

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.16 Strategies, Supports, and Barriers: The Complex Transfer of Genre Knowledge in the Disciplines
- B.15 Critical Thinking and Writing in the First-Year Composition Classroom
- E.04 Public Works: How Writing Centers Build and Sustain Supportive Communities for Dissertators
- E.15 From Resource to Resourcefulness: English-Library Collaboration to Improve Student Learning in Instruction
- F.27 Race and Gender: Lessons in Constructing Identity and Responsibility
- F.31 Reaching Out to a Discipline and Profession: Writing and Reading in Nursing Studies
- H.25 Teaching Research as Metadisciplinary Awareness
- J.05 Themes of Performance to Teach Writing Cross Disciplines: Food, Acting, and Performances
- J.06 Virtual Publics, Real Argument
- J.28 Approaches to Teaching and Conducting Research: The Possibilities for Student Research
- J.30 A Campus Collaboration for Critical and Information Literacy: Enhancing the Hybrid/Studio Approach Writing
- K.13 Reconciling Genres and Research in School and Work Situational Contexts
- K.16 The Public Work of Writing, Seeing, and Reading: Composition Sources as Sites of Contention and Social Change
- K.32 The Writing Center as Public Space: Developing Writing Identities across Disciplines
- L.05 The Visible Dissertation: Graduate Student as Writer and Programmatic Efforts in the Dissertation
- M.03 Using a Corpus of Student Writing to Introduce Disciplinary Practices in a First-Year Composition Course
- M.05 Narratives at Work and in School Settings to Teach Writing and Critical Thinking
- M.14 Methods, Methodology, Procedures: Devising a Swalesian Move/Step Schema for Research Article Sections
- M.16 Challenges and Directions for Citation Pedagogy: Taking the Citation Project into the Classroom
- N.04 The Modes as Critical Tropes
- N.23 Faculty Peer Mentoring: Improving Student Writing across the Disciplines
- N.24 Graduate Writing and Graduate Writing Pedagogy: The Writer Teaching Writing

- N.26 Lesson the Transfer of Writing Skills: Adapting to New School and Public Environment

2—Basic Writing

- A.05 From Homework to Public Work: Locating Digital Communities in the Composition Classroom
- A.17 There's Nothing Basic about Basic Writing
- A.33 What Works: New Approaches in the Basic Writing Classroom
- C.03 Public Access, Public Work: A Case Study for Multiple Basic Writing Pilots
- D.07 Approximating the University: Novices Practicing Knowledge in the Basic Writing Classroom
- D.28 Concurrent Literacies: Digital Literacy and Basic Writing
- E.02 The Thin and Imaginary Border between Remedial and Degree-Credit Composition: Using Multiple Measures to Assess Student Readiness for College Reading and Writing
- E.03 Aligning Conversations: Local College-Readiness Initiatives
- E.07 Basic Writer as Lightning Rod, Rosetta Stone, and Crucible: Access, Accountability, Hispanic-Serving Institutions, and Texas
- E.13 Social Connectedness and Student Support: Enhancing Success and Retention in the Transition to College-Ready
- F.01 Basic Writing, Rhetorical Education, and Civic Engagement
- F.25 Occupying the Language of Remediation: from CSUSB to Deborah Brandt to The Hunger Games
- F.28 The Work of Scholarship: Hermeneutics in Public and Institutional Arguments on Basic Writing
- G.01 The Accelerated Learning Program: Deepening the Teaching of Writing to Basic Writers
- G.24 What Kind of Citizens Are We Returning to China?
- H.08 Digital Media and Basic Writing: Enhancing the Work of Composition
- H.16 Toward Consensus: Basic Writing Pedagogy in Community Colleges, from Faculty Development to Active Learning
- H.18 Politics, Basic Writing, and the CSU System
- I.06 Like Salmon Swimming Upstream: Developing Writers, Dams, and Scales
- I.07 Reacting, Rallying, Re-imagining: Full-Fledged University Students, Basic Writers No More
- J.04 Legitimizing Basic Writers: A Public Conversation
- J.07 Using Portfolios to Even the Odds: Rethinking the Portfolio Process in Placement, Instruction, and Assessment
- J.16 Trends in Accelerated Learning Programs
- J.34 Troubling Placement in Basic Writing
- J.37 Fostering Reading Identity for Students in the Developmental Writing Classroom
- K.14 Implementing the Guiding Principles of the CCCC Position Statement on Writing Assessment: Lessons Learned from the CUNY Assessment Test of Writing
- K.28 Navigating the Academic Lingo: Language and Difference in Basic Writing

- L.21 The Multi-Media Composition Classroom
- L.29 Basic Writing, Empirical Psychology, and Humanism: Embracing Interpersonal Learning and Psychology for Practical Interventions
- L.31 Grading and Assessing Basic Writers
- M.15 Class Confidence: Basic Writing, Early Start, and the Future of Remediation at Public Universities
- M.19 Going Public through Partnership: Basic Writing as Nexus for Transfer, Advocacy, and Activism
- M.20 Radical Reform: Changing Basic Writing through Basic Writing Teachers
- N.20 Demystifying Academic Literacy: Basic Writing, Rhetorical Competence, and Self-Assessment
- N.22 Bridging the Gap(s) in Reading, Writing, and Critical Thinking
- N.25 The Impact of Social Class on Basic Writing Pedagogy

