



2013 CCCC Exemplar Award Winner



Keith Gilyard
Penn State University
University Park

2013 Award Committee: Adam Banks, Dora Ramirez-Dhoore, Jaime Armin Mejia, Cecilia Rodriguez Milanes, and Rashidah Jaami` Muhammad, Chair.

For 30 years, Dr. Keith Gilyard has been a guiding intellectual force in our profession and a devoted supporter of NCTE and CCCC. He currently is NCTE Past President and former CCCC Chair (2000). He has served on several of the organization's committees including the NCTE Resolutions Committee (08-09), NCTE Nominating Committee (2004), CCCC Nominating Committee (2002), NCTE Executive Committee (1999), CCCC Officer Rotation (97-01), CCCC Resolutions Committee (1994), NCTE Committee on Doublespeak (93-96), NCTE Editorial Board (91-94), Conference on English Education (92-96), and in the 1980s, Dr. Gilyard served as Associate Chair for the 1986 NCTE Convention and the 1983 CCCC Convention.

Dr. Gilyard's academic career includes over 75 national and international invited lectures, just as many conference presentations, and over forty workshops and seminars away from his home institution. He has also served countless times as reviewer and consultant for university programs, tenure applications, university presses, and publishing houses.

In her nomination letter, Cheryl Glenn contends that "in the United States, the name Keith Gilyard is synonymous with the best African American rhetoric and poetics and composition studies have to offer." Dr. Gilyard has added to our academic resources more than fifty articles, book chapters, radio and television interviews and presentations, four textbooks, three volumes of poetry, four edited volumes, and six books including two American Book Award winners, *Voices of Self: A Study of Language Competence* and *John Oliver Killens: a Literary Life*.

Dr. Gilyard has mentored and supported many of our current and future Cs scholars, including Elaine Richardson, who says, "Keith Gilyard has been a voice for me. He is the Malcolm X of rhetoric, composition, so-called urban education, applied linguistics, African American literature, and poetry." Echoing the words Ossie Davis used to eulogize Malcolm, Richardson states, "[Dr. Gilyard is] our manhood, our living, black manhood! This is his meaning to his people. And in honoring him we honor the best in ourselves." Victor Villanueva contends that because he "represents every facet of NCTE's and C's work Keith Gilyard deserves this very special recognition."

And we do honor Keith Gilyard, noted by the number of colleagues, current and former students who wrote in support of Keith's nomination. He has had and continues to have the most profound impact on scholars and scholarship in our field.

The CCCCs Exemplar 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." CCCCs Exemplars "set the best examples for the CCCCs membership."

The Conference on College Composition and Communication therefore honors Dr. Keith Gilyard, the Pennsylvania State University Distinguished Professor of English and African American Studies, with its most prestigious honor, the 2013 Exemplar Award.



In Memoriam

Gary Tate

Adrienne Rich

Sessions Presented by Two-Year College Faculty

Concurrent Sessions Presented by Two-Year College Faculty

- A.17 There's Nothing Basic about Basic Writing
- A.25 Getting a Job in the Two-Year College
- B.17 Talent + Effort = Grit: Strategies for Bridging Gaps, Reaching Insight, and Improving Retention
- C.19 No Longer "At Ease": Fostering Success of Returning Vets in Two-Year College Writing Classrooms
- C.20 State and National Influence on Local Assessment Rubrics: Looking Before We LEAP
- D Featured Session: The Go-To Place for Basic Writing—Two-Year Colleges
- D.17 Lessons Learned: Three Genres and TETYC
- E.02 The Thing and Imaginary Border between Remedial and Degree-Credit Composition: Using Multiple Measures to Assess Student Readiness for College Reading and Writing
- E.15 From Resource to Resourcefulness: English-Library Collaboration to Improve Student Learning in Library Instruction
- E.18 Public Mission, Private Funds: Saving the Community College Mission in an Age of Privatization
- G.01 The Accelerated Learning Program: Deepening the Teaching of Writing to Basic Writers
- G.34 Toward a Sustainable Curriculum: Teaching FYC at the Community College Level with a Focus on Food, Politics, Consumption, and the Environment to Promote Critical Literacy
- H.16 Toward Consensus: Basic Writing Pedagogy in Community Colleges, from Faculty Development to Active Learning
- I.06 Like Salmon Swimming Upstream: Developing Writers, Dams, and Scales
- I.14 From the Front Lines of Composition's Public Work: Leadership in Two-Year College English Departments
- J.16 Trends in Accelerated Learning Programs
- K.11 Expanding Our Community: The Duality of Concurrent Enrollment
- L.12 When the Outside Looks In: Accountability, Assessment, and Apprehension in a Technical College Setting
- L.29 Basic Writing, Empirical Psychology, and Humanism: Embracing Interpersonal Learning and Psychology for Practical Interventions
- L.31 Grading and Assessing Basic Writers
- N.04 The Modes as Critical Tropes

