory Composition Classroom”
- Cynthia Haller, York College, City University of New York, NY, “Teaching Reading in the Research Writing Classroom”
- Alice Horning, Oakland University, Rochester, MI, “A Good Kind of CRAC: Critical Reading across the Curriculum”
Community, Civic and Public

A.10 Rhetoric, Violence and Hope: The Exploration of Literacies on the Borderlands
America's Convention Center, Room 104, Level 1
Chair: Lauren Connolly, University of Texas at El Paso
Speakers:
Lauren Connolly, University of Texas at El Paso, “Writing on the Borderlands: What Does It Mean to Be Literate along The U.S.-Mexico Border?”
Minal Singh, University of Texas at El Paso, “A Rhetoric of Violent Passages: Construction of the Literate Subaltern”
Willivaldo Delgadillo, University of Texas at El Paso, “Daring to Tell Their Story: Women and Writing in Juárez”

Information Technologies

A.11 The Digital Mandate: Exploring the Frontier of Code
Renaissance Hotel, Majestic Ballroom, Salon A, Second Floor
Chair: Trisha Red Campbell, University of Pittsburgh, PA
Speakers:
Jamie Skye Bianco, University of Pittsburgh, PA, “Composing, Coding, Collaborating”
Trisha Red Campbell, University of Pittsburgh, PA, “Code as Poetry; Code as Rhetoric?”
Steve Klabnik, University of Pittsburgh, PA, “Composition becomes Digital”

Teaching Writing and Rhetoric

A.12 Currents of Traditionalism
America's Convention Center, Room 226, Level 2
Chair: William Thelin, The University of Akron, OH
Speakers:
Kyle Harley, The University of Akron, OH, “Historical Traditions: The Dominating Ideology of Current Traditionalism in the Classroom”
Sharon Henry, Clemson University, SC, “Objective Objections: Theoretical Tensions with Current Traditionalism”
Wayne McDonald, The University of Akron, OH, “Pedagogical Simplicity: The Relationship between Current Traditionalism and Adjunct Exploitation”
Respondent: William Thelin, The University of Akron, OH

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

A.13 Continual Gateways: Undergraduate Research as Category Mixing
America's Convention Center, Room 227, Level 2
Chair: Dan Anderson, University of North Carolina, Chapel Hill
Thursday, 10:30–11:45 a.m.

Speakers: Dan Anderson, University of North Carolina, Chapel Hill
Ashley Hall, University of North Carolina, Chapel Hill
Sydney Stegall, University of North Carolina, Chapel Hill
Joe Albernaz, University of North Carolina, Chapel Hill
Scott Lloyd DeWitt, The Ohio State University, Columbus
Ben Whitley, University of North Carolina, Chapel Hill
Jill Dwiggins, University of Massachusetts, Amherst
Jason Loan, University of North Carolina, Chapel Hill

Academic Writing

A.14 Communicating in Digital Environments: Implications of the WPA Outcomes Statement

America’s Convention Center, Room 222, Level 2

Chair: Les Perelman, Massachusetts Institute of Technology, Cambridge

Speakers:
Barry Maid, Arizona State University, Mesa, “The WPA Outcomes Statement, Composition, and Technical Communication: Writing for Life”
Barbara D’Angelo, Arizona State University, Mesa, “The WPA Outcomes Statement, Information Literacy: Mediating Information”
Norbert Elliot, New Jersey Institute of Technology, Newark, “The WPA Outcomes Statement, Assessment, and Construct Validity: Evaluating Performance”

Respondent: Les Perelman, Massachusetts Institute of Technology, Cambridge

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

A.15 Composing Cultures and Copyright

Renaissance Hotel, Hawthorne Room, 21st Floor

Chair: Martine Courant Rife, Lansing Community College, MI

Speakers:
Danielle Nicole DeVoss, Michigan State University, East Lansing, “Copyright: Why Culture Matters”
Kim Gainer, Radford University, VA, “Best (Copyright) Practices in the Classroom: Guidelines for Educational Use of Media”
Jeff Galin, Florida Atlantic University, Boca Raton, “Fair Use or Fared Use: The Culture of Interlibrary Loan Hangs in the Balance”
Martine Courant Rife, Lansing Community College, MI, “Taking Your Research Live: The DMCA Exemptions for Writing Teachers”
Traci Zimmerman, James Madison University, Harrisonburg, VA, “(Re)Creating the Commons: The Gateway to an Information Ecology”
History

A.16 The Use of Archival Research

America's Convention Center, Room 228, Level 2

Chair: Lisa Tucker, Raritan Valley Community College, Branchburg, NJ
Speakers: Elizabeth Powers, Florida State University, Tallahassee, “Early 20th Century Postcards of U.S. National Parks: Commercial and Vernacular Gateways to a Changed Environmental Imagination”
James Knippling, University of Cincinnati, OH, “The National Park Service and the Rhetoric of Aesthetic Heritage”

Teaching Writing and Rhetoric

A.17 Jewish Rhetoric and Jewish Teaching

America's Convention Center, Room 229, Level 2

Chair: Michael Bernard-Donals, University of Wisconsin-Madison
Speakers: Joy Arbor, Kettering University, Flint, MI “’O Israel’: Listening in Judaism and What It Has to Teach Us”
Rachel Carrales, University of Wisconsin-Madison, “Jewish Memory and/as Rhetorical Memory”
Michael Bernard-Donals, University of Wisconsin-Madison, “Teaching and the Sacred”

Theory

A.18 Composition as Ethical Negotiation of Constraints

America's Convention Center, Room 230, Level 2

Chair: Dana Anderson, Indiana University, Bloomington
Speakers: Ira Allen, Indiana University, Bloomington, “The Negotiation of Fantastical Selves”
Corey Sparks, Indiana University, Bloomington, “Composition, Chaucer, and the Medieval Prison”
Lydia Wilkes, Indiana University, Bloomington, “Negotiating Ethical Constraints: Iraq War Memoir and Veterans in the Classroom”
Diane Davis, University of Texas, Austin, “The Future of Composition”

Information Technologies

A.19 Teaching Unplugged

America's Convention Center, Room 231, Level 2

Chair: Chad Engbers, Calvin College, Grand Rapids, MI
Speakers: Chad Engbers, Calvin College, Grand Rapids, MI, “Audience Enough: How Technology Affect Writers’ Sense of Readers”
Greg Graham, University of Arkansas at Little Rock, “A Pedagogy of Fluency in a Densely Woven World”
Rebecca Gerdes, Indiana University, South Bend, “In Defense of Paper: Commenting on Student Papers Sans Technology”
Writing Programs

A.20 Finding Productive Writing Pedagogies in WAC and Writing Programs

America's Convention Center, Room 232, Level 2

Chair: Allison Kellar Lenhardt, Georgia University, Atlanta

Speakers: Dirk Remley, Kent State University, OH, “Surveying the Disciplines as Gateway to Writing Program Assessment: Results from One Program’s Survey”
Mary McMullen-Light, MCC-Longview Community College, Lee’s Summit, MO, “Gateway to WAC Groundswell: Embracing Participatory Culture”
Irvin Peckham, Louisiana State University, Baton Rouge, LA, “The Dialectic of Teaching and Testing: Getting Assessment and Pedagogy to Speak to Each Other”

Professional and Technical Writing

A.21 Gateways to Audiences in Evolving/Complex Workplace Contexts

America's Convention Center, Room 240, Level 2

Chair: Rachel Spilka, University of Wisconsin-Milwaukee

Speakers: Rachel Spilka, University of Wisconsin-Milwaukee, “Complicating Audience Models”
Tammy Rice-Bailey, University of Wisconsin-Milwaukee, “Instructional Designers Constructing, Interpreting, and Communicating with Remote, Networked Audiences”

Teaching Writing and Rhetoric

A.22 Who Needs Rhetoric Anyway?

America’s Convention Center, Room 241, Level 2

Chair: Keith Walters, Portland State University, OR

Speakers: David Jolliffe, University of Arkansas, Fayetteville, “Rhetoric in the Liberal Arts Tradition”
Beth Daniell, Kennesaw State University, GA, “Nothing so Practical as a Good Theory”
Roger Cherry, The Ohio State University, Columbus, OH, “Rhetoric for Students and Teachers of Writing”
Thursday, 10:30–11:45 a.m.

**Teaching Writing and Rhetoric**

**A.23 Basic Writers in Transition: A Developmental Process**

Americas Convention Center, Room 242, Level 2

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

*Speakers:* Dawn Finley, University of Missouri–St. Louis, “The Impact of Text-Based Learning Activities and Process Writing on Student Confidence and Achievement”

Lori Brack, Northwest Missouri State University, Maryville, “We Walk the Lines: Transitions and Transformations as Basic Writers Enter Freshman Composition”

Mary Hammerbeck, Whatcom Community College, Bellingham, WA “We Walk the Lines: Transitions and Transformations as Basic Writers Enter Freshman Composition”

**Community, Civic and Public**

**A.24 Another C: The Complicated Institutionalization of Community**

Renaissance Hotel, Landmark Ballroom, Salon 7, Lobby Level

*Chair:* Stephanie White, University of Wisconsin–Madison

*Speakers:* Andrea Malouf, Salt Lake City Community College, UT, “Resisting the Commodification of Community: Ethical Approaches to Sustainable Community-Based Writing Partnerships”

Elisabeth Miller, University of Wisconsin–Madison, “Beyond Service: Making Community Literacy Central in Graduate Education”

Stephanie White, University of Wisconsin–Madison, “Finding Middle Ground between CV-Building and Altruism in Community Writing”

**Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives**

**A.25 New Possibilities for Competent Inquiries: Toward Cross Contextual Methods for Writing Studies**

Renaissance Hotel, Majestic Ballroom, Salon F, Second Floor

*Chair:* John Oddo, Carnegie Mellon University, Pittsburgh, PA

*Speakers:* Christina Haas, University of Minnesota, Minneapolis, “Four Strategies for the Conduct of Cross-Contextual Research”

Chad Wickman, Auburn University, AL, “Redefining Context for the Study of Writing in Science”

Christa Teston, University of Idaho, Moscow, “Modeling Disciplined Interdisciplinarity in the Study of Rhetoric and Writing in Medical Innovation”

John Oddo, Carnegie Mellon University, Pittsburgh, PA, “Rethinking Rhetorical Criticism: Grounded Analysis across Texts and Semiotic Modes”
Thursday, 10:30–11:45 a.m.

Information Technologies

A.26 Leaving Print Behind: Three Composition Journals Move into Digital Spaces

Renaissance Hotel, Majestic Ballroom, Salon B, Second Floor

Chair: Michael Pemberton, Georgia Southern University, Statesboro

Speakers: Diane Kelly-Riley, Washington State University, Pullman “Thinking Outside the Box while Jumping into the Fire: The Role and Opportunities for Online Journals in an Era of Accountability and Assessment”

Michael Pemberton, Georgia Southern University, Statesboro, “So What ‘Big Names’ Have You Published?: Establishing Scholarly Credibility for an Online Journal”


Teaching Writing and Rhetoric

A.27 Multimodal Gateways: An Invitation for Reimagining Student Roles in the Composition Classroom and Beyond

Renaissance Hotel, Majestic Ballroom, Salon G, Second Floor

Chair: Ronald Clark Brooks, Oklahoma State University, Stillwater

Speakers: Shannon Madden, University of Oklahoma, Norman, “Gateways for Critical Pedagogy: A Disability Studies Perspective on the Student-Centered Multimodal Classroom”

Jerry Stinnett, University of Oklahoma, Norman, “Building New Gateways to Public Discourse Multimodal Composition, Counterpublics, and Defending the Diversity of Student Language”

Elkie Burnside, Oklahoma State University, Stillwater, “The Stargate of Composition Classrooms: The Power of Multimodal Author/Creators to Transect the Academic Universe and Its Boundaries”

Teaching Writing and Rhetoric

A.28 Strategies for Supporting Basic Writers: Gateways to Academic and Professional Discourse

Renaissance Hotel, Majestic Ballroom, Salon H, Second Floor

Chair: Tim Taylor, Eastern Illinois University, Charleston

Speakers: Linda Copeland, St. Louis Community College at Meramec, MO, “Setting the Right Stage: Classroom Activities That Introduce Students to College Expectations”

Tim Taylor, Eastern Illinois University, Charleston, “Analyzing and Using the Codes: Classroom Activities That Introduce Students to Writing for College and Beyond”

Fern Kory, Eastern Illinois University, Charleston, “De-Naturalizing the Codes: Training Tutors to Support Student Writers in Transition”
Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

A.29 Fun and Games in Rhetoric and Composition Teaching and Scholarship

Renaissance Hotel, Landmark Ballroom, Salon 1, Lobby Level

Chair: John Stovall, Norridge, IL

Speakers: Monica Robinson, Grand Valley State University, Allendale, MI, “Advance One Space: Instructional Game Design as the Next Move for Composition and Game Studies”

Oriana Gatta, Georgia State University, Atlanta, “Visualizing Critical Pedagogy: Comic Convergence in the Composition Classroom”

Robert Gilmor, University of Denver, CO, “Game, Play, Write: The Writing Class and the Intertextual Composing Processes of Student/Gamer-Authored Video Game Walkthroughs”

History

A.30 Literacy Instruction from World War II to the Cold War: Boundaries, Gateways, and Legacies

Renaissance Hotel, Majestic Ballroom, Salon C, Second Floor

Chair: Kelly Ritter, University of North Carolina-Greensboro


Shannon Carter, Texas A&M Commerce, “Un/American ‘Standards’ at ‘The South’s Most Democratic College’”

Steve Lamos, University of Colorado, Boulder, “The D.A. in English: College Teaching, Faculty Standards, and Emotional Labor”

Anne Bello, University of Massachusetts-Amherst, “A War Made for English Teachers: Composition, Linguistics, and Webster’s Third New International Dictionary”

Theory

A.31 New Presences of the iWords: Re-Examining Walter Ong’s Work as a Disciplinary/Interdisciplinary Gateway

Renaissance Hotel, Landmark Ballroom, Salon 3, Lobby Level

Chair: Vincent Casaregola, St. Louis University, MO

Speakers: Vincent Casaregola, St. Louis University, MO, “‘Orality,’ Literally: Re-Embodying the Voice as Oral Performance in the Writing Classroom”

Sarah Fielding, St. Louis University, MO, “Sounding the Depths of Voice: Orality ‘Evoked’ in Writing—the Echo of Personality”

Teaching Writing and Rhetoric

A.32 Seeing the Unseen: Emotions and Student Writing
Renaissance Hotel, Landmark Ballroom, Salon 2, Lobby Level

Chair: Nicole Caswell, Kent State University, OH
Speakers: Nicole Caswell, Kent State University, OH, “Riding the Response Emotional Rollercoaster: Teachers’ Emotions when Reading Student Writing”
Allison Gross, University of Washington-Seattle, “‘I am just pretty happy at first that my message has at least gotten to other side. . . .’: Constructing Emotions, Effective Teaching, and Student Learning”
Gina DeNardi, Kent State University, OH, “Undergraduate Tutor/Graduate Client Emotions: A Look at the Role of Emotion in Tutorial Engagement”

Teaching Writing and Rhetoric

A.33 From Intuition to Information: How Explicit Grammatical Knowledge Makes Better Writers and Better Writing Teachers
Renaissance Hotel, Landmark Ballroom, Salon 5, Lobby Level

Chair: Gigi Taylor, University of North Carolina, Chapel Hill
Speakers: Linda Bergmann, Purdue University, West Lafayette, IN, “The Place of Language in Composition Studies”
Amy Ferdinandt Stolley, Saint Xavier University, Chicago, IL, “What We Talk About When We Talk About Grammar: Student Perceptions of Language Instruction in the Composition Classroom”
Gigi Taylor, University of North Carolina, Chapel Hill, “Language as a Higher Order Concern in the Writing Center”

Writing Programs

A.34 The Next Step: Outcomes for Majors in Writing and Rhetoric. A Roundtable Discussion
America’s Convention Center, Room 221, Level 2

Chair: Sandra Jamieson, Drew University, Madison, NJ
Speakers: Keith D. Miller, Arizona State University, Tempe, “Moving beyond the WPA Outcomes Statement to Outcomes for Writing Majors”
Deborah Balzhiser, Texas State University, San Marcos, “Patterns and Outcomes Revealed by the CCCC Database of Writing Majors”
Tom Moriarty, Salisbury University, MD, “Recovering Rhetoric and Finding a Focus”
Tim Peeples, Elon University, NC, “Balancing Professional Writing Outcomes with Rhetorical Training”

continued on next page
Sanford Tweedie, Rowan University, Glassboro, NJ, “Locally Developed Outcomes for a Major that Includes Creative Writing”
Helen Foster, University of Texas, El Paso, “The Possibility for Compromise: Balancing Local Contingencies with National Identity”

Research

A.35 **Opening Gateways across the Curriculum: Writing about Writing and Transfer in High School and College Courses**
Renaissance Hotel, Landmark Ballroom, Salon 6, Lobby Level

*Chair:* Jennifer Wells, Florida State University, Tallahassee

*Speakers:* Jennifer Wells, Florida State University, Tallahassee, “Formula to Function: WAW and Knowledge Transfer from High School to College”
Ed Jones, Seton Hall University, South Orange, NJ, “Motivating WAW-Based FYC through Disciplinary Linkage”
Dana Driscoll, Oakland University, Rochester, MI, “Teaching for Transfer: Writing and Forward-Reaching Knowledge in a Peer Tutoring Course”

A.37 **Open Working Meeting of the Special Interest Group on Rhetoric and Christian Tradition**
America’s Convention Center, Room 200, Level 2

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are invited.

*Chair:* Elizabeth Vander Lei, Calvin College, Grand Rapids, MI
To my surprise, I have come to see plagiarism and cheating as rational strategies for students whose goals lie in efficiency and achievement. When we regard education as a commodity and the goal as a credential, any method possible to reach that goal seems reasonable or even laudable. In this talk I will discuss the types of goals that students, faculty, and the public seem to hold of our common enterprise, showing that the lack of agreement about our very purpose may lead to the results we deplore. I will also describe a few of my own experiments with creating more meaningful assignments.

Susan D. Blum is Professor and Chair of Anthropology at the University of Notre Dame. After writing about timid anthropological topics like ethnicity and nationalism in China, or truth and deception in China and elsewhere, she plunged into the lively universe of plagiarism studies in her book *My Word! Plagiarism and College Culture* (2009). She is currently working on two projects: *Learning Versus Schooling: A Professor’s Reeducation*, and *Six Educational Cultures: A Critical Ethnography and Analysis*. Her classes have become a laboratory for experimenting with new ways to learn and teach.
The study of literacy over the last 40 years has undergone incredible transformation, moving from viewing literacy as a great cognitive leap in human development to situating literacy in specific social and cultural contexts to examining how the advent of new digital composing technologies may transform literacy practices. In Composition and Rhetoric, the study of literacy has been shaped by scholars such as Anne Ruggles Gere, Brian Street, Jacqueline Jones Royster, and Cynthia Selfe, who have helped to broaden our understandings about how literacy is practiced, where it takes place, and for what purposes. Perhaps more than anyone else, Deborah Brandt has shaped the terms of contemporary literacy studies—“involvement,” “accumulation,” and “sponsorship”—that describe the complexity of literacy in multiple dimensions (e.g., the economic, the political, the social, the transnational) and provide a framework for studying the literacy practices of individuals and communities that have been underexamined and undertheorized. In this session, the presenters will chart the rise and direction of literacy studies with special attention to the conceptual contributions of Deborah Brandt. Harvey J. Graff will situate and reflect upon the emergence and sustainability of literacy as an area study. Morris Young will consider the sponsors of literacy studies, charting the influence of contemporary scholars of literacy. Deborah Brandt will look toward the rise of writing as the new mass literacy and how this may shape the future of literacy studies. Finally, John Duffy, Rhea Estelle Lathan, and Kate Vieira will reflect on the development of literacy studies and consider new directions of research.
Thursday, 12:15–1:30 p.m.

Speakers:
Harvey J. Graff
Ohio State University, Columbus, “The Legacies of Literacy Studies”
Morris Young
University of Wisconsin, Madison, “Sponsoring Literacy Studies”
Deborah Brandt
University of Wisconsin, Madison, “At the Dawn of (Mass)Writing”

Respondents:
John Duffy
University of Notre Dame
Rhea Estelle
Lathan, Florida State University, Tallahassee
Kate Vieira
University of Illinois at Urbana-Champaign
Thursday, 12:15–1:30 p.m.

**B.01 Multimodality, Multiliteracy, and Virtual Worlds: Remediating Our Practices**
America’s Convention Center, Room 230, Level 2

*Chair:* Mary Wyeth, Adelphi University, Garden City, NY
*Speakers:* Benjamin Goodwin, Michigan State University, East Lansing, “Capturing the Conversation: Lessons Learned in Moving an Interactive PhD Workshop Online”
Alexandria Peary, Salem State University, MA, “Helping Faculty Overcome the Digital Divide through Composition Pedagogies”
David Sheridan, Michigan State University, East Lansing, “Gateways to Multimodal Rhetoric: Developing Technology-Rich, Student-Centered Spaces for Composing New Media”

**Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives**

**B.02 Enlisting the Spoken Voice in Teaching Composition and Teaching Literature**
Renaissance Hotel, Landmark Ballroom, Salon 4, Lobby Level

*Chair:* Peter Elbow, University of Massachusetts, Amherst
*Speakers:* Peter Elbow, University of Massachusetts, Amherst, “Enlisting the Spoken Voice in Teaching Composition”
Erika Scheurer, University of Saint Thomas, Saint Paul, MN, “Enlisting the Spoken Voice in Teaching Literature”

**Research**

**B.03 Revisualizing Composition One SMS at a Time: Technology, Value, and Purpose**
America’s Convention Center, Room 222, Level 2

*Chair:* Jeff Grabill, Michigan State University, Okemos
*Speakers:* Stacey Pigg, University of Central Florida, Orlando, “Writing as a Way of Being: Visualizing a Day in the Life of a College Writer”
Paula Rosinski, Elon University, NC, “Mobile Writing Platforms and Multiple Genres: The Transfer of Writing Strategies from Informal-to-Formal Contexts”
Jessie Moore, Elon University, NC, “Mobile Writing Platforms and Multiple Genres: The Transfer of Writing Strategies from Informal-to-Formal Contexts”
Beth Brunk-Chavez, University of Texas at El Paso, “Using Revisualizing Composition to Influence Program Direction and Inform Policy”
Thursday, 12:15–1:30 p.m.

Professional and Technical Writing

B.04  Medical Gateways: Ethnographic Studies of Communication Practices in Emerging Contexts

Americas Convention Center, Room 231, Level 2

Chair: Elizabeth L. Angeli, Purdue University, West Lafayette, IN

Speakers: Elizabeth L. Angeli, Purdue University, West Lafayette, IN, “Assembling Communication in Emergency Medical Services”

Michael J. Klein, James Madison University, Harrisonburg, VA, “From Writing Workshop to Workplace Writing: Socialization in the Medical Communication Internship”

Debra D. Burleson, Baylor University, Waco, TX, “How Hospitalists’ Perceptions Influence Medical Communication”

Teaching Writing and Rhetoric

B.05  Writing in Place: The Importance of the Local

Americas Convention Center, Room 232, Level 2

Chair: Nicole Hancock, Southwestern Illinois College, Vellelville

Speakers: Jessica Barnes-Pietruszynski, West Virginia State University, Institute, “Teaching in the Mountains: The Writing Classroom and the Appalachian Identity”

Jeffrey Pietruszynski, West Virginia State University, Institute, “Teaching in the Mountains: The Writing Classroom and the Appalachian Identity”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

B.06  Complicating Transfer: Articulating Thresholds for Writing and Learning across Disciplines

Americas Convention Center, Room 221, Level 2

Chair: Linda Adler-Kassner, University of California, Santa Barbara

Speakers: Linda Adler-Kassner, University of California, Santa Barbara, “Concurrent Contexts: Students, Their Instructors, and Threshold Concepts”

John Majewski, University of California, Santa Barbara, “Concurrent Contexts Students, Their Instructors, and Threshold Concepts”

Damian Koshnick, University of California, Santa Barbara, “Threshold Concepts in Interdisciplinary Research”

Heidi Estrem, Boise State University, ID, “Teaching and Learning across Contexts: Disciplinarity, Writing, and Troublesome Knowledge”
Teaching Writing and Rhetoric

B.07 Regarding Religion in the Composition Classroom

America's Convention Center, Room 240, Level 2

Chair: Staci Perryman-Clark, Western Michigan University, Kalamazoo

Speakers: Todd Battistelli, University of Texas at Austin, “Uneasy Transitions between Sacred and Secular: Investigating the Unacknowledged Operation of Religious Privilege in Writing Studies”
Emily Cope, University of Tennessee, Knoxville, “Faithful Texts: The Academic Writing of Self-Identified Evangelical Undergraduates”
Phyllis Hastings, Saginaw Valley State University, MI, “Practicing the Community of Truth: Guiding the Spirit Dimension of Composition Instruction”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

B.08 Ong at 100: New Gateways in the Scholarship of Walter J. Ong

America's Convention Center, Room 227, Level 2

Chair: Paul Lynch, St. Louis University, MO

Speakers: Paul Lynch, St. Louis University, MO, “Ong at 100: New Gateways in the Scholarship of Walter J. Ong”
Nathaniel Rivers, St. Louis University, MO, “Restructuring Thought: Leveraging Ong for an Interdisciplinary Cognitive Science”
Patricia Sullivan, Purdue University, West Lafayette, IN, “Ong at 100: New Gateways in the Scholarship of Walter J. Ong”
Abigail Lambke, St. Louis University, MO, “Ong at 100: New Gateways in the Scholarship of Walter J. Ong”

History

B.09 Imagined Geographies: Basic Writing, Basic Training, and the Voices of Captain Cook

America's Convention Center, Room 241, Level 2

Chair: Yao Tong, University of California, San Bernardino

Speakers: Leonard Grant, Montclair State University, Montclair, NJ, “Space, Cognition, and Contexts of Power Aboard the HMS Endeavor”
Katherine Bridgman, Florida State University, Tallahassee, “Passing Through the Textual Gateways of an Imagined Geography: Basic Writing”
Brian Gogan, Western Michigan University, Kalamazoo, “From Civilian to Soldier: The Historical Function of Writing during Military Transition”
Thursday, 12:15–1:30 p.m.

Theory

B.10 The Art of Affiliative (Dis)position: Pursuing a Joyful Commitment to Social Justice

Americas Convention Center, Room 100, Level 1

Chair: Harry Denny, St. John’s University, Queens, NY

Speakers: Rasha Diab, University of Texas at Austin, “Working Radical Presence and Interactional Reflexivity”
Sundy Watanabe, University of Utah, Salt Lake City, “Socio-Acupuncture Stories: Needled, Stung, Pricked, and . . . Healed?”
Beth Godbee, Marquette University, Madison, WI, “The Pursuit of Affiliation in Cross-Racial Collaborative Writing Talk”
Thomas Ferrel, University of Missouri-Kansas City
Nancy Grimm, Michigan Technological University, Houghton, “Resisting Affiliative Connection: The Push of Tacit Values and Expectations”

Teaching Writing and Rhetoric

B.11 Black and Brown Literacies: Gateways to Transformative Theories, Practices, and Meaningful Engagement(s)

Americas Convention Center, Room 101, Level 1

Chair: Marcelle Haddix, Syracuse University, NY

Speakers: LaToya Sawyer, Syracuse University, NY, “Where Them Girls At?: Exploring Online Hip-hop Female Literacies and Discourse Practices”
Denise Valdes, Syracuse University, NY, “Leaving the Gate Ajar: Latina Discourse, Identity, and the Composition Classroom”
Candace Epps-Robertson, Syracuse University, NY, “When Will They Take This School Down Too?: Teaching Literacy for Liberation in the Prince Edward County Free School, 1963–1964”

Respondent: Valerie Kinloch, The Ohio State University, Columbus
Thursday, 12:15–1:30 p.m.

Academic Writing

B.12 The Development of Writing Instruction in Israeli Higher Education: Issues and Ambitions

Renaissance Hotel, Landmark Ballroom, Salon 2, Lobby Level

Chair: Harvey Kail, University of Main, Orono

Speakers: Trudy Zuckermann, Hebrew University of Jerusalem, Israel, “The History of Academic Writing in Israel”

Bella Rubin, Tel Aviv University, Israel, “Writing Instruction in Graduate Programs in the Sciences, Engineering, Business Administration, and the Humanities”

Shimona Kushner, Technion-Israel Institute of Technology, Haifa, “Writing Instruction at the Israel Institute of Technology”

Ruwaida Abu-Rass, Beit Berl Academic College, Israel, “Developing a Course of Writing Instruction to Meet the Needs of Arab College Students in Israel”

Yochie Wolffensberger, Seminar Hakibuzim College of Education, Tel-Aviv, Israel, “Mentoring Writing in Hebrew at an Israeli College”

Michael Dickel, Ohalo College in Katzrin, Israel, “Plagiarism and Resistance in Israel”

Community, Civic and Public

B.13 Improving Service Learning in Composition

Renaissance Hotel, Landmark Ballroom, Salon 5, Lobby Level

Chair: James Zimmerman, James Madison University, Harrisonburg, VA

Speakers: Kimberly Pierce, Boise State University, ID, “The Effects of Service-Learning on Student Writing and Research: A Case Study”

Veronica House, University of Colorado, Boulder, “Reflective Service-Learning Courses: Gateways to Critical Thinking”

Jayne Moneysmith, Kent State University at Stark, North Canton, OH, “Transitioning from Classroom to Workplace: Using Student Project Managers to Help Students Negotiate Service-Learning Projects”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

B.14 The Architecture of Image: Building Stronger Identities and PR for Professors and WPAs

Renaissance Hotel, Landmark Ballroom, Salon 6, Lobby Level

Chair: Elizabeth Burmester, Georgia State University, Atlanta

Speakers: Elizabeth Burmester, Georgia State University, Atlanta, “What Lawyers Might Teach English Faculty about the Persuasion of Ethos: How We Look to Outsiders, and What We Need for Constructing Persuasive Identities for Multiple Publics”
Jennifer Forsthoefel, Georgia State University, Atlanta, “It’s Not Just Service: Advancing the Writing Center Director as Scholar and Researcher through Critical Engagement with Theory and Method”

Andrew Davis, University of Mississippi, Oxford, “Graduate Student Administrators and Community Partnerships: Back-Office Experience in Business and Technology Creates Institutional Identity and Off-Campus Opportunity”

Information Technologies

B.15 Content Management: New Gateways and Challenges of Technology in Transition

Renaissance Hotel, Landmark Ballroom, Salon 7, Lobby Level

Chair: Rebekka Andersen, University of California-Davis
Speakers: Tatiana Batova, University of Wisconsin-Milwaukee
Stewart Whittemore, Auburn University, AL
Dave Clark, University of Wisconsin-Milwaukee

Teaching Writing and Rhetoric

B.16 The Liminality of Listening and Epistemologies of Sound

America’s Convention Center, Room 102, Level 1

Chair: Jenny Edbauer Rice, University of Kentucky, Lexington
Speakers: Steph Ceraso, University of Pittsburgh, PA, “Listening Bodies: Deaf Musicians and Multimodal Composing Practices”
Kati Fargo Ahern, North Carolina State University, Raleigh, “Attending to Sound: How Do We Listen for Auditory Rhetoric in Composition?”
Kyle D. Stedman, University of South Florida, Orlando, “Musical Rhetoric in the Delivery of the Digital and the Dance”

Community, Civic and Public

B.17 Genres as Gateways to Rhetorical Action

America’s Convention Center, Room 106, Level 1

Chair:
Speakers: Suzanne Spring, Colgate University, Hamilton, NY, “‘I have my part therein’: Mapping Women’s Reform Letters in National and Transnational Contexts”
Rona Kaufman, Pacific Lutheran University, Tacoma, WA, “Laying the Matter on the Table: Composing Kitchen Judaism in Turn-of-the-Century Seattle”
Lindsay Ellis, Grand Valley State University, Allendale, MI, “Women’s Work for Peace and Patriotism in WWI-Era Textbooks”
Thursday, 12:15–1:30 p.m.

*Creative Writing*

**B.18 Explorations in Creative Writing Pedagogy**

American's Convention Center, Room 103, Level 1

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

*Speakers:*

Gary Hawkins, Warren Wilson College, Asheville, NC, “Getting Real in the Creative Writing Workshop: Re-opening the Pedagogy of Peer Review with Reality TV”

Kasey Perkins, Truman State University, Kirksville, MO, “Expertise as the New Talent in Creative Writing Pedagogy”

Ronda Dively, Southern Illinois University, Carbondale, “Gateway to Creative Insight: A Discourse Analysis of Incubation as Represented in ‘The Paris Review Interviews’”

*History*

**B.19 With the Spirit of James A. Berlin: A Conversation on Historiographies**

American's Convention Center, Room 223, Level 2

*Chair:* Victor J. Vitanza, Clemson University, SC

*Speakers:*

Michelle Ballif, University of Georgia, Athens

Byron Hawk, University of South Carolina, Columbia

Susan C. Jarratt, University of California, Irvine

John Schilb, Indiana University, Bloomington

Victor J. Vitanza, Clemson University, SC

*Information Technologies*

**B.20 Technology and Histories of Composition Studies**

Renaissance Hotel, Majestic Ballroom, Salon B, Second Floor

*Chair:* Liz Tinelli

*Speakers:*

Vincent Robles, Texas Tech University, Lubbock, “Computers and Composition as Narration: A Logic of Good Reasons for Technology in the Composition Classroom”

Derek Mueller, Eastern Michigan University, Ypsilanti, “Sifting for Worm Turns: Thirty Keywords over Two Decades in College Composition and Communication”

Joe Erickson, Angelo State University, San Angelo, TX, “Positioning Rhetoric and Composition Program Websites as Digital Gateways: The ‘Inwardly and Publicly Transformative’ Performances of Our Disciplinary Expertise”
**B.21 Everything You Always Wanted to Know About Publishing but Were Afraid to Ask: A Roundtable with NCTE Journal Editors**

*America’s Convention Center, Room 226, Second Floor*

*Chair:* Kelly Ritter, University of North Carolina at Greensboro  
*Speakers:*  
Kathleen Blake Yancey, Florida State University, Tallahassee, Editor, *College Composition and Communication*  
Jeffrey Somers, West Chester University, PA, Editor, *Teaching English in the Two-Year College*  
Paul Prior, University of Illinois at Urbana-Champaign, Editor, *Research in the Teaching of English*  
Kelly Ritter, University of North Carolina at Greensboro, Editor, *College English*

*Institutional and Professional*

**B.22 Can Good Composition Teaching Be Done under Present Conditions?**

*America’s Convention Center, Room 224, Second Floor*

*Chair:* Ralph Cintron, University of Illinois, Chicago  
*Speakers:*  
Jeanne Gunner, Chapman University, Anaheim, CA, “Ethos Is Not Agency”  
Ralph Cintron, University of Illinois, Chicago, “Money, Labor, and the Public University”  
Kevin Christopher Carey, University of Illinois, Chicago, “Is Pedagogy Possible under Present Conditions?”  
Thomas Miller, University of Arizona, Tucson, “The Political Economy of Literacy, Literacy Studies, and the Literate”

*Language*

**B.23 Of Gatekeepers and Keymasters: Designing Programs and Pedagogy for Multilingual Writers**

*Renaissance Hotel, Majestic Ballroom, Salon F, Second Floor*

*Chair:* Gail Shuck, Boise State University, ID  
*Speakers:*  
Kevin Eric DePew, Old Dominion University, Norfolk, VA, “Transforming the Argument about Multilingual Writers: An Interrogation of ‘Efficiency’ as Commonplace for Justifying Gatekeeping Practices and Policies”  
Kacie Kiser, Arizona State University, Tempe, “Redesigning the Gate: Theoretical Perspectives on Writing Program Design for Multilingual Writers”  
Angela Dadak, American University, Washington, DC, “‘Picking All Linguistic Locks’: Designing Writing Courses that Reflect Multilingual Realities”
Thursday, 12:15–1:30 p.m.

**Information Technologies**

**B.24 The Technological Gateway: Threshold or Barrier for Basic Writers?**

Renaissance Hotel, Majestic Ballroom, Salon C, Second Floor  
**Chair:** Andrew McGuire, Northeastern Illinois University, Chicago  
**Speakers:** Andrew McGuire, Northeastern Illinois University, Chicago, “How Do I Do This: Student Negotiation of Classroom Technologies”  
Abby Forster, University of Wisconsin-Milwaukee, “Don’t You Know: Teacher Perceptions of Student Technological Literacy”  
Marcia Buell, Northeastern Illinois University, Chicago, “Making It Work: Technology as Classroom Practice”

**Academic Writing**

**B.25 The Composition and Rhetoric of the Writing Teacher**

Renaissance Hotel, Majestic Ballroom, Salon G, Second Floor  
**Chair:** Matthew Capdevielle, University of Notre Dame, IN  
**Speakers:** Mitch Nakaue, University of Iowa, Iowa City, “Scholarship, Tutoring, and the Makings of a Writing Fellow”  
Matthew Capdevielle, University of Notre Dame, IN, “Literacies in Tension: Writing Center Tutors Teaching and Learning in Public Schools”  
Patrick Clauss, University of Notre Dame, IN, “Shifting Identities: So Now I’m a Writing Teacher, Too?”

**Institutional and Professional**

**B.26 Restoring Trust: Validating Subjectivity, Context, and Expertise in Writing Assessment**

America’s Convention Center, Room 104, Level 1  
**Chair:** Paul Walker, Murray State University, KY  
**Speakers:** Paul Walker, Murray State University, KY, “Evidence and Implications of Intuitive Expertise in Assessing Writing”  
Jeff Osborne, Murray State University, KY, “Expertise as Reliability: Toward a Teacher-Centered Assessment Model”  
Bob Broad, Illinois State University, Normal, “Subjectivity, Context, and Trust: Validation as a Rhetorical Process”
Writing Programs

B.27 The Vertical Writing Curriculum: Using Reaccreditation to Integrate and Align Writing Instruction

Renaissance Hotel, Majestic Ballroom, Salon H, Second Floor

Chair: Wendy Sharer, East Carolina University, Greenville, NC

Speakers:
- Michelle Eble, East Carolina University, Greenville, NC, “Working with Accreditation: Putting Writing Front and Center”
- Wendy Sharer, East Carolina University, Greenville, NC, “Shifting Writing Foundations through Reaccreditation”
- Will Banks, East Carolina University, Greenville, NC, “Articulating WAC through Reaccreditation”

Teaching Writing and Rhetoric

B.28 Playing at the Gate: Exploring the Possibilities for Play and Pleasure in Developmental English

Americas Convention Center, Room 228, Level 2

Chair: Ann Del Principe, Kingsborough Community College, City University of New York, Brooklyn

Speakers:
- Ann Del Principe, Kingsborough Community College, City University of New York, Brooklyn, “No Place for Play?: Experimenting with Play in Basic Writing”
- Matthew Gartner, Kingsborough Community College, City University of New York, Brooklyn, “Obstacles to Play in the Basic Writing Classroom”
- Rachel Ihara, Kingsborough Community College, City University of New York, Brooklyn, “All Work and No Play?: A Revised Understanding of the Basic Writing Teacher’s Job”

Community, Civic and Public

B.29 The Heteronormative Gatekeeper: Queer (Im)Perceptibility at the Gateway

Americas Convention Center, Room 229, Level 2

Chair: Mark McBeth, John Jay College of Criminal Justice, New York, NY

Speakers:
- Heather Branstetter, University of North Carolina, Chapel Hill, “Queer Professionalization: The Voice of Queer Graduate Students”
- Kami Day, Johnson County Community College, Overland Park, KS, “Community College Student as Eunuch: Desexualizing Writing Students”
Thursday, 12:15–1:30 p.m.

Theory

B.30 Gateway Paths for Negotiating the Middle: When Opposing Sides Clash, Introducing Rhetorical Strategies beyond Logos

America’s Convention Center, Room 228, Level 2

Chair: Janie Jaramillo Santoy, Texas Tech University, Lubbock

Speakers: Sarah Olivas, Texas State University-San Marcos, “‘The Innocence Is the Crime’: Finding What Lies between Academic Spaces and Religious Fundamentalism”

Yazmin Lazcano-Pry, Arizona State University, Tempe, “Contesting Myths: Mexican Immigrant Ethos and the Shaping of American Identity”

Jana Fornario, Texas State University-San Marcos, “Finding the Center: Mediating the Distance between High School and College for Texas Mexican Students”

Jaime Armin Mejía, Texas State University-San Marcos, “The Importance of Chican@ Rhetorical Appeals in American Rhetorical Situations”

Teaching Writing and Rhetoric

B.31 Through the Internets: Writing, Community, and Engagement in Online Spaces

Renaissance Hotel, Landmark Ballroom, Salon 1, Lobby Level

Chair: Jeff Swift, North Carolina State University, Raleigh

Speakers: Kate Maddalena, North Carolina State University, Raleigh, “Collaboration and Control: The Instructor Icon in a Hybrid Classroom”

Jeff Swift, North Carolina State University, Raleigh, “Disagreement Online: Engaging Students in Productive Digital Dialogue”

Meagan Kittle Autry, North Carolina State University, Raleigh, “‘Are you talking to me?’: Facilitating Community in a Hybrid Writing Classroom”

Lauren Clark, North Carolina State University, Raleigh, “Commenting, Communicating, and Collaborating: How to Foster Productive Discussion Online”

Academic Writing

B.32 Conflict as Space for Agency

Renaissance Hotel, Majestic Ballroom, Salon A, Second Floor

Chair: Violet Dutcher, Eastern Mennonite University, Harrisonburg, VA

Speakers: Molly Daniel, Florida State University, Tallahassee, “Transitioning Voice: Situating the ‘I’ in Academics”

Angela Clark-Oates, Arizona State University, Tempe, “Authoring Selves: Negotiating the Gateway of Revise and Resubmit”

Sheryl Fontaine, California State University, Fullerton, “The Step-Daughter’s Karma: The Creative Synergy of Conflict”
Theory

B.33 Pious Users, Automated Authors: Cultural Gatekeeping in Technological Documentation and Form

America’s Convention Center, Room 242, Level 2

Chair: Marika Seigel, Michigan Technological University, Houghton

John Sherrill, Michigan Technological University, Houghton, “User-Centered, User-Produced: How Users Redefine Cultural Identities via Browser Extension”
Marika Seigel, Michigan Technological University, Houghton, “Usable Burke: The Piety of Documentation”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

B.34 Trajectories of Writing: Case Studies

America’s Convention Center, Room 225, Level 2

Chair: Matt Davis, Florida State University, Tallahassee

Speakers: Beth Kania-Gosche, Lindenwood University, St. Charles, MO, “The Dissertation Gateway: Case Studies of Struggling ABD Students in Education”
Kevin Roozen, Auburn University, AL, “Tracing Historical Trajectories of Person and Practice: Cross-Contextual Perspectives of Literate Action and Development”
Shuwen Li, University of Minnesota at Twin Cities, Minneapolis, “Everything that Rises must Converge: A Chinese/English Contrastive Rhetoric Case Study”

B.35 Open Working Meeting of the Committee on Part-Time, Adjunct or Contingent Labor

America’s Convention Center, Room 200, Level 2

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are invited.

Chair: Brad Hammer, University of North Carolina, Chapel Hill
These are truly worrisome times not only for basic writing but also for higher education’s equity agenda itself. Cash-strapped states are cutting education budgets, leading colleges to limit enrollments and cut classes and student services. In addition, recent studies have called into question the effectiveness of the developmental programs many of us have worked in for years. Some policy makers are wondering—not fully in public—if we can any longer afford to educate everybody, if we should ration our resources, directing them toward those who are already better prepared for college. One step in many states has been to relocate all or most basic writing in community colleges. In other states, legislatures are installing a two-step process to eliminate remediation from college curricula: first, mandate that the words “community” or “junior” be dropped from the names of all public colleges and, second, after a year or two, mandate that all former community or junior colleges now offer BA degrees, without allotting more funds for the expansions, which leads to reassigning funds from, and thereby reducing, remediation programs. As Secretary of Education Arne Duncan has announced on several occasions: “I want to get community colleges out of the remediation business.” Despite these alarming trends, in this presentation we will also look at a number of promising developments in basic writing: the possibility of reconceptualizing the field as a larger discipline integrated with the teaching of reading and literary appreciation, innovative approaches to structuring basic writing and mainstreaming basic writers, increased attention to pedagogy and faculty development, improved research, and increased support from non-profit foundations.
Thursday, 1:45–3:00 p.m.

Chair:
Lynn Quitman Troyka
City College of New York, The City University of New York

Speakers:
Mike Rose
University of California, Los Angeles, “Climate Change and Its Effect on Basic Writing”

Lynn Quitman Troyka
City College of New York, The City University of New York, “How Adaptation Can Save Endangered Species”

Peter Adams
Community College of Baltimore County, “Signs of Recovery for an Endangered Species”
Thursday, 1:45–3:00 p.m.

**Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives**

**C.01 Gateways and Barriers: Disability Policy in the Writing Classroom, Program Administration, and Composition’s Disciplinary History**

America’s Convention Center, Room 101, Level 1

*Chair:* Amy Vidali, University of Colorado, Denver  
*Speakers:* Nicole Quackenbush, University of Wyoming, Laramie, “Access as Process: Reinterpreting University Disability Policy Statements in the Composition Classroom”  
Amy Vidali, University of Colorado, Denver, “Twenty Years On: Disability Studies and Writing Program Administration”  
Jay Dolmage, University of Waterloo, Ontario, Canada, “Students’ Right to The Own Languages and Literacies”

**Community, Civic and Public**

**C.02 Alignment and Assessment as Gateways: High School, Community College, Neighborhood Center, and University**

America’s Convention Center, Room 102, Level 1

*Chair:* Eli Goldblatt, Temple University, Philadelphia, PA  
Courtney Stanton, Temple University, Philadelphia, PA, “Staying the (Transfer) Course: A Study of Alignment at Four New Jersey Colleges”  
Rachel Edwards, Temple University, Philadelphia, PA, “Assessment as Gateway: Enacting a Connection between High School and College Writing Expectations”  
Abby Orenstein, Temple University, Philadelphia, PA, “Assessing Inside-Out”

**Creative Writing**

**C.03 Three Writing Models in Three Different Programs: WID, Undergraduate Writing Major, and Business Communications**

America’s Convention Center, Room 103, Level 1

*Chair:* Letitia Fowler, Michigan State University, East Lansing  
*Speakers:* Elizabeth Tomlinson, West Virginia University, Morgantown, “Gateways into Writing in a Business School”  
Susan Dinitz, University of Vermont, Burlington, “A Localized Model for Writing Fellows: Supporting Students in the Transition to WID”  
Laurie Grobman, Penn State Berks, Reading, “Undergraduate Writing Majors and the ‘Profession of Writing’”  
Christian Weisser, Penn State Berks, Reading, “Undergraduate Writing Majors and the ‘Profession of Writing’”
History

**C.04 Writing and Rhetoric in Catholic Colleges**

Americas Convention Center, Room 106, Level 1

*Chair:* S. Michael Halloran, Rensselaer Polytech Institute, Troy, NY

*Speakers:* Elizabeth Ada Wright, Rivier College, Portsmouth, NH, “‘Without Schools, Religion Can Never Be Established’: The 19th-Century Writing Curricular at St. Mary’s of Indiana”

Nan Johnson, The Ohio State University, Columbus, “Rhetorical Education for Women of Conscience: Catholic Colleges for Women”

Steven Mailloux, Loyola Marymount University, Irvine, CA, “Eloquentia Perfecta and Jesuit Education, Then and Now”

Teaching Writing and Rhetoric

**C.05 Bridging Spaces: Pedagogical Promises and Perils of Hybrid Course Design for First-Year Writing**

Americas Convention Center, Room 224, Level 2

*Chair:* Kimberly Harrison, Florida International University, Miami

*Speakers:* Kimberly Harrison, Florida International University, Miami, “First-year Hybrid Writing Classes: National Contexts, Local Results”

Ben Lauren, Florida International University, Miami, “Building Bridges, Building Community: Digital Literacy Narratives in the Hybrid Classroom”

Tania Lopez, Florida International University, Miami, “Virtual Gateways: Teaching Digital Literacy through Collaborative CMS Design”

Cynthia Chinelly, Florida International University, Miami, “Physical Spaces of Writing: The Hybrid Classroom”

Institutional and Professional

**C.06 Defining Our Discipline: Labor Practices, TA Training, and Professional Markers**

Americas Convention Center, Room 226, Level 2

*Chair:* Lee Tesdell, Minnesota State University, Mankato

*Speakers:* James McDonald, University of Louisiana at Lafayette “One of Many: The CCCC Statement in the Context of Other Position Statements on Academic Labor”

Peter Vandenberg, DePaul University, Chicago, IL, “Holding On, Letting Go: ‘Our’ Curious Relationship to Discipline”

Kathleen Smyth, University of Utah, Salt Lake City, “‘Wow, how am I going to do this!’ Balancing Acts and Roles as Graduate Student Writing Teachers”
Thursday, 1:45–3:00 p.m.

Language

C.07 Are We Really Down for the Get Down?: Nation Languages, Translanguages, and the Politics of Liberation

America's Convention Center, Room 100, Level 1

Chair: David Kirkland, Michigan State/New York University, East Lansing/New York


Elaine Richardson, The Ohio State University, Columbus, “Toward Language and Language Diversity as Resource and a New Way of Being”

Victor Villanueva, Auburn University, AL, “Complex Matters: Issues of Linguistic Diversity within a ‘Particularly American Context’”

C.08 Take My Words, Please: The Textual Gifts of Student Writers

America's Convention Center, Room 223, Level 2

Chair: Rebecca Moore Howard, Syracuse University, NY

Speakers: Elizabeth Boquet, Fairfield University, CT, “The Gift that Keeps on Giving”

Jocelyn Boryczka, Fairfield University, CT, “Code Pink, Women in Black, and Suspect Citizenship”

Michele Eodice, University of Oklahoma, Norman, “Come On In, Have Some Words”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

Professional and Technical Writing

C.09 Patient Genres as Rhetorical Sites of Agency, Resistance, and Expertise

America's Convention Center, Room 227, Level 2

Chair: Susan Popham, University of Memphis, TN

Speakers: Lora Arduser, University of Cincinnati, OH, “Online Diabetes Educational Texts: Gateways Toward Progress or Roadblocks to Agency?”

Cynthia Ryan, University of Alabama at Birmingham, “‘Walk with Me’: Narratives of Cancer Survival within a Homeless Community”

Susan Popham, University of Memphis, TN
Research

C.10  Gateways for Methodology: Report on a Summer Seminar for Building Disciplinary Research Capacity

Americas Convention Center, Room 228, Level 2

Chair: Charles Bazerman, Givertz Graduate School of Education, University of California, Santa Barbara

Speakers: Charles Bazerman, Givertz Graduate School of Education, University of California, Santa Barbara, “The Need for Building Research Capacity in Writing and Composition Studies”
Christian Donahue, Dartmouth/Théodile, Hanover, NH, “Shaping and Realizing Opportunities for Developing Advanced Research Methods”
Richard Haswell, Texas A&M University, Corpus Christi, “Projects from a Summer Session: An Overview”

Respondent: Duane Roen, Arizona State University, Tempe

Writing Programs

C.11 Using Disciplinary Writing Assignments to Assess Institutional Outcomes

Americas Convention Center, Room 229, Level 2

Chair: Carol Rutz, Carleton College, Northfield, MN

Speakers: John Bean, Seattle University, WA, “Closing the Loop: Using Scaffolding Assignments Early in the Curriculum to Teach Undergraduate Research”
June Johnson, Seattle University, WA, “Using a Reflective Writing Prompt to Assess Students’ Engagement with Social and Environmental Justice”
Carol Rutz, Carleton College, Northfield, MN, “Finding Evidence of Faculty Learning in Student Portfolios”

Theory

C.12 Genréó A Useris Guide: Applying Genre Theory to Problems of Communication, Teaching, and Testing

Americas Convention Center, Room 230, Level 2

Chair: Meghan Roe, Texas Christian University, Fort Worth

Speakers: Meghan Roe, Texas Christian University, Fort Worth, “Exigence and Autism: A New Translation”
Nicole Green, University of Nebraska-Lincoln, Beating the Test at Its Own Game: Genre Awareness, the High School Classroom, and Hopes of Subverting and Appeasing the Test”
Thursday, 1:45–3:00 p.m.

**Teaching Writing and Rhetoric**

**C.13 Transfer: The Gateway to Writing in Multiple Contexts**

America’s Convention Center, Room 231, Level 2

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

*Speakers:* Misty Anne Wizenried, University of Washington, Seattle, “Situated Transfer: Transfer of Learning To, From, and Within Disciplinary Writing Contexts”

Heather Hill, University of Washington, Seattle, “Telling What They Know, Performing What They Say: Genre Awareness as the Gateway to Writing in the University”

Deanna Mascle, Morehead State University, Mt. Sterling, KY, “Addressing the Problems of Writing Assessment and Transfer with Writing Self-Efficacy Theory”

Elizabeth Fogle-Young, Miami-Jacobs Career College, Cincinnati, OH, “The Writing Gateway from Career College to Career”

**Academic Writing**

**C.14 Teaching Reading and Writing in New Media**

Renaissance Hotel, Landmark Ballroom, Salon 4, Lobby Level

*Chair:* Michael Bérubé, The Pennsylvania State University, University Park

*Speakers:* Barclay Barrios, Florida Atlantic University, Boca Raton, “A Funny Thing Happened on the Way to Digital Literacy . . .”

Richard Miller, Rutgers University, New Brunswick, NJ, “Learning by Doing: A Year of Thinking in Public”

Cynthia Selfe, The Ohio State University, Columbus, “A More Capacious Conception”

**Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives**

**C.15 The New Work of Forgery: Authenticating Identity in the Work of Writing**

America’s Convention Center, Room 225, Level 2

*Chair:* Amy Robillard, Illinois State University, Normal

*Speakers:* Kyle Jensen, University of North Texas, Denton, “I AM SPAM; or, Writer’s Block in a Posthuman Era”

Ron Fortune, Illinois State University, Normal, “Forgery, ‘Common Sense,’ and the Work of Writing”

Teaching Writing and Rhetoric

C.16 L2 Students as Writers and Readers
America's Convention Center, Room 232, Level 2
Chair: Amy Ann Metcalf, Wayne State University, Detroit, MI
Vanessa Kraemer, University of Louisville, KY, “Teaching and Listening from a Translingual Starting Point: A Pedagogical Case Study”
Michelle Niestepski, Lasell College, Newton, MA, “Second Language Students’ Experiences with Reading Assignments”
Carole Center, Lasell College, Newton, MA, “Second Language Students’ Experiences with Reading Assignments”

Academic Writing

C.17 Learning Outside the Classroom: Academic Support Services and the Arts
America's Convention Center, Room 240, Level 2
Chair: Alanna Frost, University of Alabama, Huntsville
Speakers: Elaine Hays, College of the Holy Cross, Worcester, MA, “Camp Transition: Stories of Writing Development from Tutors and Students during a College Transition Program”
Krista Petrosino, Bowling Green State University, OH, “Some (Still) Like It Hot: Re-envisioning Transdisciplinarity and Collaboration in First-Year Composition and Jazz Performance”
Heidi Maria Noyes, Southern Illinois University, Carbondale, “Gateways into the Postsecondary Mainstream Institution: Access to Academic Support Services for Deaf College Student Writers”

Community, Civic and Public

C.18 Civic Engagement in Responding to Crisis
America's Convention Center, Room 241, Level 2
Chair: Warren Rochelle, University of Mary Washington, Fredericksburg, VA
Speakers: Andrew Bourelle, Arizona State University, Tempe, “Why Should Rural Montanans Care What Happens in the Gulf of Mexico?: When English Students Read, Write, and Try to Do Something About the BP Oil Spill From 2,000 Miles Away”
Julie Staggers, University of Nevada-Las Vegas, “Envisioning the Invisible Risk: I-131, Thyroid Cancer and Public Discourse from Hanford to Fukushima”
Thursday, 1:45–3:00 p.m.

**Writing Programs**

**C.19 The Transition to Parentheses: New Boundaries for a Non-Tenure-Track Writing Program**

America’s Convention Center, Room 104, Level 1

*Chair:* Lacey Donohue, University of Southern California, Los Angeles

*Speakers:* Lacey Donohue, University of Southern California, Los Angeles, “Critical Reasoning and the Curricular Transition”

Jerome Edwards, University of Southern California, Los Angeles, “Professional Jargon and Classroom Access”

James Condon, University of Southern California, Los Angeles, “Graduate Training and Program Shifts”

**Theory**

**C.20 Poststructural and Posthuman Rhetorics**

America’s Convention Center, Room 242, Level 2

*Chair:* Teddi Fishman, Clemson University, Tallahassee, FL

*Speakers:* Maureen Daly Goggin, Arizona State University, Tempe, “Reinventing Inventio: A Post-Human Perspective on Rhetorical Invention”

A. Samuel Kimball, University of North Florida, Jacksonville, “Evolutionary Psychology (Deconstructed) and the Constitutive Limits of What Can Be Taught about Writing”

Leslie Bradshaw, University of Massachusetts, Amherst, “Concurrent Mediations, Concurrent Selves: Using Foucault’s Four Technologies to Theorize Digital Writers”

**Information Technologies**

**C.21 Assessing the Emerging Spectrum of Tutoring Services in Digital Spaces: A Concurrent Session**

Renaissance Hotel, Majestic Ballroom, Salon A, Second Floor

*Co-Chairs:* Matthew Schultz, Vassar College, Poughkeepsie, NY

Melody Pickle, Kaplan University, Ft. Lauderdale, FL

*Speakers:* Michaella Hammond, Kaplan University, Ft. Lauderdale, FL, “‘Oh, Pioneers!’ Crafting Accessible DIY OWL Student Resources”

Jessica Perolio, St. Louis University, MO, “St. Ignatius Got a iPad: An Approach to Holistic Writing Pedagogy for the Virtual World”

Jesse Kavadlo, Maryville University, St. Louis, MO, “Crossing the Virtual Threshold: Training Peer Tutors to Respond Electronically”
Thursday, 1:45–3:00 p.m.

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

C.22 International Teaching of Written English: Brazil, Turkey, and Afghanistan

Americais Convention Center, Room 105, Level 1

Chair: Aimee Krall-Lanoue, Concordia University, Chicago, IL

Speakers:
- Michael Edwards, United States Military Academy, West Point, NY, “You Can’t Lead a Teaching Seminar in Body Armor: Reinventing the University in Afghanistan”
- Neval Avci, Northeastern University, Boston, MA, “Nationalism 101: Writing Instruction in the Turkish Higher Educational System”
- Katia Morais, Universidade Federal do Pampa, Bagé, Brazil, “Practicing Multilingualism in a Contested Space: Composing the Deep South of Brazil”

Teaching Writing and Rhetoric

C.23 Inviting Campus Conflict into the Classroom

Renaissance Hotel, Majestic Ballroom, Salon G, Second Floor

Chair: Meg Scott, College of Charleston, SC

Speakers:
- Sarah Bowles, Belmont University, Nashville, TN, “From Institutional ‘Blunder’ to Emergent Occasion: Confronting Homophobia on a Christian Campus”
- Amy Hodges Hamilton, Belmont University, Nashville, TN, “From Institutional ‘Blunder’ to Emergent Occasion: Confronting Homophobia on a Christian Campus”
- Denise Landrum-Geyer, Southwestern Oklahoma State University, Weatherford, “‘Is that a gun in your pocket?’ When a Conceal-Carry Bill Became a Class Text”
- Wioleta Fedeczko, Utah Valley University, Orem, “Undocumented Immigrants in Higher Ed: ‘Are we teaching a new generation that it’s okay not to follow the law?’”

Community, Civic and Public

C.24 Productive Tensions: The Relevance of the Federal Writers’ Project to 21st Century America

Renaissance Hotel, Majestic Ballroom, Salon H, Second Floor

Chair: Deborah Mutnick, Long Island University, Brooklyn, NY

Speakers:
- Jerrold Hirsch, Truman State University, Kirksville, MO, “Learning from the FWP”
- Catherine Hobbs, University of Oklahoma, Norman, “Writing History Inside and Out: The Academy and the Guide”
- Deborah Mutnick, Long Island University, Brooklyn, NY, “Partnering with a Historical Society: Archival and Oral History Research in Pursuit of Freedom”

Respondent: Shannon Carter, Texas A&M Commerce
Thursday, 1:45–3:00 p.m.

Theory

C.25  Procedures, Play, and Possibility Spaces
Renaissance Hotel, Majestic Ballroom, Salon B, Second Floor

Chair: James Brown, University of Wisconsin-Madison
Speakers: James Brown, University of Wisconsin-Madison, “Paignion: An Immersive Style of Engagement”
Alex Reid, University of Buffalo, NY, “Minimal Rhetoric”
Matt King, University of Texas, Austin, “Rhetorical Gaming and Procedural Engagement”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

C.26  Girls from the Hood: Writing Gateways to Transition Low Income, First-Generation Women Students and Their Families for College Success
Renaissance Hotel, Majestic Ballroom, Salon C, Second Floor

Chair: Risa P. Gorelick, College of Saint Elizabeth, Morristown, NJ
Speakers: Risa P. Gorelick, College of Saint Elizabeth, Morristown, NJ, “Tutoring Girls from the Hood: Gateways to Academic Success for Low Income, First-Generation, Women Students”
Katherine M. Buck, College of Saint Elizabeth, Morristown, NJ, “Confessions of a Student Life Dean: Providing Support and Education for Girls from the Hood and Their Families”
Mary Chayko, College of Saint Elizabeth, Morristown, NJ, “Gateways to Girls from the Hood: Linking Sociology and Writing Communities”
Vanessa Molina, College of Saint Elizabeth, Morristown, NJ, “Gateways from the Hood to College: A First-Generation Student’s Perspective of What Was Lost and Gained”
Kathleen R. Hunter, College of Saint Elizabeth, Morristown, NJ, “Teaching Girls from the Hood: Learning and Relearning the Three R’s and Other Important Lessons”

Academic Writing

C.27  Closing the Gap between Identities and Writing in the Academy
Renaissance Hotel, Landmark Ballroom, Salon 1, Lobby Level

Chair: Charles Riss, Texas A&M University-Corpus Christi
Speakers: Charles Riss, Texas A&M University-Corpus Christi
Melissa Riss, Texas A&M University-Corpus Christi
Samantha Howard, Texas A&M University-Corpus Christi

122
Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

**C.28 The Architecture of the ePortfolio as a Gateway to Learning in the Core Curriculum: Responding to Instructional, Curricular, and Institutional Challenges**

*America's Convention Center, Room 222, Level 2*

**Chair:** Emily Miller, Virginia Military Institute, Lexington

**Speakers:**
- Kenneth Koons, Virginia Military Institute, Lexington, “Designing Interdisciplinary Core Courses: Inviting Innovation, Establishing Boundaries”
- Christina McDonald, Virginia Military Institute, Lexington, “An Institutional Foundation: Linking the ePortfolio and Writing Across the Curriculum”
- Mary Ann Dellinger, Virginia Military Institute, Lexington, “Se habla W: ePortfolios, WAC, and the Acquisition of Second Languages/Cultures”

**Research**

**C.29 Methodological Disconnects: Tensions in Teaching, Learning, and Doing Qualitative Research in Writing and Rhetoric**

*Renaissance Hotel, Landmark Ballroom, Salon 7, Lobby Level*

**Co-Chairs:** Jeff Grabill, Michigan State University, East Lansing
- Michael Pennell, University of Rhode Island, Kingston

**Speakers:**
- Michael Pennell, University of Rhode Island, Kingston, “Gateway and/or Epicenter?: Institutionalizing Research Methods in Graduate Education”
- Joannah Portman-Daley, University of Rhode Island, Kingston, “Creating Gateways for Digital Writing Research: The Ethics of Researching in with Social Media Spaces”
- Tim Amidon, University of Rhode Island, Kingston, “Genre Ecologies, Praxis, and Multimodality: A Pre-Dissertation Reflection on the Methodology/Methods Distinction”
- Matthew Ortoleva, Johnson and Wales University, Providence, RI, “From Activism to Anxiety: What Grad Students Should Expect from Community-based Research”
- Nedra Reynolds, University of Rhode Island, Kingston, “Micro-Studies: Preparing Graduate Researchers before Graduate School”
Thursday, 1:45–3:00 p.m.

Teaching Writing and Rhetoric

C.30 Re-Visiting Stephen North's Concept of Lore: Gateway to Writing Teacher Agency

Renaissance Hotel, Landmark Ballroom, Salon 3, Lobby Level

Chair: James Zebroski, University of Houston, TX

Speakers:

- James Zebroski, University of Houston, TX, “Lore and the Development of a New Rhetoric and Composition Ph.D.: The Ways Teaching Commonplaces in Composition Studies Shape a New Curriculum”
- Nancy Mack, Wright State University, Dayton, OH, “Lore and Development of Writing Teachers in a Summer Institute: Why and How Public School Teachers Change Course”
- David Seitz, Wright State University, Dayton, OH, “Lore and the Development of an Innovative Textbook for Writing Students: Re-Inventing Literacy Studies as Literacy Pedagogy”

Information Technologies

C.31 Bodies Writing in Space: Rhetorics of Natural-User Interfaces

America’s Convention Center, Room 220, Level 2

Chair: Marilyn Cooper, Michigan Technological University, Houghton

Speakers:

- Anne Frances Wysocki, University of Wisconsin-Milwaukee, “The Autodidact at the Alphabet”
- Kara van de Graaf, University of Wisconsin-Milwaukee, “Only Kinect: Embodied Interfaces and Aesthetic Engagement in the First-Year Composition Classroom”

History

C.32 Literacy as Political and Economic Gateway

Renaissance Hotel, Landmark Ballroom, Salon 5, Lobby Level

Chair: Jeannie Waller, University of Arkansas, Little Rock

Speakers:

- Tabetha Adkins, Texas A&M University-Commerce, “Judicial Gateways: The Supreme Court’s Vexed Relationship with Literacy Tests”
- Kirk Branch, Montana State University, Bozeman, “Grandfathers and Understanding—or—How to Write a Literacy Test that Disenfranchises the Right People”
- Joseph Bartolotta, University of Minnesota, Twin Cities, “Problematizing Literacy as an Economic Gateway”
Thursday, 1:45–3:00 p.m.