3—Community, Civic & Public

- A.31 Writing across the Justice System
- A.32 Documenting Lives: Interviewing as Pedagogy and Activism
- A.35 We Are the .2%: Critical Race Counterstories of Chican@ PhD Experiences in Rhetoric and Composition
- C.04 Rhetorical Movement through Public Pathways
- C.05 Public Works and Public Rhetorics: Effects of Immigration Debates on the Literacy Experiences of Migrant Students
- C.34 Breaking the Silence: African Americans Creating Rhetorical Spaces
- D.08 Community-Based Rhetorics as Always/Already Public Work: African American and Chican@ Responses to Rhetorics of Racism, Oppression, and Silencing
- D.33 Literacy in Context: African and Creole Discourse Practices
- D.34 Public Work in Required Composition Classes: Three Pedagogical Possibilities
- E.06 “Going Public” with Pregnancy Rhetoric: Redefining Technical Communication, Historiography, and Community Action Research
- E.10 Same Work, Different Publics: Producing Community Journalism
- E.16 More Than Just Another Research Site: How Transnationalism Is Challenging New Literacy Studies
- E.22 Socially Networked Writing and Rhetorical Ecologies
- F.07 Engagement, Education, and Action in the Information Age: Science and the New Ideas of Public Work
- F.24 Public Scrutiny, Public Response: Rhetorically Arm(or)ing against the War on Women
- F.26 Rhetorical Analyses of Cultural Phenomena
- F.33 Serving Those Who Serve
- G.11 A Land without a People: How Composition’s Naturalistic Metaphors Leave the Body Behind
- G.13 Rhetorics of Religion, Rhetorics of Identity: Enacting Belief in the Writing Center

- G.23 Public Education Alternatives: K-12 and Community Education
- H.02 Narrating, Building, and Framing a Public Space for Literacies: Across Disciplines, Colleges, Public Schools, and Local Communities
- H.03 Composing the Public (and Its Problems): John Dewey and the Public Work of Rhetoric and Composition
- H.05 Writing and the Politics of Acceleration
- I.08 Re-Organizing Graduate Education through Community Engagement
- I.32 Learning Dangerously: Student Activism in the Classroom
- I.34 Sites of Resistance and Disruption: Constructing a Participatory Citizenship through Women's Rhetorical Agency
- J.02 Going "Glocal": Considering Literacies in Isolation
- J.03 Powwows, Prisons, and Pedagogies: Reinvigorating the (Counter)Public Work of Composition
- J.08 Growing Community: Public Writing about Food
- J.22 Conceptualizing Public Discourse
- K.04 Creating Public Spaces for Veterans' Voices
- K.05 Appropriating Public Voices: Rhetorics of Exclusion in/through/with Science
- K.06 Research, Writing, and Service: Empirical Methods and Writing Pedagogy in Civic Engagement Projects
- K.12 Teaching Rhetoric as Public Work
- K.15 The Digital Rhetorician as an Agent of Social Change
- K.22 Conflict Discourses in Public Deliberations
- K.24 Stakes, Stakeholders, and Freshman Composition: Communicating Our Programs to Multiple Audiences
- K.26 Finding the Words Together: Interrogating the Deficit Model of Literacy
- K.29 Oral Histories as Public Work: A Community Publishing Experiment in Rural Pennsylvania
- K.30 Mapping Rhetorical Strategies in the Composition of Public Memory and Identity
- K.31 A Critical Lens on Service Learning
- L.26 Ethnographies of Bodies, Artifacts, and Activists
- L.27 "Pulled from My Roots": The Public Work of Youth Performance in the Borderlands
- L.28 Feminist Methods behind Bars: Critical Representation in Prison Research, Writing, and Teaching
- L.30 Becoming "Literate" about Communities: Lessons Learned in the Field
- M.11 Community Collaborations
- M.12 Composing Public Bodies/Embodying Public Compositions
- M.13 Finding a Way In: Examining Spaces of Student Public Writing
- M.18 Voices of Diversity Project: The Work of Op-Eds
- N.07 Racing the Local, Locating Race: Rhetorical Historiography through the Digital Humanities
- N.17 Organizational Rhetorics
- N.19 Locating Public Literacies: Multimodal Education In and Around the University
- N.21 Toward a Theory of Multimodal Public Rhetoric

4—Creative Writing

- C.32 The Public Work of Memoir: Using the Personal to Struggle for Collective Justice
- D.29 Experimental Writing/Experimental Teaching: Making Space for the Personal
- F.13 Consensus and Community in Creative Writing Classrooms
- G.02 Creative Nonfiction and the Public Sphere

