Friday, March 20

REGISTRATION 8:00 a.m.–5:00 p.m.
Tampa CC, Ballroom C/D, First Level

EXHIBITS 9:00 a.m.–5:00 p.m.
Tampa CC, Ballroom C/D, First Level

Computer Connection
Tampa CC, Ballroom B, First Level

Digital Pedagogy Posters, 8:00 a.m.–10:45 a.m.
Tampa CC, Ballroom B, First Level

TYCA Editorial Board Meeting
Tampa CC, Room 4, First Level
7:30 a.m.–8:30 a.m.

Nominating Committee (Closed)
Tampa CC, Room 4, First Level
9:30 a.m.–11:30 a.m.
Friday, 8:00–9:15 a.m.

F Sessions: 8:00–9:15 a.m.

**Advanced Writing**

**F.01 Thinking about Thinking**
Illustrating pedagogies that encourage complex thought.

Marriott, Grand Ballroom A, Level Two

*Chair:* Molly Bradley, Columbia University Teachers College, New York, NY

*Speakers:* Barbara Jo Krieger, State University of New York, Potsdam, “Thinking Matters: Risks and Rewards of Less Certainty and Less Polish”
Beth Huber, Western Carolina University, Candler, NC, “Addressing ‘Low-Effort’ and ‘Ideological’ Thinking in Advanced Writing Courses”
PJ Vierra, University of Texas, El Paso, “Toulmin, Truth, and Knowledge”
Debbie Davy, Texas Tech University, Lubbock, “Strategic Communication Framework”

**Basic Writing**

**F.02 The Risks and Rewards of Accelerating Basic Writing: An Inside Look at Scaling Up, Replication, and Adaptation of a Successful Acceleration Model (ALP)**
This session affords an inside look at a successful, co-requisite basic writing model and its replication at two other colleges.

Marriott, Grand Ballroom B, Level Two

*Chair:* Peter Adams, Community College of Baltimore County, MD

*Speakers:* Peter DeNegre, Tunxis Community College, Farmington, CT
Mark Blaauw-Hara, North Central Michigan College, Petoskey
Susan Gabriel, Community College of Baltimore County, MD

**Community, Civic & Public**

**F.03 Auditing the Discipline: The Ethical and Institutional Risks of Disciplining Activism and Advocacy**
This session examines how advocacy and activism in the discipline may evolve in response to the humanities’ “public turn.”

Marriott, Grand Ballroom C, Level Two

*Chair:* Mary Beth Pennington, Old Dominion University, Norfolk, VA

*Speakers:* Belinda Walzer, Northeastern University, Boston, MA
Tonya Ritola, University of California, Santa Cruz
Mary Beth Pennington, Old Dominion University, Norfolk, VA
Community, Civic & Public

F.04 Community Writing: Public Memory, Pen-Pals, and Place-Based Education
Undergraduate writing for public memory, community university pen-pals, and place-based writing.

Marriott, Grand Ballroom D, Level Two

Chair: Angie Carter, Utah Valley University, Provo
Speakers: Laurie Grobman, Penn State Berks, Reading, “Undergraduates’ Contributions to Public Memory: A Pedagogical Model to Address Risks and Rewards”
Cara Chang, Leeward Community College, Aiea, HI, “From Mauka to Makai: Incorporating Place-Based Education and Culture-Based Education into Writing Courses”
Megan Evans, Youngstown State University, OH, “The Pen-Pal Project: Assessing the Effects of Pen-Pal Correspondence on the Writing Development of Elementary School Students”

Community, Civic & Public

F.05 Rhetorics of Advocacy and Risk
Rhetorics of advocacy: poverty, the environment, and scientific outreach.

Marriott, Grand Ballroom G, Level Two

Chair: Debbie Rowe, York College/City University of New York, NY
Speakers: Connie Mick, University of Notre Dame, IN, “The Writing of Poverty, the Poverty of Writing: Rhetorics of Risk, Resilience, and Reward in Poverty Studies”
Brian Ballentine, West Virginia University, Morgantown, “The U.S. Shale Boom: Rhetoric, Risk, and Natural Resources”
Gwendolyn Gong, Chinese University of Hong Kong, Shatin, “Dangerous Neighbors: Metaphor, Self-Deception, and Communities at Risk”
Sam Dragga, Texas Tech University, Lubbock, “Dangerous Neighbors: Metaphor, Self-Deception, and Communities at Risk”

Community, Civic & Public

F.06 Local and Transnational Community Histories, Working Class Rhetorics, and Self-Sponsored Literacies: Toward Collective Action and Social Change
Analyzes how communities invent rhetorical formations, engage in literate acts, and enact oral renditions of their experiences.

