



# Pre-convention Workshops and Meetings

Wednesday, March 13

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## **REGISTRATION, 8:00 a.m.–6:00 p.m.**

Royale Pavilion 1/2/3, Lobby Level

## **MEETING OF THE CCCC EXECUTIVE COMMITTEE**

Top of the Riviera, North, Monaco Tower, 24th Floor

9:00 a.m.–5:00 p.m.

## **OPEN WORKING MEETINGS**

These groups will discuss their work, introduce initiatives, and solicit feedback and suggestions. These sessions are an opportunity to learn about and participate in the work of the CCCC. All are invited.

### **Committee on Visibility and Databases**

Skybox 203, Second Floor

*Chair:* Helen Foster, University of Texas, El Paso

### **Committee on LGBT/Q Issues**

Skybox 203, Second Floor

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

### **Committee on Preparing Teachers of College Writing**

Skybox 203, Second Floor

1:45–3:00 p.m.

*Chair:* Asao B. Inoue, California State University, Fresno

### **Graduate Student SIG and the Committee on the Status of Graduate Students**

Skybox 203

3:15–4:30 p.m.

*Chair:* Laurie A. Pinkert, Purdue University, West Lafayette, IN

## **Public Image of Two Year Colleges SIG**

Skybox 203

4:45–6:00 PM

*Chair:* Sterling Warner, Evergreen Valley College, San Jose, CA

## **THE RESEARCH NETWORK FORUM**

Grande Ballroom A, First 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

The Research Network Forum has served as a mentoring branch of the CCCC community—welcoming both novice, and seasoned members—in an effort to foster growth in the scholarship of the field. It allows for the creation of relationships between new and experienced scholars, between long-used research methods and cutting-edge approaches, between editors and future contributors to their journals, and between different research interests in the discipline. As Howard Tinberg asks us to consider, historically, “the work of all writers . . . from novice to graduate student, from essayist to creative writer,” RNF invites all researchers to “acknowledge the challenges” that will foster “a sense of social justice” in the field (2013 CCCC CFP). Accordingly, each participant leaves the RNF to enter the public provided by CCCC with a richer understanding of our research traditions, as well as the ways in which researchers draw on those traditions to forge new approaches to current problems in the field.

As a Forum devoted to research across a wide range of educational sites and activities, 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 public work 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. 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 “in what sense is writing public work” (2013 CCCC CFP). By creating and monitoring the public work of composition 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, 2013 plenary speakers include the following research talks:

- David Blakesley, “Social Reading and Publishing Networks”
- Charlie Lowe, “Open Educational Resource (OER) Projects as Alternative Publication Sites for Writing Teachers”

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. 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**

Grande Ballroom H, First Floor

9:00 a.m.–5:00 p.m.

## **CONSORTIUM OF DOCTORAL PROGRAMS IN RHETORIC AND COMPOSITION: CELEBRATING OUR 20TH Year**

Grande Ballroom D, First Floor

1:30 p.m.–5:00 p.m.

*Chair:* Joyce Neff, Old Dominion University, Norfolk, VA

The Consortium of Doctoral Programs in Rhetoric and Composition (CDPRC), representing over 70 universities, celebrates its 20th anniversary in 2013. CDPRC links doctoral education with masters and undergraduate programs and with local and national assessment projects. Most recently, CDPRC has sponsored the Visibility Project, so that graduate education in Rhetoric and Composition is recognized by the National Research Council and other classification systems such as the Survey of Earned Doctorates. These efforts provide consortium members and our field with evidence to defend and extend doctoral education in a variety of locales.

Our meeting opens with a panel titled **Assessing Graduate Programs: What do we need to know? How do we use what we find?** The presenters, Dr. Wendy Sharer and Dr. Ken McAllister, will discuss the types of data that programs collect, and will explain how stakeholders use data to address program quality, student support, and resource allocations. At 3:30 we will hold the annual business meeting, which includes planning for future initiatives.

This year’s caucus will conclude with a **special reception** honoring the 20<sup>th</sup> anniversary of the Consortium and its founders. We welcome all CCCC members to stop by at any time during the afternoon and encourage everyone to join us for the reception at 5:00.

## Qualitative Research Network Forum

Royale 6, First Floor  
1:30–5:00 p.m.