5—History

- A.29 Drawing on the Archives to Challenge Dominant Notions of Writing Practices
- A.30 “Alternative Histories” Auguring Alternative Futures: Nineteenth-Century Normal Schools and Twenty-First Century Practices
- B.34 Back to Basics: Making Space for Indigenous Rhetorical Histories
- B.35 “Bowling to the Elders”? New Understandings of Expanded Canons
- C.33 Interrogating Rhetorics of Gendered Space: Flappers, Firefighters, and Submariners
- D.32 Making the Translingual Past Visible: Counter Histories of Writing Instruction
- E.17 Sister Resisters: A Rhetorical Record of Women Writing for Public Reform
- E.32 Brother(s) . . . Outsider(s): Rhetorics in the Public Work of Social and Political Movements
- F.19 Private Schools for the Public Good: U.S. Jesuit Higher Education in the 19th and 20th centuries
- G.10 Alternative Histories: Composition and Rhetoric in Secondary Schools and Normal Colleges, 1890–1956
- G.22 Historical Roots of Contemporary Language Practices
- I.26 Creative Publics: Constructing Institutional Histories through Student Voices in the Archives
- I.28 Rhetoric, Literacy, and the Historical Public
- J.25 Archival Research and the Origins of Composition
- K.25 Cooking, Botany, and Journalism: Historical Sites of Feminist Rhetorics
- L.25 Historical Studies of Women’s Rhetorical Practices
- M.10 Women’s Literacy Practices in Historical Context
- N.14 Public Rhetoric and Construction of Literacy

6—Information Technologies

- A.06 Your Previous Assumptions Do Trip You: How Error, Non-Identity, and Memory in Digital Texts Destabilize Writing
- A.07 Multimodal Composition and Web 2.0: Equipping Under-Prepared Students with Real World Skills
- A.26 Teaching on the Move: Mobile Technologies and Public Writing
- A.27 Commenting, Conferencing, and Collaboration: Interrogating Online Writing Pedagogy

- A.28 Anti-Social Networking: Complicating Public, Digital Composing
- B.29 Shades of Digital Expertise: Addressing Environments, Teachers, and the Field
- B.30 Pedagogy in the Clouds: Social Networking and Visual Literacy in the Composition Classroom
- B.31 The ePortfolio Model and the Development of Public Reflective Composition
- B.32 Net Work: The Intellectual, Social, and Material Function of Networks in the Composing Process
- B.33 Theorizing, Teaching, and Evaluating E-Portfolios in First-Year Composition
- C.07 The Post-Public Work of Composition: Reaching New Writers with New Media
- C.08 Writing 2.0: Participation in Distributed Publics
- C.29 Blogs and Vlogs: Public Work in the Classroom
- C.30 Making It Up as We Go: Online Identities in Motion
- C.31 The New Mass Literacy of Procedurality: Ideologies, Implementations, and Implications
- D.06 Composing Works for Public(s): Employing Multimodal Technologies to Connect Students, Ideas, and Audiences in the First-Year Composition Classroom
- D.25 Between Making and Remaking: Copyright, Copyleft, and Multimodal Composition
- D.27 Procedural Rhetorics In, On, and About the Public Writing of Videogamers
- D.30 Mobile, Social, Public: Understanding the Publicness of New Media Composition Practices
- E.20 University of California Online Education: A Report and Assessment from Writing Faculty
- E.28 Are There No Teachers Here?: Automating Teaching and Assessment
- E.30 Authorship, Ecologies, and Infrastructures: 21st Century Applications of Wikis in Rhetoric and Composition
- E.34 Pedagogy in a New Key: Fanfiction, Comics, and New Media Composition
- F.02 Preparing Graduate Students to Be New Media Composers
- F.08 When Digital Vocabularies Select Exclusionary Realities: A Panel IRL
- G.05 Mapping Our Discursive Homes across Disciplinary, National, and Digital Borders
- G.08 When the Distance Is Not Distant: Modeling Best Practices and Maximizing Public Interaction in the Online Course
- G.12 Institutionalizing Innovation: Collaboration, Class Size, and Conflict
- G.21 We Are Borg: Composing Processes and Identities
- H.06 Public Composition in Privatized Digital Spaces
- H.12 Haunted Places: Composing Possibilities for Democratic Design
- H.32 Gendered Literacy Practices in Digital Spaces
- H.35 "Paying Attention" to Web 2.0: Social Media and the Public Work of Composition

- I.09 Going Public: Composing New Boundaries of Public and Private Discourses
- I.16 Experience and Identity Bytes: Researching How Digitization Influences the Development of Future Public Writers
- J.09 Web 2.0 and the Public Work of Composition
- J.10 Takin' It to the Streets: Public Spaces and Public Faces of Multimodal Composition
- J.15 Web 2.0 as Public Writing: Composition, Collaboration, and Discourse Community in Social Media
- J.21 Start Playing Around: Videogames and Pedagogy in a New Key
- K.37 Reporting on Best Practices in Online Writing Instruction (OWI): Six-Year Research Results from the CCCC Committee for Best Practices in OWI
- L.14 From Kickboxing to Kickstarter: Public Engagement in Virtual Spaces
- L.23 Researching and Designing with Social Media: Four Case Studies
- L.24 The DIY LMS: Reaching New Publics with Homegrown Learning Management Systems
- M.09 Addressing the "Crisis" in Scholarly Publishing: A Sustainable Approach
- N.06 Digital Environments, Public Writing, and Student Needs: Using Instructional Assistants to Facilitate Learning in Online Classes
- N.09 Civic Discourse in Digital Spaces: Exigence and Action
- N.13 You Are Here: Rhetoric, Response, and Respect
- N.15 Building Interfaces: Three Models of Theory and Research for Understanding the Technologies that Cross Publics
- N.18 Our Students' Public Practice and Our Pedagogical Work: Learning from Our Students' Social Media Composing Practices
- N.30 Code in the Classroom: Student Writers as Game Designers