Theory

C.33 Imports/Exports: The Rhetorical Valences of Twenty-First Century Gateways

Renaissance Hotel, Landmark Ballroom, Salon 6, Lobby Level

Chair: Conor Shaw-Draves, Wayne State University, Detroit, MI

Speakers: Derek Risse, Wayne State University, Detroit, MI, “Humane Literacies: Rhetoric, Ethics, and the Detroit Zoo’s Literacy Initiatives”
Michael Ristich, Wayne State University, Detroit, MI, “Without Content: Towards a Rhetoric of Anarchism”
Conor Shaw-Draves, Wayne State University, Detroit, MI, “Common Spaces, Common Places: Aristotle, the Internet, and Modern Rhetoric”

Information Technologies

C.34 Online Identity Construction in Video Games and Blogs

Renaissance Hotel, Landmark Ballroom, Salon 2, Lobby Level

Chair: Jacqueline Preston, University of Wisconsin, Madison

Speakers: Lee Sherlock, Michigan State University, East Lansing, “Mapping a Network of Video Gaming, Queer Rhetorics, and Fandom”
Melissa Forbes Larabee, University of Illinois at Urbana-Champaign, “Bros Compose Hos: Constructing the Public and Controlling Dissent on a Men’s Lifestyle Website”
Elizabeth Chamberlain, University of Louisville, KY, “DIY Subversion: The Anti-Consumerist Rhetoric of Homemade Fashion Blogs”

Teaching Writing and Rhetoric

C.35 Reconsidering the Uses of Response

America’s Convention Center, Room 221, Level 2

Chair: Jonathan Evans, Texas Woman’s University, Denton

Karen Lunsford, University of California-Santa Barbara, “The Rhetoric of Teachers’ Comments Revisited”
C.36  Open Working Meeting of the Special Interest Group on Working-Class Culture and Pedagogy

America's Convention Center, Room 200, Level 2

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are invited.

Chair: William Thellin, University of Akron, OH
D Sessions: 3:15–4:30 p.m.

**Featured Speaker**

**Jimmy Santiago Baca**  
**Writing as Spiritual Discourse**  
Renaissance, Landmark Ballroom 4, Lobby Level

**Chair:** Deborah Appleman, Carleton College, Northfield, MN

Born in New Mexico of Chicano and Apache descent, Jimmy Santiago Baca was raised first by his grandmother and was later sent to an orphanage. A runaway at age thirteen, it was after Baca was sentenced to five years in a maximum security prison at the age of twenty-one that he began to turn his life around: there he learned to read and write and found his passion for poetry. During a fateful conflict with another inmate, Jimmy was shaken by the voices of Neruda and Lorca, and made a choice that would alter his destiny. Baca sent three of his poems to Denise Levertov, the poetry editor of Mother Jones. The poems were published and became part of *Immigrants in Our Own Land*, published in 1979, the year he was released from prison. He earned his GED later that same year. Like many Southwestern writers, Baca identifies with the land around him and the myths that are part of his culture. He is the winner of the Pushcart Prize, the American Book Award, the National Poetry Award, two Southwest Book Awards, and the International Hispanic Heritage Award.

His memoir, *A Place To Stand*, won the prestigious International Award and tells of his life in prison, where he discovered the power of language. The memoir is being made into a documentary feature film—examining Jimmy’s growth from illiterate convict to award-winning poet, the film will demonstrate that there is always hope to change one’s life. He is at work on his second memoir, *The Fisher King*. He is the author of a collection of stories *The Importance of a Piece of Paper* and a novel, *A Glass of Water* (2009), both published by Grove Atlantic. *A Glass of Water* was released to critical acclaim and is a gripping tale of family, loyalty, ambition, and revenge, which offers us a glimpse into the tragedies unfurling at this very moment at and around our country’s borders.

Baca’s books of poetry include: *The Esai Poems*, the first of four books under the series title *Breaking Bread with the Darkness; Winter Poems Along the Rio*
Grande (New Directions); Healing Earthquakes; C-Train & Thirteen Mexicans; Black Mesa Poems; Martin & Meditations on the South Valley, for which he won The American Book Award; and Immigrants in Our Own Land.

Baca has devoted his post-prison life to writing and teaching others who are overcoming hardship. To that end, he published a guidebook for teachers entitled Adolescents On The Edge, co-authored with ReLeah Cosset Lent, to offer a completely new approach to teaching at risk adolescents (Heinemann, 2011). He has conducted hundreds of writing workshops in prisons, community centers, libraries, and universities throughout the country. He is also producing a two hour documentary about the power of literature and how it can change lives.

Extended Response: Deborah Appleman, Carleton College, Northfield, MN
“Writing as a Liberatory Gateway”
Recently, scholars have argued that genre theory is uniquely positioned to illuminate how writers transition between writing tasks, situations, and discourse communities (Devitt, Bawarshi, and Miller). This double session will seek to answer three questions: (1) how do genres facilitate transitions for writers—between high school and first year writing, between college writing tasks, between college and the workplace? (2) how do genres themselves transition across time, audiences, or professional boundaries? (3) how must genre theory itself transition in order to account for changing rhetorical situations? The session will begin with a roundtable, with each of the speakers giving a five-minute overview of their research. The second half will involve three small-group workshops on the topics of genres and transition, genres in transition, and transitions in genre theory.

**Chair:**
Charles Bazerman  
University of California, Santa Barbara

**Speakers:**

**Jordynn Jack**  
University of North Carolina, Chapel Hill, “Discovering Science through Genres”

**Katie Rose Guest Pryal**  
University of North Carolina, Chapel Hill, “Discovering Law through Genres”

**Anis Bawarshi**  
University of Washington, Seattle, “Using Genres to Facilitate High Road Transfer”
Thursday, 3:15–4:30 p.m.

Amy Devitt
University of Kansas, Lawrence, “Genre Baggage”

Rebecca S. Nowacek
Marquette University, Milwaukee, “Tutoring for Transfer: The Role of Genre Knowledge in Writing Center Work”

Janet Giltrow
University of British Columbia, Vancouver, “Genre and Popularization”

Carolyn R. Miller
North Carolina State University, Raleigh, “Genre and Historical Transitions”
Thursday, 3:15–4:30 p.m.

**Teaching Writing and Rhetoric**

**D.01 From Fifth to First: Digital Delivery Recast as Invention and Composition Theory**

Renaissance Hotel, Majestic Ballroom, Salon A, Second Floor  
*Chair:* Chanon Adsanatham, Miami University, Oxford, OH  
*Speakers:* Chanon Adsanatham, Miami University, Oxford, OH  
                  Bre Garrett, Miami University, Oxford, OH  
                  Aurora Matzke, Miami University, Oxford, OH

**Academic Writing**

**D.02 Generation 1.5 Students’ Transition to College Reading and Writing: Strategies for Placement, Teaching, and Program Development**

Americas Convention Center, Room 104, Level 1  
*Chair:* Joanne Giordano, University of Wisconsin-Marathon, Wausau  
*Speakers:* Todd Ruecker, University of Texas at El Paso, “Standardized Testing: Creating a Hierarchy of College Readiness”  
               Holly Hassel, University of Wisconsin-Marathon, Wausau, “Placement, Pedagogy, and Generation 1.5 College Writers”  
               Joanne Giordano, University of Wisconsin-Marathon, Wausau, “Critical Reading and Multilingual Students’ Development as College Writers”

---

**Catherine F. Schryer**  
Ryerson University, Toronto, “Genres in Professional Communication Contexts”

**Jane Danielewicz**  
University of North Carolina, Chapel Hill, “Genre and Rhetorical Agency: Considering Autobiography”

**Mary Jo Reiff**  
University of Kansas, Lawrence, “The Role of Genre Success/Enjoyment in Transitioning to New Writing Contexts”

**Jason Swarts**  
North Carolina State University, Raleigh, “Enacted Genre”

**Elizabeth Wardle**  
University of Central Florida, Orlando, “Informing Pedagogies and Programs with Genre Theory”
Teaching Writing and Rhetoric

D.03 Reimagining the Composition Textbook
America's Convention Center, Room 226, Level 2

Chair: Michael Lee McGinnis, Wayne State University, Detroit, MI
Speakers: Marian Crotty, Florida State University, Tallahassee, “Beyond Bennetton: The Ubiquitous but Unsophisticated Representation of Diversity in FYC Textbooks”
Lauren Cagle, University of Nevada, Las Vegas, “Reading the Way into Writing: Using Bakhtin’s Speech Genres to Reimagine the Composition Textbook”
Sarah Etlinger, University of Wisconsin-Milwaukee, “Writing on the Threshold: Examining Recent Composition Textbooks as Digital Gateways”

Theory

D.04 Threshold Spaces: Rhetoric and Contested Identity
America's Convention Center, Room 228, Level 2

Chair: Martha Marinara, University of Central Florida, Orlando
Speakers: Martha Marinara, University of Central Florida, Orlando, “Thresholds and Shifting Borders”
David Wallace, University of Central Florida, Orlando, “Crossing the Threshold without Leaving the Borderlands Behind”
Jamie McDaniel, Pittsburg State University, KS, “Professionalizing the Self: Amplifying Marginalized Identities through Document Design in the Technical Composition Classroom”
Rob Faunce, Stony Brook University, NY, “Contested Bodies in First-Year Writing”

Research

D.05 Pragmatic Inquiry as a Gate(way) to Earned Insight: Investigating Goal Setting in Writing Conferences
America's Convention Center, Room 229, Level 2

Chair: Roberta Kjesrud, Western Washington University, Bellingham
Speakers: Sarah Liggett, Louisiana State University, Baton Rouge, “Pragmatic Inquiry Defined”
Kerri Jordan, Mississippi College, Clinton, “Pragmatic Inquiry Applied to Goal Setting in Writing Center Conferences”
Steve Price, Mississippi College, Clinton, “Pragmatic Inquiry Scrutinized: Analyzing and Mapping the Research Process”
Community, Civic and Public

D.06 Communication at the Threshold of Civic Change: Rural and Urban Epideictic as Transcendent Social Action
America’s Convention Center, Room 224, Level 2
Chair: Victor Villanueva, Auburn University, AL
Speakers: Donna Evans, Eastern Oregon University, La Grande, “Kairotic Entelechy as Gate to Epideictic Literacies”
Jerry Petersen, Marygrove College, Detroit, MI, “‘Born of Fire,’ ‘Imported From Detroit’: Don’t Forget the Motor City”
Cori Brewster, Eastern Oregon University, La Grande, “Pedagogical Implications: Community Epideictic as Civic Literacy”
Respondent: Victor Villanueva, Auburn University, AL

Creative Writing

D.07 Reflecting through Writing Assessments and Validation Research
America’s Convention Center, Room 222, Level 2
Chair: Elizabeth Vogel, Arcadia University, Glenside, PA
Speakers: Kristen Getchell, Indiana University of Pennsylvania, “Student Perceptions of Validity in Writing Placement”
William Carpenter, High Point University, NC, “Teaching for Meta-Cognition and Transfer: How Longitudinal Studies of Writing Can Inform Composition Curricula”
Eden Pearson, Des Moines Area Community College, IA, “The Squishy and the Gnarly: Reflective Portfolios as Writing Gateways in Individual and Program Assessments”
Alan Hutchison, Des Moines Area Community College, IA, “The Squishy and the Gnarly: Reflective Portfolios as Writing Gateways in Individual and Program Assessments”

History

D.08 Redefining Civic Engagement: Gateway Sites of Rhetorical Education, 1845–1925
America’s Convention Center, Room 230, Level 2
Chair: Nan Johnson, The Ohio State University, Columbus
Speakers: Pamela VanHaitsma, University of Pittsburgh, PA, “Rhetorical Education for Romantic Engagement”
Paige VanOsdlol, The Ohio State University, Columbus, “Women’s Elocution Pedagogy: Regendering Rhetorical Education”
Kate White, Indiana University-Purdue University, Fort Wayne, “Inherent Contradictions: Rhetorical Education for Citizenship in the General Federation of Women’s Clubs”
Respondent: Jessica Enoch, University of Pittsburgh, PA
Thursday, 3:15–4:30 p.m.

Institutional and Professional

D.09 Graduate Programs as Gateway to WPA Work? Or, What WPAs Don’t Learn from School
America’s Convention Center, Room 221, Level 2

Chair: Lauren Fitzgerald, Yeshiva University, New York, NY
Speakers: Lauren Fitzgerald, Yeshiva University, New York, NY, “Models for Writing Center Director Ethos”
Rita Malenczyk, Eastern Connecticut State University, Willimantic, “From ESL to WAC”
Alfred E. Guy, Jr., Yale University, New Haven, CT, “Honoring the Teacher in the Room”

History

D.10 Literacy Origins: Narratives of Learning Sites
America’s Convention Center, Room 102, Level 1

Chair: Donora Hilliard, Wayne State University, St. Claire Shores, MI
Speakers: Samantha NeCamp, Midway College, KY, “Telling Our Story: An Analysis of Origin Narratives for Three Literacy Teaching Organizations”
Lance Cummings, Miami University, Oxford, OH, “Building the Immigrant Gateway: The ‘Roberts Method’ and the YMCA Classroom”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

D.11 From “Black English” to World English: Multilingualism and Multimodality in and across Local and Global Contexts
America’s Convention Center, Room 100, Level 1

Chair: Xiaoye You, The Pennsylvania State University, University Park
Speakers: Steven Fraiberg, Michigan State University, East Lansing, “Mapping Multilingual-Multimodal Literacy Practices: Tracing Writing across Classrooms, Communities, and Cultures”
Respondent: Keith Gilyard, The Pennsylvania State University, University Park
Thursday, 3:15–4:30 p.m.

**Writing Programs**

**D.12 Gateways to Response Strategies That Work for Our Students AND for Ourselves: Exploring New Territory for Novice and Experienced Teachers**

Renaissance Hotel, Majestic Ballroom, Salon B, Second Floor

*Chair:* Randi Browning, University of California, Santa Barbara

*Speakers:* Olivia Walling, University of California, Santa Barbara, “How Novice Instructors Develop Response Strategies: Identities in Transition”

Randi Browning, University of California, Santa Barbara, “Transitioning to New Practices: Experienced Teachers Testing the Boundaries of Their Convictions”


**Teaching Writing and Rhetoric**

**D.13 Composing Place and Self: Travel as Metaphor and Motive for Writing**

America’s Convention Center, Room 231, Level 2

*Chair:* Hephzibah Roskelly, University of North Carolina, Greensboro

*Speakers:* Jacob Babb, University of North Carolina, Greensboro, “Travel Writing as a Heuristic Genre: Composing and Revising Identity”

Ken Autrey, Francis Marion University, Florence, SC, “Bruce Chatwin, The Songlines, and the Rhetoric of Travel Writing”

Jim Bowman, St. John Fisher College, Rochester, NY, “Tall Tales, Travel Writing, and Rhetorical Pedagogy: Teaching the Work of Greg Mortenson after 60 Minutes”

David Farley, St. John’s University, Queens, NY, “‘Passport, please . . . ’: Composing Bodies in Freshman Writing and Service Learning”

**Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives**

**D.14 The Art and Science of Applied Rhetoric: Nursing, Marketing, and Legal Studies**

America’s Convention Center, Room 232, Level 2

*Chair:* ZiYi Jiang, California State University, San Bernardino

*Speakers:* Helen Lee, University of North Carolina at Chapel Hill, “‘An Eye to the Future’: Creative Nonfiction Writing Rear-ends Legal Writing”

Kristopher Lotier, The Pennsylvania State University, University Park, “Marketing Composition: Selling Our Skills without Selling Our Souls”

Barbara Duffey, University of Utah, Salt Lake City, “Poetry as a Gateway to Empathy: Creative Writing Assignments for Nurses in Composition Courses”
Thursday, 3:15–4:30 p.m.

**Information Technologies**

**D.15 Authority through Gameplay: Videogames as Discursive Gateways**
America’s Convention Center, Room 240, Level 2

*Chair:* Matthew S. S. Johnson, Southern Illinois University, Edwardsville

*Speakers:* Matthew S. S. Johnson, Southern Illinois University, Edwardsville, “Authoring the Character: Imagined Consciousness in Gameplay”
Rebekah Shultz Colby, University of Denver, CO, “Authoring the Player: ESL Students Write to Play”
Richard Colby, University of Denver, CO, “Authoring the Pedagogy: Perspectives on Gaming and Writing”

**Institutional and Professional**

**D.16 Teaching and Administering Writing in Global Contexts**
America’s Convention Center, Room 241, Level 2

*Chair:* David Martins, Rochester Institute of Technology, NY

*Speakers:* Doreen Starke-Meyerring, McGill University, Montréal, Quebec, Canada, “Globally Networked Learning Environments as Critical Sites of WPA in Globalizing Higher Education”
Rebecca Dingo, University of Missouri, Columbia, “Transnational Connectivities and the Global Politics of WAC”
Jennifer Wingard, University of Houston, TX, “Disposable Drudgery: Outsourcing Goes to College”
Wendy Olson, Washington State University, Vancouver, “Mapping and Exploiting Transnational Writing Programs in U.S. Community Colleges”

*Respondent:* Christiane Donahue, Dartmouth College, Hanover, NH

**Information Technologies**

**D.17 Multimedia Online Cases in Technical Fields: Role Playing in Multiple Perspectives across Multiple Courses as Gateway**
America’s Convention Center, Room 105, Level 1

*Chair:* David Russell, Iowa State University, Ames

*Speakers:* David Russell, Iowa State University, Ames
Jacob Rawlins, Iowa State University, Ames
Jonathan Balzotti, Iowa State University, Ames
Thursday, 3:15–4:30 p.m.

Professional and Technical Writing

**D.18 Gateway to the Danger Zone: Technical Communication’s Considerations of Feminisms, Relationships, Representations**

America’s Convention Center, Room 106, Level 1

**Chair:** Kellie Sharp-Hoskins, Illinois State University, Normal

**Speakers:** Erin Clark Frost, Illinois State University, Normal, “Forging Connections: Interlacing Feminisms, Technical Communication, and Gender Studies”


Marie Moeller, University of Wisconsin–La Crosse, “Food Fight: Cookbook Rhetorics in Technical Communication”

Research

**D.19 Understanding Students’ Source Choices: Insights from the Citation Project and LILAC Project**

America’s Convention Center, Room 103, Level 1

**Chair:** James P. Purdy, Duquesne University, Pittsburgh, PA

**Speakers:** Sandra Jamieson, Drew University, Madison, NJ, “Statistical Analysis of Students’ Source Choices”

Janice R. Walker, Georgia Southern University, Statesboro, “How Students Find and Evaluate Sources”

Rebecca Moore Howard, Syracuse University, NY, “Pedagogical Causes and Rhetorical Consequences of Students’ Source Choices”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

**D.20 Cross-Border Collaboration in Charting a Department’s Future: Toward a North-American Conception of Rhetoric and Writing Studies**

America’s Convention Center, Room 225, Level 2

**Chair:** Louise Wetherbee Phelps, Old Dominion University, Norfolk, VA

**Speakers:** Louise Wetherbee Phelps, Old Dominion University, Norfolk, VA

Judith Kearns, University of Winnipeg, Manitoba, Canada

Jennifer Clary-Lemon, University of Winnipeg, Manitoba, Canada

Tracy Whalen, University of Winnipeg, Manitoba, Canada

**Respondent:** Jaqueline McLeod Rogers, University of Winnipeg, Manitoba, Canada
Thursday, 3:15–4:30 p.m.

Writing Programs

D.21 Directed Self-Placement: Widening Institutional Gateways

Americais Convention Center, Room 242, Level 2

Chair: Dan Melzer, California State Sacramento

Speakers: Amy Heckathorn, California State Sacramento
         Dan Melzer, California State Sacramento
         Fiona Glade, California State Sacramento

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

D.22 (Ad)Ministering to Writing through Multiple Sites: Writing Centers, Teaching Centers, and College-Wide Outcomes Assessment

Renaissance Hotel, Majestic Ballroom, Salon F, Second Floor

Chair: Dominic DelliCarpini, York College of Pennsylvania

Speakers: Barbara Lutz, University of Delaware, Newark, “Breaking Ground for Writing Center-Graduate Writing Initiatives”
         Cynthia Crimmins, York College of Pennsylvania
         Dominic DelliCarpini, York College of Pennsylvania, “Using the ‘Framework for Success in Post-Secondary Writing’ to Guide College-Wide Writing and Assessment: A Dean’s Perspective”
         Amy Propen, York College of Pennsylvania, “How Professional Learning Communities Can Help Foster a College-Wide Culture of Writing”

Community, Civic and Public

D.23 Service Learning and Engaged Scholarship: Relating People and Programs

Renaissance Hotel, Majestic Ballroom, Salon H, Second Floor

Chair: Stephanie Schatz, Purdue University, West Lafayette, IN

Speakers: Margaret Strain, University of Dayton, OH, “What Happens after the Service Learning Class? Institutionalizing Sustained Engagement”
         Kendall Leon, Purdue University, West Lafayette, IN, “Integrating Engaged Scholarship into First-Year Composition Courses”
         Erin Clark, St. Mary’s University, Winona, Minnesota, “Assessing Service: The Role of Engaged Scholarship in Faculty Development and Student Writing Outcomes”
         Stephanie Schatz, Purdue University, West Lafayette, IN, “Citizens of the World: Service Learning and Transnational Engagement”
Thursday, 3:15–4:30 p.m.

Academic Writing

D.24 Reflection and Rhetorical Knowledge as Gateways to Transfer

Renaissance Hotel, Landmark Ballroom, Salon 1, Lobby Level

Chair: Howard Tinberg, Bristol Community College, Fall River, MA

Speakers: Irene Clark, California State University, Northridge and Los Angeles, “Rhetorical Knowledge and Genre Awareness as Gateway to Transfer”

Duncan Carter, Portland State University, OR, “Gateways to Learning New Genres: An Inductive Approach”

Barbara Jo Krieger, State University of New York, Potsdam, “Gateways to an Increasingly Complex and Diverse World: Framing Argument as Inquiry”

Information Technologies

D.25 Secondary Orality and Digital Mobocracy

Renaissance Hotel, Landmark Ballroom, Salon 3, Lobby Level

Chair: Ethan Sproat, Purdue University, West Lafayette, IN

Speakers: Jonathan Wallin, Purdue University, West Lafayette, IN, “Digital Assessment for the Masses, or What Should Be Done About Online Writing Evaluation?”

Alexandra Layne, Purdue University, West Lafayette, IN, “Feminisms, Counterpublics, and Building a Room of One’s Own in Online Gaming Communities”

Ethan Sproat, Purdue University, West Lafayette, IN, “Secondary Orality and the Birther Conspiracy”

Cody Reimer, Purdue University, West Lafayette, IN, “Anonymity, Autonomy, and Antagonism: Analyzing Anonymous’ Activism”

Respondent: John Walter, Independent Scholar, Washington, DC

Teaching Writing and Rhetoric

D.26 Thir dspace Portals: A Hybrid/Writing Studio Model for First-Year Composition

Renaissance Hotel, Landmark Ballroom, Salon 5, Lobby Level

Chair: Michelle Miley, University of Houston, TX

Speakers: Mary Gray, University of Houston, TX, “Developing Spaces: Configuring and Assessing the Hybrid/Studio Model”

Eric Higgins, University of Houston, TX, “Triadic Nodes: The Role of the Instructor in Relation to Facilitator and Student”

Mark Sursavage, University of Houston, TX, “In-Between Spaces: The Role of the Facilitator”

Michelle Miley, University of Houston, TX, “Outside Observations: The Writing Center Portal”
Thursday, 3:15–4:30 p.m.

Information Technologies

D.27 Digital Literacy Narratives: Authors, Audiences, and Contexts
Renaissance Hotel, Landmark Ballroom, Salon 6, Lobby Level

Chair: Jamie Thorton, Kaplan University, Ft. Lauderdale, FL

Speakers: Douglas Walls, University of Central Florida, Orlando, “Tracing Literacy Ecologies in the Digital Age through Literacy Narratives and Social Media”
Ashly Bender, University of Louisville, KY, “Mobilizing YouTube: Soldiers, PTSD, and Digital Composition”
Amy Stornaiuolo, University of California-Berkeley, “Cosmopolitan Composing: Writing for Global Audiences”

Teaching Writing and Rhetoric

D.28 Gateway, Wall, or Treadmill?: Does Learning from First-Year Writing Transfer?
Renaissance Hotel, Landmark Ballroom, Salon 223, Level 2

Chair: Thomas Girshin, Binghamton University, NY

Speakers: Thomas Girshin, Binghamton University, NY, “Positivism, Relativism, and the Crisis of Knowledge in First-Year Writing”
Octavio Pimentel, Texas State University-San Marcos, “‘Que te llevas de’ First-Year Writing?: Three Latino Students’ First-Year Writing Experiences”
Matthew Levy, Pacific Lutheran University, Tacoma, WA, “First-Year Writing as Transitional Experience”
Deborah Holdstein, Columbia College, Chicago, IL, “First-Year Writing and the Fallacy of Transition”

Respondent: Susan Miller, University of Utah, Salt Lake City

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

D.29 Gateways into the Disciplines: Navigating Different Disciplinary Contexts to Support Writing Across Campus
Renaissance Hotel, Landmark Ballroom, Salon 7, Lobby Level

Chair: Nicole Guinot Varty, Wayne State University, Detroit

Speakers: Becky Morrison, Eastern Michigan University, Ypsilanti
Dave Nassar, Eastern Michigan University, Ypsilanti
Nicole Guinot Varty, Wayne State University, Detroit
Teaching Writing and Rhetoric

D.30 Moving Beyond Theory: Issues of Praxis in Wiki Instruction

Renaissance Hotel, Majestic Ballroom, Salon C, Second Floor

Chair: Matthew Vetter, Ohio University, Athens

Speakers: Matthew Vetter, Ohio University, Athens, “Implementing Curricula: The Wikipedia Writing Assignment”
Carra Leah Hood, Richard Stockton College of New Jersey, Pomona, “Wiki-pedia as Writing Teacher”
Matthew Barton, St. Cloud State University, MN, “Gamifying Wiki Assessment: Using Videogame Design Principles to Enhance Wiki-Based Writing Projects”

Writing Programs

D.31 Checking Up on Wired Writing Programs: Emerging Perspectives on Program-Wide Technology Integration

Americaís Convention Center, Room 222, Level 2

Chair: Justin Jory, University of Colorado-Colorado Springs

Speakers: Justin Jory, University of Colorado-Colorado Springs, “What’s Reform Got to Do with It? Mapping Unsustainable Technology Practices to Plan Responsive Change”
Brian Ballentine, West Virginia University, Morgantown, “All That We Leave Behind: Ranking Program Focus to Include/Exclude Technology”
Will Hochman, Stamford Connecticut State University, Branford, “Stages of Digital Composition in FY Writing Programs: When Do We Reach the Point Where ‘Maybe’ becomes ‘Must’?”

Teaching Writing and Rhetoric

D.32 Genre in the Classroom

Renaissance Hotel, Landmark Ballroom, Salon 2, Lobby Level

Chair: Paula Harrington, Colby College, Waterville, ME

Speakers: Susan Chaudoir, University of Alberta, Edmonton, Canada, “Writing Assignments and Dominant Genres: Gateways to Understanding Writing in the Disciplines”
Robert Mendoza, California State University, Los Angeles, “The Rhetoric of Music Blogs”
Karla Lyles, Georgia Southern University, Statesboro, “Not Just Telling Stories: The Place of the Literacy Autobiography in the Basic Writing Classroom”
Thursday, 3:15–4:30 p.m.

Teaching Writing and Rhetoric

D.33 Undergraduates Socially Constructing the English Curriculum: New Media Writing's Impact on the Teaching of English
America's Convention Center, Room 227, Level 2
Chair: Robert Koch, University of North Alabama, Florence
Speakers: Deborah Bailey, University of North Alabama, Florence
Robert Koch, University of North Alabama, Florence
Nicholas Mauriello, University of North Alabama, Florence

Research

D35 Award-Winning Research in Written Communication
America's Convention Center, Room 101, Level 1
Chair: Christina Haas, University of Minnesota, MN
Speakers: Katie Vieira, University of Illinois at Urbana-Champaign, “Undocumented Writers, The American Dream, and College ‘Papers’”
Jodie Butler, Northern Illinois University, DeKalb, “Instructing Global Revision: A Tutorial They Asked For”
Respondent: John R. Hayes, Carnegie Mellon University, Pittsburgh, PA

D.36 Gateways to Literacies: The Digital Archives of Literacy Narratives
Renaissance Hotel, Majestic Ballroom, Salon D, Second Floor
Chair: Cindy Selfe, The Ohio State University, Columbus
Speakers: Kate Mangelsdorf, University of Texas, El Paso
John Scenters-Zapico, University of Texas, El Paso
Louis Herman, University of Texas, El Paso

D.37 Open Working Meeting of the Committee on Globalization on Postsecondary Writing Instruction and Research
America's Convention Center, Room 200, Level 2
This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are invited.
Chair: David Russell, Iowa State University, Ames
E Sessions: 4:45–6:00 p.m.

Gateways to Leadership: A Reflective Roundtable on Opportunities Within NCTE and CCCC

Renaissance, Majestic Ballroom, Salon H, Second Floor

With an organization as large and diverse as CCCC, individuals can get lost in the array of opportunities to serve and to collaborate with others. Some may feel daunted by the prospect of “big” roles in the organization, or simply not know where to start looking for a role that suits them. Still others may think they are not qualified, or well-suited, to occupy a leadership role. Unfortunately, many of these members’ talents go unrecognized as a result. This is a problem that the CCCC wants to solve, through information gathering and sharing. How did that member decide to be a program chair? How did that other member decide to join a committee? Where do I find the committee that might want to hear my ideas? We need to share our stories and help one another find leadership opportunities so that all members have the chance at joining the conversation—or finding their own personal gateways to leadership in CCCC. This featured session is therefore designed to help conference newcomers (and old timers, and those who are in between) think about ways in which they might seek out and occupy small or large leadership roles in our organization. The eight featured presenters, who represent a range of institutional types, will each speak for 5 minutes regarding how and why
they became involved in various leadership roles—from CCCC committees, to journal and book series editorships, to section and program chairs. The majority of the session time will be reserved for discussion, led by questions and comments from the audience. We hope that at the conclusion of this roundtable session, audience members will feel empowered with information, and helpful advice, that will lead them to seek out new roles in the CCCC, and to make important contributions to the work and mission of the organization.

Chair:
Kelly Ritter
University of North Carolina at Greensboro

Speakers:
Cheryl Glenn
Pennsylvania State University, University Park, “Leadership, Mentorship, and Trusting Collaborations”

Rhonda Grego

Mike Palmquist
Colorado State University, Durango, “You May Ask Yourself, Well, How Did I Get Here?: The Talking Heads as Career Counselors”

Shirley Rose
Arizona State University, Tempe, “Showing Up and Showing Off: Leadership as Visibility Work”

Carlos Salinas
University of Texas at El Paso, “Small Steps Toward Leadership”

Paul Puccio
Bloomfield College, Bloomfield, NJ, “A Journey of Service and Sensibility at CCCC”

Victor Villanueva
Auburn University, AL, “Finding, Creating, and Working the Network”

Clint Gardner
Salt Lake Community College, UT, “The Two Year College Teacher: Finding Leadership Opportunities”
Thursday, 4:45–6:00 p.m.

**Academic Writing**

**E.01 Research, Library Reference, and Bibliographic Studies**

American's Convention Center, Room 225, Level 2

*Chair:* Susan Mueller, St. Louis College of Pharmacy, MO

*Speakers:* Stephanie Loomis Pappas, Northeastern University, Boston, MA, “From the Other Side of the Reference Desk: Approaching the Researched Assignment in First-Year Composition from Academic Librarians’ Points of View”

Barbara Gordon, Elon University, NC, “Targeted, not Generic, Library Research Instruction for First-Year Writers”

Randall Bowman, Elon University, NC, “Targeted, not Generic, Library Research Instruction for First-Year Writers”

**Research**

**E.02 Transfer and Transition in WAC/WID Instruction: Research from the Dartmouth Seminar**

American's Convention Center, Room 222, Level 2

*Chair:* Tiane Donahue, Dartmouth College, Hanover, NH

*Speakers:* Neil Baird, Western Illinois University, Macomb, “Negotiation, Ease, and Transition to the Major”

Tara Lockhart, San Francisco State University, CA, “Acculturation, Transfer, and Higher Level Composing”

Bradley Dilger, Western Illinois University, Macomb, “Negotiation, Ease, and Transition to the Major”

**Information Technologies**

**E.03 Inventing the Infinite Text: Social Media as Gateway to Theories of Collaboration**

American's Convention Center, Room 226, Level 2

*Chair:* John Pell, Stanford University, Palo Alto, CA

*Speakers:* William Duffy, Francis Marion University, Florence, SC, “From Gangster Theory to Open Source Techne: Reinventing Collaboration in Composition Studies”

John Pell, Stanford University, Palo Alto, CA, “Collaboration beyond User Interface: Web 2.0’s Inhibiting Ethos”

Chris Gerben, University of Michigan, Ann Arbor, “Redefining the Texts: Expanding the Spectrum of Collaboration through Discourse Analysis of Online Writing”

*Respondents:* Hephzibah Roskelly, University of North Carolina at Greensboro

Kate Ronald, Miami University, Oxford, OH
Teaching Writing and Rhetoric

E.04 Writing across Borders

Renaissance Hotel, Majestic Ballroom, Salon A, Second Floor

Chair: Sue Henderson, East Central College, Union, MO

Speakers:
- Roger Graves, University of Alberta, Edmonton, Canada, “A National Approach to Undergraduate Writing in the Disciplines”
- Shelley DeBlasis, New Mexico State University, Carlsbad, “A Pedagogy of Rhetorical Witnessing: Toward the Idea of Transnational Citizenship in First-Year Writing”

Peter Mortensen, University of Illinois at Urbana-Champaign, “Assessing Advanced Composition Instruction as the Basis for Systematic Curricular Improvement: Research Findings and Their Afterlife in Shared Governance of the Curriculum”

Ayesha Boyce, University of Illinois at Urbana-Champaign, “Assessing Advanced Composition Instruction as the Basis for Systematic Curricular Improvement: Research Findings and Their Afterlife in Shared Governance of the Curriculum”

Maria Jimenez, University of Illinois at Urbana-Champaign, “Assessing Advanced Composition Instruction as the Basis for Systematic Curricular Improvement: Research Findings and Their Afterlife in Shared Governance of the Curriculum”

Community, Civic and Public

E.05 Feminist Engagements: Community-Based Participatory Alternatives for the Assessment Age

America’s Convention Center, Room 224, Level 2

Chair: Lee Nickoson, Bowling Green State University, OH

Speakers:
- Mary Sheridan, University of Wyoming, Laramie, “Facilitating Student Learning via Feminist Engagements of Community”
- Kristine Blair, Bowling Green State University, OH, “Sustainable Technofeminist Activism and the Mentoring of Future Faculty”
- Lee Nickoson, Bowling Green State University, OH, “Beyond ‘Messy’: Feminist Inquiry, Service Learning, and Productive Failures”
- Tobi Jacobi, Colorado State University, Fort Collins, CO, “Feminist Literacy Work within Spaces of Confinement”
- Anne Coyle, University of Wisconsin-Milwaukee, “The People United: Feminism and Labor Actions”

Respondent: Jenn Fishman, Marquette University, Milwaukee, WI
Thursday, 4:45–6:00 p.m.

**Creative Writing**

**E.06 Reframing Basic Writing and Sites of Transfer**

Renaissance Hotel, Landmark Ballroom, Salon 7, Lobby Level

*Chair:* Cynthia Bateman, Southern Illinois University, Edwardsville

*Speakers:* Joyce Inman, University of Southern Mississippi, Hattiesburg, “Basic Writing Programming: Gateways to Access Accompanied by Institutional Whispers”

Paula Patch, Elon University, NC, “Fluid Boundaries: Constructing a Meaningful Assessment of a Basic Writing Workshop”

Ellen Schendel, Grand Valley State University, Allendale, MI, “(Re)Conceiving of the Writing Center as a Site of Transfer”

**Academic Writing**

**E.07 From Assessment of ePortfolios to Assessment with ePortfolios: Fostering Flexible, Engaged Student Writers in and across Electronic Portfolio-Based Writing Curricula**

Renaissance Hotel, Majestic Ballroom, Salon B, Second Floor

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

*Speakers:* Delia DeCourcy, University of Michigan, Ann Arbor, “Writing as Design: Redefining Writing Production in a Developmental Writing Course”

Jennifer Metsker, University of Michigan, Ann Arbor, “Before and After: Process as Product in Student Writing ePortfolios”

Naomi Silver, University of Michigan, Ann Arbor, “Assessing Student Writing with ePortfolios in a Cross-Disciplinary Writing Minor”

**History**

**E.08 Gateways to Engaged Lives: An Exploration of Voice and Agency in Turn of the Century Women’s Periodicals and Conferences**

Renaissance Hotel, Majestic Ballroom, Salon D, Second Floor

*Chair:* Lisa Mastrangelo, The College of St. Elizabeth, Morristown, NJ

*Speakers:* Julianne Smith, Pepperdine University, Malibu, CA, “Ellen Wood and The Argosy: Production Authority as Women’s Editorial Work in Late Victorian British Periodicals”


*continued on next page*
Thursday, 4:45–6:00 p.m.


Institutional and Professional

E.09 Creating a Comprehensive, Integrated Writing Infrastructure: Boundary Objects, Boundary Encounters, and Cross-Disciplinary Negotiations

Americas Convention Center, Room 102, Level 1

Chair: Elizabeth Wardle, University of Central Florida, Orlando

Speakers: J. Blake Scott, University of Central Florida, Orlando, “E-Portfolios as Boundary Objects for/in a New Writing Degree Program”
R. Mark Hall, University of Central Florida, Orlando, “Facilitating Boundary Encounters in the Writing Center”
Pavel Zemliansky, University of Central Florida, Orlando, “Legislative Mandates as Effective Boundary Objects”
Elizabeth Wardle, University of Central Florida, Orlando, “Negotiating Meaning with Stakeholders through Program Assessments”

Language

E.10 Collaboratively Communicating via International Gateways: Local, Global, Ideological, and Digital Lessons for Writing Students and Their Teachers

Americas Convention Center, Room 100, Level 1

Chair: Doreen Starke-Meyerring, McGill University, Montréal, Canada

Speakers: Jennifer Craig, Massachusetts Institute of Technology, Cambridge, “Teaching Writing in a Globally Networked Learning Environment”
Bruce Maylath, North Dakota State University, Fargo, “Gateway to a Multilingual World: Managing Complexity in Multilateral International Collaboration”

Respondent: TyAnna Herrington, Georgia Tech, Atlanta
Teaching Writing and Rhetoric

E.11 Cracking the Atoms of Rhetoric and Writing Studies: Undergraduate, Graduate, and Faculty Perspectives

America’s Convention Center, Room 106, Level 1
Chair: Jason Waite, Western Oregon University, Monmouth
Speakers: Joseph McCaslin, Western Oregon University, Monmouth, “Rhetoric and Responsibility”
Matthew Schmidgall, Western Oregon University, Monmouth, “QED”
Jason Waite, Western Oregon University, Monmouth, “Into the Bardo”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

E.12 Transfer Theory that Transfers: Using Questions of Transferability to Learn More than How to Teach Writing

America’s Convention Center, Room 241, Level 2
Chair: Gretchen Coulter, Whatcom Community College, Bellingham, WA
Speakers: Catherine McDonald, Western Washington University, Bellingham, “We Need to Go to New Places: Transitioning to a Wider Audience”
Carmen Werder, Western Washington University, Bellingham, “Misunderstandings About Writing That Transfer (too) Well”
Gretchen Coulter, Whatcom Community College, Bellingham, WA, “Transfer Gone Underground: Writing Transfer through Subterranean Pathways”

History

E.13 Literacy Education Outside of the Curriculum

America’s Convention Center, Room 105, Level 1
Chair: Modu Fofana-Kamara, Virginia Commonwealth University, Richmond, VA
Peggy Otto, Western Kentucky University, Bowling Green, KY, “Homemakers’ Club Women and Tactics of Empowerment”
David Stock, University of Wisconsin-Madison, “Rhetoric beyond the Margins: The Rhetorical Education of Extension Work at a Public Midwestern University, 1885–1899”
Thursday, 4:45–6:00 p.m.

**Academic Writing**

**E.14 Enter Write Here: Online Writing Placement as Portal to Academia**

America's Convention Center, Room 223, Level 2

**Chair:** Les Perelman, Massachusetts Institute of Technology, Cambridge

**Speakers:** Suzanne Lane, Massachusetts Institute of Technology, Cambridge, “Come and Write with Us: Using the Writing Placement Exam to Welcome Students to Academic Writing”

Susan Carlisle, Massachusetts Institute of Technology, Cambridge, “Meet Them at the Gate: Using the Placement Exam to Introduce Faculty to Students as Writers”

Jane Dunphy, Massachusetts Institute of Technology, Cambridge, “Welcoming Bilingual Writers to College Writing in This Place”

**Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives**

**E.15 Alignment to Assessment: Closing the Loop?**

America's Convention Center, Room 103, Level 1

**Chair:** Karla Hayashi, University of Hawaii at Hilo

**Speakers:** Seri Luangphinith, University of Hawaii at Hilo

Caroline Naguwa, Hawaii Community College, Hilo

Shellie Naungayan, Waiakea High School, Hilo, HI

Amy Nishimura, University of Hawaii-West Oahu, Pearl City

Francine Whitehall, Hilo High School, HI

**Community Civic and Public**

**E.16 Making the Best Babies: Rhetoric of Perfection**

America's Convention Center, Room 228, Level 2

**Chair:** Sebastian Stockman, Emerson College, Boston, MA

**Speakers:** Jeff Paschke-Johannes, Ball State University, Muncie, IN, “Composing Race on a White Page: Transracial Transnational Adoptive Parents’ Construction of Racial Identity in an Online Message Board”

Lacy Manship, University of North Carolina, Charlotte, “As Seen On TV You(r Baby) Can Read! A Reading against the Literacy Product”
Thursday, 4:45–6:00 p.m.

Teaching Writing and Rhetoric

E.17 Teaching in Transition: Combating Manifestations of Transience through Reflective Shifts in Pedagogy

America’s Convention Center, Room 229, Level 2

Chair: Megan Trexler, University of Massachusetts, Amherst

Speakers: Nikki Holland, University of Arkansas, Fayetteville

Megan Trexler, University of Massachusetts, Amherst, “Teaching in Transition: Combating Manifestations of Transience through Reflective Shifts in Pedagogy”

Joseph Berenguel, University of Massachusetts, Amherst, “Teaching in Transition: Combating Manifestations of Transience through Reflective Shifts in Pedagogy”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

E.18 Rhetorical in Practices in Magic, Science, and Food

America’s Convention Center, Room 230, Level 2

Chair: Devon Hackelton, University of California Riverside

Speakers: William Burns, Suffolk County Community College, Selden, NY, “‘Write what thou Wilt’: Aleister Crowley as Magickal Rhetorician and Rhetoric as Magickal Ritual”


Erin Branch, Wake Forest University, Winston-Salem, NC, “Food Fights: Reformers, Archivists, and the Struggle over America’s Culinary Identity”

Information Technologies


America’s Convention Center, Room 231, Level 2

Chair: Maurice C. Champagne, Morgan State University, Baltimore, MD

Speakers: Michael Neal, Florida State University, Tallahassee, “Accessibility Is the New Access: The Ethics of Multimedia Composition”

Jessica Reyman, Northern Illinois University, DeKalb, “Privacy and Participation: Rhetorical Gateways of the Social Web”

Melissa Helquist, Salt Lake Community College, UT, “Digital Gateways: Redefining Literacy through Disability Studies and Universal Design”
Research

E.20 Race-ing Cs: Rhetoric while Black

Renaissance Hotel, Majestic Ballroom, Salon C, Second Floor

Chair: Michelle Bachelor Robinson, University of Alabama, Tuscaloosa
Speakers: Michelle Bachelor Robinson, University of Alabama, Tuscaloosa, “Learning while Black: Historicizing the Curriculum of Those Who Cannot Treat You Right, Yet Claim to Teach you Right”
Kem Roper, University of Louisville, KY, “‘Erasing ‘Race’ En-gendering Rhetoric”
Phillip Blackmon, Alabama State University, Montgomery, AL, “Educating while Black: ‘The Right to Remain Silent’—Do Students at Historically Black Colleges and Universities Really Have the ‘Right to Their Own Language’?”
Carmen Kynard, St. John’s University, Queens, NY, “Writing while Black: Race-ing Cs against the Social Construction of (Disciplinary) Whiteness”
Kevin Browne, Syracuse University, NY, “Theorizing while Black: Composition, Rhetoric, and the Myth of Representation”
Respondent: Vershawn Young, University of Kentucky, Lexington

Writing Programs

E.21 Writing Centers as Ideal Sites of Knowledge Transfer and Disciplinary Translation

America’s Convention Center, Room 232, Level 2

Chair: Christopher LeCluyse, Westminster College, Salt Lake City, UT
Speakers: Traci Freeman, University of Colorado at Colorado Springs, “What Writing Centers Can Learn from Theories of Knowledge Transfer”
Pam Bromley, Pomona College, Claremont, CA, “Promoting Knowledge Transfer through Writing Center Sessions”
Kara Northway, Kansas State University, Manhattan, “Promoting Knowledge Transfer through Writing Center Sessions”
Eliana Schonberg, University of Denver, CO, “Promoting Knowledge Transfer through Writing Center Sessions”
Christopher LeCluyse, Westminster College, Salt Lake City, UT, “Writing Consultants as Disciplinary Translators”

Theory

E.22 Composing Lived Time in a Material Form

Renaissance Hotel, Landmark Ballroom, Salon 2, Lobby Level

Chair: Kathleen Blake Yancey, Florida State University, Tallahassee
Speakers: Devon Fitzgerald, Millikin University, Decatur, IL, “From Cut and Paste to Ctrl C & Ctrl V: The Materiality of Contemporary Craft Practices”
Thursday, 4:45–6:00 p.m.

Jody Shipka, University of Maryland, Baltimore County, Baltimore “Old Texts in New Contexts: On the Collection, Curation, and Re-Presentation of New (to Me)Dia”

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

**Community, Civic and Public**

**E.23 Reengaging Environmental Discourses as Sites for Rhetorical Analysis, Pedagogical Practice, and Democratic Citizenship**

America’s Convention Center, Room 240, Level 2

Chair: David Clanaugh, Michigan Technological University, Houghton

Speakers: David Clanaugh, Michigan Technological University, Houghton, “Rhetorics of Environmental Risk and Economic Advantage: Analyzing Upper Great Lakes Mining Discourse”
Michael Lewis, Savannah State University, GA, “Rural Composition, Place-Based Pedagogy, and the Special Challenges and Benefits of Rural Writing Instruction and Writing Program Administration”
Cynthia Weber, Michigan Technological University, Houghton, “Sustainability and Climate Change in the Classroom: The Politics of Teaching Argument in the 21st Century”

**Teaching Writing and Rhetoric**

**E.24 21st Century Literacies: Strategies for Learning the Literacies We Teach**

America’s Convention Center, Room 104, Level 1

Chair: Madeleine Sorapure, University of California, Santa Barbara

Speakers: Madeleine Sorapure, University of California, Santa Barbara, “Informational Literacy: Understanding Rhetorical Tactics in Information Visualization”
Joanna Wolfe, University of Louisville, KY, “The Special Topoi of Quantitative Argument: Making Bridges between Textual and Quantitative Analysis”
Thursday, 4:45–6:00 p.m.

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

E.25 Synchronizing Difference: Interdisciplinary Rhetoric and Writing Courses for First-Year Students
Renaissance Hotel, Majestic Ballroom, Salon H, Second Floor
Chair: Angela Miss, Belmont Abbey College, NC
Speakers: Angela Miss, Belmont Abbey College, NC, “The Pleasures and Perils of Creating and Implementing Interdisciplinary Writing Courses for First-Years: Transferring Knowledge across Disciplines”
Joseph Pizza, Belmont Abbey College, NC, “The Value of Difference: An Interdisciplinary Approach to Writing Instruction”
Kevin Bezner, Belmont Abbey College, NC, “Crossing the Great Discipline Divide: Teaching Rhetoric in an Interdisciplinary Way to Adult Learners”

Information Technologies

E.26 Hybridity as a Gateway to Learning: Transitioning among Non-academic and Academic Digital Composing Literacies
America’s Convention Center, Room 242, Level 2
Chair: Jennifer Cunningham, Stark State College, North Canton, OH
Speakers: Jennifer Cunningham, Stark State College, North Canton, OH, “Hybrid Literacy: Examining Digital African American Language as a Pedagogically-Relevant Non-academic Digital Literacy”
Diana Awad Scrocco, Kent State University, OH, “Hybrid Conversations: Using Synchronous Chat in the Writing Center to Bridge Nonacademic Digital Literacies and Academic Literacies”
Courtney Werner, Kent State University, OH, “Hybrid Conversations: Using Synchronous Chat in the Writing Center to Bridge Non-academic Digital Literacies and Academic Literacies”
Jessica Heffner, Kent State University, OH, “Hybrid Argumentation Analysis: Memes as the Portal from Internet to Argument”

Teaching Writing and Rhetoric

E.27 Online Instruction: Teachers, Assessment, and The Writing Center
Renaissance Hotel, Majestic Ballroom, Salon F, Second Floor
Chair: Kerrie Carsey, Miami University, Oxford, OH
Speakers: Daniel Mahala, University of Missouri-Kansas City, “Writing without Teachers?: Deskillled Roles for Teachers in the Dialogic Work of Online Writing Instruction”
Jody Swilky, Drake University, Des Moines, IA, “Writing without Teachers?: Deskillled Roles for Teachers in the Dialogic Work of Online Writing Instruction”
Nanelle Norcross, Western Illinois University, Moline, “Serving Contemporary Students in the Online Writing Center”

Tim Jensen, The Ohio State University, Columbus, “Catalyzing Assessment, Cultivating Ownership: Online Surveys in Composition Courses”

**Professional and Technical Writing**

**E.28 Medical Rhetorics and Health Literacies**

Renaissance Hotel, Landmark Ballroom, Salon 1, Lobby Level

*Chair:* Danielle N. Roach, Old Dominion University, Norfolk, VA

*Speakers:* John Dinolfo, Clemson University, SC, “Discursive Practices in Acute Patient Care and Nurse-Physician Communication”

André Buchenot, Indiana University-Purdue University, Indianapolis, “Intersections of Digital and Health Literacies: A Reformed Approach to Rhetorical Analysis”

Jessica Masri Eberhard, University of South Florida, Tampa, “What If Medicine Has Never Been Modern? Composing a Biomedical Pedagogy of Rhetorical Ethics”

**Theory**

**E.29 Old + Old + Old = New: Interrogating New Gateways between Traditional Indigenous Knowledges and Contemporary Composing Practices**

Renaissance Hotel, Landmark Ballroom, Salon 3, Lobby Level

*Chair:* Kristin Arola, Washington State University, Pullman

*Speakers:* Lisa King, University of Hawai‘i, Manoa, “Walking Back Out of the University Gate Connecting to Indigenous Rhetorics of Land and Material Practice”


Angela Haas, Illinois State University, Normal, “Decolonial Facebook Protest Rhetorics: Re-mixing Indigenous Traditions of Alliance, Survival, and Justice in Digital and Visual Spaces”

**Teaching Writing and Rhetoric**

**E.30 Making Reading Visible**

Renaissance Hotel, Landmark Ballroom, Salon 5, Lobby Level

*Chair:* Donna Qualley, Western Washington University, Bellingham

*Speakers:* Patricia Donahue, Lafayette College, Easton, PA, “Tracing the Moves: How Students Read”

Mariolina Salvatori, University of Pittsburgh, PA, “Tracing the Moves: How Students Read”

Gary Weissman, University of Cincinnati, OH, “Reading Oneself as An Other: A Writing Assignment”
Thursday, 4:45–6:00 p.m.

Donna Qualley, Western Washington University, Bellingham, “Reading in the Dark: Seeing Reading when Both the Reader and Writer Are in Transition”

**Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives**

**E.31 Ways Not Gates: Toward a Democratic Continuum of Composition Practices Twenty-five Years after the English Coalition Conference**

America’s Convention Center, Room 227, Level 2

*Chair:* Peter Khost, Stony Brook University, NY

*Speakers:* Peter Khost, Stony Brook University, NY, “Feeled Notes: Unthinking the Grad Seminar Term Paper, Democratically”
Nicole Galante, Stony Brook University, NY, “(Re)Composing the Continuum: Writing Gateways to Democratic Publics”
David Hyman, Lehman College, Bronx, NY, “Strange Bedfellows: Writing the Gap between ELA and English”

**Information Technologies**

**E.32 Multimodal Gateways, Written Destinations: Beyond New Media as Heuristic and Writing as Product**

Renaissance Hotel, Landmark Ballroom, Salon 6, Lobby Level

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

*Speakers:* Melanie Yergeau, University of Michigan, Ann Arbor
Elizabeth Homan, University of Michigan, Ann Arbor, “Re-visioning and Re-purposing Academic Writing for Hypertext in the First-Year College Composition Classroom”
Crystal VanKooten, University of Michigan, Ann Arbor, “Building on a Rhetorical Foundation through DIY (Do-It-Yourself) Digital Video in the Comp Classroom”

**Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives**

**E.33 Writing Secondary/Postsecondary Transitions: Toward a National Model for Reframing the Common Core through the Framework for Success in Postsecondary Writing**

America’s Convention Center, Room 221, Level 2

*Chair:* Dylan Dryer, University of Maine, Orono

*Speakers:* Timothy Berrigan, University of Maine, Orono, “Reframing Approaches and Values in High School Writing Pedagogy Using the Common Core State Standards and the Framework for Success in Postsecondary Writing”
Ryan Roderick, University of Maine, Orono, “Capitalizing on Summer Literacy Practices in the Transition Period between High School and College”

Rachel Pyles, University of Maine, Orono, “Using the Framework for Success in Postsecondary Writing as a Tool to Inform First-Year Composition Pedagogy and Ensure College-Readiness in Secondary Schools”


**Respondent:** Linda Adler-Kassner, University of California, Santa Barbara

---

**E.34  Re/Visioning Student Research as Gateway: From Classroom to Public Engagement**

_Americas Convention Center, Room 220, Level 2_

**Chair:** Jonathan Alexander, University of California, Irvine

**Speakers:**
- Libby Martin, University of California, Irvine, “In(ter)vention: Multi-Modal Parody and Freire’s *Pedagogy of Laughter*”
- Lance Langdon, University of California, Irvine, “Written from Experience: Service-Learning, Research, and Community Intervention”
- Elaina Taylor, University of California, Irvine, “Queering Research for Academic and Public Audiences”
- Abraham Romney, University of California, Irvine, “Food Matters: Engaging Students through Research Writing about Food”

**Respondent:** Susan Jarratt, University of California, Irvine, “Research Revis-ioned?”

---

**E.35  Open Working Meeting of the Committee on Assessment**

_Americas Convention Center, Room 200, Level 2_

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are invited.

**Chair:** Susanmarie Harrington, University of Vermont, Burlington
Thursday, 6:30–7:30 p.m.

Special Interest Groups

6:30–7:30 p.m.

TSIG.1 Retired Faculty in Rhetoric/Composition/Writing Studies
Renaissance Hotel, Majestic Ballroom, Salon A, Second Floor
Co-Chairs: Carol Lipson, Emerita, Syracuse University, NY
Louise Wetherbee Phelps, Old Dominion University, Norfolk, VA

TSIG.2 Writing about Writing: FYC as Introduction to Writing Studies
Renaissance Hotel, Majestic Ballroom, Salon B, Second Floor
Co-Chairs: Elizabeth Wardle, University of Central Florida, Orlando
Barbara Bird, Taylor University, Upland, IN

TSIG.3 Transnational Composition
Renaissance Hotel, Majestic Ballroom, Salon C, Second Floor
Chair: Bruce Horner, University of Louisville, KY

TSIG.4 The Role of Reading in Composition Studies
Renaissance Hotel, Majestic Ballroom, Salon F, Second Floor
Co-Chairs: Ellen Carillo, University of Connecticut, Storrs
Mike Bunn, University of Southern California, Los Angeles
Debrah Huffman, Indiana University-Purdue University, Fort Wayne

TSIG.5 SIG: Language, Linguistics, and Writing
Renaissance Hotel, Majestic Ballroom, Salon G, Second Floor
Chair: Deborah Rossen-Knill, University of Rochester, NY
TSIG.6  Community Literacy, Service-Learning, and Public Rhetoric SIG  
Renaissance Hotel, Majestic Ballroom, Salon H, Second Floor  
Chair: Allen Brizee, Loyola University-Maryland, Baltimore  

TSIG.7  Women's Network: Gender and Professional Status in the Field  
Renaissance Hotel, Majestic Ballroom, Salon 1, Lobby Level  
Chair: Morgan Gresham, University of South Florida, St. Petersburg  

TSIG.8  AEPL Celebrates Authors! Panel and Reception for Recent Books by Bruce Novak and Jeff Wilhelms; Wendy Ryden and Ian Marshall  
Renaissance Hotel, Landmark Ballroom, Salon 2, Lobby Level  
Co-Chairs: Wendy Ryden, Long Island University C.W. Post, Brookville  
Bruce Novak, Indiana University Pennsylvania  

TSIG.9  Engicomm: Communication in the Engineering Curriculum  
Renaissance Hotel, Landmark Ballroom, Salon 3, Lobby Level  
Co-Chairs: Robert Irish, University of Toronto, Ontario, Canada  
Mya Poe, Pennsylvania State University, University Park  
Suzanne Lane, Massachusetts Institute of Technology, Cambridge  
Neal Lerner, Northeastern University, Brookline, MA  

TSIG.10  Klal Rhetorica: Jewish Rhetoric and Composition SIG  
Renaissance Hotel, Landmark Ballroom, Salon 4, Lobby Level  
Chair: Janice Fernheimer, University of Kentucky, Lexington  

TSIG.11  Appalachian Rhetoric, Composition, and Literacy SIG  
Renaissance Hotel, Landmark Ballroom, Salon 5, Lobby Level  
Co-Chairs: Sara Webb-Sunderhaus, Indiana University-Purdue University, Fort Wayne  
Krista Bryson, The Ohio State University, Columbus
Thursday, 6:30–7:30 p.m.

**TSIG.12 National Archives of Composition and Rhetoric**
Renaissance Hotel, Landmark Ballroom, Salon 6, Lobby Level

*Co-Chairs:* Robert Schwegler, University of Rhode Island, Kingston
O. Brian Kaufman, Quinebaug Valley Community College, Danielson, CT

**TSIG.13 Council on Basic Writing SIG**
Renaissance Hotel, Landmark Ballroom, Salon 7, Lobby Level

*Co-Chairs:* J. Elizabeth Clark, LaGuardia Community College-CUNY, Long Island City, NY
Hannah Ashley, West Chester University, PA

**TSIG.14 Kenneth Burke Society SIG at CCCC**
Americas Convention Center, Room 100, Level 1

*Chair:* Ethan Sproat, Purdue University, West Lafayette, IN

**TSIG.15 Association of Undergraduate Rhetoric and Writing Studies Majors SIG**
Americas Convention Center, Room 101, Level 1

*Co-Chairs:* Helen Foster, University of Texas, El Paso
Tom Moriarty, Salisbury University, MD
Tim Peeples, Elon University, NC

**TSIG.16 Rhetoric, Sport, and Student-Athletes**
Americas Convention Center, Room 102, Level 1

*Co-Chairs:* Neil Baird, Western Illinois University, Macomb
Cassie Wright, University of Arizona, Tucson

**TSIG.17 Second Language Writing at the Crossroads: Language Policy, Globalization, and the Future of Higher Education**
Americas Convention Center, Room 103, Level 1

*Co-Chairs:* Gail Shuck, Boise State University, ID
Steve Simpson, New Mexico Tech, Socorro
Thursday, 6:00–10:00 p.m.

**TSIG.18  Disability Studies SIG**
Americaís Convention Center, Room 104, Level 1
*Co-Chairs*: Margaret Price, Spelman College, Atlanta, GA
Amy Vidali, University of Colorado-Denver

**TSIG.19  Prison Writing and Teaching**
Americaís Convention Center, Room 105, Level 1
*Co-Chairs*: Barbara Roswell, Goucher College, Baltimore, MD
Laura Rogers, Albany College of Pharmacy and Health Sciences, NY

---

**Thursday Evening Events**

**Scholars for the Dream Reception**
Renaissance Hotel, Statler Room, Lobby Level
6:00 p.m.–7:00 p.m.

**AA**
Renaissance Hotel, Westmoreland Room, Lobby Level
8:00 p.m.–10:00 p.m.

**ALANON**
Renaissance Hotel, Kingsbury Room, Lobby Level
8:00 p.m.–10:00 p.m.
Friday, March 23

REGISTRATION 8:00 a.m.–5:00 p.m.
America’s Convention Center, Exhibit Hall 1, Level 1

EXHIBITS 9:00 a.m.–5:00 p.m.
America’s Convention Center, Exhibit Hall 1, Level 1

TYCA Editorial Board Meeting
Renaissance Hotel, Parkview Room, Mezzanine Level
7:30 a.m.–8:30 a.m.

Nominating Committee
Renaissance Hotel, Hawthorne Room, 21st Floor
8:00 a.m.–10:00 a.m.
F Sessions: 8:00–9:15 a.m.

Celebrating 25 Years of the Research Network Forum: A Continuing Gateway for Research
Renaissance, Majestic Ballroom G, Second Floor

In answer to the need for research support in the field of composition, Charles Bazerman gathered a group of like-minded scholars in 1986 and established the Research Network Forum. The group met for the first time in 1987. Twenty-five years later, the RNF is a thriving pre-conference forum whose network of mentorship assists scholars at every level of their careers from beginning graduate student to the most established professors and independent scholars in the field. As Chris Anson points out in his call for proposals to the 2012 CCCC, “The history of composition reflects a spirit of continuous exploration.” As an integral supporting structure of that exploration, the Research Network Forum continues to be both a leader and a guide through the gateway of cutting edge research in writing. Research in most fields is a quiet process where the scholar works generally in isolation with his/her materials and perhaps a few mentors and like-minded peers. However, with so few composition/rhetoric graduate programs in the 1980s and early 1990s, many faculty and graduate students were limited in their research communities and longed to share their works-in-progress with others. Now that...
there are a solid number of graduate programs, RNF also draws faculty who may be the sole compositionist/rhetorician on their campus to join a community of scholars. What started as a small gathering of scholars who shared their latest research has turned into a large celebration of scholars—both distinguished and novice—who share their latest projects with others whom they wouldn’t have easy access to outside of RNF to complete theses, dissertations, articles, conference papers, and books. During this session, panel members, comprised of past and current RNF chairs, will discuss the history of composition research, current trends and issues, and the future of research and research mentorship in the field.

Chair:
Janice R. Walker
Georgia Southern University, Statesboro

Speakers:
Charles Bazerman
University of California, Santa Barbara, “The Changing Ecological Niche of the RNF: Research at the C’s, Then and Now”

Victor Vitanza
Clemson University, “MANATAURing [sic]... minotaur/mentoring”

Ollie O. Oviedo
Eastern New Mexico University, Portales, “Research Network Forum: Mentoring and Showcasing Book, Print, and E-journal Editing and Publishing for 25 Years”

Risa P. Gorelick
College of Saint Elizabeth, Morristown, NJ, “(Wo)men’s Ways of RNF Knowing: 25 Years of Nurturing Research Mentorships”

Gina M. Merys
St. Louis University, “A Future Built on Shared Vision: The RNF’s Mission as Foundation for Growth”
Featured Session

Vernacular Value: Assessing the Code-Switching Paradigm for Current Writing Instruction

Renaissance, Majestic Ballroom, Salon D, Second Floor

This session examines current perspectives on vernacular language practices, critically assessing the relevance of vernacular literacies and code switching to writing instruction in multilingual and multidialectal settings. Sites for writing instruction have always been multilingual and multidialectal, but there has rarely if ever been substantial agreement on how best to meet language proliferation with pedagogical strategies. A much-discussed approach encourages students to write in ways consistent with their oral vernacular patterns, yet questions arise about this approach’s utility and relevance given students’ own goals and given criticisms of the category of “language.” We hope to model a conversation about the stakes, benefits, challenges, and criticisms of vernacular-oriented writing teaching, especially as students draw on more and more sources for their “own” languages.