The Qualitative Research network, which occurs annually at the CCCC, is offered for new and experienced qualitative researchers. As a pre-conference research network, the Qualitative Research Network is open to everyone, including those who are already presenting at the conference in other venues.

During the final hour of the workshop, Kathleen Blake Yancey will give a keynote address titled “In a World of Plenty, What’s a Researcher to Do? Navigating the Currents of Research Activity on Transfer of Knowledge and Practice in Writing.” Yancey’s talk will outline five lenses through which we can view current research on students’ transfer of writing knowledge and practice from one composing site to another, suggesting that that collectively they function as a heuristic helping us see both what we think we have learned about transfer in writing *and* what we need still to learn. Yancey is Kellogg W. Hunt Professor of English and Distinguished Research Professor at Florida State University, where she directs the Graduate Program in Rhetoric and Composition. She has served in several leadership roles, including as President of the National Council of Teachers of English; as Chair of CCCC; and as President of the Council of Writing Program Administrators. She also co-founded and co-directs the Inter/National Coalition for Electronic Portfolio Research, which has brought together over 60 institutions from around the world to document the learning represented in electronic portfolios. In addition, she is the editor of *College Composition and Communication*. Yancey’s research focuses on composition studies; on writing assessment, especially print and electronic portfolios; and on the intersections of culture, literacy and technologies. She has authored, edited, or co-edited eleven scholarly books and over 70 articles and book chapters. Her 1998 *Reflection in the Writing Classroom* outlined three linked reflective practices through which students become “agents of their own learning.” Building in part on that theory, she, Liane Robertson, and Kara Taczak have studied the transfer of writing knowledge and practice for over three years, emphasizing three dimensions of transfer research especially: mapping models of students’ use of prior knowledge as they write in new contexts; exploring the ways that composition as content supports students’ transfer; and documenting the ways that students’ creation of a theory of writing through reflection provides a frame for new writing tasks.

The rest of the Qualitative Research Network will be organized in research roundtables where novice and experienced researchers will present work-in-progress for feedback. Experienced qualitative researchers will be on hand to offer suggestions and to lead the roundtable discussions. The goal of this annual workshop is to offer mentoring and support to qualitative researchers at all levels of experience and working in diverse areas of study within the college composition and communication community. Presenters at the research roundtables may focus on specific concerns and/or broader issues related to qualitative research, as well as on any stage of the research process (e.g., planning, data collecting, data analyzing, publishing).

## Poet-to-Poet Wednesday Event

Skybox 212, Second Floor

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

Grande Ballroom C, First Floor

2:00–5:30 p.m.

*Co-Chairs:* Michael Edwards, Washington State University Pullman

Kyle Stedman, University of South Florida, Tampa

The Caucus on Intellectual Property and Composition/Communication Studies (CCCC-IP) invites composition teachers and scholars who are concerned with issues of copyright, fair use, openness, remix, access, and the ownership and use of intellectual property (IP) to its annual meeting. The Caucus is the public and open counterpart to the work of the CCCC Committee on Intellectual Property, and since 1994 has sponsored explorations of IP issues pertinent to teachers, scholars, and students. All are welcome to the practical and action-focused meetings, where participants work in roundtables to 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 leaders 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.

Roundtable leaders include, Martine Courant Rife, Lansing Community College, Laurie Cubbison, Radford University, Karen Lunsford, University of California-Santa Barbara, Jeffrey Galin, Florida Atlantic University, Kim Gainer, Radford University, James Purdy, Duquesne University and Elizabeth Woodworth, Auburn University at Montgomery

Roundtable 1: Legal and Legislative Developments

Roundtable 2: Sharing IP Stories: Teaching IP, Copyright/left, and Openness

Roundtable 3: Advocating for Open Access in Composition Studies

Roundtable 4: Evolving IP Policies for Journals

## **Newcomers' Orientation**

Grande Ballroom B, First Floor  
5:15–6:15 p.m.

## **Rhetoricians for Peace—Media Propaganda in Managed Democracy**

Grande Ballroom C, First Floor  
6:00–9:00 p.m.