7—Institutional and Professional

- A.23 Operation Preparation: Where Revolutionary Theories and Institutional Practices Collide
- A.24 General Education and the Teaching of Writing: Exploring the Opportunities for More Deliberate Pedagogies
- A.25 Getting a Job in a Two-Year College
- B.01 The War Comes Home: The Rise of Veterans Studies in Rhetoric and Composition
- B.16 Reunion: Public Access and Writing Today
- B.27 Expertise and Meaningful Assessment: (Re)Modeling the Public Trust in Teachers
- B.28 From Presentation to Publication: How to Make Revision Count
- C.23 The Contingent Academic Workforce: Myths, Facts, Prospects
- C.25 Perspectives on Small-College Teaching
- C.28 "Can't Get No Satisfaction": Can Making Online Teaching Public Increase Teacher Satisfaction?
- D.24 Understanding and Supporting New Teachers in Uncertain Times

- D.26 The CWPA Diversity Project
- D.31 Constructions of Composition Students as Exigencies for Change: Four Critical Perspectives on Going Public
- E.18 Public Mission, Private Funds: Saving the Community College Mission in an Age of Privatization
- E.25 Preprofessionalism and the Graduate Student Editor
- E.29 Keeping It Together: Supporting Practices of Community in a Writing Department
- E.33 Succession, Confession and Conflict in WPA Work
- F.15 Becoming “The Writing Person”: Negotiating Public Identity and Programmatic Perils in Writing Program Administration
- G.20 Student Assessment, Program Assessment, and the Challenges
- G.26 First-Year Composition, Rhetoric, and the Public University
- H.13 Privatization and Writing Instruction: Venture Philanthropy, For-Profits, and Contingent Self-Advocacy
- H.14 The Public Works of Program Administration: Accreditation and Assessment
- H.31 Asserting the Graduate Student Perspective: Negotiating Identity Issues and Pedagogical Concerns through the Practicum
- I.10 Machine Grading, For-Profit Writing Classes, and Utilitarian Service: Emergent Formations of the Neoliberal University
- I.14 From the Front Lines of Composition’s Public Work: Leadership in Two-Year College English Departments
- I.15 Expanding Our Definitions of 21st Century Writing Instruction: Online Conferencing, Academic Service Learning, and Writing/Education
- I.35 Changing Perceptions of Writing Program Administrator Authority and Identity in the Past Twenty-Five Years
- J.20 The Undergraduate Major and the New Publics of Rhetoric and Writing Studies
- K.07 The Public and Private Faces of Composition for Scholars on the Tenure Track: Examining Disciplinary Identity
- K.23 Composing Roles for Scholars, Teachers, and Organizations in Policy Debates
- K.35 Building, Analyzing, and Sustaining Writing Programs in the U.S.
- L.18 Articulating the Infrastructure of the Field: Perspectives on the 2012 Survey of the Master’s Degree Consortium of Writing Studies Specialists
- M.02 When Graduate Assistants Unionize: Effects on GA “Training” Professionalization, and Labor Management
- M.31 Political Economies of Literacy Instruction: Configuring Basic Writing
- N.10 Reading, Writing, and Remixing Composition’s Public Identity
- N.11 Aligning Expectations: The Integrative Mission of Composition as a Teaching Subject
- N.29 The Silence Project: Giving Voice to Academics with Severe Writing Difficulties

8—Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

- A.19 Re-Centering Composition: New Perspectives on Literacy Instruction for Culturally and Linguistically Diverse Publics
- A.21 Mobilizing Insider Knowledge: Examining How Disciplinary Participants Provide Affordances for Student Writing
- A.22 Reading Into Writing: Student Writers Reading in Secondary, Two-Year College, and First-Year Composition Classrooms
- B.09 PDAs; or, Public Displays of Affiliation: Composing at the Intersections of the Academy, the Games Industry, and the Gaming Community
- B.17 Talent + Effort = Grit: Strategies for Bridging Gaps, Reaching Insight, and Improving Retention
- B.25 “Whose Best Practices” Disrupting Discourses about the Work of Composition
- C.13 Rhetoric, Composition, and Disciplinary Emergence
- C.22 Global Rhetorics, Racial Identities, and Nonverbal Rhetorical Action
- C.24 Private Trauma, Public Compositions: The Effects of Trauma Narratives on Classroom and Community
- D.10 Being There: The Rhetoricity of Queer Spaces, Identities and Bodies
- D.23 Using Architecture, TED, and Design Pedagogies to Teach Writing
- E.09 Writing and/as Design: Identity Events in the Margins
- E.24 Global Literacies Cross-cultural Rhetoric, and International Students in The American University and Beyond
- F.03 Facilitating First Generation Graduate Student Success: Extending Critical Compassionate Pedagogy to Student Support Services
- F.22 Writing Bridges: Public Conversations about Composition across High School and Post-Secondary Contexts
- G.19 Literacy Instruction Meets Intercollegiate Sports
- G.28 Writing in the Sciences, Scientific Thought, and Mentoring Writers
- G.32 Writing on Different Soil: Adaptations of Writing and Composition Studies at Three International Sites
- H.04 Not Either/Or: Civic Rhetoric, Community Engagement, and the Public
- H.22 Making Reading Public in College Writing
- I.13 Exploring Cross-Language Work in History, Theory, and Practice: Reworking Languages in Teaching and Research
- I.23 Narrating One’s Way through New Interdisciplinary Perspectives for Ethical Communication
- I.25 Expansive Minds and Narrow-Mindedness: Public Schools, Collaboration, and Critical Thinking Assessment
- J.14 Little Did We Know!: Using Reflective Practice to Publicize Student Research Processes
- J.17 Defining Where We Work: The Role of Composition in Discipline Formation
- J.29 Using Translingual Pedagogies across Disciplines to Teach Writing in the Disciplines