Individual Presentations by Two-Year College Faculty

- A.02 Cheri Spiegel, *The Writing is on the Wall: Using DIY Narrative to Empower and Engage Student Writers*
- A.33 Susan Gebhardt-Burns, *Invention Techniques: Which Work Best for Community College Basic Composition Students?*
- B.30 Mina Sommerville-Thompson, *Visual Literacy in the Composition Classroom: Sharing in the Connective Spaces of Social Networking Sites*
- B.33 Laurel Saiz, *Writing Well in the Cloud*
- C.05 Stephanie Merz, *Motivational Structures of Mexican Immigrant Students in the Basic Writing Classroom*
- C.05 Rachel Ketai, *Literacy Experiences of Undocumented Community College Students*
- C.28 Leslie Jewkes, *Into Active Voice Leveraging the Power of Public Digital Spaces*
- D.17 Jeffrey Klausman, *Reviewing Reviews: The Public Work of the Review Section of TETYC*
- D.20 Tiffany Rousculp, *Speaking Out—Even Speaking at All: Transgressing Boundaries in a Multimodal Composition Classroom*
- D.28 Leslie Norris, *Research Study Results: The Effects of Digital Technology on Basic Writing*
- D28 Lauren Williams, *“Rethinking Basic Writing for a Digital Future: Replacing Assimilation with an Agenda of Empowerment”*
- E Featured Session Eric Bateman, Louise Bown, Beverly Derden Fatherree
- E.03 Shawn Casey, *Implementing the Common Core State Standards: Notes from a High School/Higher Education Classroom Collaboration*
- E.03 Robert Derr, *Bridging the Gap Between High School Writing and College Composition Courses: Basic Writing Programs that Will Help Increase Community Literacy*
- E.05 Mary French, *The First-Year Composition Course: Help for Those “Left Behind”*
- E.07 Michelle Garza, *(Re)Evaluating the Public: An Examination of Social and Critical Approaches to the Teaching of Writing in Entry-Level Classrooms*
- E.10 Michael Benton and Danny Mayer, *Academic Labor in the Community*
- E 12 Howard Tinberg, *The Pleasures of Teaching Composition: Reading and Responding to Student Writers (This session will be interactive, with participants reading a student draft and engaging in a dialogue about student writing.)*
- E.13 Hope Parisi, *Competing and Converging Rhetorics: A Writing Tutorial for Taking a Student Support Services and Basic Writing Collaboration Public*
- E.19 Ruijie Zhao, *Teaching through the Revolving Door of Public/Private Work: A Basic Writing a Spatial and Visual Approach*
- F.01 Derek Handley, *Basic Writing and Conversations within the Community*
- F.11 Nigel Medhurst, *Breathing ROOM for the Basic Skills Brotha*

- F.26 Daniel Cleary, Burkean and Davidsonian Identification in the Rhetoric of Alcoholics Anonymous
- F.27 Scott Klepach, Issues of Identity and Responsibility: How Do We Create Enlightened Thinkers Who Will Bring about Social Change?
- F.28 Michael Hill, The Work of Philosophical Argument in an Age of Mechanical Assessment
- H.08 Nancy F. Pine, But I'm Just Not Good With Technology: From Resistance to Empowerment in Basic Writing Courses
- H.12 Erich Werner, From Rant to Ruin: Composing for the Internet's Many and Complex Speeds
- H.13 Andrea Osteen, Making Private Public: Teaching in the For-Profit-Sector
- H13 Lisa Mahle-Grisez, Public Mission, Private Funds: The Growing Impact of Venture Philanthropy on Composition as Illustrated by The Gates Foundation's Completion Agenda
- H.24 Dawn Abt-Perkins, Having Something to Say: Voice, Authority, and Instructional Conditions that Support Women Academic Writers
- H.33 Emily Schnee, The Politics of Assessing Diverse Genres
- I.24 Bob Lazroff, Someone Take the Wheel: Academic Third Space and the Community College Student
- I.33 Jennifer Klein, Reassessing the Instructor's Role as Reader with Online Student Texts
- J.36 Jennifer Maloy, Generation 1.5 Students in the Basic Writing Classroom: What Experience Teaches
- J.37 Cheryl Hogue Smith, Basic Writers as Basic Readers: Addressing Obstacles to Academic Literacy
- K Featured Session Rhonda Grego, Clint Gardner, Making Leadership Public: A Roundtable Discussion of Leadership Opportunities in NCTE and CCCC
- L16 Michelle Brazier, SparkNotes as Secondary Research? The Public Work of Using Online Resources
- M31 Siskanna Naynaha, Constructing Basic Writing at a Community College
- N Featured Session Jeffrey Klausman, The Public Work of Contingent Labor
- N.29 Juliette Ludeker, Waiting for the "Luxury of Fearlessness": When Being Able to Write has Nothing to Do with the Ability to Write

Friday Special Interest Groups (TYCA)

TYCA TALKS

Friday night, 6:30–7:30 p.m.