*Chair:* Gae Lyn Henderson, Utah Valley University, Orem

*Keynote Speakers:* Donald Lazere, Cal Poly San Luis Obispo

Thomas Huckin, University of Utah

Heather Bruce, University of Montana

David Stacey, Humboldt State University

RFP proposes an interactive Special Event for Wednesday evening to study both the rhetoric and the consequences of media propaganda. Contributors will examine specific sites of propaganda that restrict democracy. Princeton Professor Emeritus, Sheldon Wolin, argues that the term “managed democracy” captures the material practices of governance in the United States. Rather than relying on outright, violent suppression, modern capitalist democracies exercise hegemony over the framing and interpretation of events. Of particular concern are news media, mass-market advertising, and television portrayals that actively or passively reproduce certain realities, while silencing and excluding those whom these realities oppress.

Speakers will pose specific criteria for journalistic excellence; expose propaganda about the founding of the Tea Party and Occupy movement; discuss problems generated by so-called “progressive satire”; critique infotainment purporting to be journalism; address problems resulting from conglomerate-owned media; trace how falsehoods become proliferated in television, YouTube and other genres; trace propaganda related to the War on Terror; examine depictions of the Occupy movement; challenge the propaganda of “urban renaissance”; and analyze the subconscious coercion of political advertising. In small groups, attendees will respond to call-for-action discussion prompts following presentations. Study of propaganda can function as a heuristic when teaching both analysis and argument.

Contemporary propaganda is a function of the media culture in which we are enmeshed. When, as Jeffrey Scheuer argues, “democracy and journalistic excellence rise or fall together,” it becomes essential for our democracy that scholars, rhetoricians, teachers, and students continually scrutinize media for its propagandistic tendencies. This Special Event will further this aim in exposing and countering the oversimplification, distortion, exaggeration, and obfuscation of media propaganda.

## **Master's Degree Consortium of Writing Studies Specialists**

Royale 4, First Floor

6:30–8:30 p.m.

*Co-Chairs:* John Dunn, Jr., Eastern Michigan University, Ypsilanti  
Derek Mueller, Eastern Michigan University, Ypsilanti

The annual meeting of the Master's Degree Consortium of Writing Studies Specialists is open to all those interested in the issues facing MA/MS faculty and program directors.

MA programs (those either fully or partially focused on composition and rhetoric) 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.

The organization's ongoing agenda and minutes from the 2012 annual meeting can be referenced at <http://www.mdcwss.com/annual-meeting/>

## **Coalition of Women Scholars in the History of Rhetoric and Composition**

Grande Ballroom D, First Floor

6:30–8:30 p.m.

*Chair:* Elizabeth Tasker-Davis, Stephen F. Austin State University, Nacogdoches, TX

“Connecting Past and Future Feminist Research Practices”

*Keynote Speakers:* Letizia Guglielmo, Kennesaw State University, Atlanta, GA  
Jessica Enoch, University of Maryland, College Park  
Phyllis Thompson, East Tennessee State University, Johnson City

Recent innovations in digital and traditional archival research methods have increasingly connected larger audiences to feminist rhetoric and composition practices of the past. This session will begin with three speakers whose primary research exemplifies past, current, and future directions for researchers of feminist rhetoric and writing. The second part of the session will offer round table discussions with established and new feminist scholars on a number of topics around the broad theme of “Remembering the Past, Performing in the Present, and Planning for the Future.”

## **Public Image of the Two-Year Colleges: Hallmarks of Fame**

Royale 6, First Floor

6:30–7:30 p.m.

*Chair:* Sterling Warner, Evergreen Valley College, San Jose, CA

The Public Image of the Two-Year Colleges is a TYCA Committee; 2012 marks its fourteenth year of proposing a program/SIG for the CCCC. The SIG discusses on-going research in the media's portrayal of two-year college students, faculty, institutions, and programs; it grants a "Fame" Award for the most accurate coverage. At the 1999 CCCC, the Public Image of Two-Year Colleges participants pooled the best/worst media coverage of two-year colleges collected the previous year. At the 2000 CCCC, the group, inspired by USA TODAY's front-page coverage of two-year college scholars, created the "Fame Award." Through 2011, both "Fame" and "Shame" awards were approved as official NCTE awards with winners in 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011. Since 2012, the SIG focuses on positive media acknowledgement of two-year colleges—distinct from TYCA's "best program" awards.



## Half-Day Wednesday Workshops

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*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.

