Pre-convention Workshops and Meetings
Wednesday, March 21

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”
- **Charlie Lowe and Pavel Zemlianski**, “Open Educational Resource (OER) Projects as Alternative Publication Sites for Writing Teachers”
- **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**

Americais 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
to link doctoral education with the discipline, with masters and undergraduate organizations, 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/Transnational/Multinational/Global Trends,” an effort to re-imagine U.S. doctoral programs vis-à-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

America’s 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 qualitative 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 inquiry 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 related to qualitative inquiry.

All CCCC attendees are invited to attend the keynote address and/or the work-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
Americaís 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 Gailet, 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

Americas 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 i Engaged: Service-Learning and Civic Engagement in Program and Course Design

Americas 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”
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
America's 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 Avci, 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
**W.6**  **Gateways, Gates, and Gatekeeping: Mentoring and Diversity as a Feminist Future**  
Americaïs 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**  
Americaïs 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  
Americans 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  
Americans 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.


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
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”