- L.02 Writing in Science, Technologies, Mathematics, and Engineering: Frameworks for Success for All Students from High School to University and Beyond
- L.07 I Flap My Hands and You Unsheathe Your Pocket DSM: Rhetorics of Mental Disability and the Public Work of Composition
- L.09 Weaving in New Threads: Craft Perspectives on Rhetoric and Composition
- M.23 Conceiving Literacy: How Students and Educators Define Literacy across Educational Contexts
- M.30 FYC Classes as Sites of Rhetorical Education: The Public Concerns of Borderlands Communities
- N.31 Teachers Going Public: Toward New Understandings of Literacies, Social Justice, and Inter-Institutional Partnerships
- N.33 Transgressing Composition Spaces: Shaping Students' Conocimiento with Pedagogies That Empower Public Acts

9—Language

- A.13 Honoring Vernacular Eloquence: Pathways to Intellectual and Academic Discourse
- B.26 World and American English Vernaculars: Assets Not Deficits
- C.21 Studies of Students Engaging Translingual and Translation
- D.09 The Global Work of English
- E.31 Questioning English Instruction Abroad and at Home
- F.04 “Home? Language”: De-Privatizing African American Oral-Based Discourse
- G.09 Beyond “English Only”: Language Ideologies and Identities across University Writing Contexts
- H.21 Advising Resident Multilingual Writers: Challenges, Implications, and New Directions for Research
- I.02 Complexities of Curricula in the “Global” Era: Contesting Remediation across Contexts
- I.21 The Language and Literacy Diversity Project: Using Linguistic Survey Data to Inform Writing Pedagogy, Writing Research, and Writing Program Assessment
- J.31 Language Difference as Resource: An Expanded, Multi-Level Approach to Linguistic Difference in First-Year Composition
- L.15 Language as Power: Discourse and the Creation of Identity
- N.32 Texts and Contexts: Studies by and with Chinese Students and Teachers (The Empire Strikes Back)

10—Professional and Technical Writing

- A.12 14 Original Heuristics for Solving Writing Problems: A Roundtable in Tweets
- B.24 Discourse and Difference: The Embodied Nature of Professional and Technical Writing

- D.19 Medical Documentation as Persuasive Discourse
- F.05 Complicating Composition: Technical Communication's Investments in Public Discourses, Metaphors, and Gendered Bodies
- G.30 Exploring Public Plain Language Use in Government, Ethics, and Counter-cultures
- H.19 Risk, Rhetoric, and Military Legacies in the Town Next Door
- K.21 The Stories We Tell: Reframing Instructional and Institutional Identities

11—Research

- A.08 Navigating the Landscapes: Transfer and Threshold Concepts as Lenses for the Public Work of Writing in the University
- B.20 Rhetorical Strategy and Discourse Analysis
- B.21 What Coding Means and Why We Should Do It
- B.23 Next Steps? Responses to Royster's and Kirsch's Feminist Rhetorical Practices: New Horizons for Rhetoric, Composition, and Literacy Studies
- C.14 Responding to the Public Crisis in Student Writing: Results from the Study of Seniors' Meaningful Writing Experiences
- C.18 Peer Review and Conferences as Teaching Strategies for ESL Writers
- C.20 State and National Influence on Local Assessment Rubrics: Looking Before We LEAP
- D.18 Re-reading Christensen and Appalachian Textbooks: Coding Risk in Basic Writing Progress
- D.21 Race and Writing Assessment: Cross-Disciplinary Frameworks for Impact Analysis
- D.22 Research on Reflection and Composing in Teacher Development
- E.05 Research on Less Prepared or Less Successful Writers
- E.21 Video Methodologies: Researching on the Tube
- F.09 From the Public Sphere to the Global Sphere: Extending Composition across Local and Global Contexts
- F.16 Developing Methods for Self-Sponsored Writing Center Assessment
- G.03 Disciplinary Data on Display: Visualizing Keywords in CompPile, Dissertations, and the Writing Studies Tree
- G.07 The Invisible Made Visible: Web 2.0 and Peer-Conferencing in Writing Courses
- G.29 Public Health Claims, Writing in Entomology, and the Legacy of the First Public Normal School
- H.27 Genre and Public Sites
- H.29 Composition and Its Publics: Three Moments of Reckoning from 1954–2012
- H.34 Writing about Writing, Thinking about Thinking: Promoting Transfer within and beyond First-Year Composition
- H.37 Here Comes the Neighborhood: Re-inventing the University through Students' Stories
- I.17 Research about First-Year and Multilingual Students
- I.30 The Power of Talk: Using Interviews and Discourse Analysis to Uncover