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#### **MW.1 Crossing BW/ESL/FYW Divides: Exploring Translingual Writing Pedagogies and Programs**

Capri 103, First Floor

*Chair:* Bruce Horner, University of Louisville, KY

*Speakers:* William Lalicker, West Chester University, PA

Dylan Dryer, University of Maine, Orono

Juan Guerra, University of Washington, Seattle

Asao Inoue, California State University, Fresno

Tony Scott, Syracuse University, New York, NY

Patricia Bizzell, College of the Holy Cross, Worcester, MA

Debarata Dutta, University of North Carolina-Charlotte

*Respondents:* Paul Kei Matsuda, Arizona State University, Tempe

Jay Jordan, University of Utah, Salt Lake City

Steve Lamos, University of Colorado, Boulder

Christine Tardy, DePaul University, Chicago, IL

Wendy Olson, Washington State University, Pullman

Min-Zhan Lu, University of Louisville, KY

#### **MW.2 Evocative Objects: Re-imagining the Possibilities of Multimodal Composition**

Capri 104, First Floor

*Chair:* Jody Shipka, University of Maryland, Baltimore County, MD

*Speakers:* Devon F. Ralston, Miami University, Oxford, OH

Amber M. Buck, College of Staten Island, NY

Kerry Banazek, University of Pittsburgh, PA

Erin Anderson, University of Pittsburgh, PA

**MW.3 Expanding the Conversation: Graduate Students, Contingent Faculty, and the Future of Basic Writing**

Capri 105, First Floor

*Co-Chairs:* Jerry Stinnett, University of Oklahoma, Norman  
Tara Wood, University of Oklahoma, Norman  
J. Michael Rifenburg, University of Oklahoma, Norman  
Shannon Madden, University of Oklahoma, Norman

**MW.4 The Private and Public Work of Archival Research: Considering Physical and Digital Archival Spaces**

Capri 106, First Floor

*Co-Chairs:* Katherine Tirabassi, Keene State College, NH  
Michelle Niestepski, Lasell College, Wilmington, MA  
*Speakers:* Tarez Samra Graban, Florida State University, Tallahassee  
Jordynn Jack, University of North Carolina at Chapel Hill  
Kelly Ritter, University of North Carolina at Greensboro  
Robert Schwegler, University of Rhode Island, Kingston  
Ryan Skinnell, University of North Texas, Corinth  
Margaret Strain, University of Dayton, OH  
O. Brian Kaufman, Quinebaug Valley Community College, Danielson, CT  
Chris Warnick, College of Charleston, SC  
Wendy Hayden, Hunter College, New York, NY  
Jessica Enoch, University of Maryland, College Park  
Michael-John DePalma, Baylor University, Waco, TX  
David Gold, University of Michigan, Ann Arbor

**MW.5 The Public Work Ahead of WPAs: Developing Effective Programs for Linguistically Diverse Students**

Capri 107, First Floor

*Chair:* Haivan Hoang, University of Massachusetts Amherst  
*Speakers:* Todd Ruecker, University of New Mexico, Albuquerque  
Tanita Saenkhum, University of Tennessee, Knoxville  
Deirdre Vinyard, University of Massachusetts Amherst  
Gail Shuck, Boise State University, ID  
Shanti Bruce, Nova Southeastern University, Fort Lauderdale, FL  
Kevin DePew, Old Dominion University, Newport News, VA

**MW.6 Begged? Borrowed? Stolen? None of the Above? Plagiarism as Educational Opportunity**

Capri 108, First Floor

*Chair:* Gerald Nelms, The Ohio State University, Columbus  
*Speakers:* Carole Papper, Hofstra University, NY  
Gerald Nelms, The Ohio State University, Columbus  
Scott Leonard, Youngstown State University, OH

# All-Day Wednesday Workshops

## 9:00–5:00 p.m.

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### **W.01 TYCA Presents: Developmental Education in the Two-Year College, a Place of Possibility**

Grande Ballroom B, First Floor

*Chair:* Carolyn Calhoon-Dillahunt, Yakima Valley Community College, WA

*Speakers:* Amy Pace, Johnson County Community College, Overland Park, KS, “Promising Developmental Education Programs”

Jody Millward, Santa Barbara City College, CA, “Effective Classroom Practices”

Dodie Forrest, Yakima Valley Community College, WA, “Effective Classroom Practices”

Sandra Schroeder, Yakima Valley Community College, WA, “Effective Classroom Practices”

Rhonda Schlatter, Mesa Community College, AZ, “Effective Classroom Practices”

Peter Adams, Community College of Baltimore County, MD, “Promising Developmental Education Programs”