Chair:
Jay Jordan
University of Utah, Salt Lake City

Speakers:
Janet Bean
University of Akron, OH, “Finding Resonance: African-American Students’ Use of Vernacular in Academic Writing”

Keith Gilyard
The Pennsylvania State University, University Park, “Vernacular Speech into Writing: A Critical Perspective”

Janet Bean

Keith Gilyard  Jay Jordan  Peter Elbow
**Jay Jordan**  
University of Utah, Salt Lake City, “Vernacular Codes and Questions about ‘Language’”  
**Respondent:**  
Peter Elbow  
Professor Emeritus, University of Massachusetts at Amherst

---

**Institutional and Professional**

**F.01 Stretch the Transnational: Gateway Rhetorics in First-Year Writing**

America’s Convention Center, Room 225, Level 2  
**Chair:** Ian Barnard, California State University, Northridge  
**Speakers:** Steven Wexler, California State University, Northridge, “The Limits to ‘Cost-Effective’ Comp”  
Nicole Warwick, California State University, Northridge, “Stretch Curriculum, Hermeneutics, and Transnational Theory: Exploring Disciplinary and Departmental Change”  
Mandy Macklin, California State University, Northridge, “Stretch through the Lens of a First-Year T.A.”  
Maria Turnmeyer, California State University, Northridge, “Decentering the Politics of Knowledge in Asian American Studies”

**Creative Writing**

**F.02 Turning Intersections into Gateways: A Practical Primer on Creative Composing**

America’s Convention Center, Room 106, Level 2  
**Chair:** Benjamin Bogart, University of Louisville, KY  
**Speakers:** Jennifer Klein, Missouri State University, Springfield, “Sophists, Terpsis, and Pedagogy”  
Anna Robb, Missouri State University, Springfield, “The Poem in Context: The Place of Composition Studies in Creative Writing”  
Nicole Thom-Arens, Missouri State University, Springfield, “It’s Not All Sunshine and Rainbows: A New Expressivism for the Composition Classroom”  
Benjamin Bogart, University of Louisville, KY, “You Think I Just Write to See Myself Talk?: Adapting the Workshop Model’s Successes for Use in the Composition Classroom”
Friday, 8:00–9:15 a.m.

History

F.03 Rhetorical Gateways for Writing Classes

Americas Convention Center, Room 223, Level 2

Chair: Linda Ferreira-Buckley, The University of Texas, Austin

Speakers: Jenn Fishman, Marquette University, Milwaukee, WI, “The Undergraduate Research Triangle”
Vicki Tolar Burton, Oregon State University, Corvallis, “Historical Rhetoric for Pre-Service and In-Service Teachers”
Lois Agnew, Syracuse University, NY, “Historicizing Social Justice”
Lynee Lewis Gaillet, Georgia State University, Atlanta, “Historicizing Primary Investigation”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

F.04 Ways of Knowing that Shape Writers and Writing

Americas Convention Center, Room 228, Level 2

Chair: Heidi Huse, University of Tennessee, Martin

Speakers: Sandie Friedman, George Washington University, Washington, DC, “Revisiting Risky Writing: Public and Private Modes in a Community of Therapists”
Angela Kohnen, University of Missouri, St. Louis, “Writing in Third Space: Interviews with Science News Writers”
Karla Saari Kitalong, Michigan Technological University, Houghton, “Learning from Children’s Drawings: Gatekeepers of the Future Representing Power and Agency”

Teaching Writing and Rhetoric

F.05 Gateways or Grateways? Rethinking, Re-envisioning, Remediating Composition’s Materials and Practices (a New Media Spin)

Renaissance Hotel, Majestic Ballroom, Salon A, Second Floor

Chair: Justin Hodgson, The University of Texas at Austin

Speakers: Justin Hodgson, The University of Texas at Austin, “Chora/gated: Sifting Sorting Folding Fragments”
Anthony Collamati, Clemson University, SC, “Camera Inversions: Writing with Outtakes and Cheating the Gate”
Bump Halbritter, Michigan State University, East Lansing, “Glorying in the Unfinished G(r)ateways of Audio-Visual Writing”
Doreen Piano, The University of New Orleans, LA, “Dredging Composition’s Waste: Reclaiming Print Culture as a Trash Aesthetic for the Writing Classroom”
**Language**

**F.06 Reader Reception and the Construction of Identity**

*Americais Convention Center, Room 101, Level 1*

**Chair:** Todd E. Rohman, St. Louis Community College, MO  
**Speakers:** Linda Rubel, Rochester Institute of Technology, NY, “Self-Disclosure and Deaf Writers: A Gateway or a Gate?”  
Rose Marie Toscano, Rochester Institute of Technology, NY, “Self-Disclosure and Deaf Writers: A Gateway or a Gate?”  
Harris Bras, Purdue University, West Lafayette, IN, “Little Understood Global Gateways to Composition for International Students”  
Andrea Olinger, University of Illinois at Urbana-Champaign, “The Reception of Multiple Englishes in Scholarly Journals’ Proofreading Policies”

**Professional and Technical Writing**

**F.07 Public and Eco-Rhetorics: State Parks, Coal, and Big Oil**

*Americais Convention Center, Room 229, Level 2*

**Chair:** George Diamond, Moravian College, Bethlehem, PA  
**Speakers:** Crystal Wright, Georgia State University, Atlanta, “Cooperative Rhetoric: The Wyoming Outdoor Council and Big Oil”  
Elizabeth L. Jones, University of Illinois, Springfield, “The Rhetoric of Disaster and Rebuilding in a Missouri State Park”  
Brad Benz, University of Denver, CO, “The Gateway to Clean Coal”

**Writing Programs**

**F.08 Rhetorical Routes to Revision: Developing a University Writing Program Amidst General Education Reform**

*Americais Convention Center, Room 102, Level 1*

**Chair:** James Beitler, Roger Williams University, Bristol, RI  
**Speakers:** Jennifer Campbell, Roger Williams University, Bristol, RI, “Surveying the Writing Terrain”  
John Madritch, Roger Williams University, Bristol, RI, “From Framed to Reframing: Writing Program Revision and General Education Reform”  
James Beitler, Roger Williams University, Bristol, RI, “Two Roads Diverged: Employing E-Portfolios to Promote Disciplinary and Transdisciplinary Learning”  
Nancy Nester, Roger Williams University, Bristol, RI, “From the Podium to the Pavement: The Praxis of Civic Engagement and Social Responsibility”
Information Technologies

F.09 Authors, Fans, and Power: Exploring the Potential of Appropriation

Americas Convention Center, Room 104, Level 1

Speakers: Mary Karcher, Wayne State University, Detroit, MI, “New Space, New Power: What Happens when Fans Fight Back”
Jill Morris, Frostburg State University, MD, “Barthes, Zombies, and Harry Potter: The Author Who Wouldn’t Die”
Emily Bunner, University of North Carolina at Chapel Hill, “Wiki It: Videogames and Collaborative Composition”
Sheryl Ruszkiewicz, Northern Michigan University, Marquette, “Monsters, Mash-ups, and Marginalia: When Worlds (and Authors) Collide”
Valerie Haas, Baker College at Allen Park, MI, “Reinventing the Classics: Fanfiction and the Power of ‘What If?’”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

F.10 Intercultural Gateways and Comparative Critical Reflection: Effects of International Exchange on Learning and Identity Development

Americas Convention Center, Room 230, Level 2

Chair: Amy Zenger, American University of Beirut, Lebanon
Speaker: William DeGenaro, The University of Michigan, Dearborn, “Trans-Cultural Inquiry: Listening to Student Voices”
Dacia Dressen-Hammouda, Blaise Pascal University, Clermont-Ferrand, Cedex, “Intercultural Exchange as a Gateway to Critical Self-Awareness”
Margaret Willard-Traub, The University of Michigan, Dearborn, “Reflecting on the Trans-Cultural ‘I’”

Teaching Writing and Rhetoric

F.11 Turned Away at the Gate: Reconsidering the Relationships of Composition and Literature

Americas Convention Center, Room 231, Level 1

Chair: Mary Beth Pennington, Virginia Military Institute, Lexington
Speaker: Paul Heilker, Virginia Tech, Blacksburg, VA, “Reconsidering Composition and Literature: Then and Now”
Mary Beth Pennington, Virginia Military Institute, Lexington, “Reconsidering Literature as Stylistic Model and Rhetorical Artifact”
Kristen Pond, Baylor University, Waco, TX, “Reconsidering Literature as Empathetic Model for Civic Discourse”
Friday, 8:00–9:15 a.m.

**Community, Civic and Public**

**F.12 Rainbow Arches: Gateways or Barriers in LGBTQ Stories and Identities?**

Renaissance Hotel, Majestic Ballroom, Salon B, Second Floor

**Chair:** Matthew B. Cox, Michigan State University, East Lansing

**Speakers:**
- Matthew B. Cox, Michigan State University, East Lansing, “Queer-ly Professionalized? Negotiating LGBTQ and Professional Identity”
- Casey Miles, Michigan State University, East Lansing, “Butch Rhetoric: A Queer Masculinity in Rhetoric and Composition”
- Garrett Nichols, Texas A&M University, College Station, “The Quiet Country Closet: Reconstructing Discourses for Closeted Rural Experiences”
- Alexandra Cavallaro, University of Illinois at Urbana-Champaign, “Coming Out Literacies: Rhetoric, Identity, and Community in LGBTQ Coming Out Narratives”
- Travis Webster, Michigan State University, East Lansing, “A Theory of Queer Rhetorical Counter Narratives”

**Respondent:** Trixie G. Smith, Michigan State University, East Lansing

**Theory**

**F.13 From Page to Screen: Composition and Media Convergence**

America’s Convention Center, Room 220, Level 2

**Chair:** Sid Dobrin, University of Florida, Gainesville

**Speakers:**
- Sid Dobrin, University of Florida, Gainesville, “Visual Writing”
- Joe Hardin, University of Arkansas-Fort Smith, “From Page to Screen to Audio: Re-presenting the Signs of Sound”
- Sean Morey, Clemson University, SC, “From Screen to Screen: Teaching With/Writing in Video”

**Research**

**F.14 Designing Dialogic Online Composition Classes: Gateways into Academic Writing**

America’s Convention Center, Room 232, Level 2

**Chair:** Jennifer Stone, University of Alaska, Anchorage

**Speakers:**
- Jennifer Stone, University of Alaska, Anchorage, “Creating Dialogic Online Composition Classes: Gateways into Academic Writing”
- Jackie Cason, University of Alaska, Anchorage, “Where Is the Teacher in This Class?: Inhabiting Multiple Online Spaces to Facilitate and Direct Dialogic Discussion”
- Trish Jenkins, University of Alaska, Anchorage, “Student Perceptions of Online Discussions”
Friday, 8:00–9:15 a.m.

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

F.15 Digital Coaching for Measurable Outcomes in Basic Writing: Preliminary Results from the Global Skills for College Completion Project
Renaissance Hotel, Majestic Ballroom, Salon C, Second Floor
Chair: Jason Evans, Prairie State College, Chicago Heights, IL
Speakers: Rosemary Arca, Foothill College, Los Altos Hills, CA
Robin Ozz, Phoenix College, AZ
Reid Sunahara, Kapiolani Community College, Honolulu, HI

Teaching Writing and Rhetoric

F.17 Working the Edges of the Writing Classroom
America’s Convention Center, Room 224, Level 2
Chair: Anne Wysocki, University of Wisconsin-Milwaukee
Speakers: Dennis Lynch, University of Wisconsin-Milwaukee, “What Do We Need to Know about Emotion to Teach Argumentative Writing?”
Nicholas Learned, University of Wisconsin-Milwaukee, “Investigating Humor and Argument in the Writing Classroom”

Community, Civic and Public

F.18 Sponsoring Literacy across Institutions, Community, and Generations
America’s Convention Center, Room 241, Level 2
Chair: Nancy Reddy, University of Wisconsin, Madison
Speakers: Betsy Bowen, Fairfield University, CT, “Sponsors of Literacy for GED-seekers: Findings from a Community-Based Literacy Center”
Lauren Marshall Bowen, University of Illinois at Urbana-Champaign, “Writing a Life: Cross-Generational Collaboration in Community-Based Research and Writing”
Laura Weinert, New York University, NY, “Writing in Community: An Advanced College Writing Course”
Friday, 8:00–9:15 a.m.

**Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives**

*F.19 Niizh Manidoowag Gawonisgv: Two-Spirit Talk*

America's Convention Center, Room 105, Level 1

**Chair:** Resa Crane Bizzaro, Indiana University of Pennsylvania

**Speakers:** Rose Gubele, Central Michigan University, Mount Pleasant, “The Rhetoric of Love and War: Cherokee Ghigau (War Women/Beloved Women)”

Qwo-Li Driskill, Texas A&M University, College Station, “Asegi Archives: Two-Spirit People, Cultural Memory, and Rhetorical Alliances”

Joshua Hudson, Central Michigan University, Mount Pleasant, “Embracing All of Our Community: The Value of Niizh Manidoowag as the Application of Traditional and Sovereign Knowledges”

**Institutional and Professional**

*F.20 Audience and Agency: Transitioning Student-Teacher Dialogue through Pedagogies of Inclusion*

America's Convention Center, Room 242, Level 2

**Chair:** Beth Buyserie, Washington State University, Pullman

**Speakers:** Anna Plemons, Washington State University, Pullman, “Inviting Students and Advisors into Pedagogies of Inclusion”

Beth Buyserie, Washington State University, Pullman, “Developing Pedagogies of Inclusion”

Patricia Ericsson, Washington State University, Pullman, “Assessing Pedagogies of Inclusion”

**Writing Programs**

*F.21 Cross-cultural Dialogues in Classrooms and Writing Centers*

Renaissance Hotel, Majestic Ballroom, Salon F, Second Floor

**Chair:** David R. Richie, Louisiana State University, Baton Rouge

**Speakers:** Heather Finn, Kingsborough Community College, Brooklyn, NY, “Valuing Immigrants’ Histories: Encouraging Participation in the Adult ESL Literacy Classroom”

Polina Chemishanova, University of North Carolina Pembroke, “Strangers in the Writing Center: Non-Native English Speakers as Tutors and Perceptions of “Otherness”

Kathleen Shine Cain, Merrimack College, North Andover, MA, “Lessons from a Cross-Cultural Writing Center Dialogue”
Friday, 8:00–9:15 a.m.

**Theory**

**F.22  Affect, Embodiment, and the Tensions of Unruly Rhetorical Writing Pedagogy**

Renaissance Hotel, Majestic Ballroom, Salon F, Second Floor

*Chair:* Kate Navickas, Syracuse University, NY

*Speakers:*

- Nicole Gonzales Howell, Syracuse University, NY, “Authority in the Composition Classroom: Negotiating Social Location and Social Justice Pedagogies”
- Kate Navickas, Syracuse University, NY, “Moderation and Rhetorical Restraint: Checking Middle-Class Values for Academic Writing”
- Timothy R. Dougherty, Syracuse University, NY, “A Settler White Male Tries to Answer the Call for Radical Rhetorical Alliance”
- Anna Hensley, Syracuse University, NY, “Only Visible in Certain Lights: Desiring Queerness in the Writing Classroom”

**Academic Writing**

**F.23  Wikipedia, Research Writing, and the People Formerly Known as the Audience: Knowledge Making, Audience, and Motivation in the Read/Write Web First-Year Composition Classroom**

Renaissance Hotel, Landmark Ballroom, Salon 2, Lobby Level

*Chair:* Michael Kuhne, Minneapolis Community and Technical College, MN

*Speakers:*

- Michael Kuhne, Minneapolis Community and Technical College, MN
- Gill Creel, Minneapolis Community and Technical College, MN
- Dominic Saucedo, Minneapolis Community and Technical College, MN

**Information Technologies**

**F.24  Technologies of Assessment: Common Outcomes, Distinct Campuses, and Multi-Institution Online Assessment**

Americas Convention Center, Room 100, Level 1

*Chair:* Norbert Elliot, New Jersey Institute of Technology, Newark

*Speakers:*

- K.J. Peters, Loyola Marymount University, Los Angeles, CA
- Lynda Haas, University of California, Irvine
- Ali Meghdadi, University of California, Irvine
- Gary Bennett, Santa Ana College, Santa Ana, CA
- Shelby Schaefer, Loyola Marymount University, Los Angeles, CA

*Respondent:* Diane Kelly-Riley, Washington State University, Pullman
Friday, 8:00–9:15 a.m.

**Teaching Writing and Rhetoric**

**F.25 Walking through the Gates: Agency Developed in Place**

*Americas Convention Center, Room 221, Level 2*

*Chair:* Barb Blakely, Iowa State University, Ames  
*Speakers:* Barb Blakely, Iowa State University, Ames  
Abhijit Rao, Iowa State University, Ames  
Sarah Pike, Iowa State University, Ames

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**F.26 Disrupting Composition’s Exclusions**

*Renaissance Hotel, Majestic Ballroom, Salon H, Lobby Level*

*Chair:* Tereza Joy Kramer, St. Mary’s College of California, Moraga  
*Speakers:* Bret Keeling, Northeastern University, Boston, MA, “Transmissible Gifts: The ‘(Un)Doing’ of Knowledge”  
Tonya Stremlau, Gallaudet University, Washington, DC, “A Gateway into the Deaf World: Creative Writing from the Deaf Community”  

**Academic Writing**

**F.27 L2 Writing: Pedagogy and Academic Socialization**

*Renaissance Hotel, Landmark Ballroom, Salon 3, Lobby Level*

*Chair:* Elizabeth Allen, Oakland University, Rochester, MI  
*Speakers:* Hui Yang, California State University, San Bernardino, “An Analysis of the Conclusion Part in Chinese College L2 Argumentation Writing: The Didactical Strain of ‘X should/ must?’ Pattern”  
Shari Wolke, Michigan State University, East Lansing, “Gateway from Novice to Professional: Transitions in Academic Writing for L2 Graduate Student Writers”  
Soo Hyon Kim, Michigan State University, East Lansing, “Gateway from Novice to Professional: Transitions in Academic Writing for L2 Graduate Student Writers”
**Community, Civic and Public**

**F.28 Teaching and Writing in Prison: History, Rationale and Research**

Renaissance Hotel, Landmark Ballroom, Salon 1, Lobby Level  
*Chair:* Phyllis Hasting, Saginaw Valley State University, MI  
*Speakers:* Laura Rogers, Albany College of Pharmacy and Health Sciences, NY, “History, Context, and Connections of Prison Teaching: Looking Back, Looking Forward”  
Stacy Bell McQuaid, Oxford College of Emory University, Atlanta, GA, “Inside the Prison Gates: Who We Teach, Why We Do It, and Why They Come”  
Barbara Roswell, Goucher College, Baltimore, MD, “The ‘Idea’ of the Prison Writing Workshop”

**Information Technologies**

**F.29 Visual Rhetorics: Delivery of Blogs, Videos, and Zooms**

Renaissance Hotel, Landmark Ballroom, Salon 5, Lobby Level  
*Chair:* Heather Rodgers, St. Charles Community College, MO  
*Speakers:* Ehren Pflugfelder, Purdue University, West Lafayette, IN, “The Logics of Logistics: Delivery without UPS”  
Ryan Omizo, The Ohio State University, Columbus, “Facing Online Video: Toward a Rhetorical Physiognomy”  
Christine Masters Jach, Purdue University, West Lafayette, IN, “Gateways of Perception: Zooming Visual Rhetoric and Composition”

**Research**

**F.30 First Books and Second Books: SWR Authors Talk about Developing Book-Length Projects**

America’s Convention Center, Room 222, Level 2  
*Chair:* Joseph Harris, Duke University, Durham, NC  
*Speakers:* Mary Soliday, San Francisco State University, CA, “New Books, New Fields: A Scholar’s Problem of Transfer”  
Jason Palmeri, Miami University, Oxford, OH, “Remixing the Dissertation”
Friday, 8:00–9:15 a.m.

**Theory**

**F.31  Rereading the Fathers: Performatively, Queerly, and Ecologically**

Renaissance Hotel, Landmark Ballroom, Salon 6, Lobby Level

*Chair:* Julie Nelson, University of Wisconsin-Milwaukee

*Speakers:* Alice Gillam, University of Wisconsin-Milwaukee, “Reconsidering the Ethics of Rereading”

Julie Nelson, University of Wisconsin-Milwaukee, “Aristotle’s Fear: A Performative Feminist Rereading”

Avery Edenfield, University of Wisconsin-Milwaukee, “Effeminacy and Morality in Quintilian’s Institutio Oratoria”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**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?**

America’s Convention Center, Room 103, Level 1

*Chair:* Howard Tinberg, Bristol Community College, Fall River, MA

*Speakers:* Jean-Paul Nadeau, Bristol Community College, Fall River, MA, “Dual Credit Students Reflect on Their Writing Development”

Howard Tinberg, Bristol Community College, Fall River, MA, “The Writing of Dual-Credit Students”

Ron Weisberger, Bristol Community College, Fall River, MA, “Are Dual-Credit Writers Developmentally Ready for College-Level Work?”

**Academic Writing**

**F.33  Accountability Culture and Critical Interpretation of Error**

Renaissance Hotel, Landmark Ballroom, Salon 7, Lobby Level

*Chair:* Joyce Rain Anderson, Bridgewater State University, MA

*Speakers:* Sarah Stanley, University of Alaska, Fairbanks, “Error in Critical Grammar Pedagogy”

Teaching Writing and Rhetoric

F.36 Perspectives on the Student-Teacher Relationship
America's Convention Center, Room 226, Level 2

Chair: Megan M. Bolinder, Northwest Arkansas Community College, Bentonville

Speakers: Molly Haas, Franklin Pierce University, Rindge, NH, “Teaching while Grading: Technology and Personal Attention”
Lucretia B. Yaghjian, Episcopal Divinity School, Cambridge, MA, “The Writing Teacher/Tutor and the Spiritual Director: Expanded Perspectives on Monitoring and Mentoring Writers”
Alexander Ocasio, St. Louis University, “Problematising the Student-Teacher Conference: Gauging Its Usefulness Abroad”

F.37 Open Working Meeting of the Newcomer’s Orientation Committee
America’s Convention Center, Room 200, Level 2

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are invited.

Chair: Paul Puccio, Bloomfield College, Bloomfield, NJ

Academic Writing

F.38 Almost There: What Works in the Dissertation Writing Institute?
America’s Convention Center, Room 227, Level 2

Chair: Anne Ruggles Gere, University of Michigan, Ann Arbor

Speakers: Paul Barron, University of Michigan, Ann Arbor, “Student Perceptions on the Role of Accountability in the DWI”
Louis Cicciarelli, University of Michigan, Ann Arbor, “Reported Changes in Dissertation Writing Behavior: An Overview of Findings”
Ben Gunsberg, University of Michigan, Ann Arbor, “Attributions of Potency in the Dissertation Writing Institute”
Annie Hesp, Virginia Tech, Blacksburg, “Gaining a Tool Chest: Unintended Consequences of Participating in the DWI”
**Featured Speaker**

**Adam Banks**

**Technologizing Funk/Funkin Technology:**
**Stevie Wonder’s Talking Book as Gateway to a Black Digital Rhetoric**

Renaissance Hotel, Landmark Ballroom 4, Lobby Level

**Chair:** Rhea Lathan, Florida State University, Tallahassee

**Adam Banks:** Cerebral and silly, outgoing and a homebody, a little melancholy and a lot of joy, more slow jam than HipHop, but that, and some blues and some jazz too. A committed teacher, in love and hate with writing and enjoying the struggle. Vernacular and grounded like Langston and Jook Joints, but academic and idealistic too. Convinced that Donny Hathaway is the most compelling artist of the entire soul era, and that we *still* don’t give Patrice Rushen and Curtis Mayfield enough love.

Born and raised in Cleveland, Ohio, and educated in the Cleveland Public Schools (when they were public and not “municipal”), Adam Banks received his BA in English from Cleveland State University and his MA and PhD from Penn State University. Formerly an Associate Professor of Writing and Rhetoric at Syracuse University, Banks served as the 2010 Langston Hughes Visiting Professor of English at the University of Kansas and spent last semester as a Visiting Scholar in Comparative Media Studies at MIT. A member of the Writing, Rhetoric, and Digital Media faculty at the University of Kentucky, his teaching and research interests include African American rhetoric, digital media, social and cultural issues in technology, community literacies and engagement, and composition theory and pedagogy.

Banks is the author of *Race, Rhetoric, and Technology: Searching for Higher Ground*, a book challenging teachers and scholars in writing and technology fields to explore the depths of Black rhetorical traditions more thoroughly and calling African Americans, from the academy to the street, and to make technology issues a central site of struggles for a more just society. This debut book was awarded the 2007 Computers and Composition Distinguished Book Award. His second book, *Digital Griots: African American Rhetoric in a Multimedia Age*, was published in 2011 with the Studies in Writing and Rhetoric series by Southern Illinois University Press.
Intercollegiate Athletics as Gateway to Literacy
America’s Convention Center, Room 227, Level 2

The pathway through which many students enter academia is intercollegiate athletics, but often student-athletes arrive with the burden of stereotypes already in place. The inspiration for this session is a cohort of high-profile football players who achieved academic success at large public AAU institution. Townsend’s study, “The Literate Lives of Athletes: How a Division I Championship Football Program Graduated 100% of Its Senior Players,” looks at the factors that contributed to the twenty-six athletes earning degrees while simultaneously competing at the highest level of collegiate play. NCAA President Mark Emmert addresses why the organization believes student-athletes are “students first and athletes second.” He will explain academic reform measures the NCAA has adopted, present the latest data on student-athletes’ graduation rates, and comment on the effectiveness of the new APR (academic progress rate). Alden, who chairs the NCAA’s Division I Board of Directors, will highlight his experiences in guiding an athletic program toward academic success. Panelists will engage with the audience about the intersection of athletics and academics. The panel aims to enlarge the conversation about student-athletes’ academic performance and offer new perspectives for faculty who teach student-athletes.

Chair:
Martha Townsend
University of Missouri, Columbia

Speaker:
Mark Emmert
President, National Collegiate Athletic Association

Respondent:
Mike Alden
Athletic Director, University of Missouri, Columbia
Friday, 9:30–10:45 a.m.

Creative Writing

G.01 Creative Multimedia: 3D Poetry, Hypertext Narratives, and Amateur Auteurs

America’s Convention Center, Room 106, Level 1

Chair: Denis G. Jerz, Seton Hill University, Greensburg, PA

Speakers: Leah Schweitzer, High Point University, NC, “Narrative Gateways: Rethinking the Writing Process for Digital Space”
Steven Krause, Eastern Michigan University, Ypsilanti, “Amateur Auteurs: The Problems of Teaching and Assessing Multimedia in Writing Classes”
Brandon Whiting, University of Cincinnati, OH, “Poetry: Now in 3D!”

History

G.02 Writing History in the Digital Age: New Gateways for Feminist Historiography

America’s Convention Center, Room 220, Level 2

Chair: Cheryl Glenn, The Pennsylvania State University, University Park

Speakers: Jessica Enoch, University of Maryland, College Park, “Feminist Historiography and the Digital, Humanities: Methodological Opportunities and Challenges in the Digital Archive”
Clancy Ratliff, University of Louisiana at Lafayette, “Recent History of Rhetoric: Approaching Computer-Mediated Communication as a Feminist Historiographer”
Jean Bessette, University of Pittsburgh, PA, “Shaping the ‘Vast, Queer Past’: Rhetoric and Technology in the Gateway between Archive and Public”

Language

G.03 Language in Action: Power, Neutrality, and Translation

America’s Convention Center, Room 101, Level 1

Chair: Logan Bearden, Florida State University, Tallahassee

Speakers: Jeffrey Maxson, Rowan University, Glassboro, NJ, “Translating as if One’s Life/Language/Culture Depended on It”
Bethany Davila, New Mexico Highlands University, Las Vegas, “The Peculiar Position of ‘Standard’ English: Acknowledged Power and Perceived Neutrality”
**Professional and Technical Writing**

**G.04 Promises and Perils of Social Action and Professional Writing**
America’s Convention Center, Room 102, Level 1

*Chair:* Gerald Jackson, Southern Illinois University, Edwardsville  
*Speakers:* Christopher Alexander, University of Georgia, Athens, “Transitions: Social Apprenticeship, Antecedent Genres, and Public Relations in the Professional Writing Classroom”  
Kyle Mattson, University of Central Arkansas, Conway, “Public Policy and Social Action White Papers: A Promising Genre for Technical Communicators?”  
Natalie Stillman-Webb, University of Utah, Salt Lake City, “Project-Based Learning, Privacy, and the HITECH Act of 2009”

**Institutional and Professional**

**G.05 What Is Our Professionalism For? The Role of Composition and Rhetoric Scholars in the Public Practice of K–12 Literacy Educators**
America’s Convention Center, Room 223, Level 2

*Chair:* James Webber, University of New Hampshire, Durham  
*Speakers:* James Webber, University of New Hampshire, Durham, “The Rhetoric of Literacy Instruction: Interviewing Parents of 8th-Grade Language Arts Students”  
Maja Wilson, University of Maine, Orono, “The Rhetoric of Literacy Instruction: Engaging Parents”  
Cathy Fleischer, Eastern Michigan University, Ypsilanti, “What College Writing Is ‘Really’ Like: Engaging Parents and Students”  
*Respondent:* Chris Gallagher, Northeastern University, Boston, MA

**Teaching Writing and Rhetoric**

**G.06 The Library, New Media and Composition Pedagogy**
America’s Convention Center, Room 103, Level 1

*Chair:* Susan Garza, Texas A&M University-Corpus Christi  
*Speakers:* Susan Garza, Texas A&M University-Corpus Christi  
Chelsea Perez, Texas A&M University-Corpus Christi  
Michelle Villarreal, Texas A&M University-Corpus Christi
Interdisciplinary, Multidisciplinary

G.07 Gamers, Scholars, Guildies: Gaming as a Gateway to Scholarly Identity

America's Convention Center, Room 104, Level 1

Chair: Jan Rune Holmevik, Clemson University, Clemson, SC

Speakers: Scott Reed, Georgia Gwinnett College, Lawrenceville, GA
Wendi Sierra, North Carolina State University, Raleigh, NC
Richard Parent, University of Vermont, Burlington, VT
Cynthia Haynes, Clemson University, Clemson, SC
Joshua Abboud, Clemson University, Clemson, SC
Douglas Eyman, George Mason University, Fairfax, VA

Research

G.08 Argument and the Transition from High School to College: Learning from a Large-scale Analysis of Student Writing

America's Convention Center, Room 221, Level 2

Chair: Naomi Silver, University of Michigan, Ann Arbor

Speakers: Anne Ruggles Gere, University of Michigan, Ann Arbor
Moises D. Perales Escudero, University of Michigan, Ann Arbor
Zak Lancaster, University of Michigan, Ann Arbor
Laura Aull, Wake Forest University, Winston Salem, NC

Community, Civic and Public

G.09 Rhetorical Ethnography and the Study of Publics, Places, and Citizen Action

America's Convention Center, Room 105, Level 1

Chair: Candice Rai, University of Washington, Seattle

Speakers: Candice Rai, University of Washington, Seattle, “Networked Democracy, Rhetorical Force, and the Role of Online Media in Community Organizing”
Nadya Pittendrigh, University of Illinois at Chicago, “‘They Make the Roofs and Walls to Ring’: Artists’ Rhetoric in Grassroots Prison Reform”
Caroline Gottschalk Druschke, University of Rhode Island, Wakefield, “Conserving a Common-Place: Rhetorics of Agricultural Stewardship”
Writing Programs

G.10 Placing Choice: Agency, Remediation, and Whiteness in Directed Self-Placement at California State University, Fresno

America's Convention Center, Room 230, Level 2

Chair: Asao B. Inoue, California State University, Fresno

Speakers: Miriam Fernandez, California State University, Fresno, “DSP and Remediation”

Tyler Richmond, California State University, Fresno, “Agency, Assessment, and the Institution: DSP at California State University, Fresno”

Mathew Gomes, California State University, Fresno, “DSP and Whiteness”

Information Technologies

G.11 Classrooms, Compositions, and the Writing Center: Extending the Gateway of Digital Technologies to Reach and Engage Student Writers

America's Convention Center, Room 242, Level 2

Chair: Lisa Litterio, Rensselaer Polytechnic Institute, Troy, NY

Speakers: Debbie Rowe, York College-CUNY, Jamaica, NY, “The Balancing Act of a Hybrid Course”

Lisa Litterio, Rensselaer Polytechnic Institute, Troy, NY, “Towards a Gateway of Critical Citizenship: Integrating Multimodal Compositions in Students’ Contemporary Digital Spaces”

Barbara Lewis, Rensselaer Polytechnic Institute, Troy, NY, “Mediating Technologies: Using Digital Tools to Expand the Writing Center’s ‘Gateway’ for Student Writers”

Teaching Writing and Rhetoric

G.12 The Visual and the Spatial in Multiliteracies: Gateways to Rhetorical Potential

America's Convention Center, Room 224, Level 2

Chair: Jennifer Ware, North Carolina State University, Raleigh


Jennifer Ware, North Carolina State University, Raleigh, “Easing the Assessment Angst: Storyboarding Activities for the Composition Classroom”

Dana Gierdowski, North Carolina State University, Raleigh, “It’s Not Just about the Chairs: The Power Dynamics of Classroom Space”
Friday, 9:30–10:45 a.m.

Theory

G.13 **Difference, Identity, and Habits of Mind**

America’s Convention Center, Room 231, Level 2

*Chair:* Michael Charlton, Missouri Western State University, St. Joseph  
*Speakers:* Robert Danberg, Binghamton University, NY, “Opening the Half-Opened Gate: A Theory of Habits of Mind for Writing Course Design”  
Pamela Chisum, Washington State University, Pullman, “Becoming Visible in Invisible Space: How the Cyborg Trickster Is (Re)inventing NDN Identity”  
Kaitlin Marks-Dubbs, University of Illinois at Urbana-Champaign, “(Im) precisely One: Un-Flattening Theorizations of Sexual Normativity in Composition Studies”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

G.14 **Show Me Your Work: A Cross-Disciplinary Assessment of Undergraduate Mathematical Research Writing**

America’s Convention Center, Room 232, Level 2

*Chair:* Chris Warnick, College of Charleston, SC  
*Speakers:* Chris Warnick, College of Charleston, SC  
Meg Scott-Copses, College of Charleston, SC  
Amy Mecklenburg-Faenger, College of Charleston, SC  
Patrick Bahls, University of North Carolina-Asheville

History

G.15 **Writing Instruction, Literacy by Subscription, and Methodological Diversity**

America’s Convention Center, Room 240, Level 2

*Chair:* Dani Weber, La Grande, OR  
*Speakers:* Ryan Skinnell, University of North Texas, Denton, “The Normals: Normal Schools and Composition History”  
Alicia Brazeau, University of Louisville, KY, “Literacy by Subscription: Turn-of-the-Century Composition and *The Ladies’ Home Journal*”  
Nathan Shepley, University of Houston, TX, “Feminist’ as Tantamount to ‘Nontraditional’? A Case for Methodological Diversity in Local Histories of Composition”
Community, Civic and Public

G.16 Politics and Audience: LGBT Contexts

Renaissance Hotel, Landmark Ballroom, Salon 7, Lobby Level

Chair: Linda Smith, Boise State University, ID

Speakers: Keith Walters, Portland State University, OR, “Understanding Audience in the ‘It Gets Better’ Videos”

Megan Condis, University of Illinois at Urbana-Champaign, “No Homosexuals in Star Wars? The Politics of Play in the Online Community Surrounding Star Wars: The Old Republic”

Sarah Sloane, Colorado State University, Fort Collins, “Emerging Exigencies and Practices of LGBTQIA Writing Groups”


Academic Writing

G.17 Awareness: Disciplinary Differences and Critical Thinking

America’s Convention Center, Room 241, Level 2

Chair: Karen D. Culver, University of Miami, Coral Gables, FL

Speakers: Patricia Dyer, Widener University, Chester, PA, “Gateway to Critical Thinking in Other Disciplines: A Study of Perceptions of First-Year Composition Students”

Tara Friedman, Widener University, Chester, PA, “Gateway to Critical Thinking in Other Disciplines: A Study of Perceptions of First-Year Composition Students”

Amelia Herb, University of Illinois at Urbana-Champaign, “Graduate Student Writing Groups: Gateways to Interdisciplinary Dialogue and Disciplinary Awareness”

Matthew Wiles, University of Louisville, KY, “Prompting Discussion: Using Written Assignment Instructions to Teach Disciplinary Difference”

Information Technologies

G.18 Ludic Pedagogy: Theory, Practice, Exegesis

America’s Convention Center, Room 222, Level 2

Chair: Amanda Phillips, University of California-Santa Barbara

Speakers: Carlos Hernandez, The Borough of Manhattan Community College / City University of New York, NY, “Gameplay Should Not Mean, But Be: Leveraging Procedural Rhetoric in the Composition Classroom”

Grace Hagood, University of South Carolina, Columbia, “Performance and Procedure in Games: The Medium Is Still the Message”

Amanda Phillips, University of California-Santa Barbara, “Mind What You Mean: Game Studies Discourse and Rhetorics of Anti-Oppression”
Friday, 9:30–10:45 a.m.

Teaching Writing and Rhetoric

G.19 Gateways to Individuality: Embodied Pedagogies, Teacher Anecdotes, and the Rhetorical I

Renaissance Hotel, Majestic Ballroom, Salon C, Lobby Level

Chair: Sarah Franco, University of New Hampshire, Durham

Speakers: Shauna Wight, University of New Hampshire, Durham, “Embodied Literacy Pedagogies: Antidotes to Audit”
Wendy VanDellon, University of New Hampshire, Durham, “‘Let Me Tell You a Story’: Repositioning the Teaching Anecdote as a Way to Discuss Outcomes”
Sarah Franco, University of New Hampshire, Durham, “‘The Personal Is Always Plural’: Addressing the Rhetorical ‘I’ in Composition”

Theory

G.20 Encountering the Visual: Rhetorical Stances of Skepticism, Cynicism, and Iconoclasm

Renaissance Hotel, Majestic Ballroom, Salon F, Lobby Level

Chair: Christopher Basgier, Indiana University, Bloomington

Speakers: Christopher Basgier, Indiana University, Bloomington, “Encountering ‘Entertainmentaries’ through the Rhetoric of Popular Skepticism”
Laura Sparks, Indiana University, Bloomington, “Citizen Cynics: Encountering Abu Ghraib, Again”
Lavinia Hirsu, Indiana University, Bloomington, “Burn or Love Thy Image: Teaching Productive Rhetorical Engagements with Images”

Information Technologies

G.21 Assessing Digital Assessment Tools: Automated Essay Evaluations of ePortfolios

Renaissance Hotel, Majestic Ballroom, Salon G, Lobby Level

Chair: Joyce Meier, Michigan State University, East Lansing

Speakers: Keith Gibson, Utah State University, Logan, “Online Writing Instruction and Automated Essay Evaluators”
Ben Wetherbee, University of Louisville, KY, “Assessing Digital Assessment: How to Confront the Current-Traditional Assumptions of E-Portfolio Systems”

186
Information Technologies

**G.22** Being(s) in Transition: Rhetorical Gestures in Medical, Transnational, and Prison Spaces

Renaissance Hotel, Majestic Ballroom, Salon H, Lobby Level

*Chair:* Paul Prior, University of Illinois at Urbana-Champaign  
*Speakers:* Hannah Bellwoar, University of Illinois at Urbana-Champaign, “Subtle Connections: Reading and Writing the Body through Touch and Gesture in Massage Therapy”  
Yu-Kyung Kang, University of Illinois at Urbana-Champaign, “Ambivalent Cross-Cultural Gestures: A Case Study of South Korean and Korean-American Undergraduate Students”  
Cory Holding, University of Illinois at Urbana-Champaign, “Gestures From the Inside”

Teaching Writing and Rhetoric

**G.23** The Gateway or the Gatekeeper?: Tensions Between Teachers’ Identity and Teaching Identity at an HBCU

Renaissance Hotel, Landmark Ballroom, Salon 1, Lobby Level

*Chair:* Eric Detweiler, University of Texas, Austin  
*Speakers:* Eric Detweiler, University of Texas, Austin, “I Am Not My Ethos: The Use of Rhetorical Irony in Teaching and Constructing Identity at an HBCU”  
Leah Soule, Tennessee State University, Nashville, “Encouraging Student Voice while Discovering My Own”  
Nafissa Thompson-Spires, Tennessee State University, Nashville, “Toward a Black Mosaic: Teaching Double Consciousness and Single Voice in the HBCU Composition Class”

Writing Programs

**G.24** Unseen Gateways in First-Year Writing: FLCs, General Writing, and TA Authority

America’s Convention Center, Room 225, Level 2

*Chair:* Leigh Kolb, East Central College, Union, MO  
*Speakers:* Kurt Spellmeyer, Rutgers University, New Brunswick, NJ, “‘General Writing’ as the Foundation of a Counter-Curriculum”  
Lee Bauknight, University of South Carolina, Columbia, “Arendt, Authority, and TA Transitions”
Community, Civic and Public

G.25 Beyond the Classroom Walls: Redefining Literacy and Basic Writing through Community Engagement

Renaissance Hotel, Landmark Ballroom, Salon 3, Lobby Level

Chair: Lynn Reid, Fairleigh Dickinson University/Brookdale Community College, Madison, NJ

Speakers: Lynn Reid, Fairleigh Dickinson University/Brookdale Community College, Madison, NJ, “Learning from Digital Literacy Narratives: Teaching Basic Writing in a ‘New Key’”
Rasheda Young, Brookdale Community College, Lincroft, NJ, “Understanding Student Writers through Digital Literacy Narratives”
Regina Clemens Fox, Oklahoma City University, OK, “‘Beyond Basic’: Basic Writers Understanding Literacy through Research of Local Literacy Histories”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

G.26 Embodied Composition: Sports, Music, and Dance

Renaissance Hotel, Majestic Ballroom, Salon A, Lobby Level

Chair: Megan Flautt, San Francisco State University, CA

Speakers: Kathryn Baillargeon, University of California, Santa Barbara, “Hearing Writing, Composing History, Learning Music: Multidisciplinary Concepts in the First-Year Composition Classroom”
Shreelina Ghosh, Michigan State University, East Lansing, “Digitizing Traditions: Making Space for Hyper-Real in the Pedagogy of Indian Classical Odissi Dance”

Teaching Writing and Rhetoric

G.27 Alternative Performative Pedagogies

Renaissance Hotel, Landmark Ballroom, Salon 2, Lobby Level

Chair: Kathryn Trauth Taylor, Purdue University, West Lafayette, IN

Speakers: Justin Rademakers, Purdue University, West Lafayette, IN, “The Performance of Discipline in the Composition Classroom”
Kathryn Trauth Taylor, Purdue University, West Lafayette, IN, “Bodies and Blogs: A Post-Process Pedagogy at the Digital Turn”
Heather Trahan, Bowling Green State University, OH, “Performing Silence: A Pedagogical Model”
Research

G.28 Responding to Writing Across the Curriculum
Americas Convention Center, Room 229, Level 2
Chair: Linda Barro, East Central College, Union, MO
Speakers: Laura Wilder, University at Albany, State University of New York, “‘This Is How We Do Things’: The Discipline in Literature Professors’ Evaluation Practices”
Cary Moskovitz, Duke University, Durham, NC, “Professional Readers for STEM Student Writers”

Teaching Writing and Rhetoric

G.29 Teachers at the Center: National Writing Project Philosophy Informing University Writing Programs
Renaissance Hotel, Landmark Ballroom, Salon 2, Lobby Level
Chair: Steve Fox, Indiana University-Purdue University, Indianapolis
Speakers: Steve Fox, Indiana University-Purdue University, Indianapolis, “Learning Composition Theory the NWP Way”
Kirsten Jamsen, University of Minnesota-Twin Cities, Minneapolis, “Bringing National Writing Project Philosophy to the Center—Writing Center, That Is!”
Lizbeth Bryant, Purdue University-Calumet, Hammond, IN, “Practicing What I Preach: NWP Philosophy in an Undergraduate English Ed Course”
Nancy Singer, University of Missouri-St. Louis, “Inquiry at the Center”
Robert Brooke, University of Nebraska-Lincoln, “Integrating National Writing Project Philosophy in a Land-Grant University Writing Program”

Writing Programs

G.30 A Two-Way Street: Community Programming and First-Year Writing
Renaissance Hotel, Majestic Ballroom, Salon B, Lobby Level
Chair: Tamera Marko, Emerson College, Boston, MA
Speakers: Mary Kovaleski Byrnes, Emerson College, Boston, MA, “Creative Writing as Gateway”
Sarah Ehrich, Emerson College, Boston, MA, “The Graduate Program as Gateway”
Kristina Kopic, Emerson College, Boston, MA, “Civic Engagement as Gateway”
Friday, 9:30–10:45 a.m.

Research

G.32 The Arc of Transfer: Gateway from Novice to Expert
America’s Convention Center, Room 100, Level 1
Chair: E. Shelley Reid, George Mason University, Fairfax, VA
Speakers: M. Elizabeth Sargent, University of Alberta, Edmonton, Canada, “Anchoring Transfer in Reflective Practice from Day One in Writing-About-Writing FYC”
E. Shelley Reid, George Mason University, Fairfax, VA, “Teach It Forward: A ‘Solving Writing Problems’ Reorientation for Composition Curricula”
Kara Taczak, University of Denver, CO, “The Transfer of Transfer: How a Teaching-for-Transfer Curriculum Transfers from One FYC Context to Another”
Liane Robertson, William Paterson University, Wayne, NJ, “Transfer of Content in Context: A Comparison of Transfer Studies at Two Universities”

Theory

G.33 Teaching/Theorizing Language as a Local Practice
America’s Convention Center, Room 228, Level 2
Chair: Bruce Horner, University of Louisville, KY
Speakers: John Trimbur, Emerson College, Boston, MA, “Grassroots Literacy and the World System”
Julie Lindquist, Michigan State University, East Lansing, “Understanding the Work of Teaching (Your) Class”
Min-Zhan Lu, University of Louisville, KY, “Recognition, Agency, and the Copy in Literacy Practice: (Re)structuring Tradition”
Bruce Horner, University of Louisville, KY, “Recognition, Agency, and the Copy in Literacy Practice: (Re)structuring Tradition”

Writing Programs

G.34 Classical Rhetoric for the Modern Writing Center
America’s Convention Center, Room 226, Level 2
Chair: Erika Lindemann, University of North Carolina at Chapel Hill
Speakers: Jon Olson, The Pennsylvania State University, University Park, “Rhetoric and Dialectic in the Writing Center: Two Lanterns”
Sarah Summers, The Pennsylvania State University, University Park, “Did Somebody Order a Website? Delivery as a Gateway to Tutoring New Media”
Respondent: Erika Lindemann, University of North Carolina at Chapel Hill
G.35  Open Working Meeting of the Labor Caucus  
America’s Convention Center, Room 200, Level 2  
This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are invited.  
Chair: Seth Kahn, West Chester University, PA

G.36  What IS College Readiness and How Can We Help OUR Students Get There?  
Renaissance Hotel, Landmark Ballroom, Salon 6, Lobby Level  
Chair: Linda Ferreira-Buckley, University of Texas at Austin  
Speakers: Linda Ferreira-Buckley, University of Texas at Austin, “What IS College Readiness? Working Against the One-Size-Fits-All Movement”  
Rhonda Grego, Midlands Technical College, Columbia, SC, “Using the Writing Studio to Help Students Become College Ready”  
Cynthia Miecznikowski, University of North Carolina-Pembroke, “What IS College Readiness? Using Reading to Teach Students How to Learn”  
Brian Bremen, University of Texas at Austin, “Great Expectations: The Summer ‘College Readiness’ Writing Course”
Featured Session

Silence, Listening, Identity: Bearing Witness to Female Bodies
Renaissance Hotel, Landmark Ballroom, Salon 2, Lobby Level

Silence and listening are now established as arts that compose rhetors and rhetorical events. In this session, four rhetorical scholars examine the power of silence and listening to compose the female body, to bear witness to it as it ages, teaches, administers, and engages the visual turn in film. Thus, this session will address issues of the aging feminist body, the raced teacher’s female body and performance, gendered administrative styles, and images of the female gaze and geek in contemporary film.

Co-Chairs:
Win Horner
University of Missouri, Columbia

Kris Ratcliffe
Marquette University, Milwaukee

Speakers:
Cheryl Glenn
The Pennsylvania State University, University Park, “The Aging Female Body as Academic”
Shirley Logan  
University of Maryland, College Park, “The Black Female Body as Pedagogue”
Kris Ratcliffe  
Marquette University, Milwaukee, “The White Female Body as Administrator”
Joyce Irene Middleton  
East Carolina University, Greenville, NC, “The Female Body as Geek (in Film)”

Featured International Session

WAC/WID and Writing Research:  
New Ideas that Bridge Continent

Renaissance Hotel, Landmark Ballroom, Salon 4, Lobby Level

To the international community, WAC and WID often appear to have had their origins and development in the United States. But a WAC/WID focus is now very much part of the work of many universities internationally, and whether inspired by North American programs and research or not, they tend to have a very different focus—and often a challenging and useful one for U.S. institutions. The three international speakers on this panel share insights gained through practice and research on writing development as a transformative agent at both local and national levels in their countries, where each has been an influential voice. Focusing on WID as an institutional strategy, they describe recent research in which they have been involved on evaluating WID approaches and support for WID initiatives. The fourth speaker from the U.S. describes trends in writing research he sees in the work of the newly convened International Society for the Advancement of Writing Research (ISAWR). This panel, organized by David Russell and the CCCC Committee on the Globalization of Postsecondary Writing and Research, is intended to advance our understanding of the institutional situations, programmatic structures, and orientations to writing education in different regions of the world.
Friday, 11:00 a.m.–12:15 p.m.

Chair:
Paula Gillespie
Florida International University, Miami, FL

Speakers:
Paula Carlino
University of Buenos Aires, Argentina, “Teaching Writing in Higher Education: Who Takes on the Task in Argentina?”

Blanca Yaneth González Pinzón
Universidad Sergio Arboleda, Bogota, Columbia, “Learning in First Year General Reading and Writing Courses and Its Transfer to the Disciplines”

Sally Mitchell
Queen Mary, University of London, UK, “Now We Are Ten: Where Have We Gotten To? Thinking Writing at QMUL”

Paul M. Rogers
George Mason University, Fairfax, “Evolving the Field: Integration and Differentiation in International Writing Research”

Respondent: Terry Myers Zavacki, George Mason University, Fairfax
Creative Writing

H.01 In Search of Wonder

America's Convention Center, Room 102, Level 1

Chair: Jason Nemec, University of Cincinnati, OH

Speakers:
- Christina LaVecchia, University of Cincinnati, OH, “Resuscitating Wonder in Rhetoric Studies: A Site for Invention”
- Les Kay, University of Cincinnati, OH, “‘Something Strange Is Creeping across Me’: Wonder as Praxis/Pedagogy in Ashbery and Haraway”
- Jason Nemec, University of Cincinnati, OH, “‘Cooking’ the Writing Process: Moving from the Kitchen to the Composition Classroom”

History

H.02 Mapping Entry Points of Nineteenth-Century Rhetorical Activism

Renaissance Hotel, Landmark Ballroom, Salon 7, Lobby Level

Chair: Anne Ruggles Gere, University of Michigan, Ann Arbor

Speakers:
- Lisa Shaver, Baylor University, Waco, TX, “Walks of Usefulness: Women’s Antebellum Home Visits as Emboldening Civic Engagement”
- Reva Sias, Syracuse University, NY, “Rhetoric of Beauty and Shame . . . ”
- Michael-John DePalma, Baylor University, Waco, TX, “Sacred Rhetorical Education at Andover Theological Seminary . . . ”
- Jill Lamberton, Wabash College, Crawfordsville, IN, “Institutional History as a Gateway to Collective Memory?: The Case of Collaboration in the Founding of the ‘Harvard Annex’”

Research

H.03 Global Gateways for Undergraduate Researchers: Comparative Rhetoric across Cultures

America's Convention Center, Room 225, Level 2

Co-Chairs: Dana Driscoll, Oakland University, Rochester, MI
- Gregory Giberson, Oakland University, Rochester, MI

Speakers:
- Enrique Paz, Oakland University, Rochester, MI, “Coming to an Understanding: Writing Centers and Multi-cultural Views of Plagiarism”
- Samantha Hymns, Oakland University, Rochester, MI, “The Rhetoric of Islam in America: Opinions, Perspectives, and the Role of Media”
- Ryan Blank, Oakland University, Rochester, MI, “Media Coverage of Natural Disasters: A Cross-Cultural Rhetorical Analysis”
- Jessica Tess, Oakland University, Rochester, MI, “Attitudes on Academic Writing: Perspectives in Japan”
Professional and Technical Writing

H.04 Professional Writing in Transition: Into the World of Work and Back Again

America's Convention Center, Room 103, Level 1

Chair: Jada Augustine, California State University, Northridge

Speakers: Dauvan Mulally, Grand Valley State University, Allendale, MI, “Between Two Worlds: Using Digital Diaries to Help Writing Majors Transition from the Educational Sphere to the World of Work” Natalia Kovalyova, University of North Texas at Dallas, “‘At work, we don’t write like that’: Challenges of Teaching Business Writing to Mature Students” Stephen Neaderhiser, Kent State University, North Canton, OH, “Mixing Business and Personal: Teaching Professional Writing with an Eye to Students’ Personal Lives”

Language

H.05 English Language Learning: Error, Transfer, and Teaching

America's Convention Center, Room 104, Level 1

Chair: Geoffrey Middlebrook, University of Southern California, Los Angeles

Speakers: Chen Yue, Grand Valley State University, Allendale, MI, “From Duck-stuffer to Effective Scaffold: A Transition of Chinese Teacher’s Role in L2 Writing” Jeanette Brink, University of Groningen, The Netherlands, “‘I will LEARN you correct English’: Errors advanced Dutch Learners Still Make” Shishi Zhang, California State University, San Bernardino, “Is Chinese Writing Off-Track?”

Teaching Writing and Rhetoric

H.06 New Conversations about Teachers as Writing Practitioners

Renaissance Hotel, Majestic Ballroom, Salon H, Second Floor

Chair: Heather Blain, University of Illinois at Urbana-Champaign

Speakers: Heather Blain, University of Illinois at Urbana-Champaign, “Practitioners First, Pedagogues Second: Composition, Creative Writing, and the Master Class Model” Rebecca Woodard, University of Illinois at Urbana-Champaign, “Unpacking Teachers as Writers Advocacy” Sonia Kline, University of Illinois at Urbana-Champaign, “Teachers as Writers and Digital Composers”
**Institutional and Professional**

**H.07  A Gateway to Teaching in the Two-Year College: TYCA's Revised Guidelines for Academic Preparation**

America's Convention Center, Room 223, Level 2

*Chair:* Carolyn Calhoon-Dillahunt, Yakima Valley Community College, WA

*Speakers:* Rochelle Rodrigo, Mesa Community College, AZ, “Why Do We Need The Guidelines for Academic Preparation of English Faculty at TYCs?”

Susan Miller-Cochran, North Carolina State University, Raleigh, “Who Prepares English Faculty at TYCs?”

Carolyn Calhoon-Dillahunt, Yakima Valley Community College, WA, “How Do We Hire and Continually Develop English Faculty at TYCs?”

**Writing Programs**

**H.08  The Consortium for the Study of Writing Survey as a Gateway to Writing Assessment, Faculty Development, and Program Building: A Comparative Perspective**

America's Convention Center, Room 220, Level 2

*Chair:* Charles Paine, University of New Mexico, Albuquerque

*Speakers:* Jessica Hausmann, Georgian Court University, Lakewood, NJ, “NSSE Results as Gateway to Expanding and Assessing the Writing Program at a Small Private University”

Sarah Skrisky, Westmont College, Santa Barbara, CA, “NSSE Results as Mapping for Mission”

Michael Cripps, University of New England, Biddeford, ME, “Context as Key: NSSE Writing Consortium Data in Two Institutions”

Matthew Schultz, Vassar College, Poughkeepsie, NY, “Crossing the Assessment Threshold: From Survey to Practice”
Academic Writing

H.09 Expansion of Acceleration in Basic Writing: The Replication Program
Renaissance Hotel, Majestic Ballroom, Salon A, Second Floor

Chair: Robert Miller, The Community College of Baltimore County, MD
Speakers: Robert Miller, The Community College of Baltimore County, MD, “The Replication Program in Context”
Michelle Zollars, Patrick Henry Community College, Martinsville, VA, “Patrick Henry Community College’s Involvement in the Replication Process”
Heidi Johnsen, LaGuardia Community College, Long Island City, NY, “The Replication Project at LaGuardia Community College and Challenges Faced in Scaling Up a Program at a Large Urban College”
Linda De La Ysla, The Community College of Baltimore County, MD, “The Community College of Baltimore County’s Pedagogy Project, the Wiki, and Faculty Development”

Community, Civic and Public

H.10 Publics, Publishing, and the Challenges of Circulation
Americais Convention Center, Room 226, Level 2

Chair: John Trimbur, Emerson College, Boston, MA
Speakers: Paula Mathieu, Boston College, MA, “Publication Does Not Equal Circulation: The Challenge of Finding Readers”
Diana George, Virginia Tech, Blacksburg, “Riding the Rails/Following the Harvest: Voices of Dissent and Tactics for Circulation”
Tom Fox, California State University-Chico, “From the Street to the Governor: Political Consequences of Circulation”
Tamera Marko, Emerson College, Boston, MA, “Mapping Transnational Mobility: 500 Alternative Stories Cross the U.S.-Colombian Border”

Teaching Writing and Rhetoric

H.11 Putting Ethos and Resistance to Work: Community Applications
Americais Convention Center, Room 105, Level 1

Chair: Casie Moreland, Texas State University, San Marcos
Speakers: Michael Hill, Henry Ford Community College, Dearborn, MI, “Banal Resistance as the Gateway to Justice in Basic Writing”
Kyllikki Brock, Bowling Green State University, OH, “Ethos Enacted: Communal Credibility”
d’Andra White, Texas A&M University-Commerce, “Rhetoric and Resistance: (In) Between Democracy”
Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

H.12 Opening Gateways through Comparative Rhetoric: Moving between and across Disciplinary and Cultural Boundaries

America’s Convention Center, Room 229, Level 2

Chair: Dominic Ashby, Miami University, Oxford, OH
Speakers: Carol Lipson, Syracuse University, NY, “Cultural Rhetoric and the Case of Akhenaten”
LuMing Mao, Miami University, Oxford, OH, “Seeing Opposition in a New Light: Yin-Yang Rhetoric in Ancient China and Beyond”
Bo Wang, California State University, Fresno, “Writing in an ‘In-Between’ Space: The Rhetoric of Chinese Modernity”
Dominic Ashby, Miami University, Oxford, OH, “Between Outside and Inside: Anime and Manga as Gateways to Japanese Rhetoric”

Theory

H.13 Latour and Rhetoric: Kairos, Contingency, Techne

America’s Convention Center, Room 221, Level 2

Chair: Dennis Lynch, University of Wisconsin-Milwaukee
Speakers: Scot Barnett, Clemson University, SC, “Reassembling Rhetoric and Latour”
Marilyn Cooper, Michigan Technological University, Houghton, “Bruno Latour Teaches Writing”
Carl Herndl, University of South Florida, Tampa, “From the Object of Rhetoric to the Rhetoric of Objects: Latour’s Vibrant Materialism”
Respondent: Anne Wysocki, University of Wisconsin-Milwaukee

Institutional and Professional

H.14 The Comp/Rhet Gateway: Preparing MA Students for Life after the Program

America’s Convention Center, Room 222, Level 2

Chair: John Alberti, Northern Kentucky University, Highland Heights
Speakers: John Alberti, Northern Kentucky University, Highland Heights
Jonathan Cullick, Northern Kentucky University, Highland Heights
Jen Cellio, Northern Kentucky University, Highland Heights
Christopher Wilkey, Northern Kentucky University, Highland Heights
John Silvestro, Northern Kentucky University, Highland Heights
Jennifer Martin, Northern Kentucky University, Highland Heights
Information Technologies

H.15 Digital Intertextuality and Cultural Production: Using Critical Theories to Produce and Question Film and Video in the Composition Classroom
America's Convention Center, Room 100, Level 1

Chair: Octavio Pimentel, Texas State University-San Marcos
Speakers: Iris D. Ruiz, University of California, Merced, “Intercultural Communication Using YouTube: Original, Hybrid or Diluted?”
Aja Y. Martinez, University of Arizona, Tucson, “Stories We Are Told and Foundations for Prejudice: Creating a Critical Race Argument with Film to Explore American Ethnocentric Education”
Alexandra Hidalgo, Purdue University, West Lafayette, IN, “Teaching Digital Film Production as Community Engagement: Documenting Local Histories”
Respondent: Peter J. Fadde, Southern Illinois University, Carbondale

Community, Civic and Public

H.16 Working the Public University: Expectations, Discourses, and Practice(s) of Teaching Writing
America's Convention Center, Room 224, Level 2

Chair: Matthew Williams, University of Minnesota, Twin Cities
Speakers: Matthew Williams, University of Minnesota, Twin Cities
Patrick Bruch, University of Minnesota, Twin Cities
Thomas Reynolds, University of Minnesota, Twin Cities

Teaching Writing and Rhetoric

H.17 Supporting Writing Transfer at Critical Moments: Common Core, Sophomore WAC, and Underprepared Writers
America's Convention Center, Room 230, Level 2

Chair: Rick Fisher, University of Wyoming, Laramie
Speakers: Rick Fisher, University of Wyoming, Laramie, “Exploring the Effect of Common Core State Standards on FYC Skill Transfer”
Joyce Stewart, University of Wyoming, Laramie, “Task Language and Transfer: Building FYC Bridges to Sophomore Writing Courses”
April Heaney, University of Wyoming, Laramie, “Frameworks for Improving Writing and Reading Transfer for Underprepared Writers in FYC”
**History**

**H.18 Literacy, Genre, and Agency: Renaissance Handbooks to College Application Essays**

America's Convention Center, Room 231, Level 2

*Chair:* Shereen Inayatulla, York College, CUNY, Jamaica, NY

*Speakers:* Matthew Boedy, University of South Carolina, Columbia, “Why the College Application Essay Matters to Composition”

Mary Hedengren, University of Texas at Austin, “‘Every beggar’s brat (may) learn from the book ( . . . ) so that the beggar’s brat becomes a bishop’: Renaissance Handbooks as Gatekeepers of Social and Moral Betterment”

Katherine Fredlund, Bowling Green State University, OH, “The Woman’s Era Club and Public Education: The First Female African American Newspaper”

**Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives**

**H.19 Beyond the Writing Center: Strategic Alliances with Alumni, Adult Education, and Libraries**

America's Convention Center, Room 232, Level 2

*Chair:*

*Speakers:* Katie Stahlnecker, Metropolitan Community College, Omaha, NE, “Partnering for Change: One Writing Center’s Role in Obama’s ‘American Graduation Initiative’”

Theresa Westbrock, New Mexico State University, Las Cruces, “National Problem, Local Solution: How Libraries, Writing Programs, and Writing Centers Can Collaborate to Help Students Engage with Information”

Matt Moberly, New Mexico State University, Las Cruces, “National Problem, Local Solution: How Libraries, Writing Programs, and Writing Centers Can Collaborate to Help Students Engage with Information”

Kathryn Evans, Bridgewater State University, MA, “Peer Tutor Alumni ‘Give Back’: Leveraging Alumni as Resources via Social Networking”

**Information Technologies**

**H.20 Digital Transitions: What We Leave Behind when We Let Digital Technologies Write Us**

Renaissance Hotel, Majestic Ballroom, Salon B, Second Floor

*Chair:* Drew Kopp, Rowan University, Glassboro, NJ

*Speakers:* Drew Kopp, Rowan University, Glassboro, NJ, “Moving through the Looking Glass: Reconfiguring the Institutional Mission through Multimodal Design”

Amanda Haruch, University of Idaho, Moscow

Zack Warzecka, University of Texas at El Paso, “Lost in Translation: Digital Videography and Persuasive Horizons”

---

**CCCC CONVENTION, ST. LOUIS 2012  201**
Friday, 11:00 a.m.–12:15 p.m.

**Theory**

**H.21 Performance and Voice in the Acts of Rhetoric and Writing**

America’s Convention Center, Room 240, Level 2

*Chair:* Anushiya Ramaswamy, Southern Illinois University, Edwardsville  
*Speakers:* Karen Carter, Arizona State University, Tempe, “Alternative Gateways: Public Sphere Theory, Theater and the Reconstitution of an Ethnic Image”  
Lydia McDermott, Ohio University, Athens, “Echo, the Ventriloquist: A Rhetoric of Throwing Voices”

**Community, Civic and Public**

**H.22 Re-reading Appalachia: Literacies of Resistance**

America’s Convention Center, Room 101, Level 1

*Chair:* Kim Donehower, University of North Dakota, Grand Forks  
*Speakers:* Kim Donehower, University of North Dakota, Grand Forks, “Re-reading the Natives: Resisting the ‘Agnosis’ Diagnosis”  
Krista Bryson, Ohio State University, Columbus, “Picturing Literacy in the Appalachian Coalfields”  
Todd Snyder, Siena College, Loudonvillen NY, “‘College Is Not a Fairytale’: Appalachian Students Re-read First-Year Writing”  
Sara Webb-Sunderhaus, Indiana University-Purdue University, Fort Wayne, “Scholarly Resistance: Appalachians Re-shaping the Academy”

**Teaching Writing and Rhetoric**

**H.23 i Pedagogies of Digital Affect**

Renaissance Hotel, Majestic Ballroom, Salon G, Second Floor

*Chair:* Christian Smith, University of South Carolina, Columbia  
*Speakers:* Christian Smith, University of South Carolina, Columbia, “Attention and Affect: Distributed Cognition in Networked Writing Environments”  
Mark Pepper, Utah Valley University, Orem, “Affectively Investing in Template Culture: Making Shortcuts Matter Differently for Future Design Exploration”  
Jonathan Maricle, University of South Carolina, Columbia, “Affect and Rewiring Argument in the Classroom”
Community, Civic and Public

H.24 Facilitative, a More Civil and Civic Discourse

America’s Convention Center, Room 241, Level 2

Chair: Rebecca Babcock, University of Texas at Permian Basin, Odessa

Speakers: William Carroll, Abilene Christian University, TX, “Hey, Are You Talking to Me? Fictions of Audience in the American Rhetorical Situation”

Mark Williams, University of Louisville, KY, “Toward a More Civil Discourse”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

H.25 i... Because Writing Acts as a Gatekeeper: Leveraging the Common Core State Standards to Invigorate Writing Instruction in K–12 Settings

America’s Convention Center, Room 242, Level 2

Chair: Anna Varley, Cardinal Stritch University, Milwaukee, WI

Speakers: Anna Varley, Cardinal Stritch University, Milwaukee, WI, “Invigorating Writing Instruction through Teacher Preparation”

Kristen Dembroski, Cardinal Stritch University, Milwaukee, WI, “Invigorating Adolescent Writing Instruction”

Heather Pauly, Cardinal Stritch University, Milwaukee, WI, “Invigorating Writing Instruction through a High School Writing Center”

Teaching Writing and Rhetoric

H.26 A Million Student-Veterans and Counting: How Veterans Are Transforming College Writing Instruction

America’s Convention Center, Room 228, Level 2

Chair: Corrine Hinton, St. Louis University, MO

Speakers: Corrine Hinton, St. Louis University, MO, “Men ‘wanting to go places’: Veteran Evolution in Higher Education”

Sue Doe, Colorado State University, Fort Collins, “Moving With and Moving On: The ‘Service Difference’ in the 50–50 Writing Classrooms”

Lisa Langstraat, Colorado State University, Fort Collins, “Student-Veterans, Colliding Values, and Responsible Writing Program Administration”

Respondent: Eileen Schell, Syracuse University, NY
**Information Technologies**

**H.27  Designing Engaging Writing Assignments with Video Games and Fanfiction**

Renaissance Hotel, Majestic Ballroom, Salon F, Second Floor

*Chair:* Michelle Szetela, Utah Valley University, West Jordan  
Daphne Daugherty, Missouri State University, Springfield, “The Unexplored Gate: Charting Compositional Energies of Fanfiction Writing”  
Sarah Wynn, The University of Southern Mississippi, Hattiesburg, “The Unexplored Gate: Charting Compositional Energies of Fanfiction Writing”  
Peter Brooks, University of Wisconsin, Milwaukee, “Deconstructing the Borders of Digital and Analog Identity: Understanding the Relationship between Architects, Rule Sets, and Player Characters”

**Writing Programs**

**H.28  At the Threshold of Transformation: Two-Year College Writing Programs in Transition**

Renaissance Hotel, Landmark Ballroom, Salon 1, Lobby Level

*Chair:* Joseph Janangelo, Loyola University, Chicago, IL  
*Speakers:* Jeffrey Andelora, Mesa Community College, AZ, “Building a Two-Year College Writing Program: Year One”  
Malkiel Choseed, Onondaga Community College, Syracuse, NY, “A Two-Year College Writing Program at the Threshold: Year Three”  
Jeffrey Klausman, Whatcom Community College, Bellingham, WA, “An Analysis of a Two-Year College Writing Program in Midstream: Year Five”

**Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives**

**H.29  Mediating Gateways: Rhetorical Action and Advocacy across Communities with Student Athletes**

Americais Convention Center, Room 227, Level 2

*Chair:* Cassie Wright, University of Arizona, Tucson  
*Speakers:* Cassie Wright, University of Arizona, Tucson, “Building or Bridging Gateways with Student Athletes: A Case Study”  
Michael Rifenburg, University of Oklahoma, Norman, “(Dis)placing Collegiate Football Players: Challenges of Incorporating Student-Athletes in the Writing Classroom”  
Sarah Harris, University of Arizona, Tucson, “Committing to an Athlete’s Total Success: The Writing Center as Social Space”
Institutional and Professional

**H.30 Engaging K–12 Educators in the Teaching of College Composition: Three Avenues for Outreach, Connection, and Collaboration**

Renaissance Hotel, Landmark Ballroom, Salon 3, Lobby Level

**Chair:** Christine Tulley, The University of Findlay, OH

**Speakers:**
- Christine Denecker, The University of Findlay, OH, “From Safe-guard to Sharing: Professional Development for Dual Enrollment Com-position Instructors”
- Christine Tulley, The University of Findlay, OH, “Preparing Former High School English Teachers for First-Year Writing Instruction: Institutional Challenges and Benefits”
- Jen Almjeld, New Mexico State University, Las Cruces, “Mind the Gap: Build-ing Multimodal Composition Theory through Multi-Institutional Collabor-ation”

**Theory**

**H.31 Rhetorics of Social Consciousness, Economics, and Labor**

Renaissance Hotel, Landmark Ballroom, Salon 5, Lobby Level

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

**Speakers:**
- Benjamin Fink, University of Minnesota, Minneapolis, “Teaching Like a Flat-Taxer: Intellectual Labor, Cultural Capital, and the Academic Essay”
- Robert (Robin) Brown, University of Minnesota, Minneapolis, “Teaching Like a Flat-Taxer: Intellectual Labor, Cultural Capital, and the Academic Essay”
Teaching Writing and Rhetoric

H.32 Generational Gates and Gateways: Examining the Divides and Discovering Bridges

Renaissance Hotel, Landmark Ballroom, Salon 6, Lobby Level

Chair: Charles Cox, American University, Washington, DC

Speakers: Cynthia Bair Van Dam, American University, Washington, DC, “Is There a Bridge Big Enough?: Trying to Connect with the ‘Efficiency Generation’”

Lacey Wootton, American University, Washington, DC, “Closing the Faculty Generation Gap: Multi-Generational Teaching Styles and Their Effects on Students—and on Other Teachers”

Alison Thomas, American University, Washington, DC, “Closing the Faculty Generation Gap: Multi-Generational Teaching Styles and Their Effects on Students—and on Other Teachers”

Teaching Writing and Rhetoric

H.34 Twenty-First Century Gateways for the Classroom, the Community, and the Public: Complicating the Research Paper, the ëServiceí Experience, and the Audience

Renaissance Hotel, Majestic Ballroom, Salon C, Second Floor

Chair: T. R. Johnson, Tulane University, New Orleans, LA

Speakers: T. R. Johnson, Tulane University, New Orleans, LA, “Four Thresholds of Student Development”

Ashlie Sponenberg, Tulane University, New Orleans, LA, “Digital Gateways for Student Development in Research and Information Literacy”

Annette Powell, Bellarmine University, Louisville, KY, “Social Justice Pedagogy as a Site for Ethical Compromise”

H.35 Working Meeting of the Task Forces on Dual Credit/Concurrent Enrollment

Americaís Convention Center, Room 200, Level 2

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are invited.