Ideologies about Race, Violence, and Identity in Composition Scholarship and Practice

- J.33 Research on Writing Courses and Novice Writing Teachers
- J.35 Necessary Failures: New Contexts
- K.03 The Triforce of Wisdom: Student Engagement, Gaming Practices, and Writing Pedagogy
- K.34 Designing a Multi-Institutional Cross-Disciplinary Study in Information Literacy
- L.03 The Public (Face) Work of Administration: A Case Study of Six New Writing Center Directors
- L.08 Numbers Talk: Using Corpus Data to Guide Ethnographic Inquiry
- L.10 Too Legit to Quit: Refiguring “Writing Transitions” on a Spectrum of Public Engagement
- M.25 Promoting Transfer through Reflection: A Cross-Institutional Study of Metacognition, Identity, and Rhetoric
- M.27 Mapping Transfer Research and Its Potential Impact on Public Life

12—Teaching Writing & Rhetoric

- A.03 Visual Considerations for Students and Writing Teachers
- A.09 Writing Science and Critical Literacy
- A.10 Listening as Writing Pedagogy
- A.11 Unsafe at Any Speed: When Students Research, Read, and Write with their Foot on the Pedal
- A.15 Whose Story Is It Anyway? Student Authorship and the Craft of Narrative
- A.18 Beyond Bahamian Classroom Walls (and Back Again): Student Writing and Engagement in Public Spaces
- A.20 Our Relationships to Stories and Lands: Indigenous Knowledge in Basic Writing and Composition Classrooms
- A.34 Bridging the Divide between Basic Literacy and College Readiness: Using Protocol Analysis to Prepare Basic Readers and Writers for Academic Success
- B.06 How Our Students Learn: Implications for Teaching Writing
- B.08 Digital Intellectuals: Students as Public Writers in the Global Internet Age
- B.11 Teaching Scholarly Writing in WID Contexts
- B.12 Assessment, Preparedness, and Retention Strategies
- B.13 Expanding the Conversation about Faith and Composition: Multiple Perspectives on the Public Work of Religion
- B.18 Listening for Currents in the News: Writing, Rhetoric, News Literacy, and the Public Sphere
- B.19 Characterizing the Honors Research Writing Course: Student Identity, Digital Literacy, and an Interrogative Approach to Research
- B.22 Accessing Literacy, Literacies as Access: Reimagining Public Narratives of Disability
- C.01 Incorporating Video Stories from Workplace Professionals into Communi-

- cation Courses: Mini-Modules Online to Increase Student Motivation and Learning
- C.09 Composition in/for Virtual “Public” Spaces: Digital(ly) Mediated Divides
- C.16 Religion, Spirituality, and the Culture of Abundance
- C.17 Diversity, Disability, and the Needs of Veterans in Our Classrooms
- C.19 No Longer “At Ease”: Fostering Success of Returning Vets in Two-Year College Writing Classrooms
- C.26 Making the Personal Public: Storytelling as Academic Discourse in College Composition
- C.27 When Apprentice Writers Can’t Read What We Write: Rethinking WAW Courses in Light of Student Experiences Reading Primary Research Essays
- D.02 Negotiation, Sharing, and the Rhetoric of Correspondence
- D.03 Embodiment, Disability, and the Idea of Normativity
- D.04 Challenges for Writers from China and India
- D.05 Meeting Writers Halfway: Experiences Working with the Upper-Division and Graduate Writing Student
- D.15 The Public Hopes of Composition
- D.16 Taking on What We Take for Granted: Digital Portfolios, Digital Underlife, and Issues of Digital Copyright
- D.17 Lessons Learned: Three Genres and TETYC
- D.20 Know “Speak” Listen - See: Breaching Literacy Boundaries in the Composition Classroom
- E.11 Moving Genres: Public and Academic Writing in College Classes
- E.12 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.19 “A little less conversation and a little more action please”: A Guerrilla Pedagogy that Arms Students with QR Codes, Public Art, and Visual Rhetoric
- E.32 Digital Pedagogy: Rhetorical Analysis and Assessment
- F.06 Only Connect: Strategies for Engaging Reluctant, Under-prepared, and Inattentive Writers
- F.17 Productive Tensions: Ideological Conflict and the Next Generation of Support for Veterans
- F.21 Affect and Ethics and Their Effect on Teaching Writing
- F.23 Web-based Literacies
- F.29 The Tyranny of Argument: Rethinking the Work of Composition
- F.34 Sustainability and Composition
- G.06 Multimodal Pedagogies in Digital Media Environments: Websites, LMSs, and Webcasts
- G.14 Ethos and the Public and Private Work of Teaching Composition in the 21st Century
- G.25 When the Classroom Is Flipped: New Models of Teaching Writing
- G.27 Understanding Transfer in the First-Year Writing Classroom
- G.31 Multi-Modal Blues
- G.33 Interviewing, Free Speech, and Improvisation: Making Sense Live, in Public