Joanne Giordano, University of Wisconsin Colleges, Wausau, “Promising Developmental Education Programs”

Kathryn Byrne, Johnson County Community College, Overland Park, KS, “Promising Developmental Education Programs”

Beth Gulley, Johnson County Community College, Overland Park, KS, “Promising Developmental Education Programs”

Gordon Koestler, Yakima Valley Community College, WA, “Promising Developmental Education Programs”

Sarah Johnson, Madison Area Technical College, WI, “Challenges to Developmental Education in the Two-Year College”

Laurie Lieberman, Bergen County Community College, Paramus, NJ, “Challenges to Developmental Education in the Two-Year College”

Shane Wilson, Georgia Perimeter College, Covington, GA, “Challenges to Developmental Education in the Two-Year College”

Ronald Weisberger, Bristol Community College, Fall River, MA, “Challenges to Developmental Education in the Two-Year College”

Tatiana Keeling, Central Arizona College, Coolidge

## **W.02 The Political Turn: Writing Democracy for the 21st Century**

Grande Ballroom F, First Floor

*Co-Chairs:* Deborah Mutnick, Long Island University, Brooklyn, NY  
Shannon Carter, Texas A&M-Commerce

Steve Parks, Syracuse University, NY

*Speakers:* Micah Savaglio, Long Island University, Brooklyn, NY

Carmen Kynard, St. John's University, NY

Ben Kuebrich, Syracuse University, NY

Laurie Grobman, Penn State University, Berks

Timothy R. Dougherty, Syracuse University, NY

Nancy Welch, University of Vermont, Burlington

Brian Baile, Syracuse University, NY

Kurt Spellmeyer, Rutgers University, NJ

Rachael Shapiro, Syracuse University, NY

## **W.03 Writing Transitions and Rhetorical Partnerships across Elementary, Secondary, and Post-Secondary Levels**

Grande Ballroom G, First Floor

*Co-Chairs:* Melody Wise, Glenville State College, WV

Pam Childers, Lesley University, Cambridge, MA

*Speakers:* Angelique Johnston, Monroe Community College, Rochester, NY

Elizabeth Johnston, Monroe Community College, Rochester, NY

James Uhlenkamp, Graceland University, Lamoni, IA

Jimmy Fleming, Bedford/St. Martin's, New York, NY

Paul Rogers, George Mason University, Fairfax, VA

Nancy Patterson, Grand Valley State University, Grand Rapids, MI

Michele Ninacs, Buffalo State College, NY

Cynthia Miecznikowski, University of North Carolina, Pembroke

Heather Lindenman, University of Maryland, College Park

Leigh Ryan, University of Maryland, College Park

Amber Jensen, Edison High School, Alexandria, VA

## **W.04 Why Feminisms Still Matter in the 21st Century: Mentoring, Community, Collaboration, and Feminist Agency in Interdisciplinary Feminist Discourse**

Royale Pavilion 7, First Floor

*Co-Chairs:* Stephanie Amsel, Southern Methodist University, Dallas, TX

Elizabeth Vogel, Arcadia University, Lafayette Hill, PA

Emily Johnston, Illinois State University, Bloomington

Sarah Hanks, University of Oklahoma, Oklahoma City

*Speakers:* Susan Kates, University of Oklahoma, Norman, “Feminisms and the Material Rhetoric of U.S. Women’s Quilting Practices”

Eileen Schell, Syracuse University, NY, “Community Engagement as Catalyst for Interdisciplinarity”

Elizabeth Chiseri-Strater, University of North Carolina at Greensboro, “What Is a Feminist Man?: News from the Other Half of the Sky”

Jane Detweiler, University of Nevada Reno, “With Respect to Authority: A Feminist Ethics of Action in Administration”