Chair: Christine Farris, Indiana University, Bloomington
Friday, 12:30–1:45 p.m.

I Sessions: 12:30–1:45 p.m.

Featured Speaker

Co-Sponsored by the Council of Writing Program Administrators

Richard Lanham

“If That Stuff Hasn’t Changed Much in 2500 years, Has It? The Rhetorical Terms in an Attention Economy”

Renaissance Hotel, Majestic Ballroom, Salon D, Second Floor

Chair: Casie Fedukovich, North Carolina State University, Raleigh

Richard A. Lanham was educated at the Sidwell Friends School in Washington, DC, and at Yale University, from which he holds the A.B., M.A., and Ph.D. degrees in English. He began his teaching career at Dartmouth College and from 1965 to 1994 taught in the English Department at UCLA, where he is now Professor Emeritus. He has been an NEH Senior Fellow, a Senior Fellow in the Society for the Humanities at Cornell University, a Guggenheim Foundation Fellow, Norman Freehling Visiting Professor at the Institute for the Humanities at the University of Michigan, the 1994 International Scholar at the George Eastman House in Rochester, N.Y., and, in 1995, the Andrew W. Mellon Professor at Tulane University. In 2001-02, as a Phi Beta Kappa Visiting Scholar, he lectured and met with students and faculty in two-day visits to nine U.S. college campuses.


Prof. Lanham’s teaching career found its center in Chaucer, Shakespeare, and literary rhetoric from classical Greece to the present day. He has also throughout his career maintained a serious interest in student writing. In pursuit of this interest, he founded the UCLA Writing Programs, and directed it from 1979 to 1986.
He has also written two composition textbooks, *Revising Prose* and *Revising Business Prose*, each with an accompanying video. It was while working in the UCLA Writing Programs that he first became interested in electronic text, the latest chapter in the history of Western rhetoric. In recent years he has lectured widely on multimedia expression.

In 2010 he delivered the keynote address at the Council of Independent Colleges conference on the use of the internet in undergraduate research. Also in 2010 he spoke at the Rochester Institute of Technology symposium on “The Future of Reading.”

Since 1971, Prof. Lanham has also acted as a literary consultant and expert witness in copyright disputes in the television and motion picture business. He has worked on cases involving King Kong, Jaws, Shampoo, Earthquake, Star Wars, Superman, and many other films. His television credits in this line of endeavor include The A-Team and Falcon Crest. Most recently he has acted as literary expert in a case involving a PETA television campaign.

Prof. Lanham is the president of Rhetorica, Inc., a Los Angeles consulting and editorial services company.

---

**Featured Session**

**Race, Writing Assessment, and Failure: Confronting Language Attitudes, Testing Legacies, and Technologies**

Renaissance Hotel, Landmark Ballroom, Salon 4, Lobby Level

How does failure shape students’ understanding of literacy practices and their experiences of testing? Is it necessary to construct failure in writing assessments? This panel examines the ways that failure is conceptualized, enacted, and experienced in writing assessments and asks what innovations might help us more meaningfully understand the place of failure in assessment.

Fourth generation approaches to assessment (Guba & Lincoln, 1989; Broad, 2003; Broad et al., 2009) acknowledge the multiple, socially constructed realities that teachers, students, and others bring to assessments. In considering how students’ and teachers’ perspectives shape assessment and learning (Huot, 2002; Neal, 2010), fourth generation evaluation invites us to consider what we mean when we construct failure in our assessments. As well-documented by Marilyn Sternglass, Mike Rose, and others, failure in conventional assessments has had deleterious consequences for students of color, second language writers, and working class students. Our goal is to confront the
label of failure, questioning its meaning, usefulness, and consequences. In doing so, we believe that we can change assessment practices to better promote learning in writing classrooms today.

Chair:
Norbert Elliot
New Jersey Institute of Technology, Newark

Speakers:
Zandra L. Jordan
Spelman College, Atlanta, “‘Most Teachers Take Off for Using African American English’: Perceptions of Fairness and Failure in Classroom Writing Assessment at an HBCU”

Mya Poe
The Pennsylvania State University, University Park, “Listening to Assessments Past: How Students’ Experiences of Failure and Success Shape Writing Assessment”

Asao B. Inoue
California State University, Fresno, “The Construction of Failure in Writing Assessment Technologies: Considering The Effects of Grading Contracts on Various Racial Formations”

Respondent:
Min-Zhan Lu
University of Louisville, KY
Friday, 12:30–1:45 p.m.

Creative Writing

I.01 Creative Writing and Lived-Experience

Renaissance Hotel, Landmark Ballroom, Salon 5, Second Floor

Chair: Caroline Dadas, Miami University, Oxford, OH

 Speakers: Julie Nichols, Utah Valley University, Orem, “The Freshman Writer as Word Artist: Opening Gateways between and through the FYC/Creative Writing Border Country”
Linda Shelton, Utah Valley University, Orem, “The Freshman Writer as Word Artist: Opening Gateways between and through the FYC/Creative Writing Border Country”
LaToya Faulk, Wayne State University, Detroit, MI, “The Living Tongues of Me, You, and Them: Language, Hybrid-Identity, Race and Spoken Word Poetry as a Literacy Apparatus in the Composition Classroom”

History


America’s Convention Center, Room 100, Level 1

Chair: Scott Gage, Colorado State University-Pueblo

 Speakers: Scott Gage, Colorado State University-Pueblo, “Corporeal Invitations: Photography and Pathos in Nineteenth-Century Constructions of Race and Gender”
Ersula Ore, Arizona State University, Tempe, “Visualizing the Citizen: Lynching Photography and the Construction of Civic Personhood”
Respondent: Kristie Fleckenstein, Florida State University, Tallahassee

Language

I.03 Gateways and Gatekeepers to Literacy

America’s Convention Center, Room 105, Level 1

Chair: John Grant, Indiana University of Pennsylvania

 Speakers: Kay Siebler, Missouri Western State University, St. Joseph, “Gateways to Literacy: Service Learning, Literacy, Open Enrollment, and Title I”
Beverly Baker, McGill University, Montreal, Quebec, Canada, “The Assessment of Writing for Future Teachers: An Application of Critical Language Testing”
Rachel Reed, Auburn University, AL, “From Culture to the Classroom: A Study of L2 Extracurricular Writing”
Teaching Writing and Rhetoric

I.04 Mixing and Revising: Writers and Texts
Renaissance Hotel, Majestic Ballroom, Salon B, Second Floor
Chair: Twila Papay, Rollins College, Winter Park, FL
Speakers: Lykourgos Vasileiou, LaGuardia Community College-City University of New York, Astoria “Breaking the Skill Level Barrier: Using Web 2.0 Environments to Facilitate Student Interactions across Skill Levels”
Erin Wecker, University of New Hampshire, Durham, “‘Me Life No Rest’: Trauma and Revision among Refugee Writers”
Jason Markins, State University of New York Tompkins Cortland, Dryden, “Traditionally Excluded: Non-Traditional Adult Learners in the Multi-modal Classroom”

Research

I.05 Resisting, Reflecting, Re-Envisioning: Writing Research across Contexts
Americais Convention Center, Room 221, Level 2
Chair: James Austin, University of California, Santa Barbara, CA
Speakers: Heather Urbanski, Central Connecticut State University, New Britain, “A View from the Other Side: Student-Writer Role Conflict and Pedagogical Memory”
Jan Roser, Boise State University, ID, “Re-envisioning Flower and Hayes Rhetorical Problem for Teaching Context: A Case Study of Rhetorical Adaptability and Transfer”
Lennie Irvin, San Antonio College, TX, “Rethinking Reflection: A Grounded Theory of Rhetorical Reflection in Freshman Composition”

Institutional and Professional

I.06 From the Other Side of the Desk: The Challenges Writing Teachers Face When They Move from Teacher to Tutor
Americais Convention Center, Room 222, Level 2
Chair: Nathalie Singh-Corcoran, West Virginia University, Morgantown
Speakers: Patti Hanlon-Baker, Stanford University, Palo Alto, CA
Susan Schuyler, Stanford University, Palo Alto, CA
Kelly Myers, Stanford University, Palo Alto, CA
Julia Bleakney, Stanford University, Palo Alto, CA
Respondent: Jonathan Hunt, Stanford University, Palo Alto, CA
Friday, 12:30–1:45 p.m.

**Community, Civic and Public**

**I.07 Critical Food Literacy: New Territories of Inquiry in Rhetoric and Composition**

Renaissance Hotel, Majestic Ballroom, Salon C, Second Floor

*Chair:* Eileen Schell, Syracuse University, NY

*Speakers:* Maxwell Philbrook, University of Missouri, Columbia, “Setting the Table: A Rhetorical History of Food Literacy Movements”

Naomi Clark, University of Missouri, Columbia, “Whole-Grain Potato Chips and Guilt-Free Jell-O: Food Production and Writing Pedagogy”

Dianna Winslow, Rochester Institute of Technology, NY, “Citizen Scholars, Critical Food Literacy, and Sustainability Initiatives in Higher Ed: Rhet/Comp’s Role”

W. Kurt Stavenhagen, Syracuse University, NY, “Relations or Human Sovereignty: Animals as Fellow Creatures or Fodder for the Conveyor Belt”

**Teaching Writing and Rhetoric**

**I.08 Own Who You Are: Transforming Roadblocks into Gateways for Teaching and Learning**

America’s Convention Center, Room 224, Level 2

*Chair:* Amy Gerald, Winthrop University, Rock Hill, SC

*Speakers:* Amy Gerald, Winthrop University, Rock Hill, SC, “You should pronounce your ‘g’s if you are going to publish with me’: Resisting Hegemonic Discourse Practices in Scholarship and Teaching”


Pamela Whitfield, Rochester Community and Technical College, MN, “I’m the First Person in My Family to Get an Education: How Community College Students Define Difference and Academic Success”

Shannon Stewart, Coastal Carolina University, Conway, SC, “Everything I Need to Know About Business Writing I Learned from Roller Derby: Empowering Outsiders to Write Their Way Out of the Margins”

**Academic Writing**

**I.09 Acquisition and Learning in New Environments**

America’s Convention Center, Room 229, Level 2

*Chair:* Patrick Bizzaro, Indiana University of Pennsylvania

*Speakers:* Tamara Girardi, Indiana University of Pennsylvania, “Creative Writing Pedagogy: A Writer-Centered Approach”

Abigail Grant, Indiana University of Pennsylvania, “Expectations and Implications: Acquisition and Learning in the Online Classroom”

Mitchell James, Indiana University of Pennsylvania, “Visual Rhetoric and Expressivism in the Composition Classroom”
Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

I.10 Tutors and Mentors Across Curricular Contexts
America’s Convention Center, Room 230, Level 2

Chair: James McAfee, Iowa State University, Ames

Speakers: Rebecca Mlynarczyk, City University of New York, Graduate Center, “Mentoring across the Curriculum: Combining Peer Mentoring and Composition Pedagogy in a Diversity Honors Program”
Sara Remedios, City University of New York, Graduate Center, “Mentoring across the Curriculum: Combining Peer Mentoring and Composition Pedagogy in a Diversity Honors Program”
Andrea McKenzie, New York University, NY, “Writing in the Disciplines Writing Tutors: Enriching Learning, Enriching Teaching”
Esther Milu, Michigan State University, East Lansing, “Probation Service vs. Writing Center Service: A Gateway to Bridging Workplace and Academic Discourses”

Writing Programs

I.11 Telling Our Story: Developing a Writing Studio Program to Support Basic Writing
America’s Convention Center, Room 231, Level 2

Chair: Jeff Ringer, Lee University, Cleveland, TN

Speakers: Jeff Ringer, Lee University, Cleveland, TN, “Telling Our Story: Context”
Bethany Yankie, Lee University, Cleveland, TN, “Telling Our Story: Assessment”
Chase Ramsey, Lee University, Cleveland, TN, “Telling Our Story: Pedagogy”
Kristen Burkett, Lee University, Cleveland, TN, “Telling Our Story: Ownership”

Community Civic and Public

I.12 Emotional Discourse: Rhetoric as Embodied
America’s Convention Center, Room 232, Level 2

Chair: Barbi Smyser-Fauble

Speakers: Craig A. Meyer, Ohio University, Athens, “The Gateway to Political Discourse: Explaining the Rhetorical Waves of Fear”
Friday, 12:30–1:45 p.m.

**Theory**

I.13  **Historical and Cultural Perspectives on the Rhetoric of Rationality: Disciplinary and Scholarly Gateways as Failed Democratic Organization**

America’s Convention Center, Room 240, Level 2

**Chair:** Amir Hassan, Miami University, Oxford, OH

**Speakers:**
- Kellan Deardorff, Bowling Green State University, OH, “Toward a Rhetoric of Different Words in First-Year Composition Pedagogy”
- Amir Hassan, Miami University, Oxford, OH, “Rhetorics of Objectivity and Neutrality in the University”
- Martha Wilson Schaffer, Bowling Green State University, OH, “Entymeme as Ethical and Democratic Use of Language”

I.14  **In Memoriam: The Life and Work of Greg Colomb**

Renaissance Hotel, Majestic Ballroom, Salon A, Second Floor

Joseph Bizup, Boston University
Keith Rhodes, Grand Valley State University
Carol A. Rutz, Carleton College
Philip Eubanks, Northern Illinois University
Linda S. Bergmann, Purdue University
Ryan Cordell, St. Norbert College
Jon D’Errico, University of Virginia

**Academic Writing**

I.15  **International Studies of Literacy and Learning**

Renaissance Hotel, Landmark Ballroom, Salon 2, Second Floor

**Chair:** Zachery C. Hickman, Miami University, FL

**Speakers:**
- Phillip Marzluf, Kansas State University, Manhattan, “Literacy Sponsorship in Mongolia”
- Ying Wen, California State University, San Bernardino, “Translation Training in Second Language Writing Study in China—Whether Useful in Improving Students’ Writing Skills?”
- Désirée Motta-Roth, Universidade Federal de Santa Maria, “Becoming Academically Literate through Participation in Research and Discursive Practices”
**Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives**

**I.16 Gateways through Silence: Arguments for Textured Perspectives across Discourse Communities**

*America's Convention Center, Room 241, Level 2*

**Chair:** Amanda Fields, The University of Arizona, Tucson  
**Speakers:**  
- Amanda Fields, The University of Arizona, Tucson, “A Heuristic of Silence in the Creative Writing Workshop”  
- Amy Hickman, The University of Arizona, Tucson, “Promotoras in the Gap: Listening to the Silences between Divergent Medical Discourses”  

**Teaching Writing and Rhetoric**

**I.17 Extending Writing-about-Writing: Scenes of WAW beyond First-Year Composition**

*America’s Convention Center, Room 225, Level 2*

**Chair:** Doug Downs, Montana State University, Bozeman  
**Speakers:**  
- Laurie McMillan, Marywood University, Scranton, PA, “Spiraling into Activism: Writing about Feminist Writing”  
- Michael Michaud, Rhode Island College, Providence, “BizCom as WAW”  
- Sarah Read, DePaul University, Chicago, IL, “Teaching Workplace Writing as a Research(ed) Activity”  
- Doug Downs, Montana State University, Bozeman, “‘Omit Unnecessary Words’: Resisting Negative Transfer in Disciplinary Writing with Writing-about-Writing”

**Information Technologies**

**I.18 Placing Practitioner Knowledge Vis-à-Vis the Expert Claims: Learning about Online Writing Instruction in American Colleges**

*America’s Convention Center, Room 228, Level 2*

**Chair:** Beth Hewett, University of Maryland-University College, Adelphi  
**Speakers:**  
- Lisa Meloncon, University of Cincinnati, OH, “Expert Views of Training for Fully Online and Hybrid OWI”  
- Scott Warnock, Drexel University, Philadelphia, PA, “Expert Views of Pedagogy Regarding Theory and Practice for Fully Online and Hybrid OWI”  
- Sushil Oswal, University of Washington, Tacoma, “Expert Views Regarding Special/Disabled Student Populations for Fully Online and Hybrid OWI”  
- Deborah Minter, University of Nebraska-Lincoln, “Expert Views from Student Voices Regarding Fully Online and Hybrid OWI”  
- June Griffin, University of Nebraska-Lincoln, “Expert Views from Student Voices Regarding Fully Online and Hybrid OWI”
Teaching Writing and Rhetoric

I.19 Teaching Transitions: Multimodal Movements from Home Languages, the High School, and the Two-Year College

America’s Convention Center, Room 101, Level 1

Chair: Thomas Lindsley, Iowa State University, Ames

Speakers: Thomas Lindsley, Iowa State University, Ames, “Multimodality as Gateway: From Home Language to Academic Discourse”
Tom Ernster, Kirkwood Community College, Cedar Rapids, IA, “From the Verbal to Visual in Two-Year College Composition: A Case Study”

Community, Civic and Public

I.20 What I Want My Words to Do to You: Writing for Personal and Civic Transformations within Marginalized Communities

America’s Convention Center, Room 102, Level 1

Chair: Kathleen T. Leuschen, University of North Carolina, Greensboro

Speakers: Kathleen T. Leuschen, University of North Carolina, Greensboro, “Personal and Political Transformations for Incarcerated Women: What They Want Their Words to Do”
Shana Scudder, University of North Carolina, Greensboro, “Access, Rhetorical Listening, and Critical Pedagogy in Correctional Institutes for Women: What Instructors Want Their Words to Do”
Elizabeth Chiseri-Strater, University of North Carolina, Greensboro, “Gaining Access to Homeless Writers for a Street Newspaper: What They Want Their Words to Do”

Theory

I.21 Theorizing Cultural Difference from Diverse Sites of Practice

America’s Convention Center, Room 242, Level 2

Chair: Lisa Lister, George Mason University, Fairfax, VA

Speakers: Raymond Oenbring, The College of The Bahamas, Nassau, “Rhetorical Agency in an Oratorical Culture: American Rhetorical Pedagogy in the Bahamian College Composition Classroom”
Andrea Rosso Efthymiou, Stern College for Women, Yeshiva University, New York, NY, “Exclusionary Education: Discovering Jewish Feminist Rhetoric in a Writing Center”
Academic Writing

I.22 Gateways to College: High School Writing Instruction and Dual-Credit Courses

America’s Convention Center, Room 223, Level 2

Chair: Charles Hoge, University of Denver, CO

Speakers: Betsy Gilliland, University of California, Davis, “High School Writing Instruction as Gateway or Gatekeeper to College Composition”

Caroline Wilkinson, University of Louisville, KY, “Revising ‘Reciprocity’: Dual-Credit as a Point of Contact for Institutional Stakeholders”

Steven Engel, University of Michigan, Ann Arbor, “Gatekeepers: How High School English Teachers’ Beliefs about Plagiarism Influence First-Year Writing”

Teaching Writing and Rhetoric

I.23 Access and AntConc: Using Corpus Analytic Software for Assessment and Pedagogy

America’s Convention Center, Room 220, Level 2

Chair: Anne Ruggles Gere, University of Michigan, Ann Arbor

Speakers: Melody Pugh, University of Michigan, Ann Arbor, “N-Grams and Idiosyncracies: Using Instructors’ End Notes and Marginal Comments as a Gateway to Achieving Program Outcomes”

Sarah Swofford, University of Michigan, Ann Arbor, “There Seems to Be a Reason: Why Instructors Use Hedges in Marginal Comments and Endnotes”

Justine Neiderhiser, University of Michigan, Ann Arbor, “In Other Words: Student Response to Instructor Feedback”

Professional and Technical Writing

I.24 Technical Communication and the Environment

Renaissance Hotel, Majestic Ballroom, Salon F, Second Floor

Chair: Jamie White-Farnham, University of Rhode Island, Kingston

Speakers: Derek Ross, Auburn University, AL, “Deep Audience Analysis: Understanding Audience in Environment-Related Communication”

Robert Irish, University of Toronto, Ontario, Canada, “When Disagreement Is Productive”
Information Technologies

I.25 Remapping Portals to the Digital Parlor
Renaissance Hotel, Majestic Ballroom, Salon H, Second Floor
Chair: Heidi Harris, Eastern Oregon University, La Grande
Speakers: Julie Faulkner, Royal Melbourne Institute of Technology, Australia, “A Virtual School for Rethinking Learning”
Erik Ellis, Stanford University, Palo Alto, CA, “Rethinking the Remix: Imagine that You Enter a Digital Parlor without YouTube or Google Images”
Heidi Harris, Eastern Oregon University, La Grande, “Web 2.0 and Conscientização: Digital Students and Critical Reflection on and in Multimedia”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

I.26 U.S. Composition's Fit in the World: Internationalization's Influence on Theory and Pedagogy
Americas Convention Center, Room 227, Level 2
Chair: David Martins, Rochester Institute of Technology, NY
Speakers: Nancy Bou Ayash, University of Louisville, KY, “Language Relations and Writing Instruction: Learning with Cross-national Contexts”
Hem Paudel, University of Louisville, KY, “Fitting Pedagogies to Global Language Difference: Making Meaning through Repetition”
Brian Ray, University of North Carolina-Greensboro, “How Ancient Rhetoric Fits Pragmatic Complexity”
Respondent: Bruce Horner, University of Louisville, KY

Writing Programs

I.27 Collaboratively Redesigning First-Year Composition in Digital Environments: A Gateway for Student Success
Americas Convention Center, Room 226, Level 2
Chair: Sherry Rankins-Robertson, Arizona State University, Mesa
Speakers: Duane Roen, Arizona State University, Tempe, “Collaboratively Redesigning First-Year Composition”
Sherry Rankins-Robertson, Arizona State University, Mesa, “Enhancing Student Retention and Learning through Multimodal Instruction”
Tiffany Bourelle, Arizona State University, Tempe, “They’re Not Your Students and They’re Not Mine—They’re Ours: Collaborative Teaching in an Online Environment”
Friday, 12:30–1:45 p.m.

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

I.28 Theory for a Sustainable Field: (Re)shaping the Contours of Systems Theory in Composition-Rhetoric

Renaissance Hotel, Majestic Ballroom, Salon G, Second Floor

Chair: Julie Jung, Illinois State University, Normal

Speakers: Julie Jung, Illinois State University, Normal, “The Rhetorical Appeal and Transgressive Limits of Systems Theory”
Christopher Leary, Bronx, NY, “Privileging Far-From-Equilibrium Systems”
Chris Mays, Illinois State University, Normal, “Rhetoric as/in a Self-Organizing System”

Teaching Writing and Rhetoric

I.29 Senior Capstone Courses: Writing Gateways to Student Doing and Being

Renaissance Hotel, Landmark Ballroom, Salon 1, Second Floor

Chair: Rod Keller, Brigham Young University-Idaho, Rexburg

Speakers: Karen Holt, Brigham Young University-Idaho, Rexburg, “Senior Capstone Courses: Writing Gateways to Student Doing In and Outside the Discipline”
Elaine Hawker, Brigham Young University-Idaho, Rexburg, “Senior Capstone Courses: Writing Gateways to Student Being and Ethical Judgments”
Rod Keller, Brigham Young University-Idaho, Rexburg, “Senior Capstone Courses: Writing Gateways to Professional Discourse and Leadership”

Information Technologies

I.30 Contemporary Publication Practices as New Gateways for Writers and Readers

America’s Convention Center, Room 103, Level 1

Chair: William Hart-Davidson, Michigan State University, East Lansing

Speakers: Tim Laquintano, Lafayette College, Easton, PA, “Even Self-Published Authors Can Have Their Books Burned: Writing in the Age of Mass Authorship”
Catherine Prendergast, University of Illinois at Urbana-Champaign, “What can 2000 Students Tell Us about Why Publishers Matter?”
James Purdy, Duquesne University, Pittsburgh, PA, “Scholarship on the Move: Digital Manifestations of Scholarly Activity”
Joyce Walker, Illinois State University, Normal, “Scholarship on the Move: Digital Manifestations of Scholarly Activity”
Teaching Writing and Rhetoric

I.31 Comparing Composing Strategies: Translations, Histories, and Tweets

Renaissance Hotel, Landmark Ballroom, Salon 3, Second Floor

Chair: Jason Kahler, Saginaw Valley State University, University Center, MI

Speakers: Rachel Parish, Illinois State University, Normal, “‘Scanlation’ and Technical Communication: Reader Translation and Transmission of Power and Authorship”
Ashley Evans, Ohio University, Athens, “140 Characters or Bust: The Effect of Twitter on Generation Y and Formal Composition Methods”

Institutional and Professional

I.33 Standing at the Gate: Ethics, Spirituality, and Administration

America’s Convention Center, Room 104, Level 1

Chair: Lois Agnew, Syracuse University, NY

Speakers: Joonna Trapp, Waynesburg University, PA, “Developing Persons—the Primary Role of a Department Chair”
Brad Peters, Northern Illinois University, DeKalb, “Gateway to Spiritual Values: Conflict Resolution in a Nursing Portfolio Program”
Paul Puccio, Bloomfield College, NJ, “Even Administrators Have Souls”

I.34 Open Working Meeting of the Committee on the Major in Writing and Rhetoric

America’s Convention Center, Room 200, Level 2

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are invited.

Chair: Sandra Jamieson, Drew University, Madison, NJ
J Sessions: 2:00–3:15 p.m.

Featured Speaker

Rachel Bagby

Dekaaz: A new poetic form: A wisdom-capturing channel: A play of honed words & evocative oration: Your new favorite tool in the quest for expression

Renaissance Hotel, Landmark Ballroom, Salon 4, Lobby Level

Chair: Resa Crane Bizzaro, Indiana University of Pennsylvania

International speaker, vocalist & composer Rachel Bagby, J.D. is the author of Divine Daughters: Liberating the Power and Passion of Women’s Voices (Harper San Francisco), a former (founding) member of Bobby McFerrin’s Voicestra, the founder of Choral Earth, a former reporter for Time, The Wall Street Journal and other leading publications, and a graduate of the Stanford University School of Law.

Rachel draws from her expansive background as a community activist, performance artist, poetic innovator, and musical storyteller to deliver a singular message: your VOICE is an instrument of change. Play like the world depends on it.

Rachel is devoted to helping women of all ages amplify their powers as leaders—of corporations, of causes, of communities, and of change. Her work in artistic civic engagement has been recognized with a Bioneers Award, a Donella Meadows Sustainability Institute Fellowship, and the Arts and Healing Network 2008 Artist of the Year Award.

Her latest artistic innovation is the new poetic form, Dekaaz—well-honed words & evocative oration in a delightfully addictive ten syllables. Rachel has explored Dekaaz with corporate leaders as a brainstorming tool, and with civic activists as a collective wisdom accelerator. Improvised Dekaaz expressions will be woven into a three-part, highly participatory performance art series as part of the Seattle Center’s 50th Anniversary Celebration of the 1962 World’s Fair, in early 2012. Rachel intends to facilitate Dekaaz sessions in five major cities over the next twelve months, empowering people aged 6 to 106 to reclaim their instinctive poetic intelligence—ten syllables at a time.

Connect with Rachel Bagby online at RachelBagby.com, and on Twitter at @RachelBagby.
Geoffrey Sirc has argued that composition’s development into a profession and a discipline has led to the reification and rigidity of ritual, orthodoxy, and convention. This process has also led to the rarification of materials and pedagogies for consideration: “the composition class becomes lip-syncing the standards, and teaching becomes a question of judging the authenticity of the imitation” (Sirc). This has clear entailments for access. The same trends that delimit the work and the materials of composition also exclude students. The technologies, languages, and subjectivities of composition are subject to change. This panel is one place where such change is encouraged to happen. In this special panel, nine presenters will offer brief demonstrations of access in composition: processes, materials, mediations, stances, and instigations that would “un-build our field’s spaces” (Sirc). This un-building is focused on removing barriers and confusing the discipline’s boundaries, with a focus on the bodies and minds that have been excluded. In the spirit of the Happenings of the 1950s and 60s, the format of these demonstrations will challenge the Convention’s conventions. This is an “access happening,” because the future of composition must be more inclusive of all students, faculty, and staff.

**Chair:**
Jay Dolmage
University of Waterloo, Canada

**Speakers:**
Samantha Blackmon
Purdue University, West Lafayette
Friday, 2:00–3:15 p.m.

Qwo-Li Driskill  
Texas A&M University, College Station

Paul Kei Matsuda  
Arizona State University, Tempe

Margaret Price  
Spelman College, Atlanta

Cindy Selfe  
Ohio State University, Columbus

Melanie Yergeau  
University of Michigan, Ann Arbor

Amy Vidali  
University of Colorado, Denver
Friday, 2:00–3:15 p.m.

**History**

**J.01 19th-Century Women's Rhetoricians**

America's Convention Center, Room 224, Level 2

*Chair:* Llana Carroll, New York University, New York

*Speakers:* Deborah Burns, Merrimack College, N. Andover, MA, “Woman’s Work for Woman: The Rhetoric of Sarah Lanman Smith”

Stacy Kastner, Bowling Green State University, OH, “Listening and Voicing: Mary Leslie Newton’s Rhetoric of Resistance (1874–1944)”


**Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives**

**J.02 i Get Me Bodied! A Call for Critical Attunement to Embodied Rhetorics**

America's Convention Center, Room 100, Level 1

*Chair:* Kristie S. Fleckenstein, Florida State University, Tallahassee

*Speakers:* Hannah Rule, University of Cincinnati, OH, “Reorienting Ourselves: A Map(ping) of Embodiment(s)”

Daisy Levy, Michigan State University, East Lansing, “In Search of Our Bodies: Using Transdisciplinarity and Multiple Theories of Embodiment to Re-Figure Rhetoric”

Ethan Philbrick, New York University, NY, “Critical Embodiment in the Classroom: ‘Bad Feelings,’ Racialized Bodies, and Disorienting Whiteness”

**Institutional and Professional**

**J.03 MA Programs in Rhetoric and Writing as Sites of Transition and (Trans)Formation**

America's Convention Center, Room 222, Level 2

*Chair:* Louise Wetherbee Phelps, Old Dominion University, Norfolk, VA

*Speakers:* J.S. Dunn, Jr., Eastern Michigan University, Ypsilanti, “The Emerging Infrastructure of MA Programs in Writing Studies: Results of a Survey from the Masters Degree Consortium of Writing Studies Specialists”

I. Moriah McCracken, The University of Texas-Pan American, Edinburg, “Reading Required Core Courses for Disciplinary (Trans)Formations in Local Contexts”

Kaye Adkins, Missouri Western State University, St. Joseph, “From Political Constraints to Program Innovation”
Greg Glau, Northern Arizona University, Flagstaff, “The Online MA in Rhetoric and the Teaching of Writing: Possibilities and Pitfalls”
Rebecca Jackson, Texas State University-San Marcos, “Negotiating Knowledge, Identity, Institution: Making the Transition from Graduate Student to High School and Community College Teaching”
Laura Clemens, Texas State University-San Marcos, “We Get by With a Little Help from our Friends: The Role of ‘Community’ in Graduate Students’ Writing Development”

Teaching Writing and Rhetoric

J.04 Honoring Their Histories, Their Goals, and Their Literacies: Discussions on Basic Writing Students’ Readiness

Americas Convention Center, Room 225, Level 2
Chair: Sonja Andrus, University of Cincinnati, OH
Speakers: Daniel Sansing, University of Cincinnati, OH, “Confidence vs. Doubt in the Basic Writing Classroom: How Playing with Language Jumpstarts Insecure Student Writers”
Ann-Marie Lopez, McMurry University, Abilene, TX, “Writing Like We Speak: An Analysis of Basic Writers Inclusion of Spoken Discourse Markers in Academic Texts”
Sonja Andrus, University of Cincinnati, OH, “Sure, We ‘Say’ That, But Do We Mean It? Talking about ‘Meeting Students Where They Are’ in Basic Writing”

Professional and Technical Writing

J.05 Reception, Risk, and Revision in Professional Communication

Americas Convention Center, Room 229, Level 2
Chair: Patsy Watts, East Central College, Rolla, MO
Speakers: Sam Dragga, Texas Tech University / The Chinese University of Lubbock, “Dangerous Neighbors: Disaster, Dissolution, and the Rhetoric of Risk”
Gwendolyn Gong, Texas Tech University / The Chinese University of Lubbock, “Dangerous Neighbors: Disaster, Dissolution, and the Rhetoric of Risk”
Lindsay Steiner, Kent State University, OH, “Composer’s Decisions in One Creative Process at an In-House Marketing Firm”
Research

J.06  Taking a Multilingual/Translingual Approach to Teaching and Tutoring Writing at Hispanic-Serving Institutions
America's Convention Center, Room 230, Level 2
Chair: Shanti Bruce, Nova Southeastern University, Fort Lauderdale-Davie, FL
Speakers: Kevin Dvorak, Nova Southeastern University, Fort Lauderdale-Davie, FL, Paula Gillespie, Florida International University, Miami, Aileen Valdes, Nova Southeastern University, Fort Lauderdale-Davie, FL

Language

J.07  Questioning Englishes across Contexts
America's Convention Center, Room 231, Level 2
Chair: Christy Wenger, Shepherd University, Shepherdstown, WV
Speakers: Ghanashyam Sharma, University of Louisville, KY, “Does Language Matter? Non-Native English Speaking Scholars’ Perceptions of Language Difference in Academic Writing in the Disciplines” Shan Wen, California State University, San Bernardino, “Co-existence of Chinese and English Writing Patterns in L2 Writings” Dhruba Neupane, University of Louisville, KY, “Beyond ‘Whose English We Use’: A Translingual Approach to Communication”

Teaching Writing and Rhetoric

J.08  Multimodal Composition and Youth Rhetorics: Gateways for Student Writing
America's Convention Center, Room 101, Level 1
Chair: Abraham Encinas, California State University, Los Angeles
Speakers: Efren Lopez, California State University, Los Angeles, “Writers Gonna Write: Text/Visual Internet Memes and Composition Pedagogy” David Fulps, California State University, Los Angeles, “Teen Blogging: Digital Rhetorical Gateways toward Innovative Multimodal Pedagogical Composition Strategies” Abraham Encinas, California State University, Los Angeles, “Examining and Writing Comic Books in the Classroom” Joshua Adachi, California State University, Los Angeles, “YouTube as a Platform to Engage the Past and Present”
Teaching Writing and Rhetoric

J.09 The Age of the Memoir: Teaching Writing in a Lifelong Learning Setting

America’s Convention Center, Room 228, Level 2

Chair: Marjorie Roemer, Brandeis University, Waltham, MA

Speakers: Sharon Sokoloff, Brandeis University, Waltham, MA, “The Principles of Lifelong Learning and Its Special Characteristics”
Alorie Parkhill, Brandeis University, Waltham, MA, “Examining Our Stories”
Marjorie Roemer, Brandeis University, Waltham, MA, “Framing Experience, or What I Learned from Frank McCourt”

Respondent: Russel Durst, University of Cincinnati, OH

Writing Programs

J.10 Assessing Student Writing when Convergent Media and Visual Rhetoric Change the Evaluative Interface

Renaissance Hotel, Majestic Ballroom, Salon A, Second Floor

Chair: Stacia Dunn Neeley, Texas Wesleyan University, Fort Worth

Speakers: Whitney Myers, Texas Wesleyan University, Fort Worth, “‘But Didn’t You Think My Website Looked Nice?’: Confronting Paradox between What Students Hear and What Teachers Ask for in the Multimodal FYW Class”
Carol Johnson Gerendas, Texas Wesleyan University, Fort Worth, “Through the Looking Glass: How Convergent Media, Genre, and Visual Rhetoric Inform Assessment of Multimodal Writing”
Stacia Dunn Neeley, Texas Wesleyan University, Fort Worth, “Closing the Loop: Embedding Ethics in Sequenced Assignment Assessment”
Carrie Leverenz, Texas Christian University, Fort Worth, “Assessing Resistance to Multimodal Composing among Advanced Writers”

Creative Writing

J.11 The Rhetorics of Writing Center Websites and Tutors

America’s Convention Center, Room 232, Level 2

Chair: April Mann, University of Miami, Coral Gables, FL

Speakers: Jennifer Gray, College of Coastal Georgia, Brunswick, “‘I know we are supposed to do this, but . . .’: Exploring New Writing Center Tutors’ Perspectives and Pressures”
Brian Fallon, Fashion Institute of Technology-State University of New York, NY, “Scholarship, Labor, and Peer Tutors: A Writing Center Gateway Dilemma”
Barrie Meadows, University of Louisville, KY, “Programming What We Preach: The Epistemology of Writing Center Websites”
Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

J.12 Analysis of Cross Cultural Frames and Practices
Americas Convention Center, Room 102, Level 1

Chair: Tika Lamsal, University of Louisville, KY
Speakers: Arwa Malaibari, Illinois State University, Normal, “Free as Transnational Feminism: Localizing the Rhetoric of Veiling in Middle Eastern Visual Discourse”

Teaching Writing and Rhetoric

J.13 Confronting Digital Literacy Myths in Theory and Practice
Renaissance Hotel, Majestic Ballroom, Salon B, Second Floor

Chair: Kelly Bradbury, College of Staten Island, NY
Speakers: Don Jones, University of Hartford, West Hartford, CT, “The Digital Literacy Debate: From Technological Determinism to Student Agency”
Kelly Bradbury, College of Staten Island, NY, “Myths of Decline and Ignorance: Engaging Writing Pedagogy amid Popular Views of Digital Literacy”
Michael Harker, Georgia State University, Atlanta, “The Pedagogy of the Digital Archive of Literacy Narratives: Literacy Sponsorship in Action”
Kate Comer, Barry University, Miami Shores, FL, “The Pedagogy of the Digital Archive of Literacy Narratives: Literacy Sponsorship in Action”

Theory

J.14 Imagining Ann Berthoff’s Mysterious Barricades as a Passage through Constructivist Dilemmas
Americas Convention Center, Room 221, Level 2

Chair: Keith Rhodes, Grand Valley State University, Allendale, MI
Speakers: Kate Ronald, Miami University, Oxford, OH, “Style after the Social Turn: The Mysterious Barricade of the Sentence”
Keith Rhodes, Grand Valley State University, Allendale, MI, “Mysterious Barricades and the Way Past ‘Gangster Theories’ That Limit Research and Inquiry on Writing”
Hephzibah Roskelly, The University of North Carolina at Greensboro, “The Possibility of Imagining Others”
Information Technologies

J.15 Gateway or Gatekeeper? Critical Perspectives on the Course Management System in Higher Education

America’s Convention Center, Room 103, Level 1

Chair: Kristin Arola, Washington State University, Pullman

Speakers:
- David Bowen, University of Wisconsin-Milwaukee, “Shopping Online: Course Management Systems and the Creative Writing Workshop”
- Rachael Sullivan, University of Wisconsin-Milwaukee, “Between Wordpress and a Hard Place”
- Adam Pacton, University of Wisconsin-Milwaukee, “Cms-Mediated Identity”
- Carrie Lamanna, Colorado State University, Fort Collins, “Owning It: Customizing The Course Management System”

Academic Writing

J.16 Consulting with Students about Source-Work: The Citation Project in the Writing Center and the First-Year Writing Class

America’s Convention Center, Room 226, Level 2

Chair: Michele Eodice, University of Oklahoma, Norman

Speakers:
- Missy Watson, Syracuse University, NY, “Genre-Based Pedagogies and Writing Center Models: A Pilot Writing Course for Multilingual Graduate Students”
- Elizabeth Kleinfeld, Metropolitan State College of Denver, CO, “Toward Excessive Research: A Writing Center Pedagogy that Responds to Citation Project Findings”
- Maya Sanyal, Drew University, Madison, NJ, “Academic Writing for International Students: Non-Native Speakers of English in a First-Year Composition Class”

Community, Civic and Public

J.17 Intersections of Literacy and Race in Communities

America’s Convention Center, Room 240, Level 2

Chair: Amy Lannin, University of Missouri, Columbia

Speakers:
- Ryan Witt, Temple University, Philadelphia, PA, “Locked Gateways, but What are the Keys?: The Dynamics of Literacy among Stakeholders in an Urban Work-Readiness Program”
- David Hudson, University of Wisconsin, Madison, “African American Jeremiads and the Politics of Spatialized Reception”
Teaching Writing and Rhetoric

J.18 African American Rhetoric: A Gateway for Diverse Rhetorical Instruction in a 21st Century Composition Classroom

America’s Convention Center, Room 241, Level 2

Chair: Frank Farmer, University of Kansas, Lawrence

Speakers: Kendra Fullwood, University of Kansas, Lawrence, “The Extra-curriculum of a Black Preacher: Traditions of Cultural Invention in the African American Community”
Cedric Burrows, University of Kansas, Lawrence, “The Construction of Dr. Martin Luther King, Jr., in Composition Textbooks”
Kundai Chirindo, University of Kansas, Lawrence, “Toward Diunital Politics: Identity, Ideology, and Ethics in Barack Obama”

Research

J.19 New Models for Writing Instruction

America’s Convention Center, Room 242, Level 2

Chair: Monique Akassi, Virginia Union University, Richmond

Speakers: Allen Brizee, Loyola University Maryland, Baltimore, “Participatory Civic Engagement: Usability Research as a Methodology for Building College-Community Relationships”
Jennifer deWinter, Worcester Polytechnic Institute, MA, “Assessing Writing in a Project-Based Curriculum: Alternatives to FYC”
Wanda Lloyd, North Carolina State University, Raleigh, “Bridging the Gap: Demystifying the Transition between High School and College Writing”
Bridget Kozlow, North Carolina State University, Raleigh, “Bridging the Gap: Demystifying the Transition between High School and College Writing”

Information Technologies

J.20 Epistemological and Language Difference: Cultural Relevancy in Online Pedagogies

Renaissance Hotel, Majestic Ballroom, Salon F, Second Floor

Chair: Sherena Huntsman, University of Utah, Salt Lake City

Speakers: Erin Jensen, University of Utah, Salt Lake City, “Peer-Review Writing Workshops: Classroom vs. Online”
Jessie Richards, University of Utah, Salt Lake City, “Decolonizing ‘Normal’ in Composition’s ALE Courses”
Sherena Huntsman, University of Utah, Salt Lake City, “The Digital Synchronous Discussion and the L2 Learner”
J.21 Perceptions Are Gatekeepers: Exploring Ways to Increase Student Engagement with the Writing Center

Renaissance Hotel, Majestic Ballroom, Salon G, Second Floor

Chair: Katherine Schaefer, University of Rochester, NY

Speakers:
- Katherine Schaefer, University of Rochester, NY, “Understanding How High School Experiences with Individualized Writing Feedback Shape Perceptions of the College Writing Center”
- Stefanie Sydelnik, University of Rochester, NY, “Beyond the Rating Scale: Interpreting Student Assessment of Writing Center Helpfulness”
- Stella Wang, University of Rochester, NY, “More than Word Replacement: Helping ESOL Academic Writers Revise Collocationally”

J.22 Is Writing Back Enough? Investigating Rhetorical Agency through Publication

Americaís Convention Center, Room 104, Level 1

Chair: Peter Mortensen, University of Illinois at Urbana-Champaign

Speakers:
- Patrick Berry, Syracuse University, NY, “Raising the Bar: Publishing from the Prison Industrial Complex”
- Vanessa Rouillon, University of Illinois at Urbana-Champaign, “African American Visual Rhetoric in Black Journals: Self-Representations Contributing to Race Work”
- John O’Connor, University of Illinois at Urbana-Champaign, “Contra Verses: How the Park51 Community Center Was (Re)Mediated into the Ground Zero Mosque”

J.23 First-Year Writing Circa 2012: How Many Gateways? And to What?

Renaissance Hotel, Landmark Ballroom, Salon 1, Lobby Level

Chair: Amy Hodges Hamilton, Belmont University, Nashville, TN

Speakers:
- Bill Bridges, Sam Houston State University, Huntsville, TX, “A Brief History of Composition: Looking Back at the Gateways We’ve Walked Through”
- Deborah Coxwell-Teague, Florida State University, Tallahassee, “An Examination of Composition Theory and Practice Circa 2012: Composition as a Gateway to What?”
Institutional and Professional

**J.24 The WPA's First Year: How to Listen and Act Simultaneously**
Renaissance Hotel, Landmark Ballroom, Salon 3, Lobby Level

*Chair:* Holly Ryan, Penn State Berks, Reading

*Speakers:*
- Holly Ryan, Penn State Berks, Reading, “The New Writing Center Administrator: Listening for Your Voice on Campus”
- Stacy Day, Penn State, Abington, “The Non-Tenure Track WPA: Can You Practice Rhetorical Listening by Choosing Not to Listen?”
- Noel Sloboda, Penn State, York, “Writing Program Administration without a Writing Program Administrator”
- Betsy Verhoeven, Susquehanna University, Selinsgrove, PA, “(Re)Writing the Curriculum: A WPA’s Journey toward Integration”

History

**J.25 Writing the Past as a Gateway to the Future**
America's Convention Center, Room 223, Level 2

*Chair:* Susanmarie Harrington, University of Vermont, Burlington

*Speakers:*
- Susanmarie Harrington, University of Vermont, Burlington, “WAC Gateways: Toby Fulwiler’s Legacy”
- Neal Lerner, Northeastern University, Boston, MA, “What Roger Garrison Can Teach Us: One-to-One Teaching as a Gateway to the Future”
- Lauren Williams, St. John’s University, Queens, NY, “Locating the Rose Writing Fellows in the Politics of Literacy”
- Anne Ellen Geller, St. John’s University, Queens, NY, “Six Months in the Midwest: The NEH/Iowa Institutes as Professional Gateway”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

**J.26 The Panel Is a Gateway: Comics, Multimodal Writing, and Rhetorical Transition**
America's Convention Center, Room 105, Level 1

*Chair:* Molly Scanlon, Virginia Tech, Blacksburg

*Speakers:*
- Molly Scanlon, Virginia Tech, Blacksburg, “Negotiating Issues of Literacy and Writer Identity in the Multimodal Medium of Comics”
- Franny Howes, Virginia Tech, Blacksburg, “Reiteration, Concatenation, Comics, and Dykes”
- Daniel Lawson, Central College, Pella, IA, “Equally Terrorized: The Rhetorical Function of Irony in the Shadow of No Towers”
Friday, 2:00–3:15 p.m.

Theory

J.27 Argument, Authorship, and Plagiarism in Digital Realms
Renaissance Hotel, Landmark Ballroom, Salon 6, Lobby Level
Chair: Emily Johnston, Illinois State University, Normal
Jim Sundeen, Metropolitan State College of Denver, CO, “Author, Reader, Text, and Context: A Rhetorical Reading of ‘Plagiarism’ Reports”
Kim Moreland, University of Wisconsin-Madison, “Citationality, Ethics, and Authorship in Digital Media”

Teaching Writing and Rhetoric

J.28 E/Merging Technologies: Bridging Spaces Spanning Practices
Renaissance Hotel, Majestic Ballroom, Salon C, Second Floor
Chair: Erin Trauth, Texas Tech University, Lubbock
Speakers: Erin Trauth, Texas Tech University, Lubbock, “Creating Meaning for Millennials: Bakhtin, Rosenblatt, and the Use of Social Media in the Composition Classroom”
Ronda Wery, Texas Tech University, Lubbock, “‘Only Connect’: Student Agency and Instructor Identity in a Graduate-Level E-Learning Environment”
Kate Crane, Texas Tech University, Lubbock, “Reacting to New Gateways of Knowledge: Student Perceptions of E-Textbook Adoption”
Andrea Beaudin, Texas Tech University, Lubbock, “Technology as Pedagogy: The Rhetoric of Course Management Systems”

Writing Programs

J.29 CUNY’s Assessment of Academic Writing Proficiency: A Case Study
Renaissance Hotel, Landmark Ballroom, Salon 7, Lobby Level
Chair: Raymond Moy, City University of New York, NY
Speakers: Raymond Moy, City University of New York, NY, “Defining the Test Purpose: Reaching Agreement on What to Assess and How”
Eve Zarin, City University of New York, NY, “From Blueprint to Reality: Using City University of New York’s Writing Program Infrastructure to Develop Effective Test Prompts and to Maintain the Quality of Essay Scoring”
Susan Young, City University of New York, NY, “Closing the Loop: Using the Test for Improving the Teaching and Learning of Writing Skills”
Friday, 2:00–3:15 p.m.

Teaching Writing and Rhetoric

J.30  A Christian, a Muslim, and a Jew Walk into a Classroom: Religion and Faith in First-Year Composition Courses
Renaissance Hotel, Landmark Ballroom, Salon 5, Lobby Level

Chair: Deidre Garriott, University of Tennessee-Knoxville
Speakers: Jame Farley, University of Tennessee-Knoxville, “‘Inquiry into Faith Journeys’: Suggestions for a Faith-Focused FYC Course”
Deidre Garriott, University of Tennessee-Knoxville, “The Elephant in the Room: Discussion of Religion at a Bible Belt University”
Bushra Malaibari, University of Tennessee-Knoxville, “It’s a Hijab, Not a Microphone: Isolating Muslim Women as Religious Tokens”

Teaching Writing and Rhetoric

J.31  Plagiarism 2.0: The Techne of Thieving in a Digital Age
Renaissance Hotel, Landmark Ballroom, Salon 2, Lobby Level

Chair: David J. Daniels, University of Denver, CO
Speakers: David J. Daniels, University of Denver, CO, “Centos, Girl Talk, and Performative Plagiarism”
Matt Hill, University of Denver, CO, “Wading through Avalanches of Meaning”
Blake Sanz, University of Denver, CO, “Implications of Fair Use in a Remix Video Composition Course”
Eric Dieter, University of Texas at Austin, “End Quoting: Extant Ethos and the Dialogic Echo”

Community, Civic and Public

J.32  Lessons from the Inside: Rethinking Pedagogical Concepts through the Lens of the Prison Writing Classroom
Renaissance Hotel, Majestic Ballroom, Salon H, Lobby Level

Chair: Christina Friend, University of South Carolina, Columbia
Speakers: Grace Wetzel, University of South Carolina, Columbia, “Student-Inmate Collaborative Writing: Reconsidering Rhetorical Concepts in Service Learning”
Mark Wenger, Columbia International University, SC, “Rethinking Laboratory Pedagogy: Lessons from an Inmate/First-Year Composition Writing Exchange”
Christina Friend, University of South Carolina, Columbia, “Beyond Tactics and Strategies: WPA Roles in Creating Sustainable Community Partnerships”

**Respondent:** Inmate name withheld due to institutional policy, Kirkland Correctional Institution, Columbia, SC

Inmate name withheld due to institutional policy. Kirkland Correctional Institution, Columbia, SC

---

**Research**

**J.33 Rhetorics Regulating Childhood: States of Emergency and Legal Exception**

*Americais Convention Center, Room 220, Level 2*

**Chair:** Katrina Powell, Virginia Tech, Blacksburg

**Speakers:** Katrina Powell, Virginia Tech, Blacksburg, “Historical and Legal Representations of ‘Feebleminded’ Children”

Wendy Hesford, The Ohio State University, Columbus, “Children’s Rights, Birthright Citizenship, and the Conservative Right”

Wendy Hinshaw, Florida Atlantic University, Boca Raton, “Regulating Consent: Protecting and Prosecuting Juvenile Girls”

**Respondent:** Brenda Brueggemann, The Ohio State University, Columbus

---

**J.34 Open Working Meeting of the Special Interest Group on Teaching Adult Learners in Diverse Contexts**

*Americais Convention Center, Room 200, Level 2*

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are invited.

**Chair:** Michelle Navarre Cleary, DePaul University, Chicago, IL
Friday, 3:30–4:45 p.m.

**K Sessions: 3:30–4:45 p.m.**

**Featured Session**

**Automated Essay Scoring: Gateway to Valid Assessment, Effective Learning, or the Twilight Zone**

Renaissance Hotel, Landmark Ballroom, Salon 4, Lobby Level

In 2006, Patricia Freitag Ericsson and Richard Haswell edited a well-known collection, *Machine Scoring of Student Essays: Truth and Consequences*, intended for teachers of writing. Two years earlier a collection of essays edited by Marc D. Shermis and Jill C. Burstein, *Automated Essay Scoring: A Cross-Disciplinary Perspective*, focused on the evolution, validity, and applications of these systems. Although these two volumes were on the same topic, they represented two communities whose members rarely talk to each other. This session is designed to foster a dialogue and disputation by bringing together a disparate group of individuals, some of whom are involved with the development of Automated Essay Scoring (AES) systems and others who are vocal critics of it. Its goal is to provide a vigorous but civil debate on the topic while introducing both the latest innovations in AES and the most recent objections to it.

**Chair:**
Norbert Elliot
New Jersey Institute of Technology, Newark

---

Paul Deane
Chaitanya Ramineni
Carl Whithaus
Les Perelman
Norbert Elliot
Speakers:

Paul Deane

Chaitanya Ramineni

Carl Whithaus
University of California, Davis, “Effective Learning: Possibilities for Software Feedback and the Teaching of Multimodal Writing”

Les Perelman
Massachusetts Institute of Technology, Cambridge, “Curiouser and Curiouser!: Through the Looking Glass World of Automated Essay Scoring”

Respondent:
Norbert Elliot
New Jersey Institute of Technology, Newark

Featured International Session

Database-Driven Technology for Teaching Writing (and Reading): A Global Tour

Renaissance Hotel, Landmark Ballroom, Salon 2, Lobby Level

In this session, we will go around the world looking at database-driven technology for supporting student writing (and reading). Web 2.0 has captured the headlines, but the database technology that underlies it is being developed in cutting edge ways around the globe to provide more and more useful tools for teachers and students. In the U.S., those tools have too often been produced by testing organizations that market formative assessment products based on their automatic grading software—and thus only teach the genre of traditional school themes that those tests require. In contrast, an online writing assistant for teaching academic writing in Dutch and French, for example, provides tools that go far beyond the kind of assessment-driven tools that are marketed in the U.S. for supporting student writing. This panel will demonstrate this and other tools that harness the power of databases for supporting writers.

George Pullman
Friday, 3:30–4:45 p.m.

Chairs:
David Russell
Iowa State University, Ames

Doreen Starke-Meyerring
McGill University, Montreal

Speakers:
George Pullman
Georgia State University, Atlanta, “Database-Driven Writing Technology in the US: A Case Study”

Serge Verlinde and Lieve De Wachter
Katholieke Universiteit, Leuven, Belgium, “Database-Driven Writing Technology in Belgium: A Case Study”

Margaret Franken and Shaoqun Wu
University of Waikato, New Zealand, “Database-Driven Writing/Reading Technology in New Zealand: A Case Study”

Respondent:
Doreen Starke-Meyerring
McGill University, Montreal
Creative Writing

K.01 The Hybrid TA: Composition, Rhetoric, and Creative Writing

Americas Convention Center, Room 221, Level 2

Chair: David Yost, University of Wisconsin-Milwaukee

Speakers: Christopher Drew, University of Wisconsin-Milwaukee, “Composing Creatively: Further Crossing Composition/Creative Writing Boundaries”
Joseph Rein, University of Wisconsin-Milwaukee, “Write What You Don’t Know: Teaching Creative Research”
Janelle Adsit, State University of New York, Albany, “Adapting Writing Center Pedagogy for the Undergraduate Creative Writing Workshop”
John Belk, The Pennsylvania State University, University Park, “Something to Push Up Against: Rhetoric as Creative Pedagogy”
David Yost, University of Wisconsin-Milwaukee, “Composing Creatively: Further Crossing Composition/Creative Writing Boundaries”
Kimberly Quiogue Andrews, Yale University, New Haven, CT, “Something to Push Up Against: The Intersection of Theory and Creative Pedagogy”

Language

K.02 Who Left the Gate Open?: African American Rhetorical Tradition as an Effective Gateway for Written and Oral Communication

Renaissance Hotel, Majestic Ballroom, Salon B, Second Floor

Chair: Beverly Moss, The Ohio State University, Columbus

Speakers: Kedra James, The University of Alabama, Tuscaloosa, “African American English among First-Year Writing Students at Historically Black Colleges and Universities”
Bonnie Williams, Michigan State University, East Lansing, “Cross Cultural Composition: Can the African American Verbal Tradition Enhance Academic Writing?”
Erica Britt, University of Michigan-Flint, “Black Style in the Public Sphere: An Investigation of Black Modes of Communication in Public Speech”
Friday, 3:30–4:45 p.m.