- 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
- G.35 Participating in Shaping Meaning: Student Encounters with Scholarly Texts in Writing-about-Writing Courses
- H.07 Composer Agency and Multimodal Composition
- H.24 Intervention, Response, and the Conditions for Writing
- H.26 Pedagogies for the Globalized Classroom
- H.28 The Public Role of Writing and Technology for Multilingual Learners and Writing Teacher Candidates
- H.30 Composing beyond the Classroom: Situating First-Year Composition in Digital Writing Environments
- H.33 Narrative Genres in an Outcomes-Based World
- H.36 Reading to Lead and Writing to Win: Composing Future Leaders of Character for the U.S. Air Force
- I.03 The High Stakes of “Real Writing”: Digital Citizenship Meets FYC
- I.22 Authorship, Writing Spaces, and Shifting Roles
- I.24 Student Identity and the Practices of First-Year Writing
- I.27 Minding the Publics and the Work of Composition: Disability, Dysfluency, and Neurodiversity
- I.29 What Happens in the Classroom Can’t Stay in the Classroom: Helping Working-Class Writers Negotiate Public Rhetorics
- I.31 From Private Practice to Public Work(s): Mindfully Re-visioning Classroom Contact Zones into “Affective Communities”
- I.33 (Em)bracing the Urge to Read Student Work Differently: A Discussion of the Opportunities Created by Digital Texts
- J.23 Adventurous Digital Pedagogies: From Multimodality to Classical Rhetoric
- J.24 Strategies for Public Rhetoric
- J.26 Plagiarism and the Student Author: Publics, Policies, Pedagogies
- J.27 Public Discourse as Rhetorical Situation in the First-Year Writing Classroom
- J.32 The Working-Class Imperative in the Public Work of Composition: Creating and Critiquing Pedagogies Designed For and Against Working-Class Student Populations
- K.08 Digital Infrastructure: Re-Wiring the First-Year Composition Classroom
- K.17 And so We Meet Again: A Classroom Approach to Uniting Literature and Rhetoric
- K.20 Interviews, Portraiture, and Play: Exploring Students’ Experiences in the Teaching of Writing
- K.27 Re-envisioning Reason’s Ethos in Public Works
- K.33 Student Histories Matter: Archival Research in the Composition Classroom
- L.06 New Media Instruction in the First-Year Writing Programs at Texas A&M University-Corpus Christi
- L.11 Scenario-Based Writing and the Question of Authenticity in FYC
- L.16 Learning from Students’ Research Practices
- L.22 Teaching Archives of Discomfort: Unsettling Cultural History as Public Work

- L.33 Students' Construction of Writing Selves
- L.34 The Political Work of Redesigning Writing Instruction for Online Publics
- M.01 [Re]-branding Town and Gown: Bridging the Gap between the Local Community and the Ivory Tower
- M.06 Gamification and Education 101: Play to Learn
- M.08 Inside Out: Teaching Embodied Research, Writing, and Revision
- M.26 Alternative Rhetorics, Explicit Instruction, and Student Reflection
- M.28 In Their Own Voices: Self-Reflection on the Composition Process of College Students with Asperger's or High Functioning ASD
- M.29 Private Moments Made Public: Navigating the Boundary between Personal and Public Identity
- M.33 Literacy Narratives and Student Publications
- N.05 Cross-Cultural Communication: Pedagogical Implications for a Diverse Campus
- N.08 From Cylinder to Soundcloud: Remixing Audio Archives for Public Radio
- N.12 "That's So Meta": Supporting the Development of Meta-Awareness through New Media Composition in College Writing

13—Theory

- A.01 Rhetorics of Self-Representation by Scholars of Color
- A.02 The Multiplex Surface: An Investigation of Transformative Influence of Technology, Politics, and Guerrilla Pedagogy on Writing Classrooms
- A.04 Expanding Perspectives of Writing Transfer: New Terms, Methods, and Pedagogies
- A.14 Feeling Undisciplined: Reading Practices and Scholarly Work
- B.02 Remembering Adrienne Rich
- B.04 Persuasive Spaces: Museums and the Compelling Narrative
- B.05 Everyday Writing: Instances, Circulations, Implications
- B.10 Visual Technologies and Culture: Past, Present, and Future
- B.14 To Worry Words: Black Women's Literacies and Rhetorics in Public Culture
- C.02 The Construction of Public Memory: Oral Histories, Memorials, and History Museums
- C.11 Comics, Culture Jamming, and the Campaign for Authentic Representation
- C.12 Occupy Writing: Meditation and the Politics of Mindfulness in the Classroom
- C.15 Expanding Rhetorical Publics: the Zoo, the Cemetery, and the Chapel
- D.11 Tracing Images: Public Production and Composing Rhetoric
- D.13 Public Works and the Architectures of Composition
- D.14 Expanding the Public Work of Composition: The Role of Rhetoric
- E.26 Rhetorical Futures: Revisiting Attachments, Reinvigorating Commitments, Revising Disciplinary Narratives
- F.10 Anti-Immigrant Discourse in the Media: Rhetorical Political Action for Gender Equality
- F.12 Cosmopolitanism, Genre, and the L2 Writer