Marriott, Grand Ballroom H, Level Two

continued on next page
Friday, 8:00–9:15 a.m.

Chair: Jessica Pauszek, Syracuse University, NY
Speakers: Yanira Rodriguez, Syracuse University, NY, “Histories and Lived Experiences of Dairy Workers of Central New York”
Karrieann Soto, Syracuse University, NY, “Histories and Lived Experiences of Dairy Workers of Central New York”
Jessica Pauszek, Syracuse University, NY, “Transnational Archival Work: Re-Circulating Community Histories of the Federation of Worker Writers and Community Publishers”
Romeo Garcia, Syracuse University, NY, “Histories and Lived Experiences of Dairy Workers of Central New York”

Creative Writing

F.07 Out of the Comfort Zone: Making Connections and Understanding in Creative Writing
Shared insight and lived experience are crucial components for decolonizing creative writing and encouraging student learning.

Marriott, Grand Ballroom I, Level Two

Chair: Elizabeth Chiseri Strater, University of North Carolina, Greensboro
Speakers: Ryan Neighbors, Texas A&M University, College Station,
“Decolonizing Creative Writing: Indigenous Strategies for a Socially Engaged and Inclusive Creative Writing Classroom”
Mara Grayson, Teachers College, Columbia University, Brooklyn, NY, Pace University, “Legacies of Spain: A Personal Journey to Teacher Activism and Its Implication for the Creative Writing Classroom”

History

F.08 The Science of Composition, 1960s to Now: What Sputnik, Skinner, and BASIC Tell Us about Composition and Rhetoric
Connecting composition, science, rhetoric and pedagogy, this panel offers studies of three influential 1960s educational initiatives.

Marriott, Grand Ballroom J, Level Two

Chair: Annette Vee, University of Pittsburgh, PA
Speakers: Dahliani Reynolds, Roger Williams University, Bristol, RI,
“From National Defense to the Health of a Nation: Project English’s Rhetorical Subversion”
Lauren Hall, University of Pittsburgh, PA, “Programming Composition: Behaviorist Writing Instruction in the 1960s”
Annette Vee, University of Pittsburgh, PA, “Dartmouth, 1966: Composition and Computation Converge”
Respondent: David Fleming, University of Massachusetts, Amherst
History

F.09 New Approaches to Histories of Composition Studies
Citation tracking, Wikipedia talk page analysis, and George Campbell.
Marriott, Florida Ballroom I, Level Two

Chair: Karen Wink, U.S. Coast Guard Academy, New London, CT
Speakers: Luke Redington, Purdue University, West Lafayette, IN, “Risk Is a Feeling, not just a Statistic: Pathocentric Probability in George Campbell’s Philosophy of Rhetoric”
Heather Young, Michigan State University, East Lansing, “‘Use sources, Ladies:’ Examining the Talk Pages of Historical Female Rhetoricians”
Damian Koshnick, Northern Arizona University, Flagstaff, “How and Why to Track Our Writing Theorists through Decades of Citations”

Information Technologies

F.10 Risky Literacy/ies: What Writers Gain from Engaging in “New” Digital Literacy Practices
This panel examines the risks and gains of writers who engage in “new” digital literacy practices that promote social change.
Marriott, Meeting Room 1, Level Two

Chair: Kara Poe Alexander, Baylor University, Waco, TX
Speakers: Megan Hartline, University of Louisville, KY, “What Counts as Success?: Examining the Digital Literacy Practices of Middle School Girls”
Kara Poe Alexander, Baylor University, Waco, TX, “#theluckyfew: Analyzing the Risks and Rewards of Innovative Digital Advocacy on Instagram”
Danielle Williams, Baylor University, Waco, TX, “Too Innovative to Fail: Evaluating Risk in Digital Community-Based Writing Projects”

Information Technologies

F.11 What’s on the Screen: Innovative Approaches to Student Screencasting
Panelists present student screencasts and discuss three creative uses of screencasting as a medium for multimodal composing.
Marriott, Meeting Room 4, Level Two

Chair: Madeleine Sorapure, University of California, Santa Barbara
Speakers: Daniel Anderson, University of North Carolina at Chapel Hill
Joshua Daniel-Wariya, Oklahoma State University, Stillwater
Susan H. Delargrange, Ohio State University, Stillwater
Madeleine Sorapure, University of California, Santa Barbara
F.12 MOOC Ado about Nothing: Risks and Rewards of MOOC Platforms in a Freshman Writing Course
Perspectives on aspects of our experiences and the viability of using MOOC platforms to deliver freshman writing courses.
Marriott, Florida Ballroom II, Level Two