**Theory**

**K.03  Gateways through the Apocalypse: A Panel Response to Richard Miller's *Writing at the End of the World*  
America's Convention Center, Room 222, Level 2**

*Chair:* Richard Miller, Rutgers University, New Brunswick, NJ  
*Speakers:*  
Ruth Babb, St. Louis University, MO, “Another Judgment Day: Contextualizing the Apocalyptic Urge in Richard Miller’s *Writing at the End of the World*”  
Anthony Cirilla, St. Louis University, MO, “Descartes’ Ghost: Finding a Guide through Miller’s Apocalypse”  
Matthew Miller, St. Louis University, MO, “Richard Miller’s Secular Eschatology”  
Janessa Toro, St. Louis University, MO, “Reclaiming the Apocalypse: Writing, Technology, and a Return to Eden”

**Teaching Writing and Rhetoric**

**K.04  A Promising New Model for Basic Writing: The Accelerated Learning Program (ALP)**  
Renaissance Hotel, Majestic Ballroom, Salon C, Second Floor  
*Chair:* Peter Adams, Community College of Baltimore County, MD  
*Speakers:*  
Susan Gabriel, Community College of Baltimore County, MD  
Jan Allen, Community College of Baltimore County, MD

**Professional and Technical Writing**

**K.05  New Program Designs in Technical Communication**  
America's Convention Center, Room 220, Level 2  
*Chair:* Ella Jean Davis, Wayne County Community College, Detroit, MI  
*Speakers:*  
Nancy Karabeyoglu, Sabanci University, Orhanli, Istanbul, “Image of Science: Creating Collaborative Spaces and Strategies to Increase Research Output—Bringing Together Researchers, Designers, and Writers”  
Meredith Zoetewey, University of South Florida, Tampa, “Frugal Technical Communication: Program Innovation during Economic Downturns and Beyond”  
Michele Simmons, Miami University, Oxford, OH, “Frugal Technical Communication: Program Innovation during Economic Downturns and Beyond”  
Tatiana Teslenko, University of British Columbia, Vancouver, Canada, “WAC in the Engineering Context”
Writing Programs

K.06 Constructing the Gates: Structures for Success in International and Domestic Service Learning Initiatives

America's Convention Center, Room 224, Level 2
Chair: Lara Smith-Sitton, Georgia State University, Atlanta
Speakers: Jesslyn Collins-Frohlich, University of Kentucky, Lexington, “Community Collaboration: Building Partnerships for Effective International Service Learning”
Amy Anderson, University of Kentucky, Lexington, “Engaging and Other: The Impact of Community Engagement and Digital Literacy on International Service Learning”
Lynn Boettler, Kennesaw State University, GA, “Service Learning Remix”
Lara Smith-Sitton, Georgia State University, Atlanta, “Participating and Practice: Service Learning Structures that Prepare Students for Active Citizenship in the World and the Workplace”

Community, Civic and Public

K.07 It's About Time: Learning from Failures in Civic Engagement and Community-Based Work

America's Convention Center, Room 100, Level 1
Chair: Madhu Narayan, Michigan State University, East Lansing
Speakers: Jennifer Sano-Franchini, Michigan State University, East Lansing, “Success, Failure, and What Time Can Teach Us about Writing Instruction”
John Monberg, Michigan State University, East Lansing, “Fast Failure, Slow Community: Methodologies for Community-Driven Projects”
Terese Guinsatao Monberg, Michigan State University, East Lansing, “Failing to See Communities in Motion: Community-Based Work as Recursive Over Time”
Respondent: Paula Mathieu, Boston College, Chestnut Hill, MA
Institutional and Professional

**K.08** Managing Teacher Training: Theory, Assessment, and English Language Learners

**Institutional and Professional**

**K.08** Managing Teacher Training: Theory, Assessment, and English Language Learners

**Americas Convention Center, Room 230, Level 2**

**Chair:** Ina Seethaler, St. Louis University, MO

**Speakers:**

- Leah Zuidema, Dordt College, Sioux Center, IA, “Learning to Assess: The Resources Teachers Use to Read and Respond to Writing”
- James Fredricksen, Boise State University, ID, “Learning to Assess: The Resources Teachers Use to Read and Respond to Writing”
- Lillian Campbell, University of Washington, Seattle, “Managing and Merging Composition Paradigms: New TA’s Negotiate the Theoretical Divide”
- Amina Nihlawi, University of Arkansas, Fayetteville, “Content Analysis of Teaching Second Language Writing Courses”

**History**

**K.09** Radical (Regional) Literacies

**Americas Convention Center, Room 231, Level 2**

**Chair:** Nichol McFarlane, Clemson University, SC

**Speakers:**

- Erin Chandler, University of Alabama, Tuscaloosa, “To the Disinherited Belongs the Future: Howard Kester and Agrarian Radicalism”
- Rachel Jackson, University of Oklahoma, Norman, “Radical Recovery in Oklahoma: Regionalist Rhetoric as a Gateway to Resistance”
- Maryam Jamali Ashtiani, California State University, Fresno, “California Proposition 13 and the (Re)construction of Racialized Identities in Higher Education”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

**K.10** Writing Groups, Writing Students, Writing Centers: Using Activity Theory to Make Sense of Academic Gateways

**Americas Convention Center, Room 101, Level 1**

**Chair:** Mike Carter, North Carolina State University, Raleigh

**Speakers:**

- Kerry Dirk, Virginia Tech, Blacksburg, “Moving among Activity Systems: Faculty as Writers and Teachers”
- Faith Kurtyka, University of Arizona, Tucson, “Everyday Life on Location: An Activity Theory Analysis of the Spaces of Student Life”
- Jennifer Grouling, Ball State University, Muncie, IN, “The Writing Center: A Composition Gateway”
Teaching Writing and Rhetoric

K.11 Pedagogies of Difference

Americais Convention Center, Room 227, Level 2

Chair: Jo Ann Thompson, Clermont College/University of Cincinnati, OH

Speakers: Sarah Klotz, University of California, Davis, “Social Geographies and New Mestiza Rhetorics: Approaching Ethnic Identities in the Classroom”

Lana Oweidat, Ohio University, Athens, “Disrupting the Western Gaze: Building ‘Unlikely Coalitions’ across Borders”

Melanie Lee, Ohio University, Athens, OH, “And She’s Writing a Stairway to Heaven: Negotiating Gendered Gateways”

Academic Writing

K.12 Questioning the Myth of Transience for Multilingual Learners: FYC, WAC, and EAP Perspectives on the Journey toward Advanced Literacies

Americais Convention Center, Room 232, Level 2

Chair: Tarez Samra Graban, Indiana University, Bloomington

Speakers: Tarez Samra Graban, Indiana University, Bloomington, “The First-Year Writer: Developing Textual Identities”

Jonathan Hall, CUNY-York College, Jamaica, “The Junior Writer: Language Background, Student Engagement, and Academic Writing/Reading”

Young-Kyung Min, University of Washington, Bothell, “The Graduate Writer: ESL 501 = ESL 115?”

Research

K.13 Student Attitude and Prior Knowledge in Undergraduate and Graduate Writing

Americais Convention Center, Room 102, Level 1

Chair: Randy Nichols, Limestone College, Gaffney, SC

Speakers: Brent Chappelow, Arizona State University, Tempe, “Comparing Students Attitudes in WAW and Non-WAW Courses”

Dan Bommarito, Arizona State University, Tempe, “Comparing Students Attitudes in WAW and Non-WAW Courses”

Darci Thoune, University of Wisconsin-La Crosse, “What the Learner Already Knows: Understanding Student Invention Practices”

Bryan Kopp, University of Wisconsin-La Crosse, “What the Learner Already Knows: Understanding Student Invention Practices”

Laurie A. Pinkert, Purdue University, West Lafayette, IN, “Minding the Gap: Results of a Survey of Graduate Student Writing Experience”

CCCC CONVENTION, ST. LOUIS 2012  243
Friday, 3:30–4:45 p.m.

**Academic Writing**

**K.14 New Gateways for Research: Digital Humanities and Writing Studies**

America's Convention Center, Room 226, Level 2

*Chair:* William Hart-Davidson, Michigan State University, East Lansing

*Speakers:* Matthew Gold, New York City College of Technology, Brooklyn, “Disciplinary Formations: Rooting Out the Digital Humanities”

Kathie Gossett, Iowa State University, Ames, “‘One Week, One Tool’ and One Rhetor”

Karl Stolley, Illinois Institute of Technology, Chicago, “No, Really: Learn to Program”

Geoffrey Sauer, Iowa State University, Ames, “Ownership and Control of the Means of Production?”

Ryan Trauman, University of Louisville, KY, “The Book: A Machine of Intersecting Histories”

Liza Potts, Old Dominion University, Norfolk, VA, “Employing the Digital Humanities Student in Industry and Academia”

---

**Teaching Writing and Rhetoric**

**K.15 Rhetoric, History, Culture: Connections**

America's Convention Center, Room 103, Level 1

*Chair:* Cathryn Molloy, University of Rhode Island, Kingston

*Speakers:* Henrietta Shirk, Montana Tech of the University of Montana, Butte, “Writing in/of Place: Local Historical Visual Rhetoric as Topoi”

Jennifer Rich, Hofstra University, Hempstead, NY, “Memory as Persuasion: Teaching Rhetorical Analysis through Holocaust Memorials in First-Year Composition Classes”

Juan Gallegos, University of Arizona, Tucson, “‘Bajito y Suavecito’: Cruising through Composition”

---

**Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives**

**K.16 Classroom Queeries: Graduate Students Respond to the Call for More GLBTQI Inclusion within the Classroom**

America's Convention Center, Room 241, Level 2

*Chair:* Rose Gubele, Central Michigan University, Mount Pleasant

*Speakers:* Lauren Begley, Central Michigan University, Mount Pleasant, “How Grad Students Can Approach GLBTQI Issues within First-Year Composition”

Michelle Campbell, Central Michigan University, Mount Pleasant, “Questioning the Quagmired Classroom”

Christopher Wiesman, Central Michigan University, Mount Pleasant, “The Post-Queer in the Classroom”
Institutional and Professional

K.17 Flooding the Gatekeeperis Gates: When Other Peopleís Children Become Educators

Americaís Convention Center, Room 242, Level 2

Chair: Vershawn Young, University of Kentucky, Lexington

Speakers: Jessica Barros, University of California, Santa Barbara, “Tryna Catch Me Ridin Dirty: When Black Students and Educators Know Their Black Literacies Are Policed in Academia”

Todd Craig, College of Staten Island (CUNY), NY, “When Gatekeepers Are Kept from the Gates: The Exclusion of the Hip-Hop DJ as Writer/Composer in Writing Classrooms”

John Rodriguez, Queensborough Community College, NY, “The Spic Who Sat by the Door”

Writing Programs

K.18 The Information Literacy Lab: A Partnership between First-Year Writing and the Library

Renaissance Hotel, Majestic Ballroom, Salon F, Second Floor

Chair: Denise Paster, Coastal Carolina University, Conway, SC

Speakers: Joshua Vossler, Coastal Carolina University, Conway, SC

Denise Paster, Coastal Carolina University, Conway, SC

Ellen Arnold, Coastal Carolina University, Conway, SC

Writing Programs

K.19 Institutional and Civic Responsibilities to íWarrior Writersí in the Writing Classroom: Initial Findings of a CCCC Research Grant Study

Renaissance Hotel, Majestic Ballroom, Salon G, Second Floor

Chair: Roger Thompson, Virginia Military Institute, Lexington

Speakers: Roger Thompson, Virginia Military Institute, Lexington

D. Alexis Hart, Virginia Military Institute, Lexington

Teaching Writing and Rhetoric

K.20 Ecological Approaches to Composition

Renaissance Hotel, Majestic Ballroom, Salon H, Second Floor

Chair: Rima Gulshan, Northern Virginia Community College, Annandale

Speakers: Amanda Rook, University of Oklahoma, Norman, “A Network of Relationships: Applying Ecocomposition to the Online Activist Frontier”

Sarah Perrault, University of California, Davis, “Why Rhetoric of Science Should Look at Ecology Rather than Physics”

Peter Goggin, Arizona State University, Tempe, “Ecological Literacy: Writing the Future”
Friday, 3:30–4:45 p.m.

**Theory**

**K.21 Departures (of/from) Post-Process**

America's Convention Center, Room 225, Level 2

*Chair:* Laura Brown, The Pennsylvania State University, University Park  
*Speakers:* Matthew Heard, University of North Texas, Denton, “Habits of a Post-Process WPA”  
J.A. Rice, Western Kentucky University, Bowling Green, “(Re)Writing Post-Process Futures”  
John Whicker, Ohio University, Athens, “We Have Never Been Process: Process, Post-Process, and the Teaching of Writing”

**History**

**K.22 Opening the Doors: Higher Education in the 1960s**

Renaissance Hotel, Majestic Ballroom, Salon A, Second Floor

*Chair:* Robert Watkins, Iowa State University, Ames  
*Speakers:* Jimisha Relerford, Georgia State University, Atlanta, “Lessons from the Spaces: What a Narrative History of Composition at HBCUs Can Contribute to the Field Today”  
Daylanne Markwardt, University of Arizona, Tucson, “Open Access or the Closed Door: Competing Discourses of Higher Education Reform”  
Annie Mendenhall, The Ohio State University, Columbus, “‘At a Hinge of History’: Composition Research and the Multiversity in 1963”

**Teaching Writing and Rhetoric**

**K.23 Multimodality, Visual Rhetoric, and Marshall McLuhan**

America's Convention Center, Room 104, Level 1

*Chair:* Stephen McElroy, Florida State University, Tallahassee  
*Speakers:* Ron Brooks, Oklahoma State University, Stillwater, “Gateways beyond Analysis: McLuhan’s Posthumanist Metaphors”  
Bronwyn T. Williams, University of Louisville, KY, “From Screen to Screen: Students’ Use of Popular Culture Genres in Multimodal Writing Assignments”  
James Jackson, Michigan State University, East Lansing, “Teaching the Resume as a Visual Document: Using Cultural Modeling and Pedagogical Content Knowledge to Teach Visual Rhetoric”  
Michael Tardiff, Michigan State University, East Lansing, “Teaching the Resume as a Visual Document: Using Cultural Modeling and Pedagogical Content Knowledge to Teach Visual Rhetoric”
**Academic Writing**

**K.24 Reconsidering Reading and Style in Composition**

Renaissance Hotel, Landmark Ballroom, Salon 1, Second Floor

*Chair:* Evelyn Baldwin, University of Arkansas, Little Rock

*Speakers:* Tom Pace, John Carroll University, University Heights, OH, “Academic Style and Critical Thinking: An Apologia for They Say/I Say”

G. Travis Adams, University of Nebraska-Lincoln, “Composition and the Teaching of Reading”

Daniel Keller, The Ohio State University, Newark, “Reconsidering Reading’s Place in Composition Studies”

**Teaching Writing and Rhetoric**

**K.25 Teaching Meta-awareness: A key for students’ Transfer of Writing Knowledge through Discursive Gateways**

America’s Convention Center, Room 223, Level 2

*Chair:* Barb Bird, Taylor University, Upland, IN

*Speakers:* Barb Bird, Taylor University, Upland, IN, “Reading about Affective Meta-Awareness Leads Students to Gain Their Own Voice in Academic Discourse”

Carie King, Taylor University, Upland, IN, “Reading about Affective Meta-Awareness Leads Students to Gain Their Own Voice in Academic Discourse”

*Respondent:* Elizabeth Wardle, University of Central Florida, Orlando

**Teaching Writing and Rhetoric**

**K.26 Ten Years after 9/11: Encounters with Islam in the Classroom**

Renaissance Hotel, Landmark Ballroom, Salon 3, Second Floor

*Chair:* Blake Wilder, The Ohio State University, Columbus

*Speakers:* Aisha Sharif, Park University; Johnson County Community College, Overland Park, KS, “The Muslim Instructor as Text: Sharing the Private to Teach the Public”

Blake Wilder, The Ohio State University, Columbus, “Re-examining the ‘American Life’ Troubling Students’ Sense of American Identity in a Global Context”

Suhaan Mehta, The Ohio State University, Columbus, “A Periscopic Lens on Islam in a Class on Post–9/11 Fiction”
Information Technologies

K.27 Unlocking Interfaces: Rhetorical Mechanics and Multimedia Gateways
Americais Convention Center, Room 105, Level 1

Chair: Paul Muhlhauser, Washington State University-Tri-Cities, Richland
Envera Dukaj, The Ohio State University, Columbus, “YouTube’s Piracy Problem”
Casey Boyle, University of Utah, Salt Lake City, “Inventing from Seams, Glitches, and Malfunctions”

Theory

K.28 Maintaining Civil Discourse among Rhetorics of Belief
Renaissance Hotel, Landmark Ballroom, Salon 5, Second Floor

Chair: Anna Gurley, University of Oklahoma, Norman
Speakers: Craig Rood, The Pennsylvania State University, University Park, “Toward a More Civil Rhetoric”
Kristine Johnson, Xavier University, Cincinnati, OH, “Transcending the Gateway: From Religious Faith to Public Discourse”
Erika Spohrer, Eckerd College, St. Petersburg, FL, “The Body as Gateway to ‘Clear’: Scientology’s Purification Rundown”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

K.29 A High-School Initiated College Collaboration for Writing and Rhetoric: Creating Gateways for Writing and Rhetoric-Intensive Faculty Development Partnerships
Americais Convention Center, Room 228, Level 2

Chair: Pamela Childers, Lesley University, Cambridge, MA
Speakers: Pamela Childers, Lesley University, Cambridge, MA, “Collaboration Among Colleagues at the Institution and Beyond: A WAC-Writing Center Consultant Enters the Picture”
Chris Thaiss, University of California-Davis, “Joining the Collaboration: A University Perspective on Student Preparation for College Writing across Disciplines”

Students (Video)
Teaching Writing and Rhetoric

K.30  Gateways to Self and Others: Examining Contemplative Practices in the Writing Classroom

Renaissance Hotel, Landmark Ballroom, Salon 6, Second Floor
Chair: Irene Papoulis, Trinity College, Hartford, CT
Mike Heller, Roanoke College, Salem, VA, “Reading Inwardly: Becoming Readers of Our Own Lives”
Robbie Pinter, Belmont University, Nashville, TN, “Journaling and Ritual: Practice as a Gateway to Writing”
Libby Falk Jones, Berea College, Berea, KY, “Image and Word: Visual Arts as a Gateway to Writing”

K.31  Think-Tank for Newcomers: Developing Papers and Sessions for CCCC 2013

America’s Convention Center, Room 229, Level 2
Chair: Paul Hanstedt, Roanoke College, Salem, VA
Speaker: Paul Hanstedt, Roanoke College, Salem, VA

Community, Civic and Public

K.32  Writing within the Trope of Ruin: Loss and Rejuvenation in the Shifting Academic Landscape in Urban America

America’s Convention Center, Room 240, Level 2
Chair: Bruce Martin, University of Houston, TX
Speakers: Sadaf Alam, University of Houston, TX, “The Ruin of Respect, or the Respect of Ruin: Muslim Southeast Asian Students in the American Classroom”
Lane Fletcher, University of Houston, TX, “Falling Apart and Going Forward: Writing Strategies in FYW”
Bruce Martin, University of Houston, TX, “Auto/Ethnography as the Hook: First-Year Writing as a Gateway to University Scholarship”
Natalie Stigall, University of Houston, TX, “Building a Mansion from the Ruin of Modern Culture”
Friday, 3:30–4:45 p.m.

Creative Writing

K.34 Creative Gateways: How Poetry Teaches Composition
Renaissance Hotel, Landmark Ballroom, Salon 7, Second Floor
Chair: James Seitz, University of Pittsburgh, PA
Speakers: Robin Clarke, University of Pittsburgh, PA, “Elliptical Poetry, the New Sentence, and Uncanny Knowledge”
Stacey Waite, University of Nebraska, Lincoln, “Writing without Authority, Writing without Success”
James Seitz, University of Pittsburgh, PA, “From Poetry to the Essay”
Respondent: Steve Parks, Syracuse University, NY

K.35 Open Working Meeting of the Committee on Best Practices in Online Writing Instruction
America’s Convention Center, Room 200, Level 2
This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are invited.
Chair: Beth L. Hewett, The Pennsylvania State University, University Park

Las Vegas 2013

Riviera Hotel
March 13–16, 2013

For Program Proposal Deadline visit
www.ncte.org/cccc/conv
See You There!!
CCCC Awards/Recognition Reception

Renaissance Hotel, Majestic Ballroom, Salon D, Second Floor
5:00–6:30 p.m.

Chair: Chris Anson, North Carolina State University, Raleigh

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

AWARDS PRESENTATIONS

OUTSTANDING BOOK AWARD

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

Outstanding Book Award Committee

Chair: Lena Ampadu, Towson University, Baltimore, MD
Mary Ellen Cushman, Michigan State University, East Lansing
Jaime Armin Mejía, Texas State University, San Marcos
Rebecca Moore Howard, Syracuse University, NY
Janice R. Walker, Georgia Southern University, Statesboro

Previous Award Winners

2011  Xiaoye You, Writing in the Devil’s Tongue: A History of English Composition in China
2010  David Gold, Rhetoric at the Margins: Revising the History of Writing Instruction in American Colleges, 1873-1947
2009  Charles Bazerman, Handbook of Research on Writing: Society, School, Individual, Text
       John M. Duffy, Writing from These Roots: Literacy in a Hmong-American Community
Friday, 5:00–6:30 p.m.

2008    Sharon Crowley, *Toward a Civil Discourse: Rhetoric and Fundamentalism*
2007    Norbert Elliot, *On a Scale: A Social History of Writing Assessment in America*
         Krista Ratcliffe, *Rhetorical Listening: Identification, Gender, Whiteness*

For a listing of winners prior to 2007, please visit http://www.ncte.org/cccc/awards/

**JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD**

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

**Berlin Outstanding Dissertation Award Committee**

*Chair:* Jessica Enoch, University of Maryland, College Park
         Mary Ellen Cushman, Michigan State University, East Lansing
         Haivan Hoang, University of Massachusetts-Amherst
         Jordynn Jack, University of North Carolina, Chapel Hill
         Vershawn Ashanti Young, University of Kentucky, Lexington

**Previous Award Winners**

2011    Carolyn J. Fulford, “Writing Across the Curriculum Program Development as Ideological and Rhetorical Practice”
2009    Eric D. Turley, “The Scientific Management of Writing and the Residue of Reform”
2008    Katherine E. Tirabassi, “Revisiting the Current-Traditional Era: Innovations in Writing Instruction at the University of New Hampshire, 1940-1949”

For a listing of winners prior to 2007, please visit http://www.ncte.org/cccc/awards/

**THE RICHARD BRADDOCK AWARD**

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

Braddock Award Committee

Chair: Morris Young, University of Wisconsin, Madison
Joyce Rain Anderson, Bridgewater State University, MA
Angela Haas, Illinois State University, Normal
David Holmes, Pepperdine University, Malibu, CA
Cristina Kirklighter, Texas A&M University, Corpus Christi

Previous Award Winners:
2010 Shevaun E. Watson, “Good Will Come of This Evil”: Enslaved Teachers and the Transatlantic Politics of Early Black Literacy,” September 2009

For a listing of winners prior to 2007, please visit http://www.ncte.org/cccc/awards/braddock

OUTSTANDING DISSERTATION AWARD IN TECHNICAL COMMUNICATION

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

Outstanding Dissertation Award in Technical Communication Committee

Chair: Robert Johnson, Michigan Technological University, Houghton
Fenobia Dallas, Saginaw Valley State University, MI
Jeffrey Grabill, Michigan State University, East Lansing
Krista Kennedy, Syracuse University, NY
Carol Lipson, Syracuse University, NY
Previous Award Winners

2011  Colleen Derkatch  
2010  Rebekka Andersen  
2009  Jonathan Buehl  
2008  Lara Varpio  
2007  Natasha Artemeva

For a listing of winners prior to 2007, please visit http://www.ncte.org/cccc/awards/techcommdissertation

TECHNICAL AND SCIENTIFIC COMMUNICATION AWARDS

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

Technical and Scientific Communication Awards Committee

Chair: Bernadette Longo, University of Minnesota, St. Paul  
Melody Bowdon, University of Central Florida, Orlando  
William Hart-Davidson, Michigan State University, East Lansing  
Miles Kimball, Texas Tech University, Lubbock  
Clay Spinuzzi, University of Texas at Austin  
Katherine Wills, Indiana University-Purdue University Columbus

Previous Award Winners

2010
Best Original Collection of Essays in Technical or Scientific Communication: Christina Hass, Written Communication, Special issue on Writing and Medicine, 26(3-4) July-October 2009, 215-396  
Best Article on Philosophy or Theory of Technical or Scientific Communication:

Best Article on Pedagogy or Curriculum in Technical or Scientific Communication:

2009
Best Original Collection of Essays in Technical or Scientific Communication:
No award given.
Best Article Reporting Historical Research or Textual Studies in Technical or Scientific Communication:
No award given.
Best Article Reporting Qualitative or Quantitative Research in Technical or Scientific Communication:

Best Article on Philosophy or Theory of Technical or Scientific Communication:

Best Article on Pedagogy or Curriculum in Technical or Scientific Communication:

2008
Best Original Collection of Essays in Technical or Scientific Communication:
Best Article Reporting Historical Research or Textual Studies in Technical or Scientific Communication:
Best Article Reporting Qualitative or Quantitative Research in Technical or Scientific Communication:


2007

Best Book in Technical or Scientific Communication: No award granted in this category.


For a listing of winners prior to 2007, please visit http://www.ncte.org/cccc/awards/techsci

**WRITING PROGRAM CERTIFICATE OF EXCELLENCE**

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

2011–2012 Writing Program Certificate of Excellence Committee

Chair: Michele Eodice, University of Oklahoma, Norman
Christine Farris, Indiana University, Bloomington
Zandra Jordan, Spelman College, Atlanta, GA
Jeffrey Klausman, Whatcom Community College, Bellingham, WA
Leslie Roberts, Oakland Community College, Farmington Hills, MI

Previous Certificate Winners

2010-2011
Binghamton University, State University of New York, First-Year Writing
University of Connecticut, University Writing Center
Wheaton College, Writing Across the Curriculum Program

2009-2010
Louisiana State University, Communication across the Curriculum Program

2008–2009
North Carolina State University, First-Year Writing Program
University of Massachusetts Amherst, Writing Program
Washington State University, Writing Program

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

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

For a listing of winners prior to 2007, please visit http://www.ncte.org/cccc/awards/writingprogramcert

CCCC TRIBAL COLLEGE FACULTY FELLOWSHIP

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

### Tribal College Faculty Fellowship Committee

**Chair:** Resa Crane Bizzaro, Indiana University of Pennsylvania
Joyce Rain Anderson, Bridgewater State University, MA
Regina Clemens Fox, Arizona State University, Tempe
Qwo-Li Driskill, Texas A&M University, College Station
Kimberli Lee, Michigan State University, East Lansing

### Previous Award Winners

**2011**
Eric Jurgens

**2010**
Christie Cooke
Jennifer Ann Owens

**2009**
Sara Knight
Ryan Winn

**2008**
Nathan Jenkins, Haskell Indian Nationals University

**2007**
Geselle Coe, Tohono O’Odham Community College

For a listing of winners prior to 2007, please visit [http://www.ncte.org/cccc/awards/tribalcollegefellow](http://www.ncte.org/cccc/awards/tribalcollegefellow)
CCCC ADVANCEMENT OF KNOWLEDGE AWARD

Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances writing studies.

Advancement of Knowledge Committee

Jeffrey Grabill, Michigan State University, East Lansing
Paul Rogers, George Mason University, Fairfax, VA
Shevaun Watson, University of Wisconsin-Eau Claire

CCCC RESEARCH IMPACT AWARD

Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances the mission of the organization or the needs of the profession.

Research Impact Committee

Samantha Blackmon, Purdue University, West Lafayette, IN
Huiling Ding, Clemson University, SC
Krista Ratcliffe, Marquette University, Milwaukee, WI

CCCC LUIZ ANTONIO MARCUSCHI TRAVEL AWARDS

Established in 2011, this award provides two $1,000 travel reimbursement awards to scholars from Mexico, Central, or South America who have papers accepted for presentation at the CCCC Convention. Selection of the winners is made by the CCCC Program Chair and a panel of judges selected from the Stage II program reviewers.
Friday, 6:30–7:30 p.m.

**Special Interest Groups**

6:30 p.m.–7:30 p.m.

**FSIG.1 Black Caucus**
Renaissance Hotel, Majestic Ballroom, Salon A, Second Floor  
*Chair:* Elaine Richardson, The Ohio State University, Columbus

**FSIG.2 Latino Caucus**
Renaissance Hotel, Majestic Ballroom, Salon B, Second Floor  
*Co-Chairs:* Bobbi Ciriza Houchens, Arroyo Valley High School, San Bernardino, CA  
Cristina Kirklighter, Texas A&M University, Corpus Christi, TX  
Renee Moreno, California State University, Northridge, CA

**FSIG.3 Asian/Asian American Caucus**
Renaissance Hotel, Majestic Ballroom, Salon C, Second Floor  
*Co-Chairs:* Terese Guinsatao Monberg, Michigan State University, East Lansing  
Stuart Ching, Loyola Marymount University, Los Angeles, CA

**FSIG.4 American Indian Caucus**
Renaissance Hotel, Majestic Ballroom, Salon F, Second Floor  
*Co-Chairs:* Joyce Rain Anderson, Bridgewater State University, MA  
Resa Crane Bizzaro, Indiana University of Pennsylvania  
Malea Powell, Michigan State University, Lansing

**FSIG.5 Queer Caucus**
Renaissance Hotel, Majestic Ballroom, Salon G, Second Floor  
*Chair:* Martha Marinara, University of Central Florida, Orlando
FSIG.6  Meeting of the International Network of Writing-Across-the-Curriculum Programs
Renaissance Hotel, Majestic Ballroom, Salon H, Second Floor
Co-Chairs: Chris Thaiss, University of California, Davis
Pamela Childers, Lesley University, Cambridge, MA

FSIG.7  Independent Writing Units
Renaissance Hotel, Landmark Ballroom, Salon 1, Lobby Level
Co-Chairs: Barry Maid, Arizona State University, Mesa
Keith Rhodes, Grand Valley State University, Allendale, MI

FSIG.8  Progressive Approaches to Grammar, Punctuation, and Usage
Renaissance Hotel, Landmark Ballroom, Salon 2, Lobby Level
Chair: Joseph Salvatore, The New School, New York, NY

FSIG.9  Teaching Adult Writers in Diverse Settings
Renaissance Hotel, Landmark Ballroom, Salon 3, Lobby Level
Co-Chairs: Sonia Feder-Lewis, Saint Mary’s University of Minnesota, Minneapolis
Christine Photinos, National University, San Diego, CA
Karen Uehling, Boise State University, ID

FSIG.10  Labor Caucus SIG Meeting
Renaissance Hotel, Landmark Ballroom, Salon 5, Lobby Level
Co-Chairs: Seth Kahn, West Chester University, PA
Stephen Fox, Indiana University-Purdue University, Indianapolis
Jennifer Wingard, University of Houston, TX
Heidi Ann Stevenson, Northern Michigan University, Marquette
Kevin Mahoney, Kutztown University, PA
Cathy M. Spidell, University of Akron, OH
FSIG.11  Rhetoric and Christian Tradition Symposium
America’s Convention Center, Room 222, Level 2
Chair: Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

FSIG.12  Writing with Current, Former, and Future Members of the Military
America’s Convention Center, Room 223, Level 2
Co-Chairs: Sandra Jang, USMAPS, Fort Monmouth, NJ
Lisa Langstraat, Colorado State University, Fort Collins
Carla Maroudas, Mt. San Jacinto Community College, San Diego, CA

FSIG.14  Teaching Writing in Interdisciplinary Classrooms and Learning Communities
America’s Convention Center, Room 100, Level 1
Chair: Rebecca Nowacek, Marquette University, Milwaukee, WI

FSIG.15  Best Practices for Online Writing Instruction: Professional Legitimacy in OWI
America’s Convention Center, Room 101, Level 1
Chair: Beth Hewett, University of Maryland, University College, Adelphi

FSIG.16  Graduate Student Forum Special Interest Group
America’s Convention Center, Room 102, Level 1
Co-Chairs: Gabriela Rios, Texas A&M University, College Station
Casie Cobos, Texas A&M University, College Station
Kristen Moore, Purdue University, West Lafayette, IN
Cristyn L. Elder, Purdue University, West Lafayette, IN

FSIG.17  Studio Special Interest Group
America’s Convention Center, Room 103, Level 1
Chair: Rhonda Grego, Midlands Technical College, Columbia, SC

FSIG.18  Creative Writing Study and Artistic Practice
America’s Convention Center, Room 104, Level 1
Co-Chairs: Ben Ristow, University of Arizona, Tucson
Benjamin Miller, The City University of New York-Graduate Center, NY
FSIG.19  Science and Writing
America’s Convention Center, Room 105, Level 1
Co-Chairs: Jonathan Buehl, The Ohio State University, Columbus
William FitzGerald, Rutgers University at Camden, NJ

FSIG.20  English Education/Composition Connections
America’s Convention Center, Room 106, Level 1
Co-Chairs: Mark Letcher, Purdue University-Calumet, Hammond, IN
Elizabeth Brockman, Central Michigan University, Mt. Pleasant

FSIG.21  Assessment, Training, and Dialogues: An Examination of ESL Graduate Student Culture, Writing, and Writing Center Objective
America’s Convention Center, Room 220, Level 2
Co-Chairs: Jo Doran, Purdue University, West Lafayette, IN
Jule Wallis, Wayne State University, Detroit, MI

FSIG.22  Favorite Passages: Go-To Creative Nonfiction Readings in the Composition Classroom
America’s Convention Center, Room 221, Level 2
Co-Chairs: Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA
Jenny Spinner, Saint Joseph’s University, Philadelphia, PA
Friday, 6:30 p.m.–1:00 a.m.

Friday Evening Events

The Caucus after the Caucus: Coalition Building across the Caucuses
Renaissance Hotel, Majestic Ballroom, Salon D, Second Floor
7:30-8:30 p.m.

TYCA Talks
Renaissance Hotel, Landmark Ballroom, Salon 6, Lobby Level
6:30 p.m.–7:30 p.m.

The Twentieth Annual Poetry Forum
Renaissance Hotel, Landmark Ballroom, Salon 7, Lobby Level
7:30 p.m.–10:30 p.m.

The Poetry Forum: The Twenty-Fifth Annual Exultation of Larks will be held on Friday, 7:30–10:30 p.m. This forum has become a valued annual gathering for CCCC poets and friends of poetry. Those who write should bring original material to read for about five minutes. Those who enjoy the company of poets should come to listen, respond and share in the pleasures of the occasion. Poet readers should contact Mary Minock (Language and Literature Department, Madonna University, 36600 Schoolcraft Rd., Livonia, MI 48150, mminock@madonna.edu) if they have questions.

AA
Renaissance Hotel, Westmoreland Room, Lobby Level
8:00 p.m.–10:00 p.m.

ALANON
Renaissance Hotel, Kingsbury Room, Lobby Level
8:00 p.m.–10:00 p.m.
Saturday, March 24

REGISTRATION, 8:00 a.m.–2:30 p.m.
America's Convention Center, Exhibit Hall 1, Level 1

Exhibits, 10:00 a.m.–1:00 p.m.
America's Convention Center, Exhibit Hall 1, Level 1

TWO-YEAR COLLEGE SATURDAY PROGRAM
SPONSORED BY THE TWO-YEAR COLLEGE ENGLISH ASSOCIATION (TYCA)

TWO-YEAR COLLEGE ENGLISH ASSOCIATION ANNUAL BREAKFAST AND AWARDS
Renaissance Hotel, Majestic Ballroom, Salon D, Second Floor
7:00 a.m.–8:00 a.m.
Admission is by advance registration only.
TYCA FAME AWARD

The awards acknowledge the best mention of the two-year college appearing in any media during the previous year. The award gives credit to those reporters, writers, filmmakers, and others who seek out and publicize exemplary students, faculty, programs, campuses, and/or recognize the two-year college system.

Winners are to be announced at the TYCA Breakfast.

Fame Award Committee

Chair: Sterling Warner, Evergreen Valley College, San Jose, CA
Michael Dinielli, Chaffey College, Alta Loma, CA
Bruce Henderson, Fullerton College, CA

Previous Award Winners

2009 Dr. Jill Biden, Northern Virginia Community College, VA
Honorable Mention: Peter Schworm, Boston Globe, January 21, 2009, “Brush with Destitution Fuels a Desire to Succeed”
2008 Gail Mellow, President, LaGuardia Community College, NY
2007 William D. Green, CEO, Accenture
First Runner-Up: Matthew Santori, The Baltimore Examiner
2006 Dr. Betty Young, President, Northwest State Community College, Archbold, OH
2005 Clint Eastwood, Million Dollar Baby
2004 Dr. Tahita Fulkerson, Fort Worth Star Telegram
2003 Tracey Wong Briggs of USA Today
2002 Willard Scott of the NBC Today Show

*At the 2011 CCCC Conference in Atlanta, a motion was brought before the TYCA Executive Committee: That the Public Image Committee focus exclusively on positive images of two-year colleges and the committee revise the name of the Award to represent this change in mission. The motion carried.
DIANA HACKER 
TYCA OUTSTANDING PROGRAMS 
IN ENGLISH AWARDS FOR TWO-YEAR TEACHERS 
AND COLLEGES

The awards are given annually to honor two-year teachers and their colleges for exemplary programs that enhance students’ language learning, helping them to achieve their college, career, and personal goals.

Winners are to be announced at the TYCA Breakfast.

Outstanding Programs Award Committee

Chair: Louise Bown, Salt Lake City Community College, UT
Jeff Andelora, Mesa Community College, AZ
Joel Henderson, Chattanooga State Tech Community College, TN
Sharon Mitchler, Centralia College, WA
Lois Power, Fullerton College, CA

Previous Award Winners

2011  Reaching Across Borders
“The College-Level Writing Collaborative-Navigating the Gap”
Johnson & Wales University, Providence, RI
Honorable Mention
“Reaching Across Borders: The Benefits of Blending Full and Part-Time Faculty”
Madison Area Technical College, WI
Honorable Mention
“Service Learning and Learning Service: Technical Writing Classes Partner with Farmers’ Markets
Zane State College, Zanesville, OH)
Fostering Student Success
“Step UP: Improving Student Success and Retention and Transforming the College Culture”
Howard Community College, Columbia, MD
Honorable Mention
“Basic Writing/English 100”
Whatcom Community College, Bellingham, WA)
Enhancing Developmental Education
Honorable Mention
“Rural Comp”
Abraham Baldwin Agricultural College, Tifton, GA

2010  Enhancing Developmental Education
“The Accelerated Learning Program (ALP)”
Community College of Baltimore County, Baltimore, Maryland
Honorable Mention
“Portfolio Assessment and Mentoring Program”
Camden County College, Blackwood, New Jersey

2009

Category 1: Reaching Across Borders
“Writing in the Disciplines”
Montgomery College, Takoma Park, MD
“SLCC Community Writing Center”
Salt Lake Community College, Salt Lake City, UT
Honorable Mention
“Ready or Not Writing”
Minnesota State Community and Technical College, Fergus Falls, MN
Special Acknowledgment/Most Unique Initiative
“Intercultural Literacy through Reflection: Rural Students Meet the Urban Experience”
State Fair Community College, Sedalia, MO

Category 2: Fostering Student Success
“ESSAI The College of DuPage Anthology of Academic Writing Across the Curriculum”
College of DuPage, Glen Ellyn, IL
Honorable Mention
“Building Community Online: Discussion Boards in a Two-Year College Online Writing Center”
Century College, White Bear Lake, MN

Category 3: Enhancing Developmental Education
“Serving the Literacy Goals of At-Risk Students through an Integrated Approach to Faculty Development and Course Design”
Kingsborough Community College, Brooklyn, NY
Honorable Mention
“Bursting the Bubble: Using Learning Communities to Create Authentic College Learning and Instruction”
Front Range Community College, Westminster, CO

Category 4: Enhancing Literature and Cultural Arts
No Entries

2008

Category 1: Reaching across Borders
“The Arts in Ghana with Service Learning”
The Ohio State University Agricultural Technical Institute, Wooster, OH
Honorable Mention
“Washington Online Writing Lab (WOWL)”
Centralia College, WA

268
Category 2: Fostering Student Success
“YVCC English Department Mid-Program Assessment”
Yakima Valley Community College, WA
Honorable Mention
“Increasing Agency and Collaboration through the Merging of SoTL and Assessment
University of Wisconsin Colleges, Waukesha, WI

Category 3: Enhancing Developmental Education
“Gateway to Success”
Santa Barbara City College, CA
Honorable Mention
“The W.R.I.T.E. Brush-up Course Program”
Nassau Community College, Garden City, NY

Category 4: Enhancing Literature and Cultural Arts
“Writing and Literature Program”
Borough of Manhattan Community College, New York, NY
Honorable Mention
“Women’s Literature Read-In”
Lansing Community College, MI

THESE AWARDS ARE PRESENTED AT THE CCCC AWARDS/RECOGNITION RECEPTION ON FRIDAY

NELL ANN PICKETT SERVICE AWARD

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

Nell Ann Pickett Service Award Committee

Chair: Patrick Sullivan, Manchester Community College, CT
Howard Tinberg, Bristol Community College, Fall River, MA
Louise Bown, Salt Lake Community College, UT

Previous Award Winners
2011 Patrick Sullivan, Manchester Community College, CT
2010 Mike Matthews, Tarrant County College/NW Campus, Fort Worth, TX
2009 Sharon Mitchler, Centralia College, WA
2008 Judith “Jay” Wooten, Kent State University, Salem Campus, Salem, OH
2007 Jody Millward, Santa Barbara City College, CA
2006 Howard Tinberg, Bristol Community College, Fall River, MA
THE MARK REYNOLDS TETYC BEST ARTICLE AWARD

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

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

Best Article Award Committee

Chair: Timothy McLaughlin, Bunker Hill Community College, Boston, MA
Justin Jory, University of Colorado, Colorado Springs
Jill Kronstadt, Montgomery College, Germantown, MD
Gregory Shafer, Mott Community College, Flint, MI

Previous Award Winners

2011 Ann Del Principe
2010 Holly Hassel and Joanne Baird Giordano
2009 David Martins
2008 Gregory Shafer
2007 Shir Filler
2006 Joseph Andelora
2005 Laurie Grobman
2004 Jay Simmons and Timothy McLaughlin
2003 Loretta Kasper
2002 Derek Soles
2001 Dana Elder
2000 Richard Raymond
1999 Kay Thurston
1998  Smokey Wilson  
1997  Marilyn J. Valentino  
1996  Tom Speer  
1995  William S. Robinson  
1994  Julia Ferganchick-Neufang  
1993  Betty Palmer Nelson  
1992  Dana L. Fox  
1991  Joseph F. Trimmer  
1990  Judith Rae Davis  
1989  Fred Standley  
1988  Nadine Pearce and Paul Hunter  
1987  Richard Raymond  
1986  Patricia Callaghan  
1985  Sylvia A. Holladay  
1984  Marcia H. Edwards  
1983  Tim McCracken and W. Allen Ashby  
1982  Michael E. Adelstein

**Concurrent Sessions Presented by Two-Year College Faculty**

B.32  Getting a Job in a Two-Year College  
C.26  Digital Hemlock: Undermining the Myth of the Socratic Method through Community College Distance Learning Pedagogical Practices  
E.24  Writing Across the Curriculum in the Community College: Challenges and Opportunities  
E.26  How Small Teacher Communities Foster Effective Teaching and Integrative Learning in the Basic Writing Classroom  
F.21  Creating Shared Values: Development of Writing Programs at Multi-Campus, Two-Year Institutions  
G.39  Using Audio Response Methods to Enhance the “Human Touch” of Online Writing Instruction  
I.09  Digital Multiplicity: The Global Skills for College Completion Project to Create a Replicable Model for Success in Basic Writing  
K.13  What A Web We Weave: TYCA Research Committee Findings Illuminate Cross-Level, Cross-Disciplinary, and Cross-Institutional Connections (Part One)  
K.15  Bridging the Gap: The Effectiveness of a Bridge Course Between Developmental Writing and Freshman Composition  
L.28  What a Web We Weave: TYCA Research Committee Findings Illuminate Cross-Level, Cross-Disciplinary, and Cross-Institutional Connections (Part Two)
ANNUAL BUSINESS/TOWN MEETING

Renaissance Hotel, Majestic Ballroom E, Second Floor
8:00 a.m.–9:15 a.m.

All members and newcomers of CCCC are invited to attend and vote at the business meeting.

CCCC Chair: Malea Powell, Michigan State University, East Lansing
CCCC Associate Chair: Chris Anson, North Carolina State University, Raleigh
CCCC Assistant Chair: Howard Tinberg, Bristol Community College, Fall River, MA
CCCC Immediate Past Chair: Gwendolyn D. Pough, Syracuse University, NY
CCCC Secretary: Dominic DelliCarpini, York College of Pennsylvania
CCCC Executive Secretary/Treasurer: Kent Williamson, NCTE, Urbana, IL
CCCC Parliamentarian: Eric Bateman, San Juan College, Farmington, NM

Established Rules for Conduct of the Annual Business Meeting

1. All voting members should be properly identified, and only members in good standing may vote in the business meeting.
2. A quorum of seventy-five members of CCCC in good standing is required for the transaction of business in this meeting.
3. Anyone wishing the floor should go to a microphone and give his or her name and institution when recognized by the chair.
4. If procedural rules are adopted by a majority vote of the members present, a two-thirds vote will be required to suspend or amend them.
5. Members may offer for discussion and action a sense-of-the-house motion, as specified in item 4 in the “Basic Rules for the Handling of Resolutions.” Such motions, if passed, will be broadcast to the members, not as an official CCCC statement, but as the wish of the majority of the members voting at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or another appropriate CCCC body, and can become the substance of a resolution at the next annual convention.
6. Sturgis’s Standard Code of Parliamentary Procedure applies on all questions of procedure and parliamentary law not specified in the Constitution, Bylaws, or other rules adopted by CCCC.
7. The Parliamentarian interprets the rules on parliamentary procedures.
8. A secret ballot will be ordered by a motion to vote by secret ballot and an affirmative vote of at least ten members.

Procedural Rules Proposed for Adoption at the Annual Business Meeting

In discussion of resolutions and all other items of business except sense-of-the-house motions:

a. Three minutes will be allowed for each speaker each time.
b. No one may speak a second time on a subject until all who wish to speak have been heard.
c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.

d. Discussion will be limited to no more than fifteen minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in ten-minute increments by consent of the body.

e. Discussion of an amendment to a motion or resolution will be limited to no more than ten minutes; this time may be extended in six-minute increments by consent of the body.

f. Amendments to amendments will not be accepted, in order to avoid confusion.

In discussion of sense-of-the-house motions:

a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted to the chair in three copies before the call for the adoption of the agenda at the beginning of the business meeting. (Brief prefatory statements in explanation of the motion are not part of the motion and need not be submitted in writing.)

b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.

c. Speakers on sense-of-the-house motions shall be limited to two minutes each, except by dispensation of the chair.

d. Discussion of sense-of-the-house motions shall be limited to ten minutes, except by dispensation of the chair.

**Basic Rules for the Handling of Resolutions at the Annual Business Meeting**

1. A call for resolutions will appear in the February issue of *College Composition and Communication*. Proposed resolutions received by the chair of the Resolutions Committee two weeks before the conference require the signature of only five conference members; however, additional signatures are welcome as a means of indicating the base of support for the resolution.

2. The function of the Resolutions Committee is to review all resolutions presented and to prepare resolutions of its own in areas in which it or the Executive Committee believes conference action is needed. Special attention will be given to including areas covered in sense-of-the-house motions passed at the last Annual Business Meeting. In reviewing resolutions, the Resolutions Committee is responsible for combining all resolutions that duplicate one another in substance and for editing all resolutions.

The Resolutions Committee will report all properly submitted resolutions to the Annual Business Meeting with a recommendation for action.

Resolutions that call for conference action in the areas in which the CCCC Constitution assigns authority to the officers or the Executive Committee will be clearly labeled as advisory to the officers or the Executive Committee.
Resolutions of appreciation may be prepared by the CCCC officers and may be presented by the Resolutions Committee.

The Resolutions Committee will hold an open meeting during the Special Interest Group time period to clarify and discuss these resolutions with concerned conference members. It is especially urgent that the authors of resolutions or their delegates come to this meeting. Although no new resolutions may be added at this time, members suggesting additional resolutions will be informed that they may introduce sense-of-the-house motions at the Annual Business Meeting in accordance with the rule given in item 4 below. The Resolutions Committee will also have a closed meeting after the open meeting to make such editorial and substantive changes as the deliberations of the open meeting may suggest.

3. As necessary, resolutions will be retyped so that complex changes will be incorporated into the copies of the resolutions distributed at the Annual Business Meeting.

   During the report of the Resolutions Committee at the Annual Business Meeting, one member of the Committee will read the “resolved” portion of each resolution and move its adoption. Adoption will require only a simple majority of members present. Action will be taken on each resolution before the next resolution is presented.

   The CCCC officers at their post-convention session will determine the dissemination of, and the action to be taken on, all resolutions adopted.

4. Members may offer sense-of-the-house motions for discussion and action. Such motions, if passed, will be announced to CCCC members, not as official CCCC statements, but as the will of the majority of members at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or by another appropriate CCCC body, as well as become the substance of a resolution at the next annual convention. In order to be considered, sense-of-the-house motions of no more than 50 words must be presented in writing (three copies) to the chair of the Annual Business Meeting before the adoption of the agenda.

TYCA Executive Committee Meeting
Renaissance Hotel, Landmark Ballroom, Salon 7, Lobby Level 9:00 a.m.-5:00 p.m.
L Sessions: 9:30–10:45 a.m.

Featured Session

Gateways: Long-Time Cés Researchers Look Backward and Forward
Renaissance Hotel, Landmark Ballroom, Salon 4, Lobby Level

This panel will focus on the reflections of established researchers as they look back at their earlier work and ahead to research that now seems most compelling. Four scholars who have been contributing to the 4Cs community for decades will examine previous work in terms of topics that are now of vital concern to the field such as knowledge construction in the body, class, gender and genre relationships, disability studies, internationalism, the theory and practice of new media and new literacies, and ethics. Collectively, the four papers will provide a brief situated history of rhetoric and composition and result in a productive discussion with attendees many of whom will no doubt have entered the field considerably later.

Chair:
Joyce Middleton
East Carolina University, Greenville, NC

Speakers:
Wendy Hesford
Indiana University, Bloomington, “Human Rights and Humanities Research”

Lynn Bloom
University of Connecticut, Storrs, “Roads Taken: Trajectories of a Research Career”

Wendy Hesford
Lynn Bloom
Elizabeth Flynn
Lisa Ede
**Saturday, 9:30–10:45 a.m.**

**Elizabeth Flynn**  
Michigan Technological University, Houghton, “Toward Transnationalism: Reflections on a Researching Life”

**Lisa Ede**  
Oregon State University, Corvalis, “How to Capture a Moving Target: One Scholar’s Journey”

---

### Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

**L.01 Composing the Community Chorus: The Intersection of Rhetoric, Technical Writing, and Vocal Arts**

America's Convention Center, Room 222, Level 2  
**Chair:** Sally Crisp, University of Arkansas at Little Rock  
**Speakers:**  
Bevan Keating, University of Arkansas at Little Rock, “Legato, Allegro, Con Brio: The Conductor as Technical Communicator”  
Kathy Oliverio, University of Arkansas at Little Rock, “Music Made Visible: The Composition of Concert Posters and Program Notes”  
Karen Kuralt, University of Arkansas at Little Rock, “Community Chorus 2.0: Can Digital Rhetoric Improve Choral Communication?”

---

### Theory

**L.02 Our Actions Are Ours Own: Rhetorical Agency as Emergent, Enacted, and Embodied**

America's Convention Center, Room 100, Level 1  
**Chair:** Dennis Lynch, University of Wisconsin–Milwaukee  
**Speakers:**  
Dylan Dryer, University of Maine, Orono, “The Genre-System and Its Agent: Taking Up Cooper’s Invitation to Rethink Agency as Embodied Process”  
Andrew Urban, University of Wisconsin–Milwaukee, “Emergent Agency and Critical Pedagogy”  
**Respondent:** Marilyn Cooper, Michigan Technical University, Houghton

---

### Creative Writing

**L.03 The Work of Creative Writing**

America's Convention Center, Room 223, Level 2  
**Chair:** Mary Ann Cain, Indiana University-Purdue University, Fort Wayne  
**Speakers:**  
Stephanie Vanderslice, University of Central Arkansas, Conway, “Reimagining the Work of Creative Writing in the 21st Century”
Mary Ann Cain, Indiana University-Purdue University, Fort Wayne, “Agency and Public Space: Creative Writing as Rhetorical Action”
Patrick Bizzaro, Indiana University of Pennsylvania, “Critical Pedagogy in the Creative Writing Classroom”
Dianne Donnelly, University of South Florida, Tampa, “International Gateways: The Relation of Creative Writing to Knowledge”

**Information Technologies**

**L.04 Privacy, Rhetoric, and Composition: Addressing the Public/Private Distinction in Digital Environments**

America's Convention Center, Room 224, Level 2

*Chair:* Rosa Eberly, The Pennsylvania State University, University Park

*Speakers:* Andrew Pilsch, The Pennsylvania State University, University Park, “Becoming Object: Facebook, Life Writing, and Tool-Being”
Caitlan Spronk, Purdue University, Lafayette, IN, “Data Mining, Information Aggregation, and the Public/Private Composing Subject”
Michael J. Faris, The Pennsylvania State University, University Park, “Facebook’s Privacy Policy and Settings”
Alexandria Lockett, The Pennsylvania State University, University Park, “Facing the Corner: Digital Leaks and Teacher Reputation”

**Institutional and Professional**

**L.05 Forming Future Basic Writing Professionals: Reports on Graduate-Level BW Teacher Preparation Projects from Alaska, Idaho, and New York**

America's Convention Center, Room 227, Level 2

*Chair:* Karen Uehling, Boise State University, ID

*Speakers:* Sarah Kirk, University of Alaska, Anchorage, “Developing a Flexible Graduate Course in Teaching Basic Writing for Multiple Audiences in a Complex and Dynamic University Setting”
Karen Uehling, Boise State University, ID, “Online Graduate Course in Teaching Basic Writing with Four Weekend Workshops”
Barbara Gleason, City College of New York, NY, “Developing a Basic Writing Teaching Practicum: Benefits to Graduate Students, GED Courses, and One MA Program”
Viktoriia Dudar, City College of New York, NY, “Developing a Basic Writing Teaching Practicum: Benefits to Graduate Students, GED Courses, and One MA Program”
Wynne Ferdinand, LaGuardia Community College, Long Island City, NY, “Developing a Basic Writing Teaching Practicum: Benefits to Graduate Students, GED Courses, and One MA Program”
Saturday, 9:30–10:45 a.m.

Research

L.06 Writing Instruction at 101 4-Year Colleges and Universities: A View of the Field
America's Convention Center, Room 226, Level 2
Chair: Norbert Elliot, New Jersey Institute of Technology, Newark
Speakers: Emily Isaacs, Montclair State University, NJ
Melinda Knight, Montclair State University, NJ
Respondents: John Schilb, Indiana University, Bloomington
Edward White, The University of Arizona, Tucson

Institutional and Professional

L.07 At A Crossroads: Remediation, Reform, and the Public Urban University
America's Convention Center, Room 101, Level 1
Chair: Amy Wan, Queens College/CUNY, Flushing
Speakers: Connie Kendall Theado, University of Cincinnati, OH, “Defamiliarizing the Terrain: Basic Writing and the Restructuring of Higher Education”
Amy Wan, Queens College/CUNY, Flushing, “Who is the Public at the Public University? Navigating Access to Literacy at Urban Institutions”
Kory Ching, San Francisco State University, CA, “The Composition MA at the Crossroads of Access and Equity in Higher Education”

Writing Programs

L.08 Still Trying to Break Our Bonds: Lessons from an Ongoing Struggle for Writing Program Independence
America's Convention Center, Room 225, Level 2
Chair: Beth Carroll, Appalachian State University, Boone, NC
Speakers: Beth Carroll, Appalachian State University, Boone, NC
Kim Gunter, Appalachian State University, Boone, NC
Georgia Rhoades, Appalachian State University, Boone, NC

History

L.09 In the Mix: Multimodal Rhetorics
America's Convention Center, Room 229, Level 2
Chair: Katrina Dunbare, Illinois State University, Normal
Danielle Koupf, University of Pittsburgh, PA, “(Re)Arrangement as Composition: Remix in the Nineteenth and Twenty-First Centuries”
Saturday, 9:30–10:45 a.m.

**Academic Writing**

L.10  **Pedagogies to Promote Deep and Critical Thinking: Feminist Freewriting, Problem-Based Learning, and WAC/WID**

America’s Convention Center, Room 102, Level 1

*Chair:* Florice Richardson, Illinois State University, Normal

*Speakers:*
- Rita Kumar, University of Cincinnati, OH, “Problem-Based Learning: Transitioning Students from Classroom to Multiple Writing Contexts”
- Brenda Refaei, University of Cincinnati, OH, “Problem-Based Learning: Transitioning Students from Classroom to Multiple Writing Contexts”
- Andrew Karr, University of Wisconsin-Madison, “Thinking Past Critical Thinking: Writing, Thinking, and the Communication Requirement”

**Information Technologies**

L.11  **Composition by Controller: Gaming Environments as Gateways to New Discursive Spaces**

Renaissance Hotel, Majestic Ballroom, Salon A, Second Floor

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

*Speakers:*
- M. Melissa Elston, Texas A&M University, College Station, “Red Dead Revisions: Using the Digital Western to Craft an Alternative Frontier Narrative”
- Christina Cedillo-Tootalian, Northeastern State University, Broken Arrow, OK, “Rhetoric, Writing . . . Redemption?: Interpreting Race and Gender in Through Dante’s Inferno”
- Shawn Moore, Texas A&M University, College Station, “What the Zombie Apocalypse Can Teach Students about Ethical Practices in Technical Communication”

**Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives**

L.12  **Taking Up Empowerment: Engaging Resistance, Delinquency, and Trauma**

America’s Convention Center, Room 230, Level 2

*Chair:* Christine Photinos, National University, San Diego, CA

*Speakers:*
- Lauren Kopec, St. John’s University, Queens, NY, “Composition and Keith Gilyard: Collective Trauma and Prophetic Pragmatism”
- Cynthia Urbanski, University of North Carolina at Charlotte, “Negotiating Discourses: Producing Power and Delinquency in Writing Instruction”
Teaching Writing and Rhetoric

L.13 Anti-Racist Activism and the Teaching of Writing
America's Convention Center, Room 231, Level 2

Chair: Frankie Condon, University of Nebraska-Lincoln
Speakers: Frankie Condon, University of Nebraska-Lincoln, “Wrestling with Angels: An Introduction to Anti-Racism for the Writing Classroom”
Kelly Meyer, University of Nebraska-Lincoln, “Anti-Racist Education for Pre-Service and New Teachers”
Jessica Rivera, University of Nebraska-Lincoln, “Narrative Pedagogy and the Work of Anti-Racism”
Jody Ludlow, St. John’s University, Queens, NY, “Useful Conflict: Emotional Struggle and Transformative Potential in Anti-Racist Pedagogy”
Bobbi Olson, University of Nebraska-Lincoln, “Race and the Multilingual Classroom: Anti-Racism and Teaching English as a Second Language”

Community, Civic and Public

L.14 Writing beyond Publics
America's Convention Center, Room 232, Level 2

Chair: James Stanfill, Northeastern University, Boston, MA
Speakers: James Stanfill, Northeastern University, Boston, MA, “Violent Exile: Why Post-Public Writing Must Be Violent”
Laura Hartmann, Northeastern University, Boston, MA, “Writing on the Spectrum: Neurodiversity in the First-Year Writing Classroom”
Michael Dedek, Northeastern University, Boston, MA, “Legitimizing Publics: Lingua Franca English as a Linguistic Model for a Revised Public Sphere”

Theory

L.15 Equity, Pain, and Resilience in the Classroom
America's Convention Center, Room 240, Level 2

Chair: John McKinnis, Buffalo State University, NY
Trevor Hoag, The University of Texas at Austin, “Thresholds of Pain: Trauma and Punishment as Gateways to Learning”
Jason Maxwell, The Pennsylvania State University, University Park, “Ranciere’s Pedagogy of Equality”
Teaching Writing and Rhetoric

L.16 Opening Up the Faculty Lounge: Getting Students to Think Like Teachers, Getting Teachers to Think Like Students

America’s Convention Center, Room 241, Level 2

Chair: Eliot Blake, Kirkwood Community College, Cedar Rapids, IA

Speakers: Eliot Blake, Kirkwood Community College, Cedar Rapids, IA, “Playing Inside Baseball in the Classroom: Role-Swapping Assignments that Help Students Become Compositionists”

Diane Mooney, Florida International University, Miami, “No More Grammar Gangplank: Facilitating Student-Generated Grammar Guides as a Bridge to College-level Writing”

Jeffrey David Greene, Southern Polytechnic State University, Marietta, GA, “Be My Guide: Creating a Multimodal Handbook of the Writing Process”

Institutional and Professional

L.17 New Thresholds: Writing and Communication in General Education

America’s Convention Center, Room 103, Level 1

Chair: Martha A. Townsend, University of Missouri, Columbia

Speakers: Gwen Gray Schwartz, University of Mount Union, Alliance, OH

Danielle Cordaro, University of Mount Union, Alliance, OH

Rodney Dick, University of Mount Union, Alliance, OH

David Dedo, Samford University, Birmingham, AL

Judy Artz, Saint Joseph College, West Hartford, CT

Matthew Parfitt, Boston University, MA

Dan Fraizer, Springfield College, MA

Teaching Writing and Rhetoric

L.18 Everyone Knows This Is Nowhere: Writing in the Musical Age

America’s Convention Center, Room 220, Level 2

Chair: Jeff Rice, University of Kentucky, Lexington

Speakers: Jeff Rice, University of Kentucky, Lexington, “Useless Archives”

Jenny Rice, University of Kentucky, Lexington, “Music without Love, Writing without Duration”

Geoffrey Sirc, University of Minnesota, Minneapolis, “Towards a Lo-Fi Composition”

Thomas Rickert, Purdue University, West Lafayette, IN, “Grooving with Vinyl: Composition and the Digital Retrograd”
Saturday, 9:30–10:45 a.m.

Writing Programs

L.19 Gateways and Transitions: Exploring Advanced Composition and Writing Tracks/Majors/Programs
America's Convention Center, Room 242, Level 2

Co-Chairs: Tina Kazan, Elmhurst College, IL
Catherine Gabor, San Jose State University, CA

Jaclyn Wells, University of Southern Indiana, Evansville, “The Gateway to the English Major: University Engagement and Public Writing in Advanced Composition”
Kathleen Welch, University of Oklahoma, Norman, “Teaching Advanced Writing: A Portfolio Model”

Academic Writing

L.20 Community Action Genres as Gateways to Civic Engagement: Transitions from Classrooms to Campuses and Communities
America's Convention Center, Room 104, Level 1

Chair: Matthew Kim, Illinois State University, Normal

Speakers: Matthew Kim, Illinois State University, Normal, “Community Action Genres as Gateways to Civic Engagement: Transitions from Classrooms to Campuses and Communities”
Amy Hicks, Illinois State University, Normal, “EcoComposition as a Gateway to Civic Engagement”
Ryan Clark, Illinois State University, Normal, “Appropriative Language as a Gateway to Civic Engagement”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

L.21 Rhetorics of Survivance: Challenging Boundaries of Colonial Thought in Interdisciplinary Texts
Renaissance Hotel, Majestic Ballroom, Salon F, Second Floor

Chair: Ayde Enriquez-Loya, Texas A&M University, College Station

Speakers: Kimberly Lee, Northeastern State University, Tahlequah, OK, “Singing for Continuance: Annie Humphrey and Pura Fe Rhetorics of Resistance”
Ayde Enriquez-Loya, Texas A&M University, College Station, “Rhetorical Warfare of Silence and Recovery: Enacting Rhetorics of Survivance in 18th Century Literature”
Dora Ramirez-Dhoore, Boise State University, ID, “Medical Rhetoric as Social Order in Late 19th Century Mexico and the United States”
Stephanie Wheeler, Texas A&M University, College Station, “At the Intersection of Disability Studies and Indigenous Studies: Decolonial Disabled Critiques as Part of Survivance”

**Information Technologies**

L.22 **Supporting Student Writers: Digital, Pedagogical, and Institutional Designs**

Renaissance Hotel, Majestic Ballroom, Salon B, Second Floor

Chair: Andrew Green, University of Miami, Coral Gables, FL

Speakers: Lindsay Sabatino, Indiana University of Pennsylvania, “Online Writing Centers: A Gateway to Composition Studies”
Suanna H. Davis, Houston Community College, TX, “Ubiquitous Computing: Introducing and Integrating Technology into the Classroom”
Miranda Morley, Purdue University-Calumet, Hammond, IN, “Creating Digital Gateways to Access Supplemental Online Writing Instruction at Purdue University-Calumet”

**Teaching Writing and Rhetoric**

L.23 **How Gateways to Writing Can Unlock the Gates to the Academy and Professional Success**

Renaissance Hotel, Majestic Ballroom, Salon C, Second Floor

Chair: Larry McDoniel, St. Louis Community College-Meramec, MO

Speakers: Kelly Wavering, St. Louis Community College-Meramec, MO, “Writing About Writing (WAW) and the Basic Writer: Establishing an Identity”
Shamim Ansari, St. Louis Community College-Meramec, MO, “Gateways to Globalizing a Composition Course”
Pamela Garvey, St. Louis Community College-Meramec, MO, “Service Learning: A Gateway to Engagement”

**Language**

L.24 **Multilingual Writers and Agency**

Renaissance Hotel, Landmark Ballroom, Salon 3, Lobby Level

Chair: Kamila Kinyon, University of Denver, CO

Speakers: Tanita Saenkhum, Arizona State University, Tempe, “Investigating Agency in Multilingual Writers ‘Placement Decisions’: A Case Study of a Writing Program”
Jin Zhang, California State University, San Bernardino, “Peer Review in L2 Writing: Its impact on L1 Interference in English Writing of Chinese Students”
Marino Fernandes, University of New Hampshire, Durham, “English Is Not a Spectator Sport: Privileged Second Language Learners and the For-Profit ESOL Classroom”
Saturday, 9:30–10:45 a.m.