Committee Meetings

CCCC Executive Committee

Wednesday, March 13, 9:00 a.m.–5:00 p.m.
Top of the Riviera N, Monaco Tower, 24th Floor
Chair: Chris Anson

Committee on Assessment

Thursday, March 14, 12:15–1:30 p.m. (Closed)
Monaco 13, Monaco Tower, 24th Floor
Chair: Susanmarie Harrington

Committee on Best Practices for Online Writing Instruction

Friday, March 15, 8:30–11:30 a.m. (Closed)
Monaco 15, Monaco Tower, 24th Floor
Co-Chairs: Beth Hewett and Scott Warnock

Committee on Computers in Composition and Communication

Friday, March 14, 12:30–1:15 p.m. (Closed)
1:15–1:45 p.m. (Open)
Monaco 13, Monaco Tower, 24th Floor
Chair: Doug Eyman

Convention Concerns Committee

Saturday, March 16, Noon–1:00 p.m.
Monaco 14, Monaco Tower, 24th Floor
Co-Chairs: Chris Anson and Malea Powell

Committee on Disability Issues

Friday, March 15, 5:00–7:00 p.m. (Open)
Monaco 13, Monaco Tower, 24th Floor
Chair: Jay Dolmage

Committee on Globalization of Postsecondary Writing Instruction and Research

Friday, March 15, 2:00–3:15 p.m. (Open)
Monaco 14, Monaco Tower, 24th Floor
Chair: Paula Gillespie

Committee on Intellectual Property

Friday, March 15, 11:00 a.m.–12:15 p.m. (Closed)
Monaco 16, Monaco Tower, 24th Floor
Chair: Jeffrey Galin

Committee on LGBT/Q Issues

Thursday, March 14, 1:45–3:00 p.m.
Monaco 15, Monaco Tower, 24th Floor
Co-Chairs: Martha Marinara and Mark McBeth

Language Policy Committee

Wednesday, March 14, 7:45–8:45 p.m. (Closed)
8:45 – 9:45 p.m. (Open)
Monaco 13, Monaco Tower, 24th Floor
Chair: Kim Brian Lovejoy and Elaine Richardson

Newcomers' Orientation Committee

Friday, March 15, 2:00–3:15 p.m. (Closed)
Monaco 13, Monaco Tower, 24th Floor
Chair: Paul Puccio

Nominating Committee

Thursday, March 14, 3:30–5:30 p.m. (Open)
Monaco 13, Monaco Tower, 24th Floor
Friday, March 15, 9:30–11:30 a.m. (Closed)
Monaco 17, Monaco Tower, 24th Floor
Chair: Linda Bergmann

Committee on Part-time, Adjunct or Contingent Labor

Thursday, March 14, 10:30–11:45 a.m. (Open)
Monaco 13, Monaco Tower, 24th Floor
Chair: Seth Kahn

Committee on Preparing Teachers of College Writing

Thursday, March 14, 1:00–2:00 p.m. (Closed)
Monaco 14, Monaco Tower, 24th Floor
Chair: Asao Inoue

Resolutions Committee

Thursday, March 14, 5:30–6:30 p.m. (Open)

6:30–7:30 p.m. (Closed)

Monaco 14, Monaco Tower, 24th Floor

Chair: Hephzibah Roskelly

Committee on Second Language Writing

Saturday, March 16, 9:30 a.m.–Noon (Open)

Monaco 15, Monaco Tower, 24th Floor

Co-Chairs: Jay Jordan & Christina Ortmeier-Hooper

Committee on Undergraduate Research

Friday, March 15, 11:00 a.m.–12:15 p.m. (Closed)

Skybox 205, Second Floor

Co-Chairs: Doug Downs & Jenn Fishman

Committee on the Status of Graduate Students

Friday, March 15, 12:30–1:45 p.m. (Closed)

Monaco 15, Monaco Tower, 24th Floor

Chair: Daisy Levy

Committee on the Status of Women in the Profession

Friday, March 15, 7:30–8:45 a.m. (Closed)

Monaco 16, Monaco Tower, 24th Floor

Chair: Eileen Schell