Chair: Susan North, The University of Tennessee at Chattanooga
Tiffany Mitchell, The University of Tennessee at Chattanooga, “MOOCs vs. LMSs: Lessons from Teaching Freshman Writing Exclusively on a MOOC Platform”
Susan North, The University of Tennessee at Chattanooga, “Evaluating the Risks and Rewards of Online Platforms on Our Own Terms”

F.13 Tweet On, Cloud Up, and Program In!: Righteous Risks in Creating Communities via Online and Hybrid Interfaces at Assignment, Course, and Program Levels
These three presentations explore risks and rewards of online and hybrid interfaces at the assignment, course, and program levels.
Marriott, Florida Ballroom III, Level Two

Chair: Stacia Dunn Campbell, Texas Wesleyan University, Fort Worth
Speakers: Catherine Gabor, University of San Francisco, CA, “Programmatic Pique-ing: A Case Study in Creating an M.A. Program in Online and Hybrid Environments”
Stacia Dunn Campbell, Texas Wesleyan University, Fort Worth, “Clouding up: The Cumulatives of Community and PLEs (Personal Learning Environments) in Online Courses”
Carol Johnson-Gerendas, Texas Wesleyan University, Fort Worth, “‘Tweet-ography!’: Helping Students Research, Access, and Verify Legitimate and Immediate #Information Using the Twittersphere”

F.14 Masters of Risk: MA Writing Studies Programs as Sites of Innovation (Sponsored by the Master’s Degree Consortium of Writing Studies Specialists)
This panel examines facets of the Master’s Degree in Writing Studies: identity, (re)vision, curriculum, student acculturation.
Marriott, Florida Ballroom IV, Level Two
Chair: Rebecca Jackson, Texas State University, San Marcos

Speakers: Susan Wolff Murphy, Texas A&M University-Corpus Christi, “The MA Writing Studies Program in Difficult Times: Curricula, Outcomes, and Exit Measures”
David Seitz, Wright State University, Dayton, OH, “MA Alumni Advancing Literacy: Adapting to Diverse Workplaces”
Karen Rowan, California State University-San Bernardino, “Transitioning into the MA: Negotiating Knowing, Participation, and Identity through Practice”
Rebecca Jackson, Texas State University, San Marcos, “Text Affiliations, Program Strengths, and the (Re)Making of MA Writing Studies Identity”

Respondent: John Dunn, Eastern Michigan University, Ypsilanti

Institutional and Professional

F.15 Talking the Talk: Addressing Issues of Contingent Faculty, Assessment, and Curriculum Changes

Panel addresses critical topics to improve student writing.

Marriott, Meeting Room 5, Level Two

Chair: Adam Phillips, Florida Atlantic University, Boca Raton

Speakers: Michele Polak, Centenary College, Great Meadows, NJ “FYC/FYS/FYWS/WAC/WID/WPA: Just a DOC introducing a WP to a SLAC”
Barbara Walvoord, University of Notre Dame, MA, Easthampton, “How to Assess and Improve Student Writing in the Institution, Department, and General Education: Faculty-Friendly Innovations”
Anthony Baker, Tennessee Tech University, Cookeville, “Risking Complicity: Local Labor Conditions and a WPA’s Problem-Framing Heuristic”

Innovation and Taking Risks

F.16 Risk/Reward: Developing, Gamifying, and Commercializing a Writing Course

This panel details a redesign of a first-year writing course using the Game of Writing software we developed and commercialized.

Marriott, Meeting Room 12, Level Three

Chair: Roger Graves, University of Alberta, Edmonton, Canada

Speakers: Geoffrey Rockwell, University of Alberta, Edmonton, Canada, “Serious Games: Gamification and Writing”
Heather Graves, University of Alberta, Edmonton, Canada, “Designing a Gamified First-Year Writing Course”
Roger Graves, University of Alberta, Edmonton, Canada, “The Business Case for the Game of Writing”
Innovation and Taking Risks

F.17 Against All Odds: An Interdisciplinary Partnership Takes a Chance with Writing and Video Technology in a Nursing Course
Using writing and video production with Associate Degree Nurses getting a Bachelor’s. Unfamiliar territory: risks and challenges.

Marriott, Meeting Room 6, Level Two

Chair: Bonita Selting, University of Missouri, Columbia
Speakers: Louise Miller, University of Missouri, Columbia
Bonita Selting, University of Missouri, Columbia
Amy Lannin, University of Missouri, Columbia

Innovation and Taking Risks

F.18 Potentials and Pitfalls of Quantitative Literacy: Public, Visual, Pedagogical
This panel explores the benefits and pitfalls of teaching quantitative literacy in public argument, visual design, and pedagogy.