*Facilitator:* Kathleen Welch, University of Oklahoma, Norman

## **W.05 Building Statewide Partnerships: Lessons and Questions from Ten Years of the Maine Composition Coalition**

Royale Pavilion 4, First Floor

*Chair:* Deborah Hodgkins, University of Maine at Presque Isle

*Speakers:* Stephanie Wade, Unity College, Belfast, ME

Patricia Hager, University of Southern Maine, Lewiston-Auburn College

Kate Dionne, Central Maine Community College, Auburn

Ann Dean, University of Southern Maine, Topsham

## **W.06 CBW 2013: Basic Writing and Race: A Symposium**

Royale Pavilion 5, First Floor

*Chair:* J. Elizabeth Clark, LaGuardia Community College, Long Island, NY

*Speakers:* Beatrice Mendez Newman, The University of Texas-Pan American

Susan Naomi Bernstein, Independent Scholar, Forest Hills, NY

Sugie Goen-Salter, San Francisco State University, CA

Ashley Hannah, West Chester University, PA

Zandra Jordan, Spelman College, Atlanta, GA

Steve Lamos, University of Colorado, Boulder

Min-Zhan Lu, University of Louisville, KY

Scott Richard Lyons, University of Michigan, Ann Arbor

Lynn Reid, Fairleigh Dickinson University, Pt. Pleasant, NJ

William Lalicker, West Chester University, PA

Gregory Glau, Northern Arizona University, Flagstaff

Wendy Olson, Washington State University, Vancouver

Victor Villanueva, Washington State University, Pullman

## **W.07 Diverse Disciplines, “New” Publics: The Work of International Higher Education Writing Research**

Royale Pavilion 8, First Floor

*Co-Chairs:* Mary Scott, University of London, England  
Christiane K. Donahue, Dartmouth College, Hanover, NH  
Cynthia Gannett, Fairfield University, Stratford, CT

*Speakers:* Cecile Badenhorst, Memorial University, St. John’s, Newfoundland, “Thinking Creatively about Research: Explorations of a Pedagogy for Research Writing”

Margaret Franken, The University of Waikato, Hamilton, “From Proposal to Thesis: Documenting the Identity Trajectories of International Post-graduate Students Planning, Conducting and Writing Up Masters Research”

Roxanne Gagnon, University of Geneva, Switzerland, “Learning to Teach French Writing at the University or the Haute Ecole: An Empirical Study on Practices in Primary and Secondary Teachers’ Education Courses in Switzerland”

Marc Surian, University of Geneva, Geneva, Switzerland, “Learning to Teach French Writing at the University or the Haute Ecole: An Empirical Study on Practices in Primary and Secondary Teachers’ Education Courses in Switzerland”

Hannah Gerrard, Massey University, Auckland, New Zealand, “The Very Antipodes of the Centers of Learning: Composition Instruction and the Idea of General Education in the New Zealand University”

Sanne Larsen, University of Copenhagen, Denmark, “Re-contextualising Academic Writing in English: Case Studies of International Student Writers in Higher Education in Denmark”

Karl-Heinz Pogner, Copenhagen Business School, Copenhagen, “Text Production in the Professions as Acting in the Workplace: What Can Research in Non-academic Writing Contribute to Teaching Writing at Universities?”

Karyn Sandstrom, Umea University, Sweden, “I Would Never Write It That Way: How L2 Research Writers’ Self-Narratives Inform Their Use of Web-Mediated Peer Review”

Cheryl Sheridan, National Chengchi University, Taiwan, “The Development of a Local Journal and its Role in a Discourse Community on the Periphery: Stakeholder Interviews”

Aartje van Dijk, Institute for Teacher Training (IVL), Rotterdam University, The Netherlands, “Writing to Learn and Genre Pedagogy: Experiments in Teacher Training in Biology and Mathematics”

Amos van Gelderen, University of Amsterdam, “Writing to Learn and Genre Pedagogy: Experiments in Teacher Training in Biology and Mathematics”

Xiaoqiong You, Shanghai University of Political Science and Law, Shanghai, “Teaching to Their Strengths: American Content Teachers’ Adaptations in Multilingual College Classrooms”

# Half-Day Wednesday Workshops

## Afternoon 1:30–5:00 p.m.

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### **AW.01 Community College to Comprehensive University: Designing Workable Projects and Drafting SWR Book Proposals**

Capri 103, First Floor

*Chair:* Ellen Cushman, Michigan State University, East Lansing

*Speakers:* Robin Gosser, Auburn University, AL

Betsy Verhoeven, Susquehanna University, Selinsgrove, PA

Raúl Sánchez, University of Florida, Gainesville

Krista Ratcliffe, Marquette University, Milwaukee, WI

Victor Villanueva, Washington State University, Pullman

Rhonda Grego, Midlands Technical College, Columbia, SC

Adam Banks, University of Kentucky, Lexington

### **AW.02 Developing, Planning, and Implementing Directed Self- Placement**

Capri 104, First Floor

*Chair:* Anne Ruggles Gere, University of Michigan, Ann Arbor

*Speakers:* Christie Toth, University of Michigan, Ann Arbor

Naomi Silver, University of Michigan, Ann Arbor

Laura Aull, Wake Forest University, Winston-Salem, NC

### **AW.03 Disarming the Privileging of “Standard” English: Classroom Implementation of Writing Assignments that Fight Linguistic Dominance**