Writing Programs

L.25 Composing and Collaborating in a Digital World:
Transitioning Spaces to Multiliterate Writing Centers
and Classrooms

Renaissance Hotel, Majestic Ballroom, Salon G, Second Floor

Chair: Amy Bertken, University of Colorado, Boulder

Speakers:
- Amy Bertken, University of Colorado, Boulder, “Redefining ‘Student’ Writing: Collaborative Identities and Digital Spaces”
- Alaina Feltenberger, University of Colorado, Boulder, “Subversive Agents Move to the Center: Collaborating with the Institution to Validate Multiliteracies”
- Allison Carr, University of Colorado, Boulder, “Gateways to Collaboration: Using Social Software as Digital Spaces for Collaboration in the Writing Center”

Community, Civic and Public

L.26 Religions Discourse, Secular Contexts

Renaissance Hotel, Majestic Ballroom, Salon H, Second Floor

Chair: Leigh Graziano, Florida State University, Tallahassee

Speakers:
- Brandy Scalise, University of Kentucky, Lexington, “Learning to Speak Day Language: Michael Dowd’s Thank God for Evolution and the Contradictions of a Liberal Religious Discourse”
- Corey Latta, The University of Southern Mississippi, Hattiesburg, “Religion and Representation in the Composition Classroom”

Institutional and Professional

L.27 Understanding and Intervening in Institutional Policies
and Practice

Renaissance Hotel, Landmark Ballroom, Salon 1, Lobby Level

Chair: Emani Jerome, Florida State University, Tallahassee

Speakers:
- Sugie Goen-Salter, San Francisco State University, CA, “The Gate before the Gateway: Basic Writing, Educational Policy and the Debate Over College Remediation”
- Michelle LaFrance, University of Massachusetts, Dartmouth, “Institutional Ethnography as Materialist Framework for Writing Program Research and the Faculty-Staff Perceptions of Work Project”
- Kathleen Jernquist, U. S. Coast Guard Academy, New London, CT, “Major Voices: Cross-disciplinary Collaborations and Undergraduate Transformations as Writers”
**Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives**

**L.28 Droopy, Performative, Mediated, Sequestered: Embodied Gateways toward Interventionist Rhetorics**

*America's Convention Center, Room 105, Level 1*

**Chair:** Heather Adams, The Pennsylvania State University, University Park  
**Speakers:** Heather Adams, The Pennsylvania State University, University Park, “Sequestered Bodies and Spaces of Secrecy: Responding to Unwed Pregnancy”  
Shannon Walters, Temple University, Philadelphia, PA, “The Muscular Droopiness of Kenneth Burke: Disability and War in the Writing Classroom”  
Jason Barrett-Fox, University of Kansas, Lawrence, “Mae West and the Rhetoric of Performative Bodies: Complicating Burke’s Agent-Scene Ratio”  
Abby Dubisar, Iowa State University, Ames, “Bodies for Peace: Mediating Disability and Anti-war Activism”

**History**

**L.29 Genres in Transition: Historicizing Women’s Rhetorical Interventions**

*America's Convention Center, Room 228, Level 2*

**Chair:** Risa Applegarth, University of North Carolina, Greensboro  
**Speakers:** Melanie Kill, University of Maryland, College Park, “‘The World We Experience’: Theorizing Exigence and Community”  
Stacey Sheriff, Bridgewater State University, MA, “‘The Requirements of Southern Journalism’: Genre, Ida B. Wells, and Anti-Racist Journalism”  

**Research**

**L.30 Exploring Community Standards in Science Learning Projects, Authorship, and Grant Submissions**

*Renaissance Hotel, Landmark Ballroom, Salon 2, Lobby Level*

**Chair:** Josh Mehler, Florida State University, Tallahassee  
**Speakers:** Ryan Hoover, St. Edward’s University, Austin, TX, “The Rise of the E-Grant: Measuring Current Trends in Grant Proposal Technology”  
Angela Petit, Idaho State University, Boise, “What Is an Author?” Examining Concepts of Authorship in Professional and Technical Writing”
Saturday, 9:30–10:45 a.m.

Teaching Writing and Rhetoric

L.31 Peer Review in Various Contexts
Renaissance Hotel, Landmark Ballroom, Salon 6, Lobby Level
Chair: Rebecca Skinner, Florida State University, Tallahassee
Speakers: Steven Corbett, Southern Connecticut State University, New Haven, “Disability and Respons-Ability: Reciprocal Learning and Caring in Peer Review and Response Groups”
Timothy Oleksiak, The University of Minnesota, Twin Cities, Minneapolis, “Multimodal Peer Review”
Susan Gebhardt-Burns, Norwalk Community College, CT, “In Defense of Peer Evaluation: The Effective Use of Peer Critiques in Community College Basic Writing Courses”

Teaching Writing and Rhetoric

L.32 Innovative Pedagogies: From the Digital to the Integrative
America’s Convention Center, Room 221, Level 2
Chair: Chris Teutsch, West Chester University, PA
Speakers: Anita August, Sacred Heart University, Fairfield, CT, “Integrative Learning as a Threshold to Troublesome Knowledge in the Writing Classroom”
Eric York, Iowa State University, Ames, “The Revolution Will Not Be Theorized: Culture Jamming as Critical Media Pedagogy”
Andrew Virtue, University of Minnesota, Minneapolis, “Moving from Consumer to Producer: Multiliteracies, Technical Writing, and Wikipedia”

Research

L.33 Interrogating the Writing Center Tutorial
Renaissance Hotel, Landmark Ballroom, Salon 5, Lobby Level
Chair: Scott Aichinger, University of Nebraska at Omaha, NE
Speakers: Jennifer Kunka, Francis Marion University, Florence, SC, “Successful Passages: Quantitative and Qualitative Research into Tutorials and Transformative Behaviors of Self-Efficacious Student Writers”
Emily Standridge, University of Texas at Tyler, “Researching the Writing Tutorial: A Case for ignoring (for a Moment) Everything but the Tutorial in Front of You”
Scott Chiu, Michigan State University, East Lansing, “Writing Centers as Transparent Windows on Seeing through Gateways for Second Language Writers”
L.34  Open Working Meeting of the Task Force Working on Human Subject Regulations

America's Convention Center, Room 200, Level 2

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are invited.

Chair: Karen Lunsford, University of California, Santa Barbara
Gateways to (No)Where for Those in the Margins: Race, Gender, and Class in Discourse Communities

Renaissance Hotel, Landmark Ballroom, Salon 4, Lobby Level

Discussions on race, gender, and class are often informed by black feminist thought and womanism, as advocated by bell hooks, Alice Walker, Patricia Hill Collins, and others, who seek to rectify feminism, with its emphasis on white middle-class values, and offer a more complex critique of white privilege often steeped in racism, classism, and sexism.

Chair:
Sheldon B. Wrice
University of Akron

Speakers:
Akua Duku Anokye
Arizona State University, Tempe, “Forging New Gateways: The Womanist Leadership of St. Louis’ Marian Oldham”

Lena Ampadu
Towson University, “St. Louis: A Gateway to Inspiration for a Black Woman’s Rhetoric of Empowerment”

Mary Alice Trent
Indiana Wesleyan University, Marion, “Arch-size It!: Negotiating Race, Privilege, and Identity on HBCU and CCCU College Campuses”
Research

M.01  The Things They Carry: Examining the Transfer of Citation and Research Practices from First-Year Writing Programs to Graduate Education

America’s Convention Center, Room 226, Level 2

Chair: Christiane Donahue, Dartmouth College, Hanover, NH

Speakers:
- Kristi Costello, Binghamton University, NY, “The Long Arm of Family and Secondary School in College Students’ Researched Writing”
- Sara Biggs Chaney, Dartmouth College, Hanover, NH, “Citation Knowledge and the Challenge of Transfer: Tracing Source Use across a First-Year Writing Sequence”
- Tricia Serviss, Auburn University, AL, “The Relays of Transfer in Graduate Student Source Use”

Creative Writing

M.02  Building Sustainability, Exploring Assessment and Accountability, and Addressing Institutional Demands in Writing Programs

America’s Convention Center, Room 223, Level 2

Chair: John Hyman, American University, Washington, DC

Speakers:
- Dawn Fels, George Mason University, Fairfax, VA, “Taking on the Gatekeepers: How Writing Center Tutors and Students Can Help Our Cause”
- Kevin Mahoney, Kutztown University, PA, “Building Sustainably: Adventures in Program Development and Budget Crises”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

M.03  Reimagining Global Gateways: Dialogic Threads in Transnational Ecologies of Literacy

America’s Convention Center, Room 224, Level 2

Chair: Gail Hawisher, University of Illinois at Urbana-Champaign

Speakers:
- Ligia Mihut, University of Illinois at Urbana-Champaign, “From Communist Manifesto to ‘Manifest Destiny’: Dialogic Literacies of Romanian Transnationals”
- Amber Buck, University of Illinois at Urbana-Champaign, “Transnational Figured Worlds: Constructing Identities through Social Network Sites”
Saturday, 11:00 a.m.–12:15 p.m.

**History**

**M.04 Nineteenth-Century American Women’s Rhetoric at the Threshold of Industry and Professionalism**

America’s Convention Center, Room 225, Level 2

**Chair:** Carolyn Skinner, Ohio State University, Mansfield

**Speakers:**
- Michelle Smith, Whitworth University, Spokane, WA, “Expert Rhetoric, Ambiguous Authority: Women’s Industrial Labor in Utopian Communities”
- Carolyn Skinner, Ohio State University, Mansfield, “‘Doubling the dose at the Ballot-box’: Nineteenth-Century American Women Physicians’ Suffrage Rhetoric”
- Wendy Hayden, Hunter College, City University of New York, NY, “From the Personal to the Professional: Self-Reliance and the Rhetoric of the ‘Coming Woman’”

**Teaching Writing and Rhetoric**

**M.05 Writing and Disorder: Making the Transition into the Main Stream**

America’s Convention Center, Room 228, Level 2

**Chair:** Barbara Ashwood-Gegas, Western Illinois University, Macomb

**Speakers:**
- Patty Wilde, University of New Hampshire, Durham, “Making the Transition: Writing about Addiction in First-Year Composition Classrooms”
- Lauren DiPaola, Georgia Southwestern State University, Americus, “Understanding Student Writers with Bipolar Disorder”
- Victoria Carlson-Casaregola, St. Joseph Institute and St. Louis University, MO, “In the Deep End of the Mainstream: Teaching College Writing Students Who Have Communication Disorders”

**Community, Civic and Public**

**M.06 Immigration in the Writing Classroom**

America’s Convention Center, Room 100, Level 1

**Chair:** Glenn Hutchinson, Florida International University, Miami

**Speakers:**
- Glenn Hutchinson, Florida International University, Miami, “Immigration and Race: Can an Education Be Illegal?”
- Andrea Potter, Edgewood College, Madison, WI, “Encouraging Voices of Diversity: Making Immigration Dialogue both Civic and Civil”
- Cloee Cooper, Center for New Community, Chicago, IL, “A Look inside SB1070: A Student Documentary Film”
Information Technologies

M.07 Computational Rhetoric in Theory and Practice

America’s Convention Center, Room 101, Level 1

Chair: Michael Wojcik, Michigan State University, East Lansing

William Hart-Davidson, Michigan State University, East Lansing, “Measuring Rhetorical Velocity”
Jim Ridolfo, University of Cincinnati, OH, “Measuring Rhetorical Velocity”
Dean Rehberger, Michigan State University, East Lansing, “Beyond Text: Computational Rhetoric of Objects, Audio, and Images”

Academic Writing

M.08 Ruptures, Riots, and Regeneration: The Epistemology of Bodies in the Gateway

America’s Convention Center, Room 229, Level 2

Chair: Glen Southergill, Clemson University, SC

Speakers: Joelle Guzman, University of California, Riverside
Ruben Mendoza, University of California, Riverside

Writing Programs

M.09 (Re)Structuring Gateways in a Community College: Using a Title III Grant to Increase Access to College-Level Composition

America’s Convention Center, Room 230, Level 2

Chair: Holly Gilman, South Seattle Community College, WA

Speakers: Kit Bean, South Seattle Community College, WA, “Context and History of Our Composition Courses”
Holly Gilman, South Seattle Community College, WA, “Exploring the (Empty) Spaces between Mandate and Praxis”
Katie Malcolm, South Seattle Community College, WA, “The Studio Gateway: Critical Literacy and the Design of English 100”
Saturday, 11:00 a.m.–12:15 p.m.

Teaching Writing and Rhetoric

M.10 Evoking and Suppressing Response

America’s Convention Center, Room 231, Level 2

Chair: Tara K. Wood, University of Oklahoma, Norman

Speakers: Dawn Formo, California State University, San Marcos, “Where’s the Writer in the Response Process?: Examining the Role of the Writer as Solicitor of Feedback in Response Research and in Composition Textbooks”

Lynne Stallings, Ball State University, Muncie, IN, “Where’s the Writer in the Response Process?: Examining the Role of the Writer as Solicitor of Feedback in Response Research and in Composition Textbooks”

Miriam Rowntree, University of North Texas, Denton, “Suppressing Response in Liberating Pedagogy”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

M.11 (in)Visible Gateways to Success for African-American College Students

America’s Convention Center, Room 232, Level 2

Chair: Desi M. Bradley, Pepperdine University, Malibu, CA

Speakers: Amanda Athon Hemmerling, Bowling Green State University, OH, “Bias and Assimilation in 19th Century African American Home Readers”


Vandana Gavaskar, Elizabeth City State University, NC, “Gateways to Pedagogical Success: The Hush Harbors of HBCUs and African American Rhetorical Histories”

Research

M.12 Teaching in Transitions with L2 and Basic Writers

America’s Convention Center, Room 102, Level 1

Chair: Jennifer Johnson, University of California, Santa Barbara

Speakers: Gita DasBender, Seton Hall University, South Orange, NJ, “Explicit Teaching, Mindful Learning: Writing Knowledge and Skills Transfer of Multilingual Students in First-Year Writing”

Aimee Mapes, University of Arizona, Tucson, “Teaching in Transition”

Brenda Rinard, University of California, Davis, “Transitioning from High School to College: Explicit Genre Instruction and Second Language Writing”
Saturday, 11:00 a.m.–12:15 p.m.

**Academic Writing**

**M.13 College Level Thinking and Writing: Multidisciplinary and Cross-Contextual Perspectives**

America’s Convention Center, Room 103, Level 1

**Chair:** Miriam Moore, Lord Fairfax Community College, Middletown, VA  
**Speakers:** Frost McLaughlin, Lord Fairfax Community College, Middletown, VA  
Brenda Wiens, Lord Fairfax Community College, Middletown, VA  
Margaret Ross, Lord Fairfax Community College, Middletown, VA

**Community, Civic and Public**

**M.14 Rhetorical Formation of Public and Private Spheres**

America’s Convention Center, Room 240, Level 2

**Chair:** Bonnie D. Devet, College of Charleston, SC  
**Speakers:** Dahliani Reynolds, University of Pittsburgh, PA, “Resourcing the Past: Composition, Public Engagements, and Project English”  
Veronica Oliver, Arizona State University, Tempe, “Institutional Gatekeepers and Public Sphere Gateways: Enclave Publics Utilizing Public Sphere Literacy to Create a Unique Rhetorical Space of Agency”

**Theory**

**M.15 Memory, Collection, and the Digital Environment**

America’s Convention Center, Room 241, Level 2

**Chair:** Tony Rics, Athens State University, AL  
**Speakers:** Will Dodson, The University of North Carolina at Greensboro, “Memory in the Disciplines: Rhetorical Memory as Gateway for WID Theory/Praxis”  
Patricia-Suzanne Sullivan, Northeastern University, Boston, MA, “Post-human, Postprint, Postpublic, Postportfolio? Electronic Portfolios and Multimodal Composition in Theory and Practice”  
Jason Kalin, North Carolina State University, Raleigh, “Curating Copia: Amplifying Practices of Digital Memory”
Saturday, 11:00 a.m.–12:15 p.m.

Teaching Writing and Rhetoric

M.16 Motivation and Open Gateways: Rethinking Assignment Design, Drafting, and Feedback Methods
America’s Convention Center, Room 242, Level 2
Chair: Melanie Burdick, University of Missouri, Kansas City
Speakers: Kacey Ross, University of Colorado at Denver, “Motivating Through Writing Assignments: Rethinking the Genre”
Denise Garrett, University of Colorado at Denver, “Response to Student Writing: Motivating Student Persistence in the Writing Process”
Kristen Belcher, University of Colorado at Denver, “Creative Writing in Composition: Linking Student Motivation and Authorial Pleasure”

Teaching Writing and Rhetoric

M.17 Toward a Curriculum in Metaphoric Literacy
Renaissance Hotel, Majestic Ballroom, Salon A, Second Floor
Chair: Dominique Zino, City University of New York Graduate Center, NY
Speakers: Dominique Zino, City University of New York Graduate Center, NY, “Curious Spaces: Metaphors across the Curriculum”
Benjamin Miller, City University of New York Graduate Center, NY, “A Link to the Writing Process: Metaphor, Writer’s Block, and the Legend of Zelda”
Andrew Statum, City University of New York Graduate Center, NY, “‘Inventing (in) the University’: Metaphor, Memory, and Discovery”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

M.18 Transforming Writing Assignments in Literature and Fine Arts: The ePortfolio as Gateway to Multimodal Learning Experiences
America’s Convention Center, Room 104, Level 1
Chair: Christina McDonald, Virginia Military Institute, Lexington
Speakers: Emily Miller, Virginia Military Institute, Lexington, “Transitioning to Multimodal E-Portfolios in a Shakespeare Course: New Gateways to Learning”
Information Technologies

M.19 Tecnologías to Successfully Mediate Online Learning
Renaissance Hotel, Majestic Ballroom, Salon C, Second Floor

Chair: Rebecca McGeehan, George Mason University, Fairfax, VA

Mark Thompson, California State University, Stanislaus, “Successful Online Small Group Conferencing”
Paul Anheier, University of Wisconsin-Stout, “Building Better Online Gateways: The Role of Screencasts in Hybrid and Distance Online Education”
Kelly Bockmon, California State University, Stanislaus, Turlock, “Successful Online Small Group Conferencing”

Institutional and Professional

M.20 Digital Assessment: Local and Institutional
Renaissance Hotel, Majestic Ballroom, Salon F, Second Floor

Chair: Elizabeth Vincelette, Old Dominion University, Norfolk, VA

Speakers: Elizabeth Vincelette, Old Dominion University, Norfolk, VA, “Screen Capturing Video: Digital Technologies as a Gateway to Better Writing”
Matthew Oliver, Old Dominion University, Norfolk, VA, “Implementing e-portfolios as part of the QEP: The Challenges of Training Faculty and Changing Institutional Perspectives”
Joyce Neff, Old Dominion University, Norfolk, VA, “Does Digital Assessment Enhance Faculty Development?”

Teaching Writing and Rhetoric

M.21 Waiting at the Threshold: Fandom Studies at the Gate of Composition Pedagogy
America’s Convention Center, Room 105, Level 1

Chair: Tanya Cochran, Union College, Lincoln, NE

Katherine Tanski, Purdue University, West Lafayette, IN, “Jarrett/Jenkins: Fan Studies and Feminist Pedagogy”
Tanya Cochran, Union College, Lincoln, NE, “‘Past the Brink of Tacit Support’: Composition Pedagogy and the Citizen-Fan Activist”
Linda Howell, University of North Florida, Jacksonville, “Crack in the Classroom: Absurd Fan Productions, Hybridity, and an Ethics of Anti-Process”
Saturday, 11:00 a.m.–12:15 p.m.

**Theory**

**M.22 Don’t Crash the Gates, Craft Them!: Reconsidering the Craft of Writing**

Renaissance Hotel, Majestic Ballroom, Salon G, Second Floor

Chair: Jeff Rice, University of Kentucky, Lexington

Speakers: David M. Grant, University of Northern Iowa, Cedar Falls, “Thinking/Drinking: Craft (Beer) and Writing the New Plenitude”

Kristin Prins, University of Wisconsin-Milwaukee, “Making Our Futures by Hand: What Composition Can Learn from Craft Production”

Sergio Figueiredo, Clemson University, SC, “A Composition from Elsewhere: Blanchot, Art, and the Digital Humanities”

**History**

**M.23 Gateways for Change: Appearance vs. Reality Topoi in Protest and Status Quo Rhetoric**

Renaissance Hotel, Majestic Ballroom, Salon H, Second Floor

Chair: Erin Boade, Raritan Valley Community College, Branchburg, NJ

Speakers: Karen Schiler, Drew University, Madison, NJ, “‘Spinning the Symbol of Woman Abroad’: Charkha as Symbol of Indian Independence”


Carol Lea Clark, University of Texas at El Paso, “Appropriating Mark Twain’s The Innocents Abroad”

Brad Lucas, Texas Christian University, Ft. Worth, “Revolutionary Race-Traitors: The Discourse of Whiteness and the Weather Underground”

**Institutional and Professional**

**M.24 Lessons from History: What WPAs Can Learn from Writing Program Archival Work**

Renaissance Hotel, Landmark Ballroom, Salon 1, Lobby Level

Chair: Holly Bauer, University of California, San Diego

Speakers: Holly Bauer, University of California, San Diego

Carrie Wastal, University of California, San Diego

Pamela Wright, University of California, San Diego

Respondent: Shirley Rose, Arizona State University, Tempe
Teaching Writing and Rhetoric

M.25 Inclusion and Boundaries: Relational Approaches to Teaching

Americas Convention Center, Room 220, Level 2

Chair: Verne Meyer, Write Source & UpWrite Press, Burlington, WI

Speakers: William Lalicker, West Chester University, PA, “Basic Writing for a Transcultural Era: Using Inclusive Academic Discourses to Democratize the Gateway”
Kathryn Perry, University of Louisville, KY, “Reconsidering ‘Practicality’ in FYC: Towards a Relational Approach to Writing and Learning”
Yvonne Stephens, Kent State University, OH, “A Reciprocal Ethic of Care: Theorizing the Borderlands between Students’ Classroom and Personal Lives”

Academic Writing

M.27 More than the Average Research Paper Assignment: Heuristics, FAQ, and Yoga

Renaissance Hotel, Landmark Ballroom, Salon 2, Lobby Level

Chair: Christopher Toth, Grand Valley State University, Allendale

Speakers: Cynthia Jeney, Missouri Western State University, St. Joseph, “Not Just Frequent But Rich: The 15th Century FAQ Alternative to Teaching the Research Paper”
Rebecca Ingalls, Drexel University, Philadelphia, PA, “Asanas of Composition: Opening Gateways into Original Research Writing”
Karen Kaiser Lee, Youngstown State University, OH, “Heuristic or Hermeneutic? What We Ask Students to Do When We Assign the Research Paper”
Saturday, 11:00 a.m.–12:15 p.m.

Teaching Writing and Rhetoric

M.28  The Chamber of Secrets: Unlocking Gateways to Intangible Spaces
Renaissance Hotel, Landmark Ballroom, Salon 3, Lobby Level

Chair: Tara Broeckel, Oakland Community College, Orchard Ridge, Farmington Hills, MI

Speakers: Tara Broeckel, Oakland Community College, Orchard Ridge, Farmington Hills, MI
Suzanne Labadie, Oakland Community College, Royal Oak/Southfield, Royal Oak, MI, “Inviting Big Brother to FYC: Using Camtasia as a Gateway to Student Research Practices”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

M.29  Navigating the Transition to Science Writing: Composition in Learning Communities
America’s Convention Center, Room 227, Level 2

Chair: Susan Pagnac, Iowa State University, Ames

Speakers: Susan Pagnac, Iowa State University, Ames, “A Sense of Place: Critical Place-Based Composition in Animal Science Learning Communities”
Breanna Kreimeyer, Iowa State University, Ames, “A Sense of Place: Critical Place-Based Composition in Biology Learning Communities”
Jeanine Aune, Iowa State University, Ames, “Exploring the Nature of Science in Composition”
Nicola Clasby-Wilson, Iowa State University, Ames, “Critical Media Literacy in Scientific Learning Communities”

Teaching Writing and Rhetoric

M.30  Rhetoric and Embodied Performance
Renaissance Hotel, Landmark Ballroom, Salon 5, Lobby Level

Chair: Michelle Golden, Georgia Perimeter College, Atlanta

David Rogers, The University of North Carolina at Greensboro, NC, “A Political Pedagogy: Teaching Rhetorical Embodied Performances in the Composition Classroom”
Lauren Esposito, Stony Brook University, NY, “Not Just Delivery: How Performance Transforms Invention in Multimodal Contexts”
Writing Programs

M.31 Is the Next America Totally WACked?
America's Convention Center, Room 222, Level 2
Chair: Michelle Cox, Bridgewater State University, MA
Speakers: Michael Schwartz, University of New Mexico, Albuquerque
Lindsey Ives, University of New Mexico, Albuquerque
Tom Pierce, Central New Mexico Community College, Albuquerque
Annie Leming, University of New Mexico, Albuquerque
Elizabeth Leahy, University of Arizona, Tucson

Theory

M.32 Voice, Space, and Narrative
Renaissance Hotel, Landmark Ballroom, Salon 6, Lobby Level
Chair: Nancy A. Wilson, Texas State University, San Marcos
Speakers: Kenna Barrett, University of Rhode Island, Kingston, “Narrative Arguments: Sure, They Work in Practice, but Do They Work In Principle?”
Karianne Jones, Truman State University, Kirksville, MO, “The Personal as Relational: Cultivating the Writing Voice in a First-Year Composition Classroom”
Rebecca Powell, New Mexico State University, Las Cruces, “Writing as a Spatial Act: A Theoretical and Practical Justification”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

M.33 WACs Guiding WIDs into and out of the Thickets of Writing Instruction
Renaissance Hotel, Majestic Ballroom, Salon B, Second Floor
Chair: Sharon Alusow Hart, Appalachian State University, Boone, NC
Speakers: Sharon Alusow Hart, Appalachian State University, Boone, NC, “First Contact: WACs Consulting WIDs”
Dennis Bohr, Appalachian State University, Boone, NC, “Creating a University-Wide Vocabulary: WAC Talks to WAC”
Lori Beth De Hertogh, Appalachian State University, Boone, NC, “Creating a Culture of Consistency: How to Design Transferable Digital Writing Assignments for WAC and WID Courses”
M.34  Open Working Meeting of the Special Interest Group on International Writing Centers Association

Americais Convention Center, Room 200, Level 2

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are invited.

Chair: Nathalie Singh-Corcoran
**N Sessions:** 12:30–1:45 p.m.

---

**Featured Session**

**Composition's Roots in English Education**

Renaissance Hotel, Landmark Ballroom, Salon 4, Lobby Level

In this session, panelists will draw attention to the discipline of composition studies’ roots in the field of English education. Focusing attention on mid-20th-century English educators and the political circumstances in which they lived and worked panelists will remind participants of a foundational chapter in the history of composition’s inter-disciplinary, multi-disciplinary, cultural, and political roots.

*Chair:*
Patricia Lambert Stock  
Michigan State University, East Lansing

*Speakers:*
- **Patricia Lambert Stock**  
Michigan State University, East Lansing, “The Intertwined Roots of English Education and Composition Studies”
- **James T. Zebroski**  
University of Houston, “Hidden from History: English Education and the Multiple Origins of Contemporary Composition Studies, 1960-2000”
- **Thomas Newkirk**  
University of New Hampshire, Durham, “Lunch at the Night Hawk: Jim Kinneavy Joins the English Department”
- **Sheridan Blau**  
Teachers College, Columbia University, “Theory for Practice: James Moffett’s Seminal Contributions to Composition”
Teaching Writing and Rhetoric

N.01 Assessing Reflection
America’s Convention Center, Room 100, Level 1
Chair: Jennifer Richardson, SUNY-Potsdam
Speakers: Kara Poe Alexander, Baylor University, Waco, TX, “Instructor Assessments of Reflection-in-Presentation in the Literacy Narrative Assignment”
Kathryn Douglas, Fairleigh Dickinson University, Madison, NJ, “When Students Ask the Questions, the Writing Is Better, and How a Seder Improved My Pedagogy”

Information Technologies

N.02 Networked Gateways: Composing Digital Writing Infrastructures for Transitional Learning and Civic Engagement
America’s Convention Center, Room 101, Level 1
Chair: Guiseppe Getto, State University of New York-Cortland
Matt Penniman, Michigan State University, East Lansing, “Composing ‘Writing in the Digital Age’: Toward an Infrastructural Approach to Digital Curriculum Design”
Jessica Rivait, Cazenovia College, NY, “Networked Publics: Designing Online Curricula for Students & Non-Classroom Publics”
Nathan Franklin, Clinton Community College, Plattsburgh, NY, “Everything You Ever Wanted to Know about Information Technology, but Were Afraid to Ask a Community College Instructor: Reflections on the Politics of Infrastructure-Building”

Research

N.03 Analyzing Students’ Experiences with Writing
America’s Convention Center, Room 102, Level 1
Chair: Linjing He, San Bernardino, CA
Rik Hunter, St. John Fisher College, Rochester, NY, “Portals of Participation: Wikis and a Writing-Reader Model of Audience”
Chelsea Redeker Milbourne, University of North Carolina at Chapel Hill, “Tools of Engagement: What Online Tutoring Can Tell Us about Writers’ Concerns”
Saturday, 12:30–1:45 p.m.

History

N.04 Literacy and Reform

America's Convention Center, Room 222, Level 2

Chair: Jacquelyn Hoermann, Iowa State University, Ames

Speakers: Henrietta Rix Wood, University of Missouri-Kansas City, “Friend or Foe of the Indians? Helen W. Ball and the Rhetoric of Native American Reform”

Emma Howes, University of Massachusetts, Amherst, “From Mountain Cabins and Tenant Shacks: The Role of Literacy in the Journey from Farm to Mill in the Carolina Piedmont”

Diana Epelbaum, City University of New York Graduate Center, NY, “The Reform-Era, Jim Crow, and The Boston Globe: Nostalgias and Ideologies in Home Visitation Rhetorics”

Community, Civic and Public

N.05 Gateways to Dissent: Wisconsin Labor Protests, Civic Engagement, and Translingual Pedagogy

America's Convention Center, Room 103, Level 1

Chair: Jessica Nastal, University of Wisconsin-Milwaukee


Patricia Mayes, University of Wisconsin-Milwaukee, “The Dialogic Nature of Dispute: Reconstituting Class Struggle in the Wisconsin Labor Debate”

Jessica Nastal, University of Wisconsin-Milwaukee, “Creating a More Inclusive ‘Gateway to Access’: Composition as a Site of Resistance to Cultural Assimilation”

Steven Alvarez, City University of New York, NY, “Translation Dissent: On Language Brokering and Power Relations in First-Generation Immigrant Families”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

N.06 Composition and Interdisciplinary Practices: Renewing Possibilities for Intra-Institutional Collaboration

America's Convention Center, Room 223, Level 2

Chair: Rebecca Nowacek, Marquette University, Milwaukee, WI

Speakers: Alison Friedow, University of Nebraska-Lincoln

Sandra Tarabochia, University of Oklahoma, Norman

Mike Kelly, Champlain College, Burlington, VT
Saturday, 12:30–1:45 p.m.

**Academic Writing**

**N.07 Facilitating Deep and Ethical Learning with Multimedia Assignments**

America's Convention Center, Room 224, Level 2

*Chair:* Sarah Ashlock, Arizona State University, Tempe

*Speakers:* Toby Coley, Bowling Green State University, OH, “Teaching an Ethical Literacy of Digital Composing: Developing an Interdisciplinary Curricula?”

Patricia Portanova, University of New Hampshire, Durham, “Gateways to the Future: (Re)thinking Cognitive Studies in a Media Multitasking World”

Annie Olson, LeTourneau University, Longview, TX, “Visual Metaphor: The Key to a Unified Praxis of the Verbal and the Visual”

**Writing Programs**

**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 Combatting Everyday Harassment**

America's Convention Center, Room 229, Level 2

*Chair:* Frankie Condon, University of Nebraska-Lincoln

*Speakers:* Harry Denny, St. John’s University, Queens, NY, “From Mean Girls to Club Houses: When the Best of Intentions Become Cruel”

Joseph Janangelo, Loyola University of Chicago, IL, “Better for Whom? Better at What?”

Neil Simpkins, University of Wisconsin, Madison, “Crashing Identities: From Flash Points for Conflict to Social Justice Teachable Moments”

David Riche, Louisiana State University, Baton Rouge

**Teaching Writing and Rhetoric**

**N.09 The Rhetorical Writing Classroom and Its Challenges**

America's Convention Center, Room 225, Level 2

*Chair:* Andrew C. Blake, Delaware State University, Dover

*Speakers:* Crystal Fodrey, University of Arizona, Tucson, “Teaching Advanced Composition as Creative Nonfiction: A Rhetorical Enterprise”

Sarah Bartlett Wilson, Trinity Washington University, Washington, DC, “No Other Way But Monsters: A Defense of the Sophistic Basic Writing Classroom”

Ruth Outland, Florida State University, Tallahassee, “Walking the Walk While Talking the Talk: Teaching Composition ‘As’ Rhetoric”
Saturday, 12:30–1:45 p.m.

History

N.10 Women’s Rhetorical Identities
America’s Convention Center, Room 230, Level 2

Chair: Matt Davis, Florida State University, Tallahassee

Speakers:
- Mimi Reddicliffe, Lasell College, Newton, MA, “Their Lives; Their Voices; Their Point of View: The Saturday Evening Girls Newsletter 1913–1917”
- Valerie Kinsey, University of New Mexico, Albuquerque, “Grassroots in Zion: An Ecological Approach to the Rhetorical Landscape in the Utah Suffrage Debate, 1895”
- Jane Greer, University of Missouri, Kansas City, “Fashioning a Rhetorical Identity: Nell Donnelly’s Discursive Seams, 1916–1956”

Community, Civic and Public

N.11 Going Digital/Going Public: Gateways to Literacy
America’s Convention Center, Room 231, Level 2

Chair: Lennie Irvin, San Antonio College, TX

Speakers:
- Ashley Holmes, University of Arizona, Tucson, “The Writing Program Goes Public: A Comparative Study of Public Pedagogy in Three Writing Programs”
- Brett Oppegaard, Washington State University, Vancouver, “Through a Portal to the Past and Back Again: Experiments in Composition for Mobile Devices in Historic Spaces”
- Pamela Flash, University of Minnesota, Minneapolis, “Writing from Threshold to Gateway: Faculty Members Map Their Curricula”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

N.12 Composing Borders: Metaphors of Experience
America’s Convention Center, Room 228, Level 2

Chair: Bruce Horner, University of Louisville, KY

Speakers:
- Michael T. MacDonald, University of Wisconsin-Milwaukee, “Currency and Consequence: Intersections of Literacy Research and Refugee Studies”
- Casey O’Brien Gerhart, University of Wisconsin-Milwaukee, “(De)constructing Home: Shifting Boundaries with Domestic Ideologies”
- Danielle Goldstein, University of Wisconsin-Milwaukee, “‘A Kind of Educational Gold Rush’: Academic Englishes at Home and Abroad”
Teaching Writing and Rhetoric

N.13  Stories about Race, Stories about Class: Using Narrative to Write the Whole Person
America's Convention Center, Room 232, Level 2
Chair: Ann Green, Saint Joseph’s University, Philadelphia, PA
Speakers: Amy Winans, Susquehanna University, Selinsgrove, PA, “Narrating Race, Narrating Emotion”
Wiley Davi, Bentley University, Waltham, MA, “Using Our Stories to Engage in Difference”
Jamey Gallagher, Atlantic Cape Community College, Atlantic City, NJ, “What about the Voice of the Workers?”
Ann Green, Saint Joseph’s University, Philadelphia, PA, “The Pedagogy of Cake: Relationship-Based Writing Pedagogy”

Teaching Writing and Rhetoric

N.14  Writing Personally and Ethnically
America's Convention Center, Room 240, Level 2
Chair: Steffen Guenzel, The University of Alabama, Tuscaloosa
Speakers: Cara Kozma, High Point University, NC, “Globalization as a Pedagogical Gateway to Personal Academic Arguments”
Anthony Baker, Tennessee Tech University, Cookeville, “Getting to Meta: Designing Valuable, Ethical Ways for Students to Think and Write Reflectively”
Dianna Shank, Southwestern Illinois College, Granite City, “‘But I Am Not Racist’: Using Race as a Writing Prompt in FYC”

Academic Writing

N.15  Preparing and Supporting Graduate Student Writers across the University
America's Convention Center, Room 226, Level 2
Chair: Terry Myers Zawacki, George Mason University, Fairfax, VA
Speakers: Steve Simpson, New Mexico Tech, Socorro, “‘Boot Camp’ as a Nexus of Graduate Writing Support”
Nigel Caplan, University of Delaware, Newark, “Teaching the Genres of Graduate Writing”
Anne Zanzucchi, University of California, Merced, “Graduate-Level Peer Review Design to Support Native and Non-Native Speakers of English”
Respondent: Christine Feak, University of Michigan, Ann Arbor
Theory

N.16 Writing Thresholds: The Place-ness of Transfer across Brain, Body, and World

Americas Convention Center, Room 104, Level 1

Co-Chairs: Clay Walker, Tiffin University at Toledo, OH
Wendy Duprey, Wayne State University, Detroit, MI

Speakers: Wendy Duprey, Wayne State University, Detroit, MI, “Writing with Connected Investments”
Clay Walker, Tiffin University at Toledo, OH, “Writing on the Threshold: The Embodied Realities of Discourse for Basic Writers in Online Classrooms”
Andy Engel, Wayne State University, Detroit, MI, “Writing with Connected Investments”

Respondent: Eileen Schell, Syracuse University, NY

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

N.17 The Festering of FYC: Searching for a Multi-disciplinary Solution for the Issue of Transfer

Americas Convention Center, Room 241, Level 2

Chair: Jeff Fitzgerald, Western Washington University, Bellingham

Speakers: Laura Baker, Western Washington University, Bellingham, “Fragmented Minds: Fostering Transferability in FYC Students”
Jeff Fitzgerald, Western Washington University, Bellingham, “‘How ‘They’ Do It Doesn’t Matter’: A Cross-Disciplinary Inquiry into Reading Comprehension”
Dylan Medina, Western Washington University, Bellingham, “More Alike than Different: Knowledge-Making across the Disciplines”

Teaching Writing and Rhetoric

N.18 Digital Composing and Usability

Americas Convention Center, Room 220, Level 2

Chair: Molly Daniel, Florida State University, Tallahassee

Trent Kays, University of Minnesota, Minneapolis, “Locating the Intersections of Expressivist Pedagogy and Digital Writing”
Saturday, 12:30–1:45 p.m.

**Theory**

**N.20  Rhetorics of Affect, Empathy, and Action**

**Americais Convention Center, Room 242, Level 2**

*Chair:* Jo Doran, Purdue University, West Lafayette, IN  
*Speakers:*  
Steven Accardi, Pennsylvania State University-Hazleton, “Exploring Rhetorical Agency in Postmodernity: How One Humanitarian Group on the U.S./Mexico Border Disrupts the Discourse of the State”  
Eric Leake, University of Denver, CO, “‘Should You Encounter’: The Rhetorical Appeal and Rejection of Social Empathy”  
Chris Earle, University of Wisconsin-Madison, “Whiteness and the Violence of Rationality: Race, Emotion and Rhetorical Listening”

**Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives**

**N.21  Literacy Gateways: New Openings across National and Disciplinary Contexts**

**Renaissance Hotel, Majestic Ballroom, Salon A, Second Floor**

*Chair:* Virginia Guneyli, St. Charles Community College, MO  
*Speakers:*  
Cristina Ramirez, University of Arizona, Tucson, “New Spaces for Inquiry: Writing in the Technical College Classroom”  
Iswari Pandey, Syracuse University, NY, “Re/Writing Transnational Literacy Gateways”  
Susan Thomas, The University of Sydney, Australia, “Creating Cross-National Gateways for Professional Development in Harsh Economic Times”  
George Pullman, Georgia State University, Atlanta, “Creating Cross-National Gateways for Professional Development in Harsh Economic Times”

**Information Technologies**

**N.22  Meaning Making in Visual Rhetorics**

**Renaissance Hotel, Majestic Ballroom, Salon C, Second Floor**

*Chair:* Jing Pan  
*Speakers:*  
Logan Bearden, Florida State University, Tallahassee, “Historicizing Multimodal Meaning Making”  
Christopher Carter, University of Oklahoma, Norman, “Keeping Watch: The Diachronic Rhetoric of Documentary Photographs”
Saturday, 12:30–1:45 p.m.

Creative Writing

N.23 Tentative Collaborators: Creative Writing’s Resistance toward a Dialogic Model

Renaissance Hotel, Majestic Ballroom, Salon F, Second Floor

Chair:

Speakers: Tessa Mellas, University of Cincinnati, OH
Eric Bliman, University of Cincinnati, OH, “Collaboration as Performance”
Becky Adnot Haynes, University of Cincinnati, OH, “Illuminating Process in the CW classroom: Alternate Models”

Teaching Writing and Rhetoric

N.24 Academic Honesty: Truth and Pedagogical Response

Renaissance Hotel, Majestic Ballroom, Salon G, Second Floor

Chair: Samantha Sturman, Boise State University, ID

Speakers: Heather Lindenman, University of Maryland, College Park, “Spoken Assemblage: Remixing Voices, Remixing Truths”
Danielle Hinrichs, Metropolitan State University, Saint Paul, MN, “Pedagogical Responses to the Citation Project”
Debra Knutson, Shawnee State University, Portsmouth, OH, “A Tale of Two Citers: Students’ Attitudes towards Academic Honesty”

Research

N.25 Ethics and Assessment in New Media Work

Renaissance Hotel, Majestic Ballroom, Salon H, Second Floor

Chair: Beth Griffiths, University of Michigan, Ann Arbor

Speakers: Kathleen Baldwin, University of Massachusetts-Amherst, “Manifest Destiny: Assessing New Media Texts in the FYC”
Elizabeth Brewer, The Ohio State University, Columbus, “The Ethics of Lurking Online: Methodologies for Researching Digital Communities”
Judith Szerdahelyi, Western Kentucky University, Bowling Green, “Gateways to Writing Assessment: Transitioning to Multimedia Technologies for Teacher Commentary”
Saturday, 12:30–1:45 p.m.

Teaching Writing and Rhetoric

N.26 Voice and Writers’ Development
Renaissance Hotel, Landmark Ballroom, Salon 1, Lobby Level
Chair: Wendy Grosskopf, University of Rhode Island, Kingston
Speakers: Richard Jewell, Inver Hills College/Minnesota State College and University, Inver Grove Heights, MN, “Cocoon and Butterfly: Stages of the College Writer”
Krystia Nora, California University of Pennsylvania, “‘Voice in Writing Is . . .’: How Discussing Voice Definitions Can Be a Gateway to Composition Theory in the Basic Writing Classroom”
Mark Brantner, National University of Singapore, “Inventing Stylized Voices”

N.27 Transnational Writing Programs
Americain Convention Center, Room 227, Level 2
Chair: David Martins, Rochester Institute of Technology, NY
Krystyna Golkowska, Weill Cornell Medical College in Qatar, Doha, “The First-Year Writing Seminar Program at a U.S.-Based Medical College in the United Arab Emirates: Meeting the Standards of the Main Campus”
Shanti Bruce, Nova Southeastern University, Fort Lauderdale, FL, “Administering a Writing Program on Island Time: The Bahamas”
Patti Wojahn, New Mexico State University, Las Cruces, “Developing Writing Programs for U.S.-Mexican Border Writers”
Christine Alfano, Stanford University, Palo Alto, CA, “Intercultural Encounters: Connecting Students Across Five Continents”
Alyssa O’Brien, Stanford University, Palo Alto, CA, “Intercultural Encounters: Connecting Students Across Five Continents”

Language

N.28 Language Loss and Language Recovery on U.S. College Campuses
Americain Convention Center, Room 105, Level 1
Chair: Kate Vieira, University of Illinois at Urbana-Champaign
Speakers: Evan Munch, University of Illinois at Urbana-Champaign, “‘The Lugan House’: A Language Haven on a College Campus”
Avani Chhaya, University of Illinois at Urbana-Champaign, “The Biliteracy Gap: Home Languages in the Margins”
Jacqui Batts, University of Illinois at Urbana-Champaign, “Code-Switching: The High Stakes of Linguistic Choices”
Tim Bulster, University of Illinois at Urbana-Champaign, “Monolingualist Consequences of Pre-service English Teachers’ Perceptions of Correctness”
Stephanie Larson, University of Illinois at Urbana-Champaign, “Gateways to Language Recovery in the Composition Classroom”

Creative Writing
N.29 Life-in-Context in First-Year Writing: Creative Nonfiction, Critically Thought and Taught
Renaissance Hotel, Landmark Ballroom, Salon 3, Lobby Level
Chair: Nancy Dessommes, Georgia Southern University, Statesboro
Speakers: Phyllis Dallas, Georgia Southern University, Statesboro, “Gateway to Academic Prose through Creative Nonfiction”
Mary Marwitz, Georgia Southern University, Statesboro, “Research, Creative Nonfiction, and the Elastic Memoir”
Laura Milner, Georgia Southern University, Statesboro, “Stories and Inquiry Made Concrete”

Institutional and Professional
N.30 Managing Change in Writing Programs
Renaissance Hotel, Landmark Ballroom, Salon 5, Lobby Level
Chair: Rosemary Adang, Highline Community College, Des Moines, WA
Speakers: Missy Nieveen Phegley, Southeast Missouri State University, Cape Girardeau, “First-Year Composition and Course Redesign: Gateways for the Coexistence of Competing Interests”
Nicole Khoury, Arizona State University, Tempe, “When Silence Speaks: A ‘Local’ Composition Course Reader”
Emily Donnelli, Park University, Parkville, MO, “Context Is All: Online Writing Instruction and the Changing Role of the Writing Program Administrator”

Teaching Writing and Rhetoric
N.31 Using Internet Technologies in the Classroom as New Entryways to Composition
Renaissance Hotel, Majestic Ballroom, Salon B, Second Floor
Chair:
Speakers: Cindy Tekobbe, Arizona State University, Tempe
Emily Hooper, Arizona State University, Tempe
Nicole Pfannenstiel, Arizona State University, Tempe
Saturday, 12:30–1:45 p.m.

Research

N.32 New Inquiries into Writing Research Traditions
Américas Convention Center, Room 221, Level 2

Chair: Christopher Harris, California State University, Los Angeles
Speakers: Jennifer O’Malley, Florida State University, Tallahassee, “Mapping the Extracurriculum: Virtual Spaces as the New ‘Kitchen Table’ of Composition”
Mark Sutton, Kean University, Union, NJ, “The Influence of the Research Network Forum on Composition/Rhetoric Scholarship”
Laura Brandenburg, Texas Tech University, Lubbock, “Testing the Recognition and Perception of Errors in Context”

Academic Writing

N.33 There’s Nothing Basic about Basic Writing
Renaissance Hotel, Landmark Ballroom, Salon 2, Lobby Level

Chair: Rochelle Rodrigo, Mesa Community College, AZ
Speakers: Elaine Jolayemi, Glendale College, AZ, “Who Are Basic Writers?”
Carla Maroudas, Mt. San Jacinto Community College, CA, “Who Are Basic Writers?”
Ilene Rubenstein, College of the Desert, Palm Desert, CA, “Academic Skills/Writing Centers”
Amy Edwards Patterson, Moraine Park Technical College, Fond du Lac, WI, “Teaching with Technology”
J. Elizabeth Clark, LaGuardia Community College-CUNY, Long Island City, “Teaching with Technology”
Leigh Jonaitis, Bergen Community College, Paramus, NJ, “Teacher Preparation and Professional Development”
Marisa Klages, LaGuardia Community College-CUNY, Long Island City, “Teacher Preparation and Professional Development”
Debra Berry, College of Southern Nevada, Las Vegas, “Student Placement”
Kelly Keane, Bergen Community College, Paramus, NJ, “Day-to-Day Life in the Classroom”
### CCCC Past Chairs

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1949</td>
<td>John C. Gerber*</td>
</tr>
<tr>
<td>1950</td>
<td>John C. Gerber*</td>
</tr>
<tr>
<td>1951</td>
<td>George S. Wykoff*</td>
</tr>
<tr>
<td>1952</td>
<td>Harold B. Allen*</td>
</tr>
<tr>
<td>1953</td>
<td>Karl W. Dykema*</td>
</tr>
<tr>
<td>1954</td>
<td>T. A. Barnhart*</td>
</tr>
<tr>
<td>1955</td>
<td>Jerome W. Archer</td>
</tr>
<tr>
<td>1956</td>
<td>Irwin Griggs*</td>
</tr>
<tr>
<td>1957</td>
<td>Francis Shoemaker</td>
</tr>
<tr>
<td>1958</td>
<td>Robert E. Tuttle</td>
</tr>
<tr>
<td>1959</td>
<td>Albert R. Kitzhaber</td>
</tr>
<tr>
<td>1960</td>
<td>Glen Leggett*</td>
</tr>
<tr>
<td>1961</td>
<td>Erwin R. Steinberg</td>
</tr>
<tr>
<td>1962</td>
<td>Francis E. Bowman</td>
</tr>
<tr>
<td>1963</td>
<td>Priscilla Tyler*</td>
</tr>
<tr>
<td>1964</td>
<td>Robert M. Gorrell</td>
</tr>
<tr>
<td>1965</td>
<td>Richard S. Beal*</td>
</tr>
<tr>
<td>1966</td>
<td>Gordon Wilson*</td>
</tr>
<tr>
<td>1967</td>
<td>Richard Braddock*</td>
</tr>
<tr>
<td>1968</td>
<td>Dudley Bailey*</td>
</tr>
<tr>
<td>1969</td>
<td>Wallace W. Douglas*</td>
</tr>
<tr>
<td>1970</td>
<td>Ronald E. Freeman*</td>
</tr>
<tr>
<td>1971</td>
<td>Edward P. J. Corbett*</td>
</tr>
<tr>
<td>1972</td>
<td>Elisabeth McPherson*</td>
</tr>
<tr>
<td>1973</td>
<td>James D. Barry*</td>
</tr>
<tr>
<td>1974</td>
<td>Richard L. Larson*</td>
</tr>
<tr>
<td>1975</td>
<td>Lionel R. Sharp</td>
</tr>
<tr>
<td>1976</td>
<td>Marianna W. Davis</td>
</tr>
<tr>
<td>1977</td>
<td>Richard Lloyd-Jones</td>
</tr>
<tr>
<td>1978</td>
<td>Vivian I. Davis</td>
</tr>
<tr>
<td>1979</td>
<td>William F. Irmscher</td>
</tr>
<tr>
<td>1980</td>
<td>Frank D’Angelo</td>
</tr>
<tr>
<td>1981</td>
<td>Lynn Quitman Troyka</td>
</tr>
<tr>
<td>1982</td>
<td>James Lee Hill</td>
</tr>
<tr>
<td>1983</td>
<td>Donald C. Stewart*</td>
</tr>
<tr>
<td>1984</td>
<td>Rosentene B. Purnell</td>
</tr>
<tr>
<td>1985</td>
<td>Maxine Hairston*</td>
</tr>
<tr>
<td>1986</td>
<td>Lee Odell</td>
</tr>
<tr>
<td>1987</td>
<td>Miriam T. Chaplin</td>
</tr>
<tr>
<td>1988</td>
<td>David Bartholomae</td>
</tr>
<tr>
<td>1989</td>
<td>Andrea A. Lunsford</td>
</tr>
<tr>
<td>1990</td>
<td>Jane E. Peterson</td>
</tr>
<tr>
<td>1991</td>
<td>Donald McQuade</td>
</tr>
<tr>
<td>1992</td>
<td>William W. Cook</td>
</tr>
<tr>
<td>1993</td>
<td>Anne Ruggles Gere</td>
</tr>
<tr>
<td>1994</td>
<td>Lillian Bridwell-Bowles</td>
</tr>
<tr>
<td>1995</td>
<td>Jacqueline Jones Royster</td>
</tr>
<tr>
<td>1996</td>
<td>Lester Faigley</td>
</tr>
<tr>
<td>1997</td>
<td>Nell Ann Pickett</td>
</tr>
<tr>
<td>1998</td>
<td>Cynthia L. Self</td>
</tr>
<tr>
<td>1999</td>
<td>Victor Villanueva, Jr.</td>
</tr>
<tr>
<td>2000</td>
<td>Keith Gilyard</td>
</tr>
<tr>
<td>2001</td>
<td>Wendy Bishop*</td>
</tr>
<tr>
<td>2002</td>
<td>John Lovas*</td>
</tr>
<tr>
<td>2003</td>
<td>Shirley Wilson Logan</td>
</tr>
<tr>
<td>2004</td>
<td>Kathleen Blake Yancey</td>
</tr>
<tr>
<td>2005</td>
<td>Douglas D. Hesse</td>
</tr>
<tr>
<td>2006</td>
<td>Judith “Jay” Wootten</td>
</tr>
<tr>
<td>2007</td>
<td>Akua Duku Anokye</td>
</tr>
<tr>
<td>2008</td>
<td>Cheryl Glenn</td>
</tr>
<tr>
<td>2009</td>
<td>Charles Bazerman</td>
</tr>
<tr>
<td>2010</td>
<td>Marilyn Valentino</td>
</tr>
<tr>
<td>2011</td>
<td>Gwendolyn Pough</td>
</tr>
<tr>
<td>2012</td>
<td>Malea Powell</td>
</tr>
</tbody>
</table>

*Deceased
### 2012 EXHIBITORS

<table>
<thead>
<tr>
<th>COMPANY NAME</th>
<th>BOOTH NUMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedford/St. Martin’s</td>
<td>300</td>
</tr>
<tr>
<td>Broadview Press</td>
<td>314</td>
</tr>
<tr>
<td>Council of Writing Program Administrators</td>
<td>315</td>
</tr>
<tr>
<td>Duke University Press</td>
<td>215</td>
</tr>
<tr>
<td>Fenton Books</td>
<td>404</td>
</tr>
<tr>
<td>Hampton Press</td>
<td>212</td>
</tr>
<tr>
<td>Harper Collins</td>
<td>217</td>
</tr>
<tr>
<td>Hayden McNeil</td>
<td>307</td>
</tr>
<tr>
<td>Heinemann Publishers</td>
<td>413</td>
</tr>
<tr>
<td>Journal Editors in Rhetoric and Composition</td>
<td>417</td>
</tr>
<tr>
<td>Macmillan</td>
<td>308</td>
</tr>
<tr>
<td>McGraw-Hill Higher Education</td>
<td>206</td>
</tr>
<tr>
<td>Merriam-Webster</td>
<td>312</td>
</tr>
<tr>
<td>Oxford University Press</td>
<td>405</td>
</tr>
<tr>
<td>Parlor Press</td>
<td>400</td>
</tr>
<tr>
<td>Pearson</td>
<td>201</td>
</tr>
<tr>
<td>Penguin</td>
<td>213</td>
</tr>
<tr>
<td>Routledge</td>
<td>109</td>
</tr>
<tr>
<td>Southern Illinois University Press</td>
<td>316</td>
</tr>
<tr>
<td>Teen Online Writing Network</td>
<td>412</td>
</tr>
<tr>
<td>TYCA</td>
<td>216</td>
</tr>
<tr>
<td>University of Michigan Press</td>
<td>408</td>
</tr>
<tr>
<td>University of Pittsburgh Press</td>
<td>107</td>
</tr>
<tr>
<td>Utah State University Press</td>
<td>313</td>
</tr>
<tr>
<td>W.W. Norton</td>
<td>100</td>
</tr>
<tr>
<td>Wadsworth Cengage Learning</td>
<td>200</td>
</tr>
<tr>
<td>Writing on the Edge</td>
<td>414</td>
</tr>
</tbody>
</table>
## EXHIBITOR PRODUCT CLASSIFICATION

<table>
<thead>
<tr>
<th>BOOTH #</th>
<th>COMPANY NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>315</td>
<td>Council of Writing Program Administrators</td>
</tr>
<tr>
<td>412</td>
<td>Teen Online Writing Network</td>
</tr>
</tbody>
</table>

**Associations, Foundations, Government, and Non-Profits**

**Awards/Certificates, Recognition Services**

**College Prep/Test Prep**

| 412 | Teen Online Writing Network |

**Curriculum & Instruction Materials**

| 313 | Utah State University Press |
| 408 | University of Michigan Press |

**Distance Education**

| 206 | McGraw-Hill Higher Education |

**Literature (Fiction/Non-Fiction)**

| 213 | Penguin Group (USA) |
| 217 | HarperCollins Publishers |
| 308 | Macmillan |
| 314 | Broadview Press |
| 414 | Writing On The Edge |

**Multimedia Resources**

**Professional Development**

| 212 | Hampton Press Inc |
| 313 | Utah State University Press |
| 401 | Fountainhead Press |
| 413 | Heinemann Publishers |

**Reference Books and Materials**

| 109 | Routledge |
| 201 | Pearson |
| 212 | Hampton Press Inc. |
| 312 | Merriam-Webster |
| 405 | Oxford University Press |
| 408 | University of Michigan Press |

**Textbooks/Publishing**

<p>| 100 | W. W. Norton |
| 107 | University of Pittsburgh Press |</p>
<table>
<thead>
<tr>
<th>#</th>
<th>Publisher/Network</th>
</tr>
</thead>
<tbody>
<tr>
<td>109</td>
<td>Routledge</td>
</tr>
<tr>
<td>115</td>
<td>Southern Illinois University Press</td>
</tr>
<tr>
<td>200</td>
<td>Wadsworth Cengage Learning</td>
</tr>
<tr>
<td>206</td>
<td>McGraw-Hill Higher Education</td>
</tr>
<tr>
<td>212</td>
<td>Hampton Press Inc.</td>
</tr>
<tr>
<td>215</td>
<td>Duke University Press</td>
</tr>
<tr>
<td>313</td>
<td>Utah State University Press</td>
</tr>
<tr>
<td>314</td>
<td>Broadview Press</td>
</tr>
<tr>
<td>400</td>
<td>Parlor Press (Clemson University)</td>
</tr>
<tr>
<td>401</td>
<td>Fountainhead Press</td>
</tr>
<tr>
<td>404</td>
<td>Fenton Books</td>
</tr>
<tr>
<td>405</td>
<td>Oxford University Press</td>
</tr>
<tr>
<td>408</td>
<td>University of Michigan Press</td>
</tr>
<tr>
<td>417</td>
<td>Journal Editors in Rhetoric and Composition</td>
</tr>
</tbody>
</table>

**Technology-Instructional**

<table>
<thead>
<tr>
<th>#</th>
<th>Publisher/Network</th>
</tr>
</thead>
<tbody>
<tr>
<td>201</td>
<td>Pearson</td>
</tr>
<tr>
<td>206</td>
<td>McGraw-Hill Higher Education</td>
</tr>
<tr>
<td>412</td>
<td>Teen Online Writing Network</td>
</tr>
</tbody>
</table>

**Other**

<table>
<thead>
<tr>
<th>#</th>
<th>Publisher/Network</th>
</tr>
</thead>
<tbody>
<tr>
<td>412</td>
<td>Teen Online Writing Network - Individualized Learning</td>
</tr>
</tbody>
</table>
EXHIBIT HALL

CCCC CONVENTION, ST. LOUIS 2012  317
AMERICA’S CENTER LEVEL 2
Areas of emphasis include:
* Digital literacies
* Internet studies
* Professional and technical communication
* Theories of writing
* Writing pedagogies
* Rhetorics of law and medicine
* Rhetorical theory

Why the University of Minnesota - Twin Cities?
* Work and learn at a research-intensive university in a dynamic, urban environment
* Access to major research libraries & archives
* Numerous opportunities for primary research in workplace and non-profit settings
* The Department of Writing Studies is the home of the international research quarterly Written Communication

More information is available by email at writ@umn.edu or at our website: writingstudies.umn.edu/grad/rstc.html.

M.A./Ph.D. in Rhetoric and Scientific and Technical Communication
Our program combines theory and research in writing studies, rhetoric, and technical communication. Small seminars and a strong mentoring system allow students to work closely with an internationally recognized faculty.

See a listing of our grads and their dissertation titles at writingstudies.umn.edu/people/alumni.html.

Cross-Talk in Comp Theory: A Reader, 3rd Edition
Edited by Victor Villanueva and Kristin L. Arola
The 3rd edition of this invaluable anthology features eight new essays, including six in the new technology section, "Virtual Talk: Composing Beyond the Word"
No. 09779
$34.95 member
$46.95 nonmember

What Is “College-Level” Writing? Volume 2
Assignments, Readings, and Student Writing Samples
Edited by Patrick Sullivan, Howard Tinberg, and Sheridan Blau
This sequel to What Is "College-Level" Writing? (2006) highlights the practical aspects of teaching writing. By design, the essays in this collection focus on things all English and writing teachers concern themselves with on a daily basis—assignments, readings, and real student writing.
ISBN: 978-0-8141-5676-6
No. 56766
$34.95 member
$46.95 nonmember

Shaping literacy for tomorrow, today.
Visit our website: https://secure.ncte.org/store/
or call toll-free: 1-877-369-6283

Cross-Talk in Comp Theory:
A Reader, 3rd Edition
Edited by Victor Villanueva and Kristin L. Arola

What Is “College-Level” Writing? Volume 2
Assignments, Readings, and Student Writing Samples
Edited by Patrick Sullivan, Howard Tinberg, and Sheridan Blau

Shaping literacy for tomorrow, today.
Visit our website: https://secure.ncte.org/store/
or call toll-free: 1-877-369-6283
Danielle Evans
BEFORE YOU SUCCOFACE YOUR OWN FOOL SELF
Riverhead  •  978-1-59448-518-6

Dave Isay
ALL THERE IS
Love Stories from StoryCorps
Penguin Press  •  978-1-59420-326-8

Garrison Keillor
GOOD POEMS, AMERICAN PLACES
Penguin  •  978-0-14-312076-6

Alina Tugend
BETTER BY MISTAKE
The Unexpected Benefits of Being Wrong
Riverhead  •  978-1-59448-567-1

Elif Shafak
BLACK MILK
On writing, motherhood, and the harem within
Viking  •  978-0-670-02264-9

Alexandra Fuller
COCKTAIL HOUR UNDER THE TREE
Of FORGETFULNESS
Penguin Press  •  978-1-59420-299-5

Christopher Benfey
RED BRICK, BLACK MOUNTAIN, WHITE CLAY
Reflections on Art, Family, and Survival
Penguin Press  •  978-1-59420-326-8

Krys Lee
DRIFTING HOUSE
Viking  •  978-0-670-02326-5

Philip Zaleski, Editor
THE BEST SPIRITUAL WRITING 2012
Introduction by Philip Yancey
Penguin  •  978-0-14-311987-0

Rita Dove, Editor
THE PENGUIN ANTHOLOGY OF TWENTIETH-CENTURY AMERICAN POETRY
Penguin  •  978-0-14-310643-2

Meghan O’Rourke
THE LONG GOODBYE
A Memoir
Riverhead  •  978-1-59448-566-4

Helen Dmyeyemi
MR. FOX
Riverhead  •  978-1-59448-807-8

Sophy Burnham
FOR WRITERS ONLY
Inspiring Thoughts on the Exquisite Pain and Heady Joy of the Writing Life from Its Great Practitioners
Tarcher  •  978-1-58542-912-7

Tony Judt
THE MEMORY CHALET
Penguin  •  978-0-14-311997-5

Sherry Ellis & Laurie Lamson
NOW WRITE! MYSTERIES
Suspense, Crime, Thriller, and Other Mystery Fiction Exercises from Today’s Best Writers and Teachers
Tarcher  •  978-1-58542-903-5

Mark Bauerlein
THOUGHTS WITHOUT CIGARETTES: A Memoir
Plume  •  978-0-452-29761-6

Teri Farley
THE ODDS: A Love Story
Viking  •  978-0-670-02316-5

Nathaniel Philbrick
WHY READ MOBY-DICK?
Viking  •  978-0-670-02299-1
Pedagogy:
Critical Approaches to Teaching Literature, Language, Composition, and Culture

Recognizing the transformative power of the classroom

Pedagogy is an innovative journal that has energized the conversation concerning teaching excellence in higher education, stimulating new and exciting developments for undergraduate and graduate instruction in English studies. A print subscription includes online access to back content since 2000.

Read a sample issue online at pedagogy.dukejournals.org.

Subscription information
Three issues annually
Online access and RSS feeds are included.

Individuals: $25
Students: $17
Single issues: $10

To order, please call 888-651-0122 (toll-free in the US and Canada) or 919-688-5134, or e-mail subscriptions@dukeupress.edu. For more information, visit dukeupress.edu/pedagogy.
A documentation of composition studies’ roots in the field of English education.
Professional Development • Training • Support
We’re your partners in the classroom—online, on the ground, and in between!

CC CCC Professional Equity Project (PEP)
Cengage Learning is a proud sponsor of the Professional Equity Project (PEP). This initiative—put forth by the National Council of Teachers of English/Conference on College Composition and Communication (CCCC)—helps strengthen the quality of teaching in composition through attendance and participation in the annual CCCC.

CCCC offers grants to teachers of writing with part-time or adjunct status at two- and four-year colleges and universities to attend the CCCC annual convention. The grant includes funds to help cover expenses, a paid registration for the conference, and a coupon good for one membership in CCCC. For more information on this initiative and the nomination process, please visit www.ncte.org/cccc/awards/pep.

TeamUP Faculty Programs: Take flight.
For more than a decade, TeamUP Faculty Programs have helped faculty reach and engage students through peer-to-peer consultations, workshops, and professional development conferences. Our Faculty Programs Consultants are a team of full-time educators and expert teachers who understand your challenges whether your classroom is on the ground, online, or both. They are available to share their experiences using Cengage Learning solutions as well as instructional best practices developed in their own classrooms. Learn more at www.cengage.com/teamup.

CourseCare connects you with people.
CourseCare is a revolutionary program providing you with exceptional services and support to integrate your Cengage Learning Digital Solution into your course. Our dedicated team of digital solutions experts will partner with you to design and implement a program built around your course needs. We offer in-depth, one-on-one professional training of our programs and access to a 24/7 Technical Support website. To connect with CourseCare, visit www.cengage.com/coursecare.

Visit our exhibit booth numbers 101,103,105,200,202,204 or go to www.cengage.com/english for more information.
Pair your Wadsworth text with the perfect technology for the way you teach!