Marriott, Meeting Room 8, Level Three

Chair: Sue Hum, University of Texas at San Antonio
Speakers: Micah Christopher Wright, The University of Texas at San Antonio, “Quantifying Truth and the Student Veteran Identity: Rhetorical Approaches to Analyzing Statistics”
Crystal Colombini, University of Texas at San Antonio, “‘The numbers don’t look good’: Exploring Composition’s Role in a Q-Lit Crisis”
Chelsey Patterson, University of Texas-San Antonio, “‘But This Isn’t a Math Class’: Engaging Q-Lit in Technical Writing Class”
Sue Hum, University of Texas at San Antonio, “Visual Representations of Quantitative Information: Effective, Persuasive, Ethical Arguments”

Innovation and Taking Risks

F.19 Rhetorics of Risk, Loss, Nostalgia, and Connection in Sonic Composing Practices
Sonic art. Negotiating the resonances of recording. Atonal music. Sound and video in the classroom. Will you listen with us?

Marriott, Meeting Room 9, Level Three

Chair: Mary Hocks, Georgia State University, Atlanta
Speakers: Crystal VanKooten, Oakland University, Toledo, OH, “The Layered Functions of Music and Sound in FYW Video Assignments”
Kyle Stedman, Rockford University, IL, “Composing Audiences, Influences, and Classical Music”
Friday, 8:00–9:15 a.m.

Mary Hocks, Georgia State University, Atlanta, “‘More Cowbell’: Musical Composing and Recording Processes as Sonic Rhetoric”

Michelle Comstock, University of Colorado, Denver, “Rhetorics of Extinction in the Anthropocene Soundscape”

Innovation and Taking Risks

F.20 Locating Our Emergence: Failures, Triumphs, and Other Risky Maps
How do we turn struggles into maps? Four junior faculty explore rhetoric, decolonization, locura, comic sans, comics, and place.

Marriott, Meeting Room 7, Level Two

Chair: Franny Howes, Oregon Tech, Klamath Falls
Speakers: Qwo-Li Driskill, Oregon State University, Corvallis
Franny Howes, Oregon Tech, Klamath Falls
Garrett Nichols, Bridgewater State University, Seattle, WA
Casie Cobos, Illinois State University, Normal

Innovation and Taking Risks

F.21 Global Contexts for Writing Education and Research
Three presentations covering four sites of study: Beijing Mongolian, Postcolonial Caribbean, and Istanbul/Chicago.

Marriott, Meeting Room 2, Level Two

Chair: Eberly Barnes, University of California, Del Mar
Speakers: Erik Mortenson, Koc University, Istanbul, Turkey, “Collaborating across Cultures: The Results of a Shared Assignment between Two Undergraduate Classrooms in Istanbul and Chicago”
Yunye Yu, Georgia State University, Atlanta, “Beijing Mongolian Language and Culture School Project: A Case of Preserving and Promoting ‘Minority’ Culture through Literacy Movement in a Multi cultural Society”

Innovation and Taking Risks

F.22 Rethinking Writing Instruction: Cognitive Linguistics, Genre Theory, and WAW
Presenters discuss rethinking writing instruction through cognitive linguistics, genre theory, and WAW.

Marriott, Meeting Room 3, Level Two

Chair: Stephen J. McElroy, Florida State University, Tallahassee

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Friday, 8:00–9:15 a.m.

**Speakers:** Michael Israel, University of Maryland, College Park, “How Cognitive Linguistics Can Help Students Master Academic English”
Cameron Mozafari, University of Maryland, College Park, “How Cognitive Linguistics Can Help Students Master Academic English”
Daniel Singer, University of Colorado, Boulder, “No Model for This: Emergent Genres and Transfer in the Writing Classroom”
Anjali Pattanayak, Western Illinois University, Macomb, “Teaching for Transfer: The Risk and Reward of Teaching Writing about Writing at a State Comprehensive University”

**Innovation and Taking Risks**

**F.23 I Don’t Agree: New Strategies for Writing and Argumentation**
What is argument? This panel provides three responses: traditional, Tibetan, and bullshit.