Capri 105, First Floor

*Co-Chairs:* Bonnie Williams, Michigan State University, East Lansing

Kim Brian Lovejoy, Indiana University Purdue University Indianapolis

Elaine Richardson, The Ohio State University, Columbus

*Speakers:* Denise Troutman, Michigan State University, East Lansing

Rashidah Muhammad, Governors State University, University Park, IL

Isabel Baca, University of Texas at El Paso

Austin Jackson, Michigan State University, East Lansing

Qwo-Li Driskill, Texas A&M, College Station

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

Terry Carter, Southern Polytechnic State, Marietta, GA

## **AW.04 Teaching a New Ghost Dance: American Indian Texts in Composition Classrooms**

Capri 106, First Floor

*Chair:* Rose Gubele, University of Central Missouri, Warrensburg

*Speakers:* Lisa King, University of Tennessee, Knoxville

Qwo-Li Driskill, Texas A&M, College Station

Angela M. Haas, Illinois State University, Normal

Sundy Louise Watanabe, University of Utah, Salt Lake City

Joyce Rain Anderson, Bridgewater State University, MA

## **AW.05 Making Lives Behind Bars Visible: Literacy Programs and Activism**

Capri 107, First Floor

*Chair:* Laura Rogers, Albany College of Pharmacy, NY

*Speakers:* Kimberly Drake, Scripps College, Claremont, CA, “The Crossroads Cookbook: Life Stories and Advocacy”

Phyllis Hastings, Saginaw Valley State University, MI, “Creating Ripples and Streams: Extending the College Presence in Prison”

Tom Kerr, Ithaca College, NY, “Dead Man Writing: What It Means for Us”

Sherry Rankins-Robertson, University of Arkansas-Little Rock, “Education as a Basic Human”

Chesley Spring, Northern Nevada Correctional Center, Carson City

Barbara Roswell, Goucher College, Baltimore, MD, “Creating Prison/Community Connections”

Laura Rogers, Albany College of Pharmacy, NY, “Making the Past Visible: Researching the History of Prison Writing Workshops”

Tobi Jacobi, Colorado State University, Fort Collins, “Methodological Challenges of Interviewing Writers in Prison”

Cory Holding, University of Illinois at Urbana-Champaign, “Prison Classrooms: The Challenge of Telling the Story”

Patrick Berry, Syracuse University, NY, “Prison Stories and Ethics in Conducting Research”

Wendy Hinshaw, Florida Atlantic University, Boca Raton, “Applying Mixed Methodologies for Prison Research and Scholarship”

## **AW.06 Designing Writing Spaces for the 21st Century Composition Student**

Capri 108, First Floor

*Chair:* Susan Miller-Cochran, North Carolina State University, Raleigh

*Speakers:* Amanda Bemer, Southwest Minnesota State University, Marshall

Russell Carpenter, Eastern Kentucky University, Richmond

Elizabeth Monske, Northern Michigan University, Marquette

Lauren Goldstein, New Mexico State University, Las Cruces

Dana Gierdowski, North Carolina State University, Raleigh



## **AW.07 Faculty Development and Composition Scholars: Creating Campus-wide Impacts and Expanding Career Opportunities**

Capri 109, First Floor

*Chair:* Isis Artze-Vega, Florida International University, Miami

*Speakers:* Susan K. Hess, Hobart and William Smith Colleges, Geneva, NY, “Beyond Carrots and Sticks: Adult Education Theory as a Basis for Working with Faculty and TAs”

Isis Artze-Vega, Florida International University, Miami, “Envisioning-Our Students as Learners, Not Just Writers and Planting Campus Wide WAC and WID Seeds”

Melody Bowdon, University of Central Florida, Orlando, “Creating a Campus Culture That Values the Scholarship of Teaching and Learning”

Gerald Nelms, The Ohio State University, Columbus, “Going One-on-One with Faculty: An Introduction to Instructional Consultation”