Enhanced InSite™ includes the following valuable resources:

- GradeMark® paperless grading functionality
- Originality Checker, powered by Turnitin®
- PeerMark® peer review tools
- eRater® grammar checking tool
- Personal Tutor’s private tutoring resources
- And so much more!

To experience Enhanced InSite, visit our exhibit booth or go to www.cengage.com/insite.

Create an affordable and customizable online reader in minutes with CourseReader!

CourseReader is a fully customizable online reader that provides access to hundreds of sources—including readings, audio, and video selections—to complement your Composition or Literature course. Our growing list of readers includes Argument, Writing Across the Curriculum, Rhetorical Modes, Themes, Sustainability, Pop Culture, Introduction to Literature, American Literature, Chaucer, and Shakespeare.

To learn more about CourseReader, visit our exhibit booth or go to www.cengage.com/coursereader.

Help your students write better research papers! Give them access to Questia: Trusted Online Research.

With Questia, students can

- Access a growing full-text online library—over 77,000 copyrighted books and 4 million articles.
- Quote and cite reliable materials with confidence and get better grades.
- Eliminate frustration with a single, 24/7 online research destination.
- Save time with intuitive research tools for organizing, storing, and managing work.

To learn more about Questia, visit our exhibit booth or go to www.cengage.com/community/questia.

Visit our exhibit booth numbers 101, 103, 105, 200, 202, 204 or go to www.cengage.com/english for more information.
COMPOSITION

Handbooks
The Hodges Harbrace Handbook, 18th Edition
Glenn | Gray
978-1-111-34670-6
Glenn | Gray
978-1-111-35429-9
Also Available: Paperback Format
Raimes | Jerskey
978-1-111-35369-8
The Brief Wadsworth Handbook, 7th Edition
Kirszner | Mandell
978-1-111-83303-9
Pocket Keys for Writers, 4th Edition
Raimes
978-1-111-83301-5
NEW! Harbrace Essentials with Resources for Multilingual Writers
Glenn | Gray
978-1-133-59078-1
NEW! Harbrace Essentials with Resources for Writing in the Disciplines
Glenn | Gray
978-1-133-59088-0
Writing Guides
Cengage Advantage Books: Ideas & Details, 8th Edition
Bauman
978-0-840-02884-6
Connelly
978-1-111-83908-6
Also Available: Brief Edition
978-1-111-84137-9
Bridges to Better Writing, 2nd Edition
Nazario | Borchers | Lewis
978-1-111-83387-9
COMP, 2nd Edition
VanderMey | Meyer | Van Rys | Sebranek
978-1-133-30774-7
Steps to Writing Well with Additional Readings, Enhanced, 8th Edition
Wyrick
978-1-133-30923-9
Writing in the Works, 3rd Edition
Blau | Burak
978-1-111-83460-9
The Harbrace Guide to Writing, 2nd Edition
Glenn
978-1-111-34909-7
Also Available: Brief and Concise Editions
The Composition of Everyday Life, Brief 4th Edition
Mauk | Metz
978-1-111-84054-9
Also Available: Concise Edition
Murray
978-0-840-02885-3
Research Guides
Research Papers, 16th Edition
Coyle | Law
978-1-111-83951-2
Research Strategies for a Digital Age, 4th Edition
Tensen
978-0-840-02882-2
Trimmer
978-1-111-83707-5
Trimmer
978-0-840-03010-8
Readers
The Essay Connection, 10th Edition
Bloom
978-0-840-03007-8
Readings for Writers, 14th Edition
McCuen-Metherell | Winkler
978-1-111-83706-8
NEW! National Geographic Readers
Green
978-1-133-60358-0
Gender and Culture
978-1-133-60359-7
Cultural Identity in America
978-1-133-60428-0
Argument
Dynamic Argument, 2nd Edition
Lamm | Everett
978-1-111-84106-5
Also Available: Brief Edition
Inventing Arguments, 3rd Edition
Mauk | Metz
978-1-111-84054-9
Also Available: Brief Edition
NEW! The Well-Crafted Argument: Across the Curriculum
White | Billings
978-1-133-05047-6
LITERATURE

Literature: Reading, Reacting, Writing, 8th Edition
Kirszner | Mandell
978-1-111-34480-1
Also Available: Portable and Compact Editions
Portable
978-1-111-83904-8
Compact
978-1-111-83901-7
Legacies: Fiction, Poetry, Drama, Nonfiction, 5th Edition
Schmidt | Crockett
978-0-495-89803-0
Also Available: Portable Edition

Request a Review Copy Online: www.cengage.com/english
“They Say / I Say” with Readings 2e
GERALD GRAFF / CATHY BIRKENSTEIN / RUSSEL DURST
The best-selling text-reader on academic writing, with readings that will provoke students to think—and write—about 5 important issues: Is Higher Education Worth the Price? Is Pop Culture Actually Good for You? Is Fast Food the New Tobacco? Why Does It Matter Who Wins the Big Game? What’s Up with the American Dream?
“Hands down it’s the best composition book I’ve ever come across.”
—MICHAEL JAUCHEN, COLBY-SAWYER COLLEGE

Back to the Lake: A Reader for Writers 2e
THOMAS COOLEY
A fresh take on the rhetorical modes, showing how they are used in texts of all kinds—and that they are central to all the writing, speaking, and thinking that we do. Now with 34 new readings, a chapter on academic writing, and editorial apparatus that explicitly links the readings to the writing instruction.
“Wow. These are essays I’d be excited to teach. Fabulous work!”
—DARREN DEFRAIN, WICHITA STATE UNIVERSITY

The Norton Reader 13e
LINDA PETERSON / JOHN BRERETON / JOSEPH BIZUP
ANNE FERNALD / MELISSA GOLDSWHAITE
The book that has introduced millions of writing students to the essay as a genre, now with a new generation of editors, and a unique new website that allows you to sort and search for readings by theme, genre, mode, and keyword.
“It’s a book that prompts both instructors and students to think about many of the most important questions being discussed across the academy today. And it gives our very diverse faculty plenty of choice at a reasonable price.”
—ALAN AINSWORTH, HOUSTON COMMUNITY COLLEGE
Everyone’s an Author
ANDREA LUNSFORD / LISA EDE / BEVERLY MOSS
CAROLE CLARK PAPPERT / KEITH WALTERS
A new rhetoric whose title reflects the reality that today everyone with a computer can publish what they write—and that invites students to see themselves as authors, giving them the tools to write across genres, media, cultures, and audiences.

Available July 2012 with and without an anthology of readings, in print or as an ebook. Please come to the Norton booth to get a preview booklet.

“This is a book that’s driven by rhetorical theory, focused on the genres students need to write, attuned to real-world writing, and responsive to both digital and print discourses: all good things, in my opinion. It would fit nicely, I think, with my program’s goals.”
—WILLIAM LALICKER, WEST CHESTER UNIVERSITY

The Little Seagull Handbook
RICHARD BULLOCK / FRANCINE WEINBERG
The only pocket handbook that covers the specific kinds of writing students are routinely assigned: arguments, analyses, reports, narratives, and more. Available as a spiral-bound book and in a digital format for iPhones and other handheld devices.

“Smart and useful—and well-designed. Students can easily find what they need.”
—SUSANMARIE HARRINGTON, UNIVERSITY OF VERMONT

The Norton Mix
A database of 350 selections—mostly essays, but also stories, poems, plays, speeches, and images—for creating a custom reader.

“The Norton Mix is exactly what we hoped for . . . and the process of putting together our own reader was straightforward and oddly rewarding. Working with Norton—book people—was a pleasure.”
—KEN COOK, NATIONAL PARK COMMUNITY COLLEGE
Pearson – We believe in learning.

Ready.
You’re ready to pioneer new frontiers—to meet the challenges of these changing times and engage your students through innovative approaches and dynamic course materials. Pearson is ready to help. Publishers of Samuel Johnson’s *Dictionary* and Roget’s *Thesaurus*, we’ve been shaping the landscape of how English is taught and used for over 200 years. In the past decade, Pearson has partnered with you to develop digital solutions, including the market-leading English MyLab products, which have helped over 2 million students succeed in their writing and reading endeavors. From printing press to iPad®, Pearson delivers solid content with proven results.

Set.
You’ve set a course for yourself and your students. You know your destination and how to get there. Because each student learns and each instructor teaches in his or her own way, Pearson offers a full range of customizable digital and print-based materials to support your journey. Additionally, we provide more professional development resources and training opportunities than any other partner, to speed you and your students toward your goals.

Let’s Go.
Like you, we know that wherever learning and literacy flourish, so do people and communities. Visit us at [www.englishinstructorexchange.com](http://www.englishinstructorexchange.com) to learn how we can work together to help students achieve academic success and continue the journey as lifelong learners, engaged with the world, its people and its possibilities.
NEW IN HANDBOOKS

The Little, Brown Handbook
H. Ramsey Fowler & Jane E. Aaron

Compact Handbook
Jane E. Aaron

The Little Penguin Handbook
Lester B. Faigley

The Little DK Handbook
Anne Frances Wysocki & Dennis A. Lynch

NEW IN RHETORICS

Writing
Lester B. Faigley
Available in Brief and Concise

Writing Today
Christine A. Hult

Writing Online
Richard Johnson-Sheehan & Charles Paine

Student's Book of College English
David Skwire & Harvey S. Wiener

NEW IN ARGUMENT

Writing Arguments
John D. Ramage, John C. Bean & June C. Johnson
Available in Brief and Concise

Perspectives on Argument
Nancy V. Wood
Available in Concise

Envision
Christine Alfano & Alyssa O'Brien
Available with Readings

Good Reasons
Lester B. Faigley & Jack Selzer
Available with Readings

PEARSON
NEW IN READERS

Greg Barnhisel
Diana George & John Trimbur
Gary J. Goshgarian
Aaron Morales

NEW IN READERS

John J. Ruszkiewicz,
Daniel Anderson & Christy Friend
James C. McDonald
Kim Flachmann & Michael Flachmann
Judith Nadell,
John A Langan & Eliza A. Comodromos

NEW IN RESEARCH

Bruce Ballenger
Jim D. Lester Jr. & James D. Lester (late)

ALWAYS LEARNING
NEW TECHNOLOGY SOLUTIONS
Proven Results • Engaging Experiences • Trusted Partner
Over 2 million students and 1,000 programs have used an English MyLab product from Pearson. Why? Because they work. Learn about the success instructors and students have had with our English MyLab products at www.pearsonhighered.com/englishmylabs. (click “Success Stories”)

MyWritingLab™
MyWritingLab helps with skill remediation and writing improvement via two practice engines: Writing Skills, mastery based skill practice offering progressive exercise sets, and Writing Practice, low-stakes writing practice where students’ written submissions are automatically scored by Pearson’s proven Intelligent Essay Assessor.

MyCompLab®
MyCompLab provides instructors with the flexibility to teach their course their way. Whether it is increasing grading efficiency or just reducing the amount of time spent building assignments or peer review groups, MyCompLab empowers instructors to direct their course based on their objectives and helps them negotiate the practical details of composition instruction.

For more information, please stop by the Pearson booth, visit www.pearsonhighered.com/english, or contact your local Pearson representative at www.pearsonhighered.com/replocator.
Bedford Service & Support
We’re here for you.

The Bedford Promise
Visit us at our booth and online to explore all the things we deliver for teachers—including classroom, pedagogical, and technical support.
Explore bedfordstmartins.com/support.

The Bedford Test Drive
You’re a crucial part of what we do. Visit us at our booth to test-drive our media—and sign up online to get e-mail updates and invitations to review the books and media we have in the pipeline.
Sign up bedfordstmartins.com/englishupdates.

Your Bedford Account
With a Bedford Instructor Account, you can download and request copies of Instructor Manuals, test banks, PowerPoint presentations, Bedford Coursepacks, and more.
Sign up bedfordstmartins.com/myaccount.
Bedford/St. Martin’s
you get more | visit us at booths 300-306

Bedford Professional Resources

Because teaching is central to composition, Bedford/St. Martin’s is committed to supporting the work that teachers do. Visit TeachingCentral for a complete list of free print and online professional resources for instructors. bedfordstmartins.com/teachingcentral

**NEW**

**Writing Together**
Collaboration in Theory and Practice

Andrea A. Lunsford
Stanford University

Lisa Ede
Oregan State University

**NEW**

**The Bedford Bibliography for Teachers of Writing**
Seventh Edition

Nedra Reynolds
University of Rhode Island

Jay Dolmage
University of Waterloo

Patricia Bizzell
College of the Holy Cross

Bruce Herzberg
Bentley College
Hacker handbooks:
Student-tested. Teacher-trusted.

**Rules for Writers**
Seventh Edition

*Rules for Writers* has been thoroughly tested in classrooms and writing centers all over America. It’s the handbook students buy because it’s affordable; it’s the handbook students use because it’s accessible. And it’s the handbook instructor’s trust because the advice is clear and the coverage is comprehensive. Also available in a tabbed version that includes a section on writing about literature.

**A Pocket Style Manual**
Sixth Edition

*The Bedford Handbook* is a straightforward, inexpensive quick reference, with content flexible enough to suit the needs of writers in the humanities, social sciences, sciences, health professions, business, and beyond. Its slim format, brief length, and spiral binding make it easy for students to keep the book with them for every writing assignment, in any class.

NEW

When it comes to value, *Rules* rules

NEW

The handbook students hold on to
The writer’s handbook—reimagined

**Writer’s Help**
An Online Handbook

Diana Hacker, Stephen A. Bernhardt, and Nancy Sommers

Based on the content writing teachers trust, informed by interviews with more than 2,000 college writers, and powered by a search engine that recognizes student language, *Writer’s Help* is a robust new handbook—one that helps close the gap between search and find.

**Support for teaching with any Hacker handbook**

*hackerhandbooks.com*

**Between the Drafts**
A Teaching Journal

Read Nancy Sommer’s updates about working with student writers.

**Teaching with Hacker Handbooks**
Marcy Carbajal Van Horn

Check out lesson plans, customizable activities, and advice about integrating a handbook into your course. Available online and in print.
Andrea Lunsford knows student writing

The St. Martin's Handbook is the first handbook to help students build on the smart decisions they make as social writers in order to succeed in their academic and professional work.

The Everyday Writer's more visual coverage of the writing process, research and documentation, and critical thinking and argument help prepare students for today's everyday writing challenges—from managing a research project to texting a professor.

EasyWriter distills Andrea Lunsford's teaching and research into the essentials that writers need to make good rhetorical choices—all in a pocket handbook that's easy to use, easy to carry, and easy to afford.

Support for teaching with any Lunsford handbook

lunsfordhandbooks.com

Follow Andrea Lunsford on Facebook

Teach to Teacher
A Bedford Bits Blog
Read Andrea Lunsford's updates on the literacy revolution.

Teaching with Lunsford Handbooks
Unleash your handbook's potential with a collection of advice, teaching tips, and sample documents. Available online and in print.
Because there is more than one writing process

How to Write Anything
A Guide and Reference with Readings
Second Edition

John J. Ruszkiewicz, University of Texas at Austin
Jay T. Dolmage, University of Waterloo

Designed to be clear and simple, the Guide lays out focused advice for writing common academic and real-world genres, while the Reference covers the range of writing skills that students need as they work across genres and disciplines. Genre-based readings engage students and inspire ideas. The result is everything you need to teach composition in a flexible, highly visual guide, reference, and reader. The second edition gives students more support for academic writing, more help choosing and working with genres, and new advice on multimodal composing. Now includes multimodal content in the e-Library for How to Write Anything packaged for free with the print book.

“My students and my teachers are absolutely delighted with this text. It offers everything that is needed to supplement the classroom without overwhelming students. The voice and tone of the text are always encouraging for students and never condescending.”

— Karen Jobe, Oklahoma State University- Oklahoma City
Successful College Writing
Skills, Strategies, Learning Styles
Fifth Edition
Kathleen T. McWhorter
Niagara County Community College

Because so many first-year writing students lack
the basic skills the course demands, reading
specialist McWhorter offers step-by-step strategies
for writing and research, detailed coverage of the
nine rhetorical patterns of development, extensive
instruction in active and critical reading, 60 readings
that provide strong rhetorical models, and practical
advice on study and college survival skills, as well as
an easy-to-use handbook in the complete edition.

St. Martin’s Guide coverage—brief and
value-priced

Axelrod & Cooper’s Concise
Guide to Writing
Sixth Edition
Rise B. Axelrod, University of California, Riverside
Charles R. Cooper, University of California, San Diego

Adapted from the best-selling St. Martin’s Guide to
Writing, Axelrod & Cooper’s Concise Guide to Writing
provides complete writing coverage in a brief format and
at a great price. Streamlined and redesigned, this new
edition represents a bold reimagining of the way students
work and offers them practical, class-tested strategies for
writing effectively in an increasingly visual world.
A brief guide that takes reading seriously

**Writing in Response**
Matthew Parfitt  
*Boston University’s College of General Studies*

*Writing in Response* is a flexible, brief rhetoric that offers a unique focus on analysis and reflection—the skills at the heart of academic writing. It helps students compose academic essays by showing how active reading and exploratory writing bring fresh ideas to light and how informal response is developed into polished, documented prose. Extensively class tested, *Writing in Response* emphasizes the key techniques common to reading, thinking, and writing throughout the humanities and social sciences by teaching students the value of a social, incremental, and recursive writing process.

New for writing and research

**FieldWorking**
*Reading and Writing Research Fourth Edition*  
*Boston, New York, London*  
*Elizabeth Zhou, Bronwyn F. Bishop*

*FieldWorking* Write, and engage the world

**The Bedford Researcher**  
*The research writer’s survival guide*  
*Bedford/St. Martin’s*  
*bedfordstmartins.com/bedfordresearcher/catalog*
What’s new in readers?

What is the value of a reader? A great reader connects with students. It pulls in texts and images, compelling ideas and concrete models, and a few surprises. But a high-quality reader is more than the sum of its parts. It gives you—and your students—a structure to build on, a framework for talking together and doing the work of composition.

See what’s new at bedfordstmartins.com/readers.
Bedford/St. Martin’s
you get more | visit us at booths 300-306

Demystifies academic writing

**From Inquiry to Academic Writing**
A Text and Reader
Second Edition

Stuart Greene, University of Notre Dame
April Lidinsky, Indiana University South Bend

*From Inquiry to Academic Writing: A Text and Reader* demystifies cross-curricular thinking and writing by breaking it down into a series of habits and skills that students can learn in order to join academic conversations. The second edition features many more, varied, and contemporary readings throughout. The extensive thematic reader, newly organized around specific disciplines, opens up thought-provoking conversations about key issues in Education, Media Studies, Business, International Relations, Biology, and Environmental Studies.

Make writing the center of the writing course

**Writing about Writing**
A College Reader

Elizabeth Wardle, University of Central Florida
Doug Downs, Montana State University

Quickly adopted by hundreds of instructors, *Writing about Writing* presents accessible writing studies research by authors such as Donald Murray, Mike Rose, and Deborah Brandt, together with popular texts by authors such as Malcolm X, Sherman Alexie, and Junot Díaz. Throughout the book, friendly explanations and scaffolded questions help students connect to readings and—even more important—develop knowledge about writing they can use in college, at work, and in their everyday lives.

bedfordstmartins.com/
frominquiry/catalog
bedfordstmartins.com/
writingsaboutwriting/
catalog
A reader for every budget

THE PORTABLE SERIES: Our most affordable option at only $25 net.

MID-SIZE EXCEPTIONAL PRICE: Only $32 net.

SPECIAL VALUE OFFER

Package any portable reader with Diana Hacker’s Rules for Writers for only $40 net.

Package either mid-size reader with Diana Hacker’s Rules for Writers for only $50 net.

EVERYDAY VALUES: Compare all our reader prices—already 10-20% below the competition.

EVERYDAY VALUES: Package any two Bedford/St. Martin’s composition titles and save 20% on the package.
The best-selling technical communication text for a reason

Technical Communication
Tenth Edition
Mike Markel, Boise State University

Technical Communication models the principles it teaches, demonstrating practical strategies that students can put to use right away—in class or on the job. Mike Markel offers clear, friendly advice and up-to-the-minute real-world examples to show students how to tackle the major types of documents and writing situations they will encounter in their professional lives. Easy-to-reference guidelines, up-to-date Tech Tips, and handy checklists throughout the book help students apply appropriate strategies. With every edition, instructors tell us, Markel continues to get it right. Now available with Multimedia Models packaged for free.

Quick-access references with all the writing models students need
Help students discover why and how literature matters

Making Literature Matter
An Anthology for Readers and Writers
Fifth Edition
John Schilb, Indiana University
John Clifford, University of North Carolina at Wilmington

In its fifth edition, Making Literature Matter continues to deliver on the promise of its title. Its thematic anthology gathers memorable stories, poems, plays, and essays into unique literary clusters addressing issues that rouse passionate responses in students. At the same time, its comprehensive rhetoric shows students how to harness those responses into thoughtful arguments about the issues raised by the clusters and the literature.

Approaching Literature
Reading • Thinking • Writing
Third Edition
Peter Schakel, Hope College
Jack Ridl, Hope College

With its affordable price, its streamlined and student-friendly text, and its commitment to showcasing the most engaging and diverse literary works publishing right now, Approaching Literature offers all students something that will allow them to experience meaningful immersion into the world of literature.
Sized and priced to go

Literature to Go
Michael Meyer, University of Connecticut

Literature to Go is not simply a modestly sized and priced anthology of extraordinary literature. It’s a complete guide to reading and writing about literary works—from classic masterpieces to today’s flash fiction.

Also available from Michael Meyer

Introducing...

Lit Bits
Ideas for Teaching Literature and Creative Writing

Looking for new ways to teach literature? Fresh assignments for your creative writing course? Check in with our Lit Bits bloggers for teaching ideas you can use today.
New for developmental courses

Bedford/St. Martin’s, the most successful publisher of course materials for composition, is serious about writing at all levels. For basic writing courses, we take great care in creating books and media that solve real classroom challenges. See what’s new at bedfordstmartins.com/developmental.

Developed from research-driven results in the basic writing classroom

Get your students writing first

Help basic writers build a solid foundation for success

Because the real world requires real writers

Grammar made easy—at a great low price
Help developmental students focus on learning

**WritingClass**  
*A Bedford/St. Martin’s Online Course Space*

*WritingClass* makes it easier to show student writers what they’ve done and where they need to go next. Diagnostics, exercises, writing and commenting tools, step-by-step lessons, and Learning Curve—a new interactive tool that adapts to students’ skill level as it guides them through essential topics—give your students the help they need to improve writing, grammar, punctuation, and editing skills in one completely customizable course space.

Take a tour. Visit [yourwritingclass.com](http://yourwritingclass.com).

**SkillsClass**  
*A Bedford/St. Martin’s Online Course Space*

Developed for courses and programs that cover more than writing alone, *SkillsClass* features the same interactive tools as *WritingClass*, along with over 30 easy-to-assign lessons on reading, writing, grammar, and study skill topics, from Active Reading to Writing Arguments, and from Finding and Fixing Fragments to Time Management.

[Coming soon!]
Index of Participants

Letter-number combinations after names indicate sessions. Special Interest Groups on Thursday, 6:30 p.m.–7:30 p.m. and on Friday, 6:30 p.m.–7:30 p.m. are coded SIG. Full-Day Workshops on Wednesday, 9:00 a.m.–5:00 p.m. are coded W; Half-Day Workshops on Wednesday, 1:30 p.m.–5:00 p.m. are coded MW, AW. Other codes are as follows:

CWS .... Coalition of Women Scholars
FS .... Featured Session
FSP .... Featured Speaker
IP .... Intellectual Property Caucus
MD .... Master’s Degree Consortium
PF .... Poetry Forum
PI .... Public Image of Two-Year College
RFP .... Rhetoricians for Peace
RNF .... Research Network Forum
QRN .... Qualitative Research Network

A

Accardi, Steven: N 20
Ackerman, John: MW 8
Adachi, Joshua: J 08
Adams, G. Travis: K 24
Adams, Heather: L 28
Adams, Janah: RNF
Adams, Megan: RNF
Adams, Peter: W 7, K 04
Adams Wooten, Courtney: E 13
Adang, Rosemary: N 30
Adkins, Kaye: J 03
Adkins, Tabetha: C 32, RNF
Adler-Kassner, Linda: A 36, B 06, E 33
Adsanatham, Chanon: D 01
Adsanatham, Chanon: D 01
Adsit, Janelle: K 01
Agnew, Lois: F 03, I 33
Aichinger, Scott: L 33
Akassi, Monique: J 19
Akbas, Erdem: W 5
Alam, Sadaf: K 33
Albemaz, Joe: A 13
Alberti, John: H 14
Alden, Michael: G 31
Alexander, Buzz: W 10
Alexander, Christopher: G 04
Alexander, Jonathan: E 34
Alexander, Kara Poe: N 01
Alfano, Christine: W 2, N 27
Allan, Elizabeth: F 27, RNF
Allen, Ira: A 18
Allen, Jan: K 04
Almjeld, Jen: H 30
Alusow Hart, Sharon: M 33
Alvarez, Steven: N 05
Amidon, Timothy: IP, C 29
Ampadu, Lena: M 34
Andelora, Jeffrey: H 28
Andersen, Erin M.: E 08
Andersen, Rebekka: B 15
Anderson, Amy: K 06
Anderson, Dan: A 13
Anderson, Dana: A 18
Anderson, Daniel: MW 7
Anderson, Erin R.: E 22
Anderson, Joyce Rain: F 33
Anderson, Paul: W 2, AW 7, E 10
Anderson, Wendy K. Z.: B 33
Andrew, Klobucar: A 14
Andrews, Kimberly Quiogue: K 01
Andrus, Sonja: J 04
Angeli, Elizabeth L.: B 04
Anheier, Paul: M 19
Anokye, Akua Duku: M 34
Ansari, Shamim: L 23
Applegarth, Risa: L 29
Arbor, Joy: A 17
Arca, Rosemary: F 15
Arduer, Lora: C 09
Arnold, Ellen: K 18
Arnold, Jacqueline: MW 4
Arnold, Lisa: W 5
Arola, Kristin: E 29, J 15
Arroyo, Sarah: W 13
Artze-Vega, Isis: A 06
Arzt, Judy: L 17
Ashby, Dominic: H 12
Ashley, Hannah: W 7, TSIG 13
Ashlock, Sarah: N 07
Ashwood-Gegas, Barbara: M 05
Athon, Amanda: M 11
Atkins, Anthony: RNF
August, Anita: L 32
Augustine, Jada: H 04
Aull, Laura: G 08
Aune, Jeanine: M 29
Austin, James: I 05
Austin, Julia: MW 6
Autrey, Ken: D 13
Avci, Neval: W 5, C 22
Awad Scrocco, Diana: E 26

Babb, Jacob: D 13, RNF
Babb, Ruth: K 03
Babcock, Rebecca: AW 11, H 24
Baca, Damián: AW 12
Baca, Isabel: AW 3, AW 12
Bachelor Robinson, Michelle: E 20
Bahls, Patrick: G 14
Bailey, Deborah: D 33
Bailey, Lisa: RNF
Baillargeon, Kathryn: G 26

Bair Van Dam, Cynthia: H 32
Baird, Neil: E 02, TSIG 16
Baker, Anthony: N 14
Baker, Beverly: I 03
Baker, Laura: N 17
Baker, Tracey: MW 6
Baldwin, Evelyn: K 24
Baldwin, Kathleen: N 25
Ball, Cheryl: A 26
Ballard, Kim: RNF
Balletine, Brian: D 31
Ballif, Michelle: B 19
Balzhiser, Deborah: A 34
Balzotti, Jonathan: D 17
Banks, Will: B 27
Barbara, Lewis: G 11
Barber, Joy: RNF
Barnard, Ian: F 01
Barnes-Pietsrzynski, Jessica: B 05
Barnett, Scot: H 13
Barrett, Jenna: M 32, RNF
Barrett-Fox: Jason: W 6, L 28
Barrios, Barclay: C 14
Barro, Linda: G 28
Barron, Paul: G 07
Barros, Jessica: K 17
Bartlett, Lesley: RNF
Bartolotta, Joseph: C 32
Barton, Matthew: W 3, D 30
Baugher, Christopher: G 20
Bateman, Cynthia: E 06, RNF
Batova, Tatiana: B 15
Battistelli, Todd: B 07
Batts, Jacqui: N 28
Bauer, Holly: M 24
Bauknight, Lee: G 24
Bawarshi, Anis: D 34
Bayyurt, Yasemin: W 5
Bazerman, Charles: C 10, D 34, F 35
Beach, David R.: F 07
Bean, Janet: F 37
Bean, John: C 11
Bean, Kit: M 09
Bearden, Logan: G 03, N 22
Beare, Zachary: RNF
Beaudin, Andrea: J 28
Beck, Estee: RNF
Becker, Stephanie L.: G 16
Begley, Lauren: K 16
Beitler, James: F 08
<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Gender</th>
<th>First Initial</th>
<th>Last Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belcher, Kristen</td>
<td>M</td>
<td>Kristen</td>
<td>M</td>
<td>16</td>
</tr>
<tr>
<td>Belk, John</td>
<td>K</td>
<td>John</td>
<td>K</td>
<td>01</td>
</tr>
<tr>
<td>Bell McQuaid, Stacy</td>
<td>F</td>
<td>Stacy</td>
<td>F</td>
<td>28</td>
</tr>
<tr>
<td>Belli, Jill</td>
<td>A</td>
<td>Jill</td>
<td>A</td>
<td>37</td>
</tr>
<tr>
<td>Bello, Anne</td>
<td>W</td>
<td>Anne</td>
<td>W</td>
<td>11</td>
</tr>
<tr>
<td>Bellwoar, Hannah</td>
<td>G</td>
<td>Hannah</td>
<td>G</td>
<td>22</td>
</tr>
<tr>
<td>Bender, Ashly</td>
<td>D</td>
<td>Ashly</td>
<td>D</td>
<td>27</td>
</tr>
<tr>
<td>Bennett, Gary</td>
<td>F</td>
<td>Gary</td>
<td>F</td>
<td>24</td>
</tr>
<tr>
<td>Bensen-Barber, Beth</td>
<td>N</td>
<td>Beth</td>
<td>N</td>
<td>18</td>
</tr>
<tr>
<td>Benson, Nancy</td>
<td>R</td>
<td>Nancy</td>
<td>R</td>
<td>N</td>
</tr>
<tr>
<td>Benz, Brad</td>
<td>F</td>
<td>Brad</td>
<td>F</td>
<td>07</td>
</tr>
<tr>
<td>Berenguel, Joseph</td>
<td>E</td>
<td>Joseph</td>
<td>E</td>
<td>17</td>
</tr>
<tr>
<td>Bergman, Beck</td>
<td>E</td>
<td>Beck</td>
<td>E</td>
<td>10</td>
</tr>
<tr>
<td>Bergman, Rebecca</td>
<td>W</td>
<td>Rebecca</td>
<td>W</td>
<td>2</td>
</tr>
<tr>
<td>Bergmann, Linda</td>
<td>A</td>
<td>Linda</td>
<td>A</td>
<td>33</td>
</tr>
<tr>
<td>Bernard-Donals, Michael</td>
<td>A</td>
<td>Michael</td>
<td>A</td>
<td>17</td>
</tr>
<tr>
<td>Bernstein, Mashey</td>
<td>D</td>
<td>Mashey</td>
<td>D</td>
<td>12</td>
</tr>
<tr>
<td>Bernstein, Susan Naomi</td>
<td>W</td>
<td>Naomi</td>
<td>W</td>
<td>7, RNF</td>
</tr>
<tr>
<td>Berrigan, Timothy</td>
<td>B</td>
<td>Timothy</td>
<td>B</td>
<td>21</td>
</tr>
<tr>
<td>Berry, Debra</td>
<td>N</td>
<td>Debra</td>
<td>N</td>
<td>33</td>
</tr>
<tr>
<td>Berry, Patrick</td>
<td>W</td>
<td>Patrick</td>
<td>W</td>
<td>10, J 22</td>
</tr>
<tr>
<td>Bertken, Amy</td>
<td>L</td>
<td>Amy</td>
<td>L</td>
<td>25</td>
</tr>
<tr>
<td>Bertsch, Deborah</td>
<td>RNF</td>
<td>Deborah</td>
<td>RNF</td>
<td></td>
</tr>
<tr>
<td>Bérubé, Michael</td>
<td>C</td>
<td>Michael</td>
<td>C</td>
<td>14</td>
</tr>
<tr>
<td>Bessette, Jean</td>
<td>G</td>
<td>Jean</td>
<td>G</td>
<td>02</td>
</tr>
<tr>
<td>Bezner, Kevin</td>
<td>E</td>
<td>Kevin</td>
<td>E</td>
<td>25</td>
</tr>
<tr>
<td>Bianco, Jamie “Skye”</td>
<td>A</td>
<td>Jamie</td>
<td>A</td>
<td>11</td>
</tr>
<tr>
<td>Biggs Chaney, Sara</td>
<td>M</td>
<td>Sara</td>
<td>M</td>
<td>01</td>
</tr>
<tr>
<td>Bird, Barb</td>
<td>AW</td>
<td>Barb</td>
<td>AW</td>
<td>11, K 25, TSIG 2</td>
</tr>
<tr>
<td>Bizup, Joe</td>
<td>I</td>
<td>Joe</td>
<td>I</td>
<td>14</td>
</tr>
<tr>
<td>Bizzaro, Patrick</td>
<td>L</td>
<td>Patrick</td>
<td>L</td>
<td>03</td>
</tr>
<tr>
<td>Bizzaro, Resa Crane</td>
<td>F</td>
<td>Resa</td>
<td>F</td>
<td>19, FSIG 4</td>
</tr>
<tr>
<td>Blackburn, Lorelei</td>
<td>A</td>
<td>Lorelei</td>
<td>A</td>
<td>03</td>
</tr>
<tr>
<td>Blackmon, Phillip</td>
<td>E</td>
<td>Phillip</td>
<td>E</td>
<td>20</td>
</tr>
<tr>
<td>Blain, Heather</td>
<td>H</td>
<td>Heather</td>
<td>H</td>
<td>06</td>
</tr>
<tr>
<td>Blair, Kristine</td>
<td>E</td>
<td>Kristine</td>
<td>E</td>
<td>05</td>
</tr>
<tr>
<td>Blake, Andrew C.</td>
<td>N</td>
<td>Andrew</td>
<td>C</td>
<td>09</td>
</tr>
<tr>
<td>Blake, Eliot</td>
<td>L</td>
<td>Eliot</td>
<td>L</td>
<td>16</td>
</tr>
<tr>
<td>Blakely, Barb</td>
<td>F</td>
<td>Barb</td>
<td>F</td>
<td>25</td>
</tr>
<tr>
<td>Blakeslee, Ann</td>
<td>A</td>
<td>Ann</td>
<td>A</td>
<td>21</td>
</tr>
<tr>
<td>Blanchard, Wendy</td>
<td>E</td>
<td>Wendy</td>
<td>E</td>
<td>16</td>
</tr>
<tr>
<td>Blank, Ryan</td>
<td>H</td>
<td>Ryan</td>
<td>H</td>
<td>03</td>
</tr>
<tr>
<td>Blankenship, Chris</td>
<td>RNF</td>
<td>Chris</td>
<td>RNF</td>
<td></td>
</tr>
<tr>
<td>Blau, Sheridan</td>
<td>N</td>
<td>Sheridan</td>
<td>N</td>
<td>35</td>
</tr>
<tr>
<td>Bleakney, Julia</td>
<td>I</td>
<td>Julia</td>
<td>I</td>
<td>06</td>
</tr>
<tr>
<td>Bliman, Eric</td>
<td>N</td>
<td>Eric</td>
<td>N</td>
<td>23</td>
</tr>
<tr>
<td>Bloom, Lynn Z.</td>
<td>W</td>
<td>Lynn Z.</td>
<td>W</td>
<td>1, L 34</td>
</tr>
<tr>
<td>Blum Malley, Suzanne</td>
<td>W</td>
<td>Suzanne</td>
<td>W</td>
<td>2</td>
</tr>
<tr>
<td>Boade, Erin</td>
<td>M</td>
<td>Erin</td>
<td>M</td>
<td>23</td>
</tr>
<tr>
<td>Bockmon, Kelly</td>
<td>M</td>
<td>Kelly</td>
<td>M</td>
<td>19</td>
</tr>
<tr>
<td>Boedy, Matthew</td>
<td>H</td>
<td>Matthew</td>
<td>H</td>
<td>18</td>
</tr>
<tr>
<td>Boettler, Lynn</td>
<td>K</td>
<td>Lynn</td>
<td>K</td>
<td>06</td>
</tr>
<tr>
<td>Bogart, Benjamin</td>
<td>F</td>
<td>Benjamin</td>
<td>F</td>
<td>02</td>
</tr>
<tr>
<td>Bohr, Dennis</td>
<td>M</td>
<td>Dennis</td>
<td>M</td>
<td>33</td>
</tr>
<tr>
<td>Bolinder, Megan M.</td>
<td>F</td>
<td>Megan M.</td>
<td>F</td>
<td>36</td>
</tr>
<tr>
<td>Bollin, Carol</td>
<td>A</td>
<td>Carol</td>
<td>A</td>
<td>02</td>
</tr>
<tr>
<td>Bommarito, Dan</td>
<td>K</td>
<td>Dan</td>
<td>K</td>
<td>13</td>
</tr>
<tr>
<td>Boquet, Elizabeth</td>
<td>C</td>
<td>Elizabeth</td>
<td>C</td>
<td>08</td>
</tr>
<tr>
<td>Boryczka, Jocelyn</td>
<td>C</td>
<td>Jocelyn</td>
<td>C</td>
<td>08</td>
</tr>
<tr>
<td>Bose, Dev</td>
<td>QRN</td>
<td>Dev</td>
<td>QRN</td>
<td></td>
</tr>
<tr>
<td>Bou Ayash, Nancy</td>
<td>I</td>
<td>Nancy</td>
<td>I</td>
<td>26</td>
</tr>
<tr>
<td>Bourelle, Andrew</td>
<td>C</td>
<td>Andrew</td>
<td>C</td>
<td>18</td>
</tr>
<tr>
<td>Bourelle, Tiffany</td>
<td>I</td>
<td>Tiffany</td>
<td>I</td>
<td>27</td>
</tr>
<tr>
<td>Bowdon, Melody</td>
<td>A</td>
<td>Melody</td>
<td>A</td>
<td>06</td>
</tr>
<tr>
<td>Bowen, Betsy</td>
<td>F</td>
<td>Betsy</td>
<td>F</td>
<td>18</td>
</tr>
<tr>
<td>Bowen, David</td>
<td>J</td>
<td>David</td>
<td>J</td>
<td>15</td>
</tr>
<tr>
<td>Bowles, Laura</td>
<td>RNF</td>
<td>Bowles</td>
<td>RNF</td>
<td></td>
</tr>
<tr>
<td>Bowles, Sarah</td>
<td>C</td>
<td>Sarah</td>
<td>C</td>
<td>23</td>
</tr>
<tr>
<td>Bowman, Jim</td>
<td>D</td>
<td>Jim</td>
<td>D</td>
<td>13</td>
</tr>
<tr>
<td>Bowman, Randall</td>
<td>E</td>
<td>Randall</td>
<td>E</td>
<td>01</td>
</tr>
<tr>
<td>Boyce, Ayesha</td>
<td>E</td>
<td>Ayesha</td>
<td>E</td>
<td>04</td>
</tr>
<tr>
<td>Boyle, Casey</td>
<td>K</td>
<td>Casey</td>
<td>K</td>
<td>27</td>
</tr>
<tr>
<td>Brack, Lori</td>
<td>A</td>
<td>Lori</td>
<td>A</td>
<td>23</td>
</tr>
<tr>
<td>Bradbury, Kelly</td>
<td>J</td>
<td>Kelly</td>
<td>J</td>
<td>13</td>
</tr>
<tr>
<td>Bradley, Desi</td>
<td>M</td>
<td>Desi</td>
<td>M</td>
<td>11</td>
</tr>
<tr>
<td>Bradley, Linda</td>
<td>W</td>
<td>Linda</td>
<td>W</td>
<td>2, E 10</td>
</tr>
<tr>
<td>Bradshaw, Leslie</td>
<td>C</td>
<td>Leslie</td>
<td>C</td>
<td>20</td>
</tr>
<tr>
<td>Branch, Erin</td>
<td>E</td>
<td>Branch</td>
<td>E</td>
<td>18</td>
</tr>
<tr>
<td>Branch, Kirk</td>
<td>C</td>
<td>Branch</td>
<td>C</td>
<td>32</td>
</tr>
<tr>
<td>Brandenburg, Laura</td>
<td>N</td>
<td>Laura</td>
<td>N</td>
<td>32</td>
</tr>
<tr>
<td>Brandt, Deborah</td>
<td>B</td>
<td>Deborah</td>
<td>B</td>
<td>35</td>
</tr>
<tr>
<td>Branstetter, Heather</td>
<td>B</td>
<td>Heather</td>
<td>B</td>
<td>29</td>
</tr>
<tr>
<td>Brantner, Mark</td>
<td>N</td>
<td>Mark</td>
<td>N</td>
<td>26</td>
</tr>
<tr>
<td>Bras, Harris</td>
<td>F</td>
<td>Harris</td>
<td>F</td>
<td>06</td>
</tr>
<tr>
<td>Braun, MJ</td>
<td>RFP</td>
<td>Braun</td>
<td>MJ</td>
<td></td>
</tr>
<tr>
<td>Brazeeau, Alicia</td>
<td>G</td>
<td>Alicia</td>
<td>G</td>
<td>15</td>
</tr>
<tr>
<td>Bremen, Brian</td>
<td>F</td>
<td>Bremen</td>
<td>F</td>
<td>16</td>
</tr>
<tr>
<td>Brenda, Wiens</td>
<td>M</td>
<td>Brenda</td>
<td>M</td>
<td>13</td>
</tr>
<tr>
<td>Brewer, Elizabeth</td>
<td>N</td>
<td>Elizabeth</td>
<td>N</td>
<td>25</td>
</tr>
<tr>
<td>Brewster, Cori</td>
<td>D</td>
<td>Cori</td>
<td>D</td>
<td>06</td>
</tr>
<tr>
<td>Bridges, Bill</td>
<td>J</td>
<td>Bill</td>
<td>J</td>
<td>23</td>
</tr>
<tr>
<td>Bridgewater, Matthew</td>
<td>QRN</td>
<td>Matthew</td>
<td>QRN</td>
<td></td>
</tr>
<tr>
<td>Bridgman, Katherine</td>
<td>B</td>
<td>Katherine</td>
<td>B</td>
<td>09</td>
</tr>
<tr>
<td>Briggs, Timothy</td>
<td>A</td>
<td>Timothy</td>
<td>A</td>
<td>04</td>
</tr>
<tr>
<td>Brinkschulte, Melanie</td>
<td>W</td>
<td>Melanie</td>
<td>W</td>
<td>5</td>
</tr>
<tr>
<td>Britt, Erica</td>
<td>K</td>
<td>Erica</td>
<td>K</td>
<td>02</td>
</tr>
<tr>
<td>Britt-Smith, Laurie</td>
<td>RNF</td>
<td>Britt-Smith</td>
<td>Laurie</td>
<td>RNF</td>
</tr>
<tr>
<td>Brizee, Allen</td>
<td>J</td>
<td>Allen</td>
<td>J</td>
<td>19, RNF</td>
</tr>
<tr>
<td>Broad, Bob</td>
<td>MW</td>
<td>Bob</td>
<td>MW</td>
<td>2, B 26</td>
</tr>
<tr>
<td>Brock, Kevin</td>
<td>W</td>
<td>Kevin</td>
<td>W</td>
<td>12</td>
</tr>
</tbody>
</table>
Brock, Kylikki: H 11
Brockman, Elizabeth: FSIG 20
Broeeckel, Tara: M 28
Bromley, Pam: E 21
Brooke, Robert: G 29
Brooks, Ronald Clark: A 27
Brooks, Peter: H 27
Brooks, Ron: K 23
Brown, James: C 25
Brown, Robert (Robin): H 31
Browne, Kevin: E 20
Browning, Randi: D 12
Broyles, Kathryn: W 14
Bruce, Shanti: AW 4, J 06, N 27
Bruch, Patrick: H 16
Bruneggermann, Brenda: J 33
Buck, Amber: M 03
Buck, Katherine M.: C 26
Buckner, Jennifer: QRN
Buehl, Jonathan: FSIG 19
Buell, Marcia: B 24
Bulster, Tim: N 28
Bunn, Mike: T S I G 4
Bunner, Emily: F 09
Burdick, Melanie: M 16, RNF
Burkett, Kristen: I 11
Burleson, Debra D.: B 04
Burmester, Beth: B 14 (DELETE)
Burns, Deborah: J 01
Burns, William: E 18
Burnside, Elkie: A 27
Burrows, Cedric: J 18
Burton, Vicki Tolar: F 03
Busser, Cristine: RNF
Butler, Dennis: A.05
Butler, Jodie: D 35
Buyserie, Beth: F 20

C

Cadle, Lanette: IP
Cagle, Lauren: D 03
Cain, Kathleen: F 21
Cain, Mary Ann: L 03
Calhoon-Dillahunt, Carolyn: H 07
Camp, Heather: AW 11
Campbell, Jennifer: F 08
Campbell, Lillian: K 08
Campbell, Michelle: K 16
Campbell, Trisha Red: A 11
Candarli, Duygu: W 5
Capdevielle, Matthew: B 25
Caplan, Nigel: N 15
Carillo, Ellen: T S I G 4
Carlino, Paula: H 35
Carlisle, Susan: E 14
Carlson-Casaregola, Victoria: M 05
Carpenter, William: D 07
Carr, Allison: L 25
Carrales, Rachel: A 17
Carroll, Beth: L 08
Carroll, Llana: J 01
Carroll, William: H 24
Carsey, Kerrie: E 27
Carter, Christopher: N 22
Carter, Duncan: D 24
Carter, Karen: H 21
Carter, Mike: K 10
Carter, Shannon: AW 10, A 30, C 24
Carter, Terry: AW 3
Casaregola, Vincent: A 31
Cason, Jackie: F 14
Cassity, Kathy: A 23
Caswell, Nicole: A 32
Cavallaro, Alexandra: F 12
Cedillo-Tootalian, Christina V.: L 11
Cella, Laurie: MW 9
Cellio, Jen: H 14
Center, Carole: C 16
Ceraso, Steph: B 16
Chamberlain, Elizabeth: C 34
Champagne, Maurice C.: E 19
Chandler, Erin: K 09
Chaney, Sara Biggs: AW 2
Chappelow, Brent: K 13
Chaput, Catherine: RFP
Charlton, Michael: G 13
Chaudoir, Susan: D 32
Chayko, Mary: C 26
Chemishanova, Polina: F 21
Chen, Yue: H 05
Cherry, Roger: A 22
Chhaya, Avani: N 28
Childers, Pamela: W 15, K 29, FSIG 6, RNF
Chinelly, Cynthia: C 05
Ching, Kory: L 07
Ching, Stuart: FSIG 3
Chirindo, Kundai: J 18
Chiseri-Strater, Elizabeth: I 20
Chisum, Pamela: G 13
Chiu, Scott: L 33
Choseed, Malkiel: H 28
Christoph, Julie Nelson: A 07
Christopher Carey, Kevin: B 22
Cicciarelli, Louis: G 07
Cintron, Ralph: B22
Cirilla, Anthony: K 03
Clanaugh, David: E 23
Clark, Carol Lea: M 23
Clark, Dave: B 15
Clark, Erin: D 23
Clark, Irene: D 24
Clark, J. Elizabeth: W 7, TSIG 13, N 33
Clark, Lauren: B 31
Clark, Naomi: I 07
Clark, Ryan: L 20
Clark-Oates, Angela: B 32
Clarke, Robin: K 34
Clary-Lemon, Jennifer: D 20
Clauss, Patrick: B 25
Clegg, Geoffrey: RNF
Clemens, Laura: J 03
Clemens Fox, Regina: G 25
Clemens, AmyLea: M 21
Clifton, Jennifer: MW 9
Cobos, Casie: W 8, A 01, FSIG 16
Cochran, Cynthia: RNF
Cochran, Tanya R.: M 21
Colby, Rebekah Shultz: D 15
Colby, Richard: D 15
Coley, Heidi: A.05
Coley, Toby: N 07
Collamati, Anthony: F 05
Collins, Daniel: AW 13
Collins-Frohlich, Jesslyn: K 06
Colombini, Crystal: C 18
Colton, Jaren: RNF
Comer, Kate: J 13
Condis, Megan: G 16
Condon, Frankie: AW 9, L 13, N 08
Condon, James: C 19
Condon, William: AW 9
Conley, Paige: E 08

Connolly, Lauren: A 10
Consilio, Jennifer: RNF
Coogan, David: A 03
Cooper, Cloee: M 06
Cooper, Marilyn: C 31, H 13, L 02
Cope, Brian: H 31
Cope, Emily: B 07
Copeland, Linda: A 28
Corbett, Steven: L 31
Cordaro, Danielle: L 17
Cordell, Ryan: I 14
Cortez, Jose: RNF
Costello, Kristi: AW 2, M 01
Coulter, Gretchen: E 12
Courant Rife, Martine: A 15
Cox, Anicca R.: RNF
Cox, Charles: H 32
Cox, Matthew B.: F 12
Cox, Michelle: AW 4, A 08, FSIG 6, M 31
Coxwell-Teague, Deborah: J 23
Coyle, Anne: E 05
Craig, Jennifer: W 2, E 10
Craig, Todd: K 17
Crane, Kate: J 28
Creel, Gill: F 23
Crimmins, Cynthia: D 22
Cripps, Michael: H 08
Crisp, Sally: L 01
Crotty, Marian: D 03
Crump, Adrienne: M 14
Cubbison, Laurie: IP
Cullick, Jonathan: H 14
Culver, Karen D.: G 17
Cummings, Lance: D 10
Cunningham, Jennifer: E 26
Cushman, Ellen: A 03
Cushman, Jeremy: RNF
Cutrufello, Gabriel: E 18

D

D’Angelo, Barbara: A 14
D’Errico, Jon: I 14
Dadak, Angela: AW 4, MW 5, B 23
Dadas, Caroline: I 01
Daer, Alice: K 14, N 31
Daley, James: M 19
Dallas, Phyllis: N 29
Danberg, Robert: G 13
<table>
<thead>
<tr>
<th>Name</th>
<th>Inmate Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daniel, Molly</td>
<td>B 32, N 18</td>
</tr>
<tr>
<td>Danielewicz, Jane</td>
<td>D 34</td>
</tr>
<tr>
<td>Daniell, Beth</td>
<td>A 22</td>
</tr>
<tr>
<td>Daniels, David</td>
<td>J 31</td>
</tr>
<tr>
<td>DasBender, Gita</td>
<td>M 12</td>
</tr>
<tr>
<td>Daugherty, Daphne</td>
<td>H 27</td>
</tr>
<tr>
<td>Davi, Wiley</td>
<td>N 13</td>
</tr>
<tr>
<td>Davies, Laura J.</td>
<td>RNF</td>
</tr>
<tr>
<td>Davila, Bethany</td>
<td>G 03</td>
</tr>
<tr>
<td>Davis, Andrew</td>
<td>B 14</td>
</tr>
<tr>
<td>Davis, Diane</td>
<td>A 18</td>
</tr>
<tr>
<td>Davis, Ella Jean</td>
<td>K 05</td>
</tr>
<tr>
<td>Davis, Kim</td>
<td>RNF</td>
</tr>
<tr>
<td>Davis, Matt</td>
<td>W 12, B 34, N 10</td>
</tr>
<tr>
<td>Davis, Suanna H.</td>
<td>L 22</td>
</tr>
<tr>
<td>Day, Kami</td>
<td>B 29</td>
</tr>
<tr>
<td>Day, Michael</td>
<td>D 31</td>
</tr>
<tr>
<td>Day, Stacy</td>
<td>J 24</td>
</tr>
<tr>
<td>De Hertogh, Lori</td>
<td>M 33</td>
</tr>
<tr>
<td>De La Ysla, Linda</td>
<td>H 09</td>
</tr>
<tr>
<td>De Pew, Kevin</td>
<td>FSIG 15</td>
</tr>
<tr>
<td>Dean, Ann</td>
<td>RNF</td>
</tr>
<tr>
<td>Deane, Paul</td>
<td>K 32</td>
</tr>
<tr>
<td>Deardorff, Kellan</td>
<td>I 13</td>
</tr>
<tr>
<td>DeBlasis, Shelley</td>
<td>E 04</td>
</tr>
<tr>
<td>Dedek, Michael</td>
<td>L 14</td>
</tr>
<tr>
<td>DeCourcey, Delia</td>
<td>E 07</td>
</tr>
<tr>
<td>Dedek, Michael</td>
<td>L 14</td>
</tr>
<tr>
<td>Dedo, David</td>
<td>L 17</td>
</tr>
<tr>
<td>DeGenaro, William</td>
<td>F 10</td>
</tr>
<tr>
<td>DeJoy, Nancy</td>
<td>W 13</td>
</tr>
<tr>
<td>Del Principe, Ann</td>
<td>B 28</td>
</tr>
<tr>
<td>Delcambre, Isabelle</td>
<td>W 5</td>
</tr>
<tr>
<td>Delgadillo, Willivaldo</td>
<td>A 10</td>
</tr>
<tr>
<td>DelliCarpini, Dominic</td>
<td>D 22</td>
</tr>
<tr>
<td>Dellinger, Mary</td>
<td>C 28</td>
</tr>
<tr>
<td>Dembroski, Kristen</td>
<td>H 25</td>
</tr>
<tr>
<td>DeNardi, Gina</td>
<td>A 32</td>
</tr>
<tr>
<td>Denecker, Christine</td>
<td>H 30</td>
</tr>
<tr>
<td>Denny, Harry</td>
<td>B 10, N 08</td>
</tr>
<tr>
<td>DePalma, Michael</td>
<td>MW 3, H 02</td>
</tr>
<tr>
<td>DePew, Kevin Eric</td>
<td>B 23</td>
</tr>
<tr>
<td>Dessommes, Nancy</td>
<td>N 29</td>
</tr>
<tr>
<td>Dewtweiler, Eric</td>
<td>G 23</td>
</tr>
<tr>
<td>Devet, Bonnie D.</td>
<td>M 14</td>
</tr>
<tr>
<td>Devitt, Amy</td>
<td>D 34</td>
</tr>
<tr>
<td>DeVoss, Danielle Nicole</td>
<td>A 15</td>
</tr>
<tr>
<td>deWinter, Jennifer</td>
<td>J 19</td>
</tr>
<tr>
<td>DeWitt, Scott Lloyd</td>
<td>A 13</td>
</tr>
<tr>
<td>Diab, Rashu</td>
<td>B 10</td>
</tr>
<tr>
<td>Dick, Rodney</td>
<td>L 17</td>
</tr>
<tr>
<td>Dickel, Michael</td>
<td>B 12</td>
</tr>
<tr>
<td>Dickson, Chidsey</td>
<td>MW 7</td>
</tr>
<tr>
<td>Dieter, Eric</td>
<td>J 31</td>
</tr>
<tr>
<td>Dilger, Bradley</td>
<td>E 02</td>
</tr>
<tr>
<td>Dingo, Rebecca</td>
<td>D 16</td>
</tr>
<tr>
<td>Dinitz, Sue</td>
<td>C 03</td>
</tr>
<tr>
<td>Dinolfo, John</td>
<td>QRN, E 28</td>
</tr>
<tr>
<td>DiPaula, Lauren</td>
<td>M 05</td>
</tr>
<tr>
<td>Dirk, Kerry</td>
<td>K 10</td>
</tr>
<tr>
<td>Dively, Ronda</td>
<td>B 18</td>
</tr>
<tr>
<td>Do, Tom</td>
<td>I 16</td>
</tr>
<tr>
<td>Dobrin, Sid</td>
<td>F 13, K 21</td>
</tr>
<tr>
<td>Dodson, Will</td>
<td>M 15</td>
</tr>
<tr>
<td>Doe, Sue</td>
<td>W 14, H 26</td>
</tr>
<tr>
<td>Dolmage, Jay</td>
<td>C 01, J 35</td>
</tr>
<tr>
<td>Donahue, Christiane</td>
<td>W 05, C 10, D 16, M 01</td>
</tr>
<tr>
<td>Donahue, Patricia</td>
<td>E 30</td>
</tr>
<tr>
<td>Donahue, Tiane</td>
<td>E 02</td>
</tr>
<tr>
<td>Donehower, Kim</td>
<td>H 22</td>
</tr>
<tr>
<td>Donelson, Rachel</td>
<td>RNF</td>
</tr>
<tr>
<td>Donnelly, Emily</td>
<td>N 30</td>
</tr>
<tr>
<td>Donnelly, Dianne</td>
<td>L 03</td>
</tr>
<tr>
<td>Donnelly, Michael</td>
<td>MW 9</td>
</tr>
<tr>
<td>Donohue, Lacey</td>
<td>C 19</td>
</tr>
<tr>
<td>Doran, Jo</td>
<td>FSIG 21, N 20</td>
</tr>
<tr>
<td>Dorsey, Jennifer</td>
<td>A 31</td>
</tr>
<tr>
<td>Dougherty, Timothy</td>
<td>W 08, F 22</td>
</tr>
<tr>
<td>Douglas, Kathryn</td>
<td>N 01</td>
</tr>
<tr>
<td>Downs, Doug</td>
<td>I 17</td>
</tr>
<tr>
<td>Dragga, Sam</td>
<td>J 05</td>
</tr>
<tr>
<td>Drake, John</td>
<td>AW 5</td>
</tr>
<tr>
<td>Drake, Kimberly</td>
<td>W 10</td>
</tr>
<tr>
<td>Drew, Chris</td>
<td>K 01</td>
</tr>
<tr>
<td>Driscoll, Dana</td>
<td>RNF, MW 2, A 35, H 03</td>
</tr>
<tr>
<td>Driskill, Qwo-Li</td>
<td>AW 3, F 19</td>
</tr>
<tr>
<td>Dryer, Dylan</td>
<td>E 33, L 02</td>
</tr>
<tr>
<td>Dubisar, Abby</td>
<td>L 28</td>
</tr>
<tr>
<td>Dudar, Viktoria</td>
<td>L 05</td>
</tr>
<tr>
<td>due to institutional policy,. Inmate name withheld: J 32</td>
<td></td>
</tr>
<tr>
<td>Duffey, Barbara</td>
<td>D 14</td>
</tr>
<tr>
<td>Duffy, John</td>
<td>B 35</td>
</tr>
<tr>
<td>Duffy, William</td>
<td>E 03</td>
</tr>
<tr>
<td>Dukaj, Envera</td>
<td>K 27</td>
</tr>
<tr>
<td>Dunbare, Katrina</td>
<td>L 09</td>
</tr>
<tr>
<td>Dunn Neeley, Stacia</td>
<td>J 10</td>
</tr>
<tr>
<td>Dunn, Jr., John</td>
<td>MD, J 03</td>
</tr>
<tr>
<td>Dunphy, Jane</td>
<td>E 14</td>
</tr>
<tr>
<td>Dunton, Patsy</td>
<td>E 33</td>
</tr>
<tr>
<td>Name</td>
<td>Course(s)</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Duperron, Lucile</td>
<td>W 5</td>
</tr>
<tr>
<td>Duprey, Wendy</td>
<td>MW 2, N 16</td>
</tr>
<tr>
<td>Durham Oldmixon, Katherine</td>
<td>PF</td>
</tr>
<tr>
<td>Durst, Russell</td>
<td>J 09</td>
</tr>
<tr>
<td>Dutcher, Violet</td>
<td>B 32</td>
</tr>
<tr>
<td>Dvorak, Kevin</td>
<td>J 06</td>
</tr>
<tr>
<td>Dwiggins, Jill</td>
<td>A 13</td>
</tr>
<tr>
<td>Dwyer, Sarah</td>
<td>W 11</td>
</tr>
<tr>
<td>Dyer, Patricia</td>
<td>G 17</td>
</tr>
<tr>
<td>Dykema, Meghan</td>
<td>RNF</td>
</tr>
<tr>
<td>Earle, Chris</td>
<td>N 20</td>
</tr>
<tr>
<td>Eble, Michelle</td>
<td>B 27</td>
</tr>
<tr>
<td>Ede, Lisa</td>
<td>L 34</td>
</tr>
<tr>
<td>Edenfield, Avery</td>
<td>F 31</td>
</tr>
<tr>
<td>Edgington, Anthony</td>
<td>RNF</td>
</tr>
<tr>
<td>Edwards, Jerome</td>
<td>C 19</td>
</tr>
<tr>
<td>Edwards, Michael</td>
<td>IP, C 22</td>
</tr>
<tr>
<td>Edwards, Rachel</td>
<td>C 02</td>
</tr>
<tr>
<td>Edwards Patterson, Amy</td>
<td>N 33</td>
</tr>
<tr>
<td>Efthymiou, Andrea Rosso</td>
<td>I 21</td>
</tr>
<tr>
<td>Ehmann Powers, Christa</td>
<td>AW 8, FSIG 15</td>
</tr>
<tr>
<td>Elbow, Peter</td>
<td>B 02, F 37, TSIG 5</td>
</tr>
<tr>
<td>Elder, Cristyn L</td>
<td>FSIG 16</td>
</tr>
<tr>
<td>Elder, David</td>
<td>QRN</td>
</tr>
<tr>
<td>Elliot, Norbert</td>
<td>A 14, F 24, K 32, L 06</td>
</tr>
<tr>
<td>Ellis, Erik</td>
<td>I 25</td>
</tr>
<tr>
<td>Ellis, Lindsay</td>
<td>B 17</td>
</tr>
<tr>
<td>Elmer, Laura</td>
<td>QRN</td>
</tr>
<tr>
<td>Elston, M, Melissa</td>
<td>L 11</td>
</tr>
<tr>
<td>Emmert, Mark</td>
<td>G 31</td>
</tr>
<tr>
<td>Emmons, Kimberly</td>
<td>A 06</td>
</tr>
<tr>
<td>Encinas, Abraham</td>
<td>J 08</td>
</tr>
<tr>
<td>Engbers, Chad</td>
<td>A 19</td>
</tr>
<tr>
<td>Engel, Andy</td>
<td>N 16</td>
</tr>
<tr>
<td>Engel, Steven</td>
<td>I 22</td>
</tr>
<tr>
<td>Enoch, Jessica</td>
<td>MW 3, D 08, G 02</td>
</tr>
<tr>
<td>Enriquez-Loya, Ayde</td>
<td>L 21</td>
</tr>
<tr>
<td>Ensor, Lavina</td>
<td>D 10</td>
</tr>
<tr>
<td>Eodice, Michele</td>
<td>A 06, C 08, J 16</td>
</tr>
<tr>
<td>Epelbaum, Diana</td>
<td>A 37, N 04</td>
</tr>
<tr>
<td>Epps-Robertson, Candace</td>
<td>B 11</td>
</tr>
<tr>
<td>Erickson, Joe</td>
<td>B 20</td>
</tr>
<tr>
<td>Ericsson, Patricia</td>
<td>F 20</td>
</tr>
<tr>
<td>Ernster, Tom</td>
<td>I 19</td>
</tr>
<tr>
<td>Esposito, Lauren</td>
<td>M 30</td>
</tr>
<tr>
<td>Estrem, Heidi</td>
<td>B 06</td>
</tr>
<tr>
<td>Etlinger, Sarah</td>
<td>D 03</td>
</tr>
<tr>
<td>Evans, Ashley</td>
<td>I 31</td>
</tr>
<tr>
<td>Evans, Donna</td>
<td>D 06</td>
</tr>
<tr>
<td>Evans, Jason</td>
<td>F 15</td>
</tr>
<tr>
<td>Evans, Jonathan</td>
<td>C 35</td>
</tr>
<tr>
<td>Evans, Kathryn</td>
<td>H 19</td>
</tr>
<tr>
<td>Eves, Rosalyn</td>
<td>B 05</td>
</tr>
<tr>
<td>Eyman, Douglas</td>
<td>W 9</td>
</tr>
<tr>
<td>Fadde, Peter J.</td>
<td>H 15</td>
</tr>
<tr>
<td>Faery, Rebecca Blevins</td>
<td>W 1</td>
</tr>
<tr>
<td>Fair, Meghan</td>
<td>QRN</td>
</tr>
<tr>
<td>Fallon, Brian</td>
<td>J 11</td>
</tr>
<tr>
<td>Fargo Ahern, Kati</td>
<td>W 12, B 16</td>
</tr>
<tr>
<td>Faris, Michael J.</td>
<td>L 04</td>
</tr>
<tr>
<td>Farley, David</td>
<td>D 13</td>
</tr>
<tr>
<td>Farley, Jame</td>
<td>J 30</td>
</tr>
<tr>
<td>Farmer, Frank</td>
<td>J 18</td>
</tr>
<tr>
<td>Faulk, LaToya</td>
<td>I 01</td>
</tr>
<tr>
<td>Faulkner, Julie</td>
<td>I 25</td>
</tr>
<tr>
<td>Faunce, Rob</td>
<td>D 04</td>
</tr>
<tr>
<td>Feak, Christine</td>
<td>N 15</td>
</tr>
<tr>
<td>Fedeczko, Wioleta</td>
<td>C 23</td>
</tr>
<tr>
<td>Feder-Lewis, Sonia</td>
<td>FSIG 9</td>
</tr>
<tr>
<td>Fedukovich, Casie</td>
<td>RNF</td>
</tr>
<tr>
<td>Feigenbaum, Paul</td>
<td>MW 9</td>
</tr>
<tr>
<td>Felice, Amanda</td>
<td>RNF</td>
</tr>
<tr>
<td>Fels, Dawn</td>
<td>M 02</td>
</tr>
<tr>
<td>Feltenberger, Alaina</td>
<td>L 25</td>
</tr>
<tr>
<td>Ferdinand, Wynne</td>
<td>L 05</td>
</tr>
<tr>
<td>Ferdinandt Stolley, Amy</td>
<td>A 33</td>
</tr>
<tr>
<td>Fernandes, Marino</td>
<td>L 24</td>
</tr>
<tr>
<td>Fernandez, Miriam</td>
<td>G 10</td>
</tr>
<tr>
<td>Ferreira-Buckley, Linda</td>
<td>F 03, F16</td>
</tr>
<tr>
<td>Ferrel, Thomas</td>
<td>B 10</td>
</tr>
<tr>
<td>Fields, Amanda</td>
<td>I 16</td>
</tr>
<tr>
<td>Figueiredo, Sergio</td>
<td>M 22</td>
</tr>
<tr>
<td>Fink, Ben</td>
<td>H 31</td>
</tr>
<tr>
<td>Finley, Dawn</td>
<td>A 23</td>
</tr>
<tr>
<td>Finn, Heather</td>
<td>F 21</td>
</tr>
<tr>
<td>Fiorenza, Mary</td>
<td>QRN</td>
</tr>
<tr>
<td>Fisher, Rick</td>
<td>H 17</td>
</tr>
<tr>
<td>Fishman, Jenn</td>
<td>QRN, E 05, F 03</td>
</tr>
<tr>
<td>Fishman, Teddi</td>
<td>C 20</td>
</tr>
<tr>
<td>Fitzgerald, Devon</td>
<td>E 22</td>
</tr>
<tr>
<td>Fitzgerald, Devon</td>
<td>N 17</td>
</tr>
</tbody>
</table>
Fitzgerald, Lauren: D 09
Flash, Pamela: N 11
Flautt, Megan: G 26
Fleckenstein, Kristie: CWS, I 02, J 02
Fleischer, Cathy: G 05
Fletcher, Lane: K 33
Flinchbaugh, Kerri: QRN
Flynn, Elizabeth: L 34
Fodrey, Crystal: N 09
Fofana-Kamara, Modu: E 13
Fogle-Young, Elizabeth: C 13
Fontaine, Sheryl: B 32
Forbes Larabee, Melissa: C 34
Formo, Dawn: M 10
Forster, Abby: B 24
Fortune, Ron: C 15
Foster, Helen: A 34, TSIG 15
Frances, Brian: G 21
Fowler, Letitia: C 03
Fox, Steve: G 29
Fox, Tom: H 10
Fraiberg, Steven: D 11
Frazier, Dan: L 17
Franco, Sarah B.: G 19
Frank, Natasha: M 26
Franklin, Nathan: N 02
Frazier, Mackenzie: AW 11
Fredlund, Katherine: H 18
Fredricksen, James: K 08
Freeman, Traci: E 21
Freudensprung, Macey: RNF
Friedman, Sandie: F 04
Friedman, Tara: G 17
Friedow, Alison: N 06
Friend, Christina: J 32
Frost, Alanna: QRN, C 17
Frost, Erin Clark: D 18
Garrett, Bre: D 01
Garrett, Denise: M 16
Gargiulo, Deirdre: J 30
Gartner, Matthew: B 28
Garvey, Pamela: L 23
Garza, Susan: G 06
Gatta, Oriana: A 29
Gatto, Roseanne: AW 13
Gavaskar, Vandana: M 11
Gebhardt-Burns, Susan: L 31
Geler, Anne Ellen: J 25, FSIG 6
George, Diana: H 10
Gerald, Amy: I 08
Gerber, Chris: E 03
Gerdes, Rebecca: A 19
Gere, Anne Ruggles: E 07, G 07, I 23
Getchell, Kristen: D 07
Getto, Guiseppe: N 02
Ghosh, Shreelina: G 26
Giberson, Greg: H 03
Gibson, Keith: G 21, FSIG 15
Gierdowski, Dana: G 12
Gillam, Alice: F 31
Gillespie, Paula: H 36, J 06
Gilliland, Betsy: I 22
Gilmour, Robert: A 29
Gilmore, Janet: D 34
Gilyard, Keith: D 11, F 37
Ginsburg, Rebecca: W 10
Giordano, Joanne: W 4, D 02
Girardi, Tamara: I 09
Girshin, Thomas: D 28
Glade, Fiona: D 21
Glau, Gregory: W 7, J 03
Gleason, Barbara: L 05