- F.18 The Construction of Latino, Black, and Asian Masculinities in the Writing Classroom
- F.20 When the Time Is Right: Women, Rhetoric, Publics, and Policies
- G.15 Ecological Productions: Space, Publics, Texts, Identities
- G.17 Places, Objects, and Images
- G.18, The Rhetoric of Settler Colonialism
- H.09 New Media Ecologies: Technology, Nature, Aesthetics, Complexity
- H.17 Socially Built Environment Surrounding Disability
- H.20 (Re)connecting Reading and Writing: A Cross-Generational Perspective
- H.23 Ethically Engaging Difference: Rhetorical Empathy, Insider-Outsider Rhetoric, and Representations of Disability
- I.12 Shifting Imbedded Perceptions: Non-Western Feminists Writing and Speaking in the Public Sphere
- I.18 Expanding the Conversation about Religious Rhetorics: Current Trends, Future Directions
- I.19 Kairos and Silence
- J.13 Students Rights to Their Own Identities: The Importance of Queering Language
- J.18 Sustainability, Food Justice, and Biocentric Rhetori
- K.09 Learning (Again) from Las Vegas
- K.19 Digital Literacy
- L.04 Compositional Expansion: De- and Re-Composing Materialities
- L.19 Postcomposition
- L.20 Public Rhetoric and the First-Year Classroom
- L.32 Rhetorical Responses/Resisting Colonization
- M.17 Objectivity?
- M.22 Students, Teachers, and Workers in Transit: Rhetorical and Pedagogical Implications
- M.24 Alternatives to the Argument: Emotion, Narrative, and the Personal
- M.32 Damnable Things: Putting Sin into Composition
- N.34 Decentering the Able Body: The Praxis of Disability Rhetorics in Public Spaces

14—Writing Programs

- B.03 Information and Its Consequences for Work: Theorizing a Writing Program Informatics
- B.07 Look Out Any Window: The Basic Writing Center
- C.06 Re-imagining Writing Programs' Audiences: Insights from the Open Source Movement about Collaboration within and Between University Writing Programs
- C.10 Dual Enrollment/Dual Credit: The Missing and the Hidden
- D.12 The New "Basic Writing": A WAC/WID Program and Public Literacy
- E.08 Supporting Integrated Writing Research through Rhizomatic Literate Activity

- E.27 Perceptual Presence: Creating Exceptional Teaching and Tutoring in an Online Modality
- F.11 Reidentification: Seeing Students Differently
- F.30 Going Public: Making Integrated Writing Instruction Visible across Disciplines, across the Institution
- G.04 Writing Center Training, Performative Silence, and Informational Visualization
- G.16 Leveraging the “Where” of Writing: Forging, Showcasing, and Complicating Community Connections
- H.10 Transition and Transfer: Tracing Student Movement through Writing Majors and across Disciplines
- H.11 Making Our Work Public: Creating a New English Major
- H.15 Making the Grade: Exploring and Explaining “Failure” in the Composition Classroom and Beyond
- I.04 Invitations to Dialogue: Student Involvement in Teaching for Transfer across and Outside the Composition Sequence
- I.05 A Writing Center Targets Writing in the STEM Disciplines
- I.11 Snapshots of the Field
- J.11 Writing as an Academic Skill and a Liberal Art: From High School to College and Beyond
- J.12 Engaged Assessment/Effective Pedagogy: Fostering Community Engagement through Assessment Practices
- K.10 Implications for Culturally-Relevant Writing Program Administration: Revising Public Perceptions of Basic Writers and Linguistic Diversity
- K.11 Expanding Our Community: The Duality of Concurrent Enrollment
- K.18 The WPA Outcomes Statement and the Pursuit of Localism
- L.12 When the Outside Looks in: Accountability, Assessment, and Apprehension in a Technical College Setting
- L.13 Face, Place, Space, Publics: Multiplicity and Writing Centers
- L.17 Among the “Swirl of Actors” in the Public U: The Challenge of Cross-Disciplinary Instructional Outreach and Assessment
- M.04 Building Textual Bridges: An Analysis of Artifacts Connecting the Writing Center to the University Public
- M.07 Reviving and Sustaining a WAC/WID Program: Traditions, Technology, and Multilingualism
- M.21 Gateway Courses and the Undergraduate Writing Major: A Roundtable Discussion
- N.03 “Basic” Writers, “Multilingual” Writers, and “Mainstream” Writers: The Contested Terms of Transitional Writing from the Student Perspective
- N.16 “Make New Friends, but Keep the Old”: Incorporating New Media and Multimodality in a Growing Writing Program
- N.27 International Admissions Brokers: Streamlining or Complicating Writing Support?
- N.28 The International Work of Composition: The Development of a Multilingual Writing Center at Home and Abroad