Claire Lamonica, Illinois State University, Normal, “Using Maslow and ‘Need to Know’ as a Basis for Designing Writing Instructor and/or New Faculty Orientation(s)”

Michele Eodice, University of Oklahoma, Norman, “Collaborative Writing and Faculty Development”

## **AW.09 Preparing High School Teachers of Dual-Credit College Composition**

Capri 111, First Floor

*Chair:* Christine Farris, Indiana University, Bloomington

*Speakers:* Jill Stephen, Muhlenberg College, Allentown, PA

John Schilb, Indiana University, Bloomington

David Rosenwasser, Muhlenberg College, Allentown, PA

Deanna Jessup, Indiana University, Bloomington

## **AW.10 Exploring Latinidad in the West: A Workshop Sponsored by the NCTE/CCCC Latino/a Caucus**

Capri 112, First Floor

*Chair:* Cristina Kirklighter, Texas A&M University- Corpus Christi

*Speakers:* Socorro Carrizosa, University of Arizona, Tucson, AZ, “Juntos Podemos: The Challenges and Rewards of a Success and Retention Course for Latin@ Students”

Alyssa Crow, Texas State University, New Braunfels, TX, “Inclusion and Access: Language Ideology and Enacting a ‘Students’ Right to Their Own Language’ Pedagogy”

Romeo Garcia, Texas A&M University-Corpus Christi, “Crossing Physical Borders Into Academic Borders”

Alexandra Hildalgo, Purdue University, West Lafayette, IN, “Hollywood’s Blues: Bridging Together Race, Gender, and Multimedia Production in the Classroom”

Raul Sanchez, University of Florida, Gainesville, “Working With, In, and Against Theory”

Octavio Pimentel, Texas State University San Marcos, “Academic Juegos: The Latino Scholar”

Benjamin Mills, University of Arizona, Tucson, “Juntos Podemos: The Challenges and Rewards of a Success and Retention Course for Latin@ Students”

Aja Martinez, Binghamton University-State University of New York, “Juntos Podemos: The Challenges and Rewards of a Success and Retention Course for Latin@ Students”

Isabel Baca, University of Texas at El Paso, “Embracing Students’ Home Languages by Engaging with Communities”

Kendall Leon, Purdue University, West Lafayette, IN

### **AW.11 The Public Work Ahead of Writing Teachers: 21st Century Pedagogies for Linguistically Diverse Students**

Capri 113, First Floor

**Co-Chairs:** Kate Mangelsdorf, University of Texas at El Paso

Haivan Hoang, University of Massachusetts, Amherst

**Speakers:** Christina Ortmeier-Hooper, University of New Hampshire, Londonderry

Kate Wilson, American University, Washington, DC

Sarah Franco, University of New Hampshire, Portsmouth

Dana Ferris, University of California, Davis

Angela Dadak, American University, Washington, DC

Patricia Portanova, University of New Hampshire, Danvers

Amber Engelson, University of Denver, CO

Kacie Kiser, Arizona State University, Tempe

### **AW.12 Archiving Everyday Writing**

Capri 114, First Floor

**Chair:** Stephen McElroy, Florida State University, Tallahassee

**Speakers:** Kathleen Blake Yancey, Florida State University, Tallahassee

Stephen McElroy, Florida State University, Tallahassee

Katherine Bridgman, Florida State University, Tallahassee

## **AW.13 Genres in Action**

Capri 115, First Floor

*Chair:* Katie Pryal, University of North Carolina, Chapel Hill

*Speakers:* Dylan Dryer, University of Maine, Orono

Jason Swarts, North Carolina State University, Raleigh

Amy Devitt, University of Kansas, Lawrence

Jane Danielewicz, University of North Carolina at Chapel Hill

Jordynn Jack, University of North Carolina at Chapel Hill

Rebecca S. Nowacek, Marquette University, WI

Carolyn Miller, North Carolina State University, Raleigh

Risa Applegarth, University of North Carolina, Greensboro

Janet Giltrow, University of British Columbia, Canada

Anis Bawarshi, University of Washington, Seattle

Elizabeth Wardle, University of Central Florida, Orlando

Mary Jo Reiff, University of Kansas, Lawrence

Charles Bazerman, University of California, Santa Barbara

Katie Pryal, University of North Carolina, Chapel Hill