G

Gabor, Catherine: L 19
Gabriel, Susan: K 04

Gadner, Clint: E 36
Gage, Scott: I 02
Gainer, Kim: IP, A 15
Galante, Nicole: E 31
Galin, Jeff: IP, A 15, FSIG 6
Gallagher, Chris: G 05
Gallagher, Jamey: N 13
Gallagher, John: W 11
Gallaher, Robin, RNF
Gallegos, Juan: AW 12, K 15
Gannett, Cynthi: W 5
Garcia, Mike: RNF
Garcia, Romeo: AW 12
Garrett, Bre: D 01
Garrett, Denise: M 16
Garriott, Deirdre: J 30
Gartner, Matthew: B 28
Garvey, Pamela: L 23
Garza, Susan: G 06
Gatta, Oriana: A 29
Gatto, Roseanne: AW 13
Gavaskar, Vandana: M 11
Gebhardt-Burns, Susan: L 31
Geiger II, T J: AW 2
Geller, Anne Ellen: J 25, FSIG 6
George, Diana: H 10
Gerald, Amy: I 08
Gerber, Chris: E 03
Gerdes, Rebecca: A 19
Gere, Anne Ruggles: E 07, G 07, I 23
Getchell, Kristen: D 07
Getto, Guiseppe: N 02
Ghosh, Shreelina: G 26
Giberson, Greg: H 03
Gibson, Keith: G 21, FSIG 15
Gierdowski, Dana: G 12
Gillam, Alice: F 31
Gillespie, Paula: H 36, J 06
Gilliland, Betsy: I 22
Gilmour, Robert: A 29
Gilmore, Janet: D 34
Gilyard, Keith: D 11, F 37
Ginsburg, Rebecca: W 10
Giordano, Joanne: W 4, D 02
Girardi, Tamara: I 09
Girshin, Thomas: D 28
Glade, Fiona: D 21
Glau, Gregory: W 7, J 03
Gleason, Barbara: L 05
Hanson, Joleen: A 08
Hanstedt, Paul: K 31
Hardin, Joe: F 13
Harker, Michael: J 13
Harley, Kyle: A 12
Harrington, Kathy: W 5
Harrington, Paula: D 32
Harrington, Susanmarie: J 25
Harris, Christopher: N 32
Harris, Heidi: I 25
Harris, Joseph: F 30
Harris, Sarah: H 29
Harrison, Kimberly: C 05
Hart, D Alexis: W 14, K 19
Hart-Davidson, William: I 30, K 14, M 07
Hartmann, Laura: L 14
Haruch, Amanda: H 20
Hassan, Amir: I 13
Hassel, Holly: W 4, D 02
Hastings, Phyllis: W 10, B 07, F 28
Haswell, Richard: C 10
Hausmann, Jessica: H 08
Hawisher, Gail: M 03
Hawk, Byron: B 19
Hawker, Elaine: I 29
Hawkins, Gary: B 18
Hayashi, Karla: E 15
Hayden, Wendy: MW 3, M 04
Hayes, John R.: D 35
Hays, Elaine: RNF, C 17
Hazard, Bob: W 14
He, Linjing: N 03
Heaney, April: H 17
Heard, Matthew: K 21
Hebert, Angelle: L 12
Heckathorn, Amy: D 21
Hedengren, Mary: H 18
Heffner, Jessica: E 26
Hefferson, Barbara A.: TSIG 20
Heiker, Paul: F 11
Heilman, Christine: QRN
Heller, Mike: W 1, K 30
Helmers, Marguerite: RNF
Helquist, Melissa: E 19
Hembrough, Tara: RNF
Henderson, Gae Lyn: RFP
Henderson, Sue: E 04
Hendricks, Marianna: AW 11
Hendrickson, Brian: AW 10
Henry, Sharon: A 12
Hensley, Anna: F 22
Herb, Amelia: G 17
Hernandez, Carlos: G 18
Hern, Carl: H 13
Herrington, TyAnna: W 2, E 10
Hessford, Wendy: J 33
Hesp, Annie: G 07
Hess, Susan: A 06
Hesse, Doug: W 1, A 36
Hewett, Beth: AW 8, I 18, FSIG 15
Hickman, Amy: I 16
Hickman, Zachery C.: I 115
Hicks, Amy: L 20
Hidalgo, Alexandra: AW 12, H 15
Higgins, Eric: D 26
Hill, Heather: C 13
Hill, Matt: J 31
Hill, Michael: H 11
Hillard, Donora: D 10
Hinrichs, Danielle: N 24
Hinshaw, Wendy: W 10, J 33
Hinton, Corrine: H 26
Hirsch, Jerrold: AW 10, C 24
Hirsi, Lavinia: G 20
Hoag, Trevor: L 15
Hobbs, Catherine: AW 10, C 24
Hobmeier, Amanda: C 16
Hochman, Will: D 31
Hodges Hamilton, Amy: C 23, J 23
Hodgson, Justin: RNF, F 05
Hoermann, Jacquelyn: N 04
Hoge, Charles: I 22
Holding, Cory: W 10, G 22
Holdstein, Deborah: D 28
Holland, Nikki: E 17
Holmes, Ashley: N 11
Holmes, Steve: RNF
Holt, Karen: I 29
Homan, Elizabeth: E 32
Hood, Carra Leah: D 30
Hooper, Emily: N 31
Hoover, Ryan: L 30
Horner, Bruce: W 7, G 33, I 26, N 12, TSIG 3
Horner, Win: H 33
Horning, Alice: A 09
House, Veronica: MW 8, B 13
Howard, Rebecca Moore: AW 2, D 19
Howard, Samantha: C 27
Howell, Linda: M 21
Howes, Emma: N 04
Howes, Franny: J 26
Hudson, David: J 17
Hudson, Joshua: F 19
Huffman, Debrah: A 09, TSIG 4
Hugar, Ronald: RNF
Hum, Sue: CWS
Hunt, Jonathan: I 06
Hunter, Kathleen R.: C 26
Hunter, Rik: N 03
Huntsman, Sherena: J 20
Huse, Heidi: F 04
Huston, Dan: AW 14
Hutchinson, Glenn: M 06
Hutchison, Alan: D 07
Hyman, David: E 31
Hyman, John: M 02
Hyns, Samantha: H 03

I

Ihara, Rachel: B 28
Inayatulla, Shereen: H 18
Ingalls, Rebecca: M 27
Inman, Joyce: E 06
Inoue, Asa B.: AW 9, G 10, I 32
Irish, Robert: I 24, TSIG 9
Irvin, Lennie: I 05, N 11
Isaacs, Emily: L 06
Ives, Lindsey: M 31

J

Jach, Christine Masters: F 29
Jack, Jordynn: MW 3, D 34
Jackson, Gerald: RNF, G 04
Jackson, James: K 23
Jackson, Rachel: K 09
Jackson, Rebecca: J 03
Jacobi, Tobi: W 10, E 05
Jamali Ashtiani, Maryam: K 09
James, Kedra: K 02
James, Mitchell: I 09
Jamieson, Sandra: RNF, AW 2, A 34, D 19
Jamsen, Kirsten: G 29
Janangelo, Joseph: H 28, N 08
Jang, Sandra: W 14
Jankens, Adrienne: MW 2, QRN
Jaramillo Santoy, Janie: B 30
Jarratt, Susan C: B 19, E 34
Jeney, Cynthia: M 27
Jeng, Way: RNF
Jenkins, Trish: F 14
Jensen, Amber: W 15
Jensen, Erin: J 20
Jensen, Kyle: C 15
Jensen, Tim: E 27
Jernquist, Kathleen: L 27
Jerome, Emani: L 27
Jerskey, Maria: MW 5
Jez, Dennis G.: G 01
Jewell, Richard: N 26
Jing, Pan: N 22
Johnsen, Heidi: W 7
Johnson, Jennifer: RNF, M 12
Johnson, June: C 11
Johnson, Karen: MW 9
Johnson, Kristine: K 28
Johnson, Matthew S. S.: D 15
Johnson, Nan: C 04, D 08
Johnson, T. R.: H 34
Johnson Gerendas, Carol: J 10
Johnson-Shull, Lisa: C 35
Johnston, Emily: J 27
Jolayemi, Elaine: N 33
Jolliffe, David: A 22
Jolly, Peggy: G 24
Jonaitis, Leigh: N 33
Jones, Christina: W 11
Jones, Don: J 13
Jones, Ed: A 35
Jones, Elizabeth L.: F 07
Jones, Karianne: M 32
Jones, Libby Falk: W 1, K 30
Jordan, Ethan: RNF
Jordan, Heather: RNF
Jordan, Jay: W 2, F 37
Jordan, Jerrica: RNF
Jordan, Kerri: D 05
Jordan, Zandra: I 32
Jory, Justin M: D 31
Jukuri, Stephen: F 17
Jung, Julie: W 6, I 28

K

Kahler, Jason: I 31
Kahn, Seth: RFP, FSIG 10
<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kail, Harvey</td>
<td>B</td>
<td>12</td>
</tr>
<tr>
<td>Kaiser Lee, Karen</td>
<td>M</td>
<td>27</td>
</tr>
<tr>
<td>Kalin, Jason</td>
<td>M</td>
<td>15</td>
</tr>
<tr>
<td>Kang, Yu-Kyung</td>
<td>G</td>
<td>22</td>
</tr>
<tr>
<td>Kania-Gosche, Beth</td>
<td>B</td>
<td>34</td>
</tr>
<tr>
<td>Karcher, Mary</td>
<td>F</td>
<td>09</td>
</tr>
<tr>
<td>Kasepa, Joy</td>
<td>G</td>
<td>03</td>
</tr>
<tr>
<td>Karr, Andrew</td>
<td>L</td>
<td>10</td>
</tr>
<tr>
<td>Kastner, Stacy</td>
<td>J</td>
<td>01</td>
</tr>
<tr>
<td>Katz, Susan</td>
<td>W</td>
<td>3</td>
</tr>
<tr>
<td>Kaufman, Erica</td>
<td>A</td>
<td>37</td>
</tr>
<tr>
<td>Kaufman, O. Brian</td>
<td>MW</td>
<td>12</td>
</tr>
<tr>
<td>Kaufman, Rona</td>
<td>B</td>
<td>17</td>
</tr>
<tr>
<td>Kavadi, Jesse</td>
<td>C</td>
<td>21</td>
</tr>
<tr>
<td>Kavanoo, Suzan Hatipoglu</td>
<td>W</td>
<td>5</td>
</tr>
<tr>
<td>Kay, Les</td>
<td>H</td>
<td>01</td>
</tr>
<tr>
<td>Kays, Trent</td>
<td>M</td>
<td>18</td>
</tr>
<tr>
<td>Kazan, Tina</td>
<td>L</td>
<td>19</td>
</tr>
<tr>
<td>Keane, Kelly</td>
<td>N</td>
<td>33</td>
</tr>
<tr>
<td>Kearns, Judith</td>
<td>D</td>
<td>20</td>
</tr>
<tr>
<td>Keating, Bevan</td>
<td>L</td>
<td>01</td>
</tr>
<tr>
<td>Keeling, Brett</td>
<td>F</td>
<td>26</td>
</tr>
<tr>
<td>Keller, Daniel</td>
<td>K</td>
<td>24</td>
</tr>
<tr>
<td>Keller, Rod</td>
<td>I</td>
<td>29</td>
</tr>
<tr>
<td>Kelly, Mike</td>
<td>N</td>
<td>06</td>
</tr>
<tr>
<td>Kelly-Riley, Diane</td>
<td>RNF</td>
<td>26</td>
</tr>
<tr>
<td>Kenaga, Heidi</td>
<td>MW</td>
<td>2</td>
</tr>
<tr>
<td>Kendall Theado, Connie</td>
<td>L</td>
<td>07</td>
</tr>
<tr>
<td>Kennedy, Tammie</td>
<td>W</td>
<td>6</td>
</tr>
<tr>
<td>Kerr, Tom</td>
<td>W</td>
<td>10</td>
</tr>
<tr>
<td>Khadka, Santosh</td>
<td>AW</td>
<td>2</td>
</tr>
<tr>
<td>Khost, Peter</td>
<td>E</td>
<td>31</td>
</tr>
<tr>
<td>Khoury, Nicole</td>
<td>M</td>
<td>26</td>
</tr>
<tr>
<td>Kieman, Julia</td>
<td>W</td>
<td>5</td>
</tr>
<tr>
<td>Kill, Melanie</td>
<td>L</td>
<td>29</td>
</tr>
<tr>
<td>Kim, Matthew</td>
<td>L</td>
<td>20</td>
</tr>
<tr>
<td>Kim, Soo Hyon</td>
<td>F</td>
<td>27</td>
</tr>
<tr>
<td>Kimball, A. Samuel</td>
<td>C</td>
<td>20</td>
</tr>
<tr>
<td>King, Carie</td>
<td>K</td>
<td>25</td>
</tr>
<tr>
<td>King, Lisa</td>
<td>E</td>
<td>29</td>
</tr>
<tr>
<td>King, Matt</td>
<td>C</td>
<td>25</td>
</tr>
<tr>
<td>Kinloch, Valerie</td>
<td>B</td>
<td>11</td>
</tr>
<tr>
<td>Kinney, Kelly</td>
<td>AW</td>
<td>2</td>
</tr>
<tr>
<td>Kinsey, Valerie</td>
<td>N</td>
<td>10</td>
</tr>
<tr>
<td>Kinyon, Kamila</td>
<td>L</td>
<td>24</td>
</tr>
<tr>
<td>Kirk, Sarah</td>
<td>W</td>
<td>7</td>
</tr>
<tr>
<td>Kirkland, David</td>
<td>W</td>
<td>05</td>
</tr>
<tr>
<td>Kirkhpiler, Cristina</td>
<td>AW</td>
<td>12</td>
</tr>
<tr>
<td>Kiser, Kacie</td>
<td>MW</td>
<td>5</td>
</tr>
<tr>
<td>Kitalong, Karla Saari</td>
<td>F</td>
<td>04</td>
</tr>
<tr>
<td>Kittle Autry, Meagan</td>
<td>B</td>
<td>31</td>
</tr>
<tr>
<td>Kjesrud, Roberta</td>
<td>D</td>
<td>05</td>
</tr>
<tr>
<td>Klabin, Steve</td>
<td>A</td>
<td>11</td>
</tr>
<tr>
<td>Klages, Marisa</td>
<td>N</td>
<td>33</td>
</tr>
<tr>
<td>Klausman, Jeffrey</td>
<td>W</td>
<td>4</td>
</tr>
<tr>
<td>Klein, Jennifer</td>
<td>F</td>
<td>02</td>
</tr>
<tr>
<td>Klein, Michael J.</td>
<td>IP</td>
<td>04</td>
</tr>
<tr>
<td>Kleinfeld, Elizabeth</td>
<td>AW</td>
<td>2</td>
</tr>
<tr>
<td>Kline, Sonia</td>
<td>QRN</td>
<td>06</td>
</tr>
<tr>
<td>Klotz, Sarah</td>
<td>K</td>
<td>11</td>
</tr>
<tr>
<td>Knight, Melinda</td>
<td>L</td>
<td>06</td>
</tr>
<tr>
<td>Knippling, James</td>
<td>A</td>
<td>16</td>
</tr>
<tr>
<td>Knowlton, Ginger</td>
<td>MW</td>
<td>8</td>
</tr>
<tr>
<td>Knutson, Debra</td>
<td>N</td>
<td>24</td>
</tr>
<tr>
<td>Koch, Robert</td>
<td>D</td>
<td>33</td>
</tr>
<tr>
<td>Koehler, Adam</td>
<td>AW</td>
<td>13</td>
</tr>
<tr>
<td>Kohn, Liberty</td>
<td>H</td>
<td>31</td>
</tr>
<tr>
<td>Kohnen, Angela</td>
<td>F</td>
<td>04</td>
</tr>
<tr>
<td>Kolb, Leigh</td>
<td>G</td>
<td>24</td>
</tr>
<tr>
<td>Kontny, Jennifer</td>
<td>L</td>
<td>02</td>
</tr>
<tr>
<td>Koons, Kenneth</td>
<td>C</td>
<td>28</td>
</tr>
<tr>
<td>Kopec, Lauren</td>
<td>L</td>
<td>12</td>
</tr>
<tr>
<td>Kopelson, Karen</td>
<td>W</td>
<td>6</td>
</tr>
<tr>
<td>Kopic, Kristina</td>
<td>G</td>
<td>30</td>
</tr>
<tr>
<td>Kopp, Bryan</td>
<td>K</td>
<td>13</td>
</tr>
<tr>
<td>Kopp, Drew</td>
<td>H</td>
<td>20</td>
</tr>
<tr>
<td>Kordonowy, Gwen</td>
<td>I</td>
<td>14</td>
</tr>
<tr>
<td>Kory, Fern</td>
<td>A</td>
<td>28</td>
</tr>
<tr>
<td>Koshnick, Damian</td>
<td>B</td>
<td>06</td>
</tr>
<tr>
<td>Koupf, Danielle</td>
<td>L</td>
<td>09</td>
</tr>
<tr>
<td>Kovaleski Byrnes</td>
<td>Mary</td>
<td>G</td>
</tr>
<tr>
<td>Kovalyova, Natalia</td>
<td>H</td>
<td>04</td>
</tr>
<tr>
<td>Kozlow, Bridget</td>
<td>J</td>
<td>19</td>
</tr>
<tr>
<td>Kozma, Cara</td>
<td>N</td>
<td>14</td>
</tr>
<tr>
<td>Kraemer, Vanessa</td>
<td>C</td>
<td>16</td>
</tr>
<tr>
<td>Krall-Lanouve, Aimee</td>
<td>C</td>
<td>22</td>
</tr>
<tr>
<td>Kramer, Tereza Joy</td>
<td>F</td>
<td>26</td>
</tr>
<tr>
<td>Krause, Steven</td>
<td>G</td>
<td>01</td>
</tr>
<tr>
<td>Kreimeyer, Breanna</td>
<td>M</td>
<td>29</td>
</tr>
<tr>
<td>Krieger, Barbara Jo</td>
<td>D</td>
<td>24</td>
</tr>
<tr>
<td>Kroll, Barry</td>
<td>AW</td>
<td>14</td>
</tr>
<tr>
<td>Kroll, Keith</td>
<td>AW</td>
<td>14</td>
</tr>
<tr>
<td>Kuebrich, Ben</td>
<td>A</td>
<td>03</td>
</tr>
<tr>
<td>Kuechenmeister, Bobby</td>
<td>RNF</td>
<td></td>
</tr>
<tr>
<td>Kuechenmeister, Elizabeth</td>
<td>RNF</td>
<td></td>
</tr>
<tr>
<td>Kuhne, Michael</td>
<td>F</td>
<td>23</td>
</tr>
<tr>
<td>Kumar, hari stephen</td>
<td>W</td>
<td>11</td>
</tr>
<tr>
<td>Kumar, Rita</td>
<td>L</td>
<td>10</td>
</tr>
<tr>
<td>Kunka, Jennifer</td>
<td>L</td>
<td>33</td>
</tr>
<tr>
<td>Kuralt, Karen</td>
<td>L</td>
<td>01</td>
</tr>
</tbody>
</table>
Kurtyka, Faith: K 10
Kushner, Shimona: B 12
Kynard, Carmen: AW 9, E 20

L

Labadie, Suzanne: M 28
LaFrance, Michelle: L 27
Lagman, Eileen: M 03
Lalicker, William B: W 7, M 25
Lamanna, Carrie: J 15
Lamberton, L. Jill: H 02
Lambke, Abigail: B 08
Lamonica, Claire: A 06
Lamos, Steve: A 30
Lamsal, Tika: RNF, J 12
Lancaster, Zak: G 08
Landrum-Geyer, Denise: C 23
Lane, Suzanne: E 14, TSIG 9
Langdon, Lance: E 34
Langstraat, Lilsa: W 14, H 26, FSIG 12
Lannin, Amy: J 17
Lape, Noreen: W 5
Laquintano, Tim: QRN, I 30
Larson, Brian: RNF
Larson, Stephanie: N 28
Lathan, Rhea Estelle: B 35
Latta, Corey: L 26
Launspach, Sonja: A 02
Lauren, Ben: C 05
Lavalle, Thomas: MW 5
LaVecchia, Christina: H 01
Lawson, Daniel: J 26
Lay, Ethena D.: RNF
Layne, Alexandra: RNF, D 25
Lazcano-Pry, Yazmin: B 30
Leahy, Elizabeth: QRN, M 31
Leake, Eric: N 20
Learned, Nicholas: F 17
Leary, Chris: A 37
Leary, Christopher: I 28
LeCluyse, Christopher: E 21
Lee, Helen: D 14
Lee, Kimberly: L 21
Lee, Melanie: K 11
Lemaire, Eva: W 5
Lenhardt, Allison Kellar: A 20
Leon, Kendall: AW 12, D 23
Leonard, Scott: AW 1

Lerner, Neal: AW 7, TSIG 9, J 25
Les, Perelman: A 14
Lessner, Steve: W 13
Letcher, Mark: FSIG 20
Leuschen, Kathleen T.: I 20
Leverenz, Carrie: J 10
Levy, Daisy: W 8, J 02
Levy, Matthew: D 28
Lewis, Brian: MW 4
Lewis, Michael: E 23
Lewis Gaillet, Lynnee: F 03
Li, Shuwen: B 34
Licastro, Amanda: A 37
Liggett, Sarah: D 05
Lindemann, Erika: G 34
Lindenman, Heather: N 24
Lindquist, Julie: W 13, G 33
Lindsley, Thomas: I 19
Lipson, Carol: H 12
Lister, Lisa: I 21
Litterio, Lisa: G 11
Liu, Yingqin: RNF
Livingston, Kathleen: K 07
Lloyd, Wanda: J 19
Loan, Jason: MW 7, A 13
Lockett, Alexandria: L 04
Lockhart, Tara: E 02
Logan, Shirley: H 33
Loncharich, Les: J 27
Long, Elenore: MW 9
Looker, Samantha: QRN
Loomis Pappas, Stephanie: E 01
Lopez, Ann-Marie: J 04
Lopez, Efren: J 08
Lopez, Tania: C 05
Lorimer, Rebecca: A 07
Lotier, Kristopher: D 14
Love, Patrick: RNF
Lovejoy, Kim Bryan: AW 3
Lu, Min-Zhan: W 2, G 33, I 32
Lucas, Brad: M 23
Luce, A.V.: RNF
Ludlow, Jody: L 13
Lunsford, Karen: IP, C 35
Lunsford, Ronald: J 23
Lutz, Barbara: D 22
Lydic, David: W 4
Lykken, Laurie: MW 4
Lyles, Karla: D 32
Lynch, Dennis: F 17, H 13, L 02
Lynch, Paul: B 08
Lynch-Biniek, Amy: RFP
Lynn, Morgan: QRN

Macauley, William: RNF, L 15
Macdonald, Christine: MW 8
MacDonald, Michael T: N 12
Mack, Nancy: AW 13, C 30
MacKinder, Dave: MW 2
Macklin, Mandy: F 01
Maddalena, Kate: B 31
Madden, Shannon: A 27
Maddox, Christine: RNF
Madritch, John: F 08
Mahala, Daniel: E 27
Mahle-Grisez, Lisa: M 02
Mahon, Wade: L 19
Mahoney, Kevin: FSIG 10, M 02
Maid, Barry: A 14, FSIG 7
Mailloux, Steven: C 04
Majewski, John: B 06
Malaiabari, Arwa: J 12
Malaiabari, Bushra: J 30
Malcolm, Katie: M 09
Malczynski, Rita: D 09
Malouf, Andrea: A 24
Mann, April: J 11
Manship, Lacy: E 16
Mao, LuMing: H 12
Mapes, Aimee: M 12
Margaret, Ross: M 13
Maricle, Jonathan: H 23
Marinara, Martha: D 04, FSIG 5
Marks, Jason: I 04
Marko, Tamera: G 30, H 10
Marks-Dubbs, Kaitlin: G 13
Markwardt, Daylame: K 22
Marlow, Jennifer: RFP, J 15
Maroudas, Carla: W 14, N 33
Marshall Bowen, Lauren: F 18
Martin, Bruce: K 33
Martin, Jennifer: H 14
Martin, Libby: E 34
Martinez, Aja: AW 12, H 15
Martinez, Diane: J 12
Martinez, Laura: QRN
Martins, David: W 2, D 16, I 26, N 27
Marwitz, Mary: N 29
Marzlu, Phillip: I 15
Masl, Deanna: C 13
Masri Eberhard, Jessica: E 28
Mastrangelo, Lisa: E 08
Mathieu, Paula: H 10, K 07
Mathieu, Paula: MW 9
Matsuda, Paul Kei: W 2
Mattson, Kyle: G 04
Matzke, Aurora: D 01
Mauriello, Nicholas: D 33
Maxson, Jeffrey: G 03
Maxwell, Jason: L 15
Mayes, Patricia: N 05
Maylath, Bruce: W 2, E 10
Mays, Chris: I 28
McAfee, James: I 10
McBeth, Mark: B 29
McCabe, Anne: W 5
McCaskin, Joseph: E 11
McCure, Lisa: RNF
McCullar, Randall: D 19
McCracken, I. Moriah: J 03
McDaniel, Jamie: D 04
McDermott, Lydia: RNF, H 21
McDonald, Catherine: E 12
McDonald, Christina: C 28, M 18
McDonald, James: C 06
McDonald, Rob: M 18
McDonald, Wayne: A 12
McDoniel, Larry: L 23
McElroy, Stephen: K 23
McEvoy, Kathleen: I 08
McFurlane, Nicole: K 09
McGeehan, Rebecca: M 19
McGinnis, Michael Lee: D 03
McGlaun, Sandee: W 1
McGlothin, Dennis: RNF
McGuire, Andrew: B 24
McKenzie, Andrea: I 10
McKenzie, CB: A 02
McKinnis, John: L 15
McMillan, Laurie: AW 11, I 17
McMullen-Light, Mary: A 20, FSIG 6
McNair, Lisa: W 2
McQuaide, Stacy Bell: W 10
Meadows, Barrie: J 11
Mecklenburg-Faenger, Amy: G 14
Medina, Cruz Nicholas: QRN
Medina, Dylan: N 17

CCCC CONVENTION, ST. LOUIS 2012  365
Meghdadi, Ali: F 24
Mehler, Josh: RNF, L 30
Mehta, Suhaan: K 26
Meier, Joyce: G 21
Mejía, Jaime Armin: B 30
Mellas, Tessa: N 23
Meloncon, Lisa: I 18
Melzer, Dan: D 21, FSIG 6
Mendelsohn, Sue: L 09
Mendenhall, Annie: K 22
Mendenhall, Lora: TSIG 5
Mendoza, Robert: D 32
Mendoza, Ruben: M 08
Merys, Gina M.: RNF, F 35
Metcalf, Amy Ann: C 16
Metsker, Jennifer: E 07
Meyer, Craig A.: I 12
Meyer, Kelly: L 13
Meyer, Verne: M 25
Micciche, Laura: E 30, F 31
Michaud, Michael: I 17
Middlebrook, Geoffrey: H 05
Middleton, Joyce Irene: H 33, L 34
Miecznikowski, Cynthia: W 15, F 16
Mihut, Ligia: W 5, M 03
Mikoda, Carol: RNF
Milbourne, Chelsea Redeker: N 03
Miles, Casey: F 12
Miley, Michelle: D 26
Miller, Benjamin: A 37, FSIG 18, M 17
Miller, Carolyn R.: D 34
Miller, Chloé: H 19
Miller, Elisabeth: A 24
Miller, Emily: C 28, M 18
Miller, Keith D.: A 34
Miller, Kristopher: RNF
Miller, Matthew: K 03
Miller, Richard: C 14, K 03
Miller, Robert: H 09
Miller, Susan: D 28
Miller, Thomas: B 22
Miller-Cochran, Susan: AW 9, H 07
Milner, Laura: N 29
Milotta, Lorin: C 12
Miu, Esther: I 10
Min, Young-Kyung: K 12
Mina, Lilian: RNF
Minock, Mary: PF
Minter, Deborah: I 18
Miss, Angela: E 25

Mitchell, Sally: H 35
Mix-Thibault, Julie: MW 2
Mlynarczyk, Rebecca: I 10
Moberly, Matt: H 19
Mock, Kristin: RNF
Moeller, Marie: D 18
Mogul, Scott: TSIG 20
Molina, Vanessa: C 26
Molloy, Cathryn: RNF, K 15
Monberg, John: K 07
Monberg, Terese Guinsatao: K 07, FSIG 3
Moneysmith, Jayne: B 13
Mooney, Diane: L 16
Moore, Jessie: B 03
Moore, Miriam: M 13
Moore, Shaun: A 04
Moore, Shawn: L 11
Moore Howard, Rebecca: C 08
Morais, Katia: C 22
Moreland, Casie: H 11
Moreland, Kim: J 27
Moreno, Renee: FSIG 2
Morey, Sean: F 13
Moriarty, Tom: A 34, TSIG 15
Morley, Miranda: L 22
Morris, Janine: RNF
Morris, Jill: W 09, F 09
Morrison, Becky: D 29
Mortensen, Peter: E 04
Moskovitz, Cary: AW 5, G 28
Moss, Beverly: W 6, K 02
Motta-Roth, Désirée: I 15
Mountford, Roxanne: W 6
Moy, Raymond: J 29
Mueller, Derek: MD, B 20
Muhammad, Rashidah: AW 3
Muhlhauer, Paul: K 27
Mukavetz, Andrea Riley: W 8
Mulally, Daunav: H 04
Mullen, Mark: H 27
Mumpower, Greg: QRN
Munch, Evan: N 28
Mutnick, Deborah: AW 10, C 24
Mya, Poe: AW 9
Myatt, Alice: W 15
Myers, Amanda: QRN
Myers, Kelly: I 06
Myers, Nancy: CWS, J 01
Myers, Whitney: J 10
Myers Zawacki, Terry: N 15
<table>
<thead>
<tr>
<th>Name</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nadeau, Jean-Paul</td>
<td>W 4, F 32</td>
</tr>
<tr>
<td>Nakamaru, Sarah</td>
<td>MW 5</td>
</tr>
<tr>
<td>Nakue, Mitch</td>
<td>RNF, B 25</td>
</tr>
<tr>
<td>Napoleone, Anna Ria</td>
<td>QRN</td>
</tr>
<tr>
<td>Narayan, Madhu</td>
<td>W 8, A 01, K 07</td>
</tr>
<tr>
<td>Nassar, Dave</td>
<td>D 29</td>
</tr>
<tr>
<td>Nastal, Jessica</td>
<td>N 05</td>
</tr>
<tr>
<td>Navarro, Federico</td>
<td>N 03</td>
</tr>
<tr>
<td>Navickas, Kate</td>
<td>AW 2, F 22</td>
</tr>
<tr>
<td>Neaderhiser, Stephen</td>
<td>H 04</td>
</tr>
<tr>
<td>Neal, Michael</td>
<td>E 19</td>
</tr>
<tr>
<td>NeCamp, Samantha</td>
<td>D 10</td>
</tr>
<tr>
<td>Neeley, Stacia Dunn</td>
<td>J 10</td>
</tr>
<tr>
<td>Neff, Joyce</td>
<td>M 20</td>
</tr>
<tr>
<td>Neiderhiser, Justine</td>
<td>I 23</td>
</tr>
<tr>
<td>Nelsms, Gerald</td>
<td>AW 1, A 06</td>
</tr>
<tr>
<td>Nelson, Julie</td>
<td>F 31</td>
</tr>
<tr>
<td>Nemec, Jason</td>
<td>H 01</td>
</tr>
<tr>
<td>Nester, Nancy</td>
<td>F 08</td>
</tr>
<tr>
<td>Neupane, Dhruba</td>
<td>J 07</td>
</tr>
<tr>
<td>Newbold, Webster</td>
<td>AW 8</td>
</tr>
<tr>
<td>Newkirk, Thomas</td>
<td>AW 13, N 35</td>
</tr>
<tr>
<td>Nichols, Garrett</td>
<td>F 12</td>
</tr>
<tr>
<td>Nichols, Greg</td>
<td>G 30</td>
</tr>
<tr>
<td>Nichols, Julie</td>
<td>I 01</td>
</tr>
<tr>
<td>Nichols, Randy</td>
<td>K 13</td>
</tr>
<tr>
<td>Nickoson, Lee</td>
<td>E 05</td>
</tr>
<tr>
<td>Nielsen-Dube, Kathryn</td>
<td>AW 4</td>
</tr>
<tr>
<td>Niestepski, Michelle</td>
<td>MW 3, C 16</td>
</tr>
<tr>
<td>Nieveen Phegley, Missy</td>
<td>N 30</td>
</tr>
<tr>
<td>Nihlawi, Amina</td>
<td>K 08</td>
</tr>
<tr>
<td>Nishimura, Amy</td>
<td>E 15</td>
</tr>
<tr>
<td>Nora, Krystia</td>
<td>N 26</td>
</tr>
<tr>
<td>Norbert, Elliot</td>
<td>AW 9</td>
</tr>
<tr>
<td>Norcross, Nanelle</td>
<td>E 27</td>
</tr>
<tr>
<td>Northway, Kara</td>
<td>E 21</td>
</tr>
<tr>
<td>Novak, Matthew W.</td>
<td>W 8</td>
</tr>
<tr>
<td>Nowacek, Rebecca S.</td>
<td>D 34, N 06</td>
</tr>
<tr>
<td>Noyes, Heidi Maria</td>
<td>C 17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>O</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>O’Brien Gerhart, Casey</td>
<td>N 12</td>
</tr>
<tr>
<td>O’Connor, John</td>
<td>J 22</td>
</tr>
<tr>
<td>O’Malley, Jennifer</td>
<td>N 32</td>
</tr>
<tr>
<td>Ocasio, Alexander</td>
<td>F 36</td>
</tr>
</tbody>
</table>

| Oddo, John | A 25 |
| Odell, Lee | W 3  |
| Oenbring, Raymond | I 21 |
| Ogundipe, Olumide | J 05 |
| Oleksiak, Timothy  | L 31    |
| Olinger, Andrea    | F 06    |
| Olivas, Sarah      | B 30    |
| Oliver, Matthew    | M 20    |
| Oliver, Veronica   | M 14    |
| Oliverio, Kathy    | L 01    |
| Olson, Annie       | N 07    |
| Olson, Bobbi       | L 13    |
| Olson, Jon         | G 34    |
| Olson, Wendy       | D 16    |
| Omizo, Ryan        | F 29    |
| Oppegaard, Brett   | RNF, N 11|
| Ore, Ersula        | I 02    |
| Orenstein, Abby    | C 02    |
| Ortoleva, Matthew  | C 29    |
| Osborne, Jeff      | B 26    |
| Oswal, Sushil K.   | RFP, AW 8, I 18, FSIG 15 |
| Otto, Peggy        | E 13    |
| Outland, Ruth      | N 09    |
| Oviedo, Ollie O.   | RNF, F 35 |
| Oweidat, Lana      | K 11    |
| Ozz, Robin         | F 15    |

<table>
<thead>
<tr>
<th>P</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Pace, Tom</td>
<td>K 24</td>
</tr>
<tr>
<td>Pacton, Adam</td>
<td>J 15</td>
</tr>
<tr>
<td>Pagel, Myshie</td>
<td>QRN</td>
</tr>
<tr>
<td>Pagnac, Susan</td>
<td>M 29</td>
</tr>
<tr>
<td>Paine, Charles</td>
<td>H 08</td>
</tr>
<tr>
<td>Palmeri, Jason</td>
<td>F 30</td>
</tr>
<tr>
<td>Palmquist, Mike</td>
<td>E 36</td>
</tr>
<tr>
<td>Paltride, Brian</td>
<td>W 5</td>
</tr>
<tr>
<td>Pandey, Iswari</td>
<td>N 21</td>
</tr>
<tr>
<td>Papay, Twila</td>
<td>I 04</td>
</tr>
<tr>
<td>Papoulos, Irene</td>
<td>W 1, K 30, TSIG 8</td>
</tr>
<tr>
<td>Papper, Carole Clark</td>
<td>AW 1</td>
</tr>
<tr>
<td>Paproth, Matt</td>
<td>W 3</td>
</tr>
<tr>
<td>Paraskevas, Cornelia</td>
<td>AW 11</td>
</tr>
<tr>
<td>Pardlow, Donald</td>
<td>RNF</td>
</tr>
<tr>
<td>Paretti, Marie</td>
<td>W 2</td>
</tr>
<tr>
<td>Parfitt, Matthew</td>
<td>L 17</td>
</tr>
<tr>
<td>Parish, Rachel</td>
<td>I 31</td>
</tr>
<tr>
<td>Parkhill, Alorie</td>
<td>J 09</td>
</tr>
<tr>
<td>Parks, Stephen</td>
<td>AW 10</td>
</tr>
</tbody>
</table>

CCCC CONVENTION, ST. LOUIS 2012  367
Parks, Steve: A 03, K 34
Parrish, Juli: RNF
Paschke-Johannes, Jeff: E 16
Paster, Denise: K 18
Paszek, Joe: MW 2
Patch, Paula: E 06
Patterson, Nancy: W 15
Patton, Martha D: G 28
Paudel, Hem: I 26
Pauly, Heather: H 25
Paz, Enrique: H 03
Pearson, Eden: D 07
Peary, Alexandria: B 01
Peckham, Irvin: A 20
Peeples, Tim: A 34, TSIG 15
Peagram, Alexis: F 31
Pell, John: E 03
Pemberton, Michael: RNF, A 26
Pennell, Michael: C 29
Penniman, Matt: N 02
Pennington, Mary Beth: F 11
Pepper, Mark: H 23
Perales Escudero, Moises D.: G 08
Peralta Cortez, Maria: A 05
Perelman, Les: A 14, E 14, K 32
Perez, Chelsea: G 06
Perkins, Kasey: B 18
Perl, Sondra: A 37, L 34
Perolio, Jessica: C 21
Perrault, Sarah: K 20
Perry, Kathrynn: M 25
Perryman-Clark, Staci: B 07
Peter, Mortensen: J 22
Peters, Brad: I 33
Peters, K.J.: F 24
Petersen, Jerry: D 06
Petit, Angela: L 30
Petrosino, Krista: C 17
Pfannenstiel, Nicole: N 31
Pflugfelder, Ehren: F 29
Phelps, Louise Wetherbee: D 20, TSIG 1, J 03
Philbrick, Ethan: J 02
Philbrook, Maxwell: I 07
Philipose, Tom: AW 13
Phillips, Aaron: RNF
Phillips, Amanda: G 18
Phillips, Talinn: QRN
Photinos, Christine: FSIG 9, L 12
Piano, Doreen: F 05
Pickle, Melody: C 21
Pierce, Kimberly: B 13
Pierce, Tom: M 31
Pietruszynski, Jeffrey: B 05
Pigg, Stacey: B 03
Pike, Sarah: F 25
Pilsch, Andrew: L 04
Pimentel, Octavio: AW 12, D 28, H 15
Pinkert, Laurie A: K 13
Pinter, Robbie: K 30
Pinzon, Blanca Yaneth Gonzalez: FS H
Pitera, Allegra: B 09
Pittendrigh, Nadya: G 09
Pizza, Joseph: E 25
Platt, Julie: B 18
Plemons, Anna: F 20
Poblete, Patricia: RNF
Poe, Mya: W 2, TSIG 9, I 32
Pond, Kristen: F 11
Popham, Susan: C 09
Portanova, Patricia: N 07
Portman-Daley, Joanna: C 29
Potter, Andrea: M 06
Potts, Liza: K 14
Powell, Annette: H 34
Powell, Katrina: J 33
Powell, Malea: W 8, A 01, FSIG 4
Powell, Rebecca: M 32
Powers, Elizabeth: A 16
Prendergast, Catherine: I 30
Preston, Jacqueline: QRN, C 34
Price, Margaret: TSIG 18
Price, Steve: D 05
Prins, Kristin: M 22
Prior, Paul: G 22
Propen, Amy: D 22
Puccio, Paul: E 36, L 33
Pueschner, Gordon: MW 4
Pugh, Melody: I 23
Pullman, George: K 36, N 21
Purdy, James: IP, D 19, I 30
Pyles, Rachel: E 33

Q

Qadir, Neelofer: W 11
Quackenbush, Nicole: C 01
Qualley, Donna: E 30
Queen, Bradley: I 14
Rademaekers, Justin: G 27
Rai, Candice: G 09
Ramaswamy, Anushiya: H 21
Ramineni, Chaitanya: K 32
Ramirez, Cristina: N 21
Ramirez-Dhoore, Dora: L 21
Ramsey, Chase: I 11
Rankins-Robertson, Sherry: I 27
Rao, Abhijit: F 25
Ratliff, Clancy: G 02
Rawlins, Jacob: D 17
Ray, Brian: I 26
Read, Sarah: I 17
Reed, Teresa: FSIG 6
Riddick, Mimi: N 10
Reddy, Nancy: F 18
Reed, Rachel: I 03
Refaei, Brenda: L 10
Rehberger, Dean: M 07
Reid, Alex: C 25
Reid, E. Shelley: F 34
Reid, Lynn: G 25
Reiff, Mary Jo: D 34
Reimer, Cody: D 25
Rein, Joseph: K 01
Relerford, Jimisha: K 22
Remedios, Sara: I 10
Remley, Dirk: W 3, A 20
Restaino, Jessica: F 30
Rheaman, Jessica: IP, E 19
Ryman, Jessica: IP, E 19
Rymanolds, Dahliani: M 14
Rymanolds, Nedra: C 29
Rymanolds, Thomas: H 16
Reznicki, Michael: RNF
Rhoades, Georgia: L 08
Rhodes, Keith: J 14, FSIG 7
Ribero, Ana Milena: RNF
Rice, J. A.: K 21
Rice, Jeff: L 18, M 22
Rice, Jenny: B 16, L 18
Rice, Rich: W 5
Rice-Bailey, Tammy: A 21
Rich, Jennifer: K 15
Richards, Jessie: J 20
Richards, Rebecca: CWS
Richardson, Elaine: AW 3, C 07, FSIG 1
Richardson, Flourice: L 10
Richardson, Jennifer: N 01
Riche, David: N 08
Richie, David R.: F 21
Richmond, Tyler: G 10
Rickert, Thomas: L 18
Ricks, Tony: M 15
Ridolfo, Jim: M 07
Rieder, David: C 31
Rife, Martine: IP, W 8
Rifenburg, J. Michael: RNF
Rifenburg, James: G 26
Rifenburg, Michael: H 29
Rinard, Brenda: M 12
Ringer, Jeff: I 11
Rios, Gabriela: FSIG 16
Riss, Charles: C 27
Riss, Melissa: C 27
Risse, Derek: C 33
Ristich, Michael: C 33
Ristow, Ben: FSIG 18
Ritola, Tonya: QRN
Ritter, Kelly: RNF, MW 3, A 30, E 36
Rivat, Jessica: N 02
Rivera-Mueller, Jessica: L 13
Rivers, Nathaniel: B 08
Rix Wood, Henrietta: N 04
Roach, Danielle N.: E 28
Robb, Anna: F 02
Roberts, Leslie: W 4
Robertson, Liane: MW 2, F 34
Robillard, Amy: C 15
Robinson, Christine L.: RNF
Robinson, Monica: A 29
Robles, Vincent: B 20
Rochelle, Warren: C 18
Rodrick, Ryan: E 33
Rodgers, Heather: F 29
Rodrigo, Rochelle: H 07, N 33
Rodriguez, John: K 17
Roe, Meghan: RNF, C 12
Roeder, Tara: AW 13
Roemer, Marjorie: J 09
Roen, Duane: I 27, C 10
Rogers, David: M 30
Rogers, Jaqueline McLeod: RNF, D 20
Rogers, Laura: W 10, F 28, TSIG 19
Rogers, Paul: AW 7, H 35

CCCC CONVENTION, ST. LOUIS 2012  369
Rohan, Liz: E 05
Rohman, Todd E.: F 06
Romney, Abraham: E 34
Ronald, Kate: E 03, J 14
Rood, Craig: K 28
Rook, Amanda: K 20
Roozen, Kevin: QRN, B 34
Roper, Kem: E 20
Rose, Mike: FS C
Rose, Shirley: E 36, M 24
Rosenberg, Lauren: RNF
Roser, Jan: I 05
Rosinski, Paula: B 03
Roskelley, Hepzbibah: D 13, E 03, J 14
Ross, Derek: I 24
Ross, Kacey: M 16
Rossen-Knill, Deborah: TSIG 5
Roswell, Barbara: W 10, F 28
Rouillon, Vanessa: J 22
Rowe, Debbie: G 11
Rowntree, Miriam: M 10
Rubel, Linda: F 06
Rubenstein, Ilene: N 33
Ruecker, Todd: MW 5, D 02
Ruggles Gere, Anne: G 08, H 02
Ruiz, Iris D.: H 15
Rule, Hannah: RNF, J 02
Russell, David: D 17, G 32, FS K, FSIG 6
Russell, Lindsay Rose: W 6
Ruszkiewicz, Sheryl: W 9, F 09
Rutz, Carol: AW 7, C 11
Ryan, Cynthia: C 09
Ryan, Holly: J 24
Ryan, Leigh: W 15
Ryden, Wendy: TSIG 8
Rysdam, Sheri: C 35

Sabatino, Lindsay: L 22
Sackey, Donnie Johnson: W 8, A 01
Saenkhum, Tanita: MW 5, L 24
Salinas, Carlos: E 36
Salvatori, Mariolina: E 30
Samuels, Boba: W 5
Sandick, Phil: MW 7
Sano-Franchini, Jennifer: W 8, K 07
Sansing, Daniel: J 04
Sanyal, Maya: AW 2, J 16
Sanz, Blake: J 31
Sapp, David Alan: W 2
Sargent, M. Elizabeth: AW 11, F 34
Sassser, M. Tyler: M 30
Sauer, Geoffrey: K 14
Sawyer, LaToya: B 11
Scalise, Brandy: L 26
Scanlon, Molly: J 26
Scenters-Zapico, John: W 5
Schaefer, Katherine: J 21
Schaefer, Shelby: F 24
Schaefer, Robert: J 12
Schaffner, Spencer: MW 7
Schaefer, Katherine: A.05
Schindler, Jeremy: QRN
Schonberg, Eliana: E 21
Schraufnagle, Doug: W 8
Schreyer, Catherine F.: D 34
Shalm, Matthew: C 21, H 08
Shayler, Susan: I 06
Schwartz, Michael: M 31
Schwegler, Robert: MW 3
Schweitzer, Leah: G 01
Scott, Blake: E 09
Scott, Mary: F 33
Scott, Meg: C 23
Scott-Copses, Meg: G 14
Seudder, Shana: I 20
Sees, Kristen: RNF
Seethaler, Ina: K 08
Seibel Trainor, Jennifer: W 6
Seigel, Marika: B 33
Seitz, David: C 30
Seitz, James: K 34
Selfe, Cynthia: W 2, C 14, E 32
Selznick, Hilary: I 01
Serviss, Tricia: AW 2, M 01
Shafer, Gregory: W 4
Shan, Wen: J 07
Shank, Dianna: N 14
Sharer, Wendy: B 27
Sharif, Aisha: K 26
Sharma, Ghanashyam: J 07
Sharp-Hoskins, Kellie: D 18
Shaver, Lisa: H 02
Shaw-Draves, Conor: C 33
Shelton, Linda: I 01
Shepherd, Dawn: W 12
Shepley, Nathan: G 15
Sheridan, David: B 01
Sheridan, Mary P.: E 05
Sheriff, Stacey: L 29
Sherlock, Lee: C 34
Sherrill, John: B 33
Shipka, Jody: E 22
Shirk, Henrietta: K 15
Shuck, Gail: AW 4, B 23
Sias, Reva: H 02
Siebler, Kay: I 03
Sierra, Wendi: W 9
Silva, Mary Lourdes: RNF
Silver, Naomi: E 07, G 08
Silvestro, John: H 14
Simmons, Michele: K 05
Simpkins, Neil: N 08
Simpson, Steve: MW 5, TSIG 17, N 15
Singer, Nancy: G 29
Singh, Minal: A 10
Singh-Corcoran, Nathalie: I 06
Sipple, Susan: AW 5
Sirc, Geoffrey: L 18
Skinnell, Ryan: G 15
Skinner, Carolyn: M 04
Skinner, Rebecca: RNF, L 31
Skripsky, Sarah: H 08
Sloan, Philip: RNF
Sloane, Sarah Jane: G 16
Sloboda, Noel: J 24
Slop, David: MW 2
Smith, Bradley: RNF
Smith, Cheryl C.: RNF
Smith, Christian: H 23
Smith, Julianne: E 08
Smith, Linda: G 16
Smith, Michelle: M 04
Smith, Trixie G.: RNF, F 12
Smith-Sitton, Lara: K 06
Smorol, Danielle: RNF
Smyth, Kathleen: C 06
Sneed, Robin: W 12, G 12
Snyder, Todd: H 22
Sokoloff, Sharon: J 09
Soliday, Mary: F 30
Sommers, Jeff: AW 5
Sommers, Nancy: A 36
Sorapure, Madeleine: E 24
Soule, Leah: G 23
Southgill, Glen: M 08
Sparks, Corey: A 18
Sparks, Laura: G 20
Spellmeyer, Kurt: G 24
Spidell, Cathy M: FSIG 10
Spilka, Rachel: A 21
Spinner, Jenny: W 1
Spohrer, Erika: K 28
Sponenberg, Ashlie: H 34
Spring, Suzanne: B 17
Springsteen, Karen: W 14
Sprout, Ethan: D 25, TSIG 14
Spronk, Caitlan: L 04
St Pierre, Catherine: W 14
Staggers, Julie: C 18
Stahlhecker, Katie: H 19
Stallings, Lynne: M 10
Standridge, Emily: L 33
Stanfill, James: L 14
Stanford, Marlena: RNF
Stanley, Sarah: F 33
Stanton, Courtney: C 02
Stapel, Richard: RNF
Starfield, Sue: W 5
Starke-Meyerring, Doreen: W 2, D 16, E 10, K 36
Statum, Andrew: A 37, M 17
Stavenhagen, W. Kurt: I 07
Siedman, Kyle: IP, B 16
Stegall, Sydney: MW 7, A 13
Steiner, Lindsay: J 05
Stephens, Yvonne: M 25
Stephenson, Brittany: AW 5
Stevenson, Heidi Ann: FSIG 10
Stewart, Joyce: H 17
Stewart, Shannon: I 08
Stigall, Natalie: K 33
Stillman-Webb, Natalie: G 04
Stinnett, Jerry: A 27
Stock, David: E 13
Stock, Patti: N 35
Stockman, Sebastian: E 16
Stolley, Karl: K 14
Stone, Jennifer: F 14
Stornaiuolo, Amy: D 27
Stovall, John: A 29
Strain, Margaret: MW 3, D 23
Stremlau, Tonya: F 26
Strickland, Rachel: RNF
Sturman, Samantha: N 24
Sullivan, Patricia: B 08
Sullivan, Patricia-Suzanne: M 15
Sullivan, Patrick: W 4
Sullivan, Rachael: J 15
Summers, Sarah: G 34
Sunahara, Reid: F 15
Sundeen, Jim: J 27
Sura, Thomas: RNF
Sursavage, Mark: D 26
Sutton, Mark: RNF, N 32
Swarts, Jason: W 3, D 34
Swift, Jeff: B 31
Swilky, Jody: E 27
Swofford, Sarah: I 23
Sydelnik, Stefanie: J 21
Szerdahelyi, Judith: N 25
Szetela, Michelle: H 27
Szymanski, Erika: RNF

T

Taczak, Kara: MW 2, F 34
Tanski, Katherine: M 21
Tarabochia, Sandra: N 06
Tardiff, Michael: K 23
Taylor, Elaina: E 34
Taylor, Gigi: AW 4, A 33
Taylor, Tim: A 28
Tekobbe, Cindy: N 31
Ten Brink, Jeanette: H 05
Tesdell, Lee: C 06
Teslenko, Tatiana: W 5, K 05
Tess, Jessica: RNF, H 03
Teston, Christa: A 25
Teutsch, Chris: L 32
Thaiss, Chris: W 2, K 29, FSIG 6
Theado, Connie Kendall: W 5
Thelin, William: RFP, A 12
Thom-Arens, Nicole: F 02
Thomas, Alison: H 32
Thomas, Brennan: AW 11
Thomas, Susan: N 21
Thompson, Jo Ann: K 11
Thompson, Mark: M 19

Thompson, Roger: K 19
Thompson-Spires, Nafissa: G 23
Thornton, Jamie: RNF
Thornton, Jamie: D 27
Thoune, Darci: K 13
Tifarah Hadassah, O’Neill: W 14
Timberg, Howard: W 4, D 24, F 32
Tinelli, Liz: B 20
Tirabassi, Katherine: MW 3
Titus, Megan: QRN
Tolar Burton, Vicki: FSIG 6
Tomlinson, Elizabeth: C 03
Toomey, Melissa: I 12
Torda, Lee: A 08
Toro, Janessa: K 03
Toscano, Rose Marie: F 06
Toth, Christopher: M 27
Townsend, Martha: G 31, FSIG 6, L 17
Trahan, Heather: G 27
Trapp, Joonna: I 33
Trauman, Ryan: K 14
Trauth, Erin: J 28
Trauth Taylor, Kathryn: G 27
Trent, Mary Alice: M 34
Trexler, Megan: E 17
Trimble, Thomas: MW 2
Trimbur, John: G 33, H 10
Troutman, Denise: AW 3
Tucker, Lisa: A 16
Tulley, Christine: H 30
Turnmeyer, Maria: F 01
Tweedie, Sanford: A 34

U

Uehling, Karen: FSIG 9, L 05
Urban, Andrew: L 02
Urbanski, Cynthia: L 12
Urbanski, Heather: RNF, I 05

V

Vaia, Lisa: A 37
Valdes, Aileen: J 06
Valdes, Denise: B 11
van de Graaf, Kara: C 31
VanDellon, Wendy: G 19
Vandenberg, Peter: C 06
Vander Lei, Elizabeth: FSIG 11
Vanderslice, Stephanie: L 03
VanHaitsma, Pamela: D 08
VanKooten, Crystal: E 32
VanOsdl, Paige: D 08
Varley, Anna: H 25
Vasileiou, Lykourgos: I 04
Vee, Annette: E 24
Verhoeven, Betsy: J 24
Vetler, Matthew: D 30
Vian, Christopher: RNF
Vidali, Amy: C 01, TSIG 18
Vieira, Kate: A 07, B 35, D 35, N 28
Villanueva, Victor: C 07, D 06, E 36
Villarreal, Michelle: G 06
Vincelette, Elizabeth: M 20
Vinson, Jenna: I 12
Virtue, Andrew: L 32
Vitanza, Victor: RNF, B 19, F 35
Vogel, Elizabeth: D 07
Vogtner, Jennifer: A 16
Voss, Julia: QRN
Vossler, Joshua: K 18

W

Waite, Jason: E 11
Waite, Stacey: K 34
Walker, Clay: N 16
Walker, Janice R.: RNF, D 19
Walker, Joyce: I 30
Walker, Paul: B 26
Wallace, David: D 04
Wallack, Nicole B.: AW 2
Waller, Jeannie: C 32
Wallin, Jonathan: D 25
Wallig, Olivia: D 12
Wallis, Jule: FSIG 21
Walls, Douglas: D 27
Walter, John: D 25
Walters, Keith: A 22, G 16
Walters, Shannon: L 28
Wan, Amy: L 07
Wang, Bo: H 12
Wang, Stella: J 21
Wardle, Elizabeth: AW 11, D 34, E 09, TSIG 2, K 25
Ware, Jennifer: AW 6, G 12

Warner, Sterling: PI
Warnick, Chris: MW 3, G 14
Warnock, Scott: AW 5, I 18, FSIG 15
Warwick, Nicole: F 01
Warzecka, Zach: AW 11, H 20
Wastal, Carrie: W 15, M 24
Watanabe, Sindy: B 10
Watkins, Robert: K 22
Watson, Missy: AW 2, J 16
Watts, Patsy: J 05
Wavering, Kelly: L 23
Weaver, Amy L.: H 31
Webb-Sunderhaas, Sara: TSIG 11, H 22
Webber, Jim: G 05
Webber, Martha: A 02
Weber, Cynthia: E 23
Weber, Dani: G 15
Weber, Katrina: RNF
Webster, Travis: F 12
Wecker, Erin: I 04
Weinert, Laura: F 18
Weisberger, Ron: F 32
Weiser, Irwin: MW 6
Weisser, Christian: C 03
Weissman, Gary: E 30
Welch, Kathleen Ethel: L 19
Welch, Nancy: F 22
Well, Jennifer: AW 11
Wells, Jaclyn: L 19
Wells, Jennifer: A 35
Welsh, Joshua: I 31
Wen, Ying: I 15
Wenger, Christy: AW 14, J 07
Wenger, Mark: J 32
Werden, Leslie: QRN
Werder, Carmen: E 12
Werner, Maggie: F 26
Werner, Courtney: E 26
Werner, Erich: RNF, MW 7
Wery, Ronda: J 28
Westbrock, Theresa: H 19
Wetherbee, Ben: G 21
Wetzel, Grace: J 32
Wexler, Steven: F 01
Weyandt, Chris: MW 4
Whalen, Tracy: D 20
Wheeler, Anne: L 09
Wheeler, Stephanie: L 21
Whicker, John: K 21
Whiddon, Scott: W 10
White, Casey: I 19
White, d’Andra: H 11
White, Kate: D 08
White, Stephanie: A 24
White-Farnham, Jamie: I 24
Whitfield, Pam: I 08
Whithaus, Carl: K 32
Whiting, Brandon: G 01
Whitley, Ben: A 13
Whittemore, Stewart: B 15
Wickman, Chad: A 25
Wiesman, Christopher: K 16
Wight, Shauna: G 19
Wilde, Patty: M 05
Wilder, Blake: K 26
Wilder, Laura: G 28
Wiles, Matthew: G 17
Wilkes, Lydia: W 14, A 18
Wilkey, Christopher: H 14
Wilkinson, Caroline: QRN, I 22
Willard-Traub, Margaret: W 5, F 10
Williams, Bonnie: QRN, AW 3, K 02
Williams, Bronwyn T.: K 23
Williams, Lauren: J 25
Williams, Mark: H 24
Williams, Matthew: H 16
Wills, Katherine V.: RNF
Wilson, Maja: W 15, G 05
Wilson, Nancy A.: M 32
Wilson, Sarah Bartlett: N 09
Wilson, Sheena: W 5
Wilson Schaffer, Martha: I 13
Winans, Amy: N 13
Wingard, Jennifer: D 16, FSIG 10
Winslow, Dianna: I 07
Winzenried, Misty Anne: C 13
Wirtz, Jason: W 13
Wise, Melody: W 15
Wisniewski, Carolyn: QRN
Witt, Ryan: J 17
Wojahn, Patti: N 27
Wojcik, Michael: M 07
Wolfe, Joanna: AW 7, E 24
Wolff, Lisa: W 5
Wolfensperger, Yochie: B 12
Wolke, Shari: F 27
Wood, Tara K.: W 14, M 10
Woodard, Rebecca: QRN, H 06
Woodworth, Elizabeth: IP
Wootton, Lacey: H 32
Wrice, Sheldon: M 34
Wright, Allison: RNF
Wright, Cassie: TSIG 16, H 29
Wright, Crystal: F 07
Wright, Elizabeth Ada: C 04
Wright, Pamela: M 24
Wyeth, Mary: B 01
Wynn, Sarah: H 27
Wysocki, Anne Frances: C 31, F 17, H 13

X

Xiao, Yuehai (Mike): W 5

Y

Yagelski, Robert: H 21
Yaghjian, Lucretia B.: F 36
Yancey, Kathleen Blake: AW 10, A 36, E 22
Yang, Hui: F 27
Yankie, Bethany: I 11
Yergeau, Melanie: E 32
Yood, Jessica: I 28
York, Eric: L 32
Yost, David: K 01
You, Xiaoye: MW 5, D 11
Young, Morris: B 35
Young, R AShed: G 25
Young, Susan: J 29
Young, Vershawn: E 20, K 17
Yu, Eunjyu: RNF
Yuksel, H atice Gulru: W 5

Z

Zanzucchi, Anne: N 15
Zarin, Eve: J 29
Zawacki, Terry: AW 4, FSIG 6
Zebroski, James: C 30, N 35
Zemliansky, Pavel: E 09
Zenger, Amy: W 5, F 10, M 26
Zhang, Jin: L 24
Zhang, Shishi: H 05
Zimmerelli, Lisa: L 29
Zimmerman, James: B 13
Zimmerman, Traci: A 15
Zino, Dominique: A 37, M 17
Zlateva, Maria: I 14
Zoetewey, Meredith: K 05
Zollars, Michelle: W 7, H 09
Zuckermann, Trudy: B 12
Zuidema, Leah A.: K 08
CCCC would like to thank the following sponsors of the 63rd Annual Convention in St. Louis.

Their continued support of CCCC confirms their commitment to the teaching of composition.