Marriott, Meeting Room 10, Level Three

**Chair:** Bret Zawilski, Florida State University, Tallahassee
**Speakers:** Jennifer Clifton, University of Texas at El Paso, “Designing by Doing: The Risks and Rewards of Learning to Enact an Expansive Model of Argument in Writing and Teaching”
Cleve Wiese, Worcester State University, MA, “Tibetan Monastic Debate as a Model for Teaching Argumentation in the First-Year Writing Class”
Joshua Cruz, Arizona State University, Phoenix, “Sophistry for Its Own Sake?: Bullshit as Pedagogical Framework for Teaching Writing”

**Language**

**F.24 Taking Risks Together: Teachers and Students Embracing Translingual Theory in the Writing Classroom**
Speakers investigate whether students strategically employing linguistic differences in texts challenges linguistic colonization.

Marriott, Meeting Room 11, Level Three

**Chair:** David Martins, Rochester Institute of Technology, NY
**Speakers:** Dianna Winslow, Rochester Institute of Technology, NY
Rose Marie Toscano, Rochester Institute of Technology, NY
Linda Rubel, Rochester Institute of Technology, NY

**Professional and Technical Writing**

**F.25 Bodies of Public Interest: Rhetorics of Risk and Social Justice**
This panel interrogates how risk disparities are enacted through public policy and the implications for technical communication.

Tampa CC, Room 1, First Level
**Research**

**F.26 The Risks and Returns of “Quick and Responsive” Research in Literacy Studies**

We make the case for “quick and responsive” research methods that are also reliable through exploring risks and rewards.

Tampa CC, Room 3, First Level

*Chair:* Joanne Addison, University of Colorado, Denver  
*Speakers:* Heidi McKee, Miami University, Oxford, OH, “Unintended Collaborations: Considerations for Literacy Researchers in an Age of Corporate Surveillance”  
Chaitanya Ramineni, Educational Testing Service (ETS), Princeton, NJ, “A Quick Peek into Student Action Data from AWE to Inform Learning and Instruction”  
Sharon James McGee, Southern Illinois University, Edwardsville, “Disseminating Risks and Rewards”  
Joanne Addison, University of Colorado, Denver, “Responsible Research: The Role of Replicability in Quick and Dirty Literacy Research”

**Research**

**F.27 From Peer Tutor to Peer Tutor-Researcher: Placing Tutor Research at the Center**

This panel examines the writing center and undergraduate tutor education as sites of methods-based undergraduate research.

Tampa CC, Room 7, First Level

*Chair:* Melissa Ianetta, University of Delaware, Newark  
*Speakers:* Melissa Ianetta, University of Delaware, Newark  
Samantha Brant, University of Delaware, Newark  
Lauren Fitzgerald, Yeshiva University, New York  
Melissa Ianetta, University of Delaware, Newark
Friday, 8:00–9:15 a.m.

**Research**

**F.28 Promoting Rhetorical Knowledge in Writing Instruction: Empirical Studies and Suggestions**
Empirical studies of rhetorical knowledge and its role in writing development with implications for instruction (FYC to graduate).

*Tampa CC, Room 9, First Level*

*Chair:* David Gold, University of Michigan, Ann Arbor  
*Speakers:* Carolyn Wisniewski, Indiana University of Pennsylvania, “Findings From a Mixed-Methods Survey of Student Perceptions of a Rhetoric-Based FYC Curriculum”  
David Stock, Brigham Young University, Provo, UT, “The Role of Rhetorical Knowledge in a Graduate Student’s Writing Development”  
Emily Cope, University of Tennessee, Knoxville, “‘Just School’: Why Evangelicals Leave Rhetorical Theory at the Classroom Door”

**Research**

**F.29 Describing Our Research and Imagining Collaborative, Distributive Scholarship: Preservation or Disintegration?**
The making of the CCCC official research statement and how it may or may not describe our scholarship.

*Tampa CC, Ballroom A, First Level*

*Chair:* William Hart-Davidson, Michigan State University, East Lansing  
*Speakers:* Barbara Couture, Association of Public and Land-Grant Universities, National Harbor, MD, “Balancing Risks and Rewards as Research Expectations Change”  
Christa Olson, University of Wisconsin-Madison, “An Audience Analysis for the CCCC ‘Scholarship in Composition’ Statement”  
Roxanne Mountford, University of Kentucky, Lexington, “Revising the CCCC ‘Scholarship in Composition’ Statement: A Report from the Chair of the Task Force”  
Glenn Blalock, Texas A&M University, Corpus Christi, “The Implications of ComPile for the Profession: The Most Traditional Form of Traditional Scholarship Goes Digital”  
William Condon, Washington State University, Pullman, “Collaborative, Distributed Scholarship: How It Will Preserve Us, How It Can Destroy Us”  
Cheryl Ball, West Virginia University, Morgantown, “Is Kairos the answer?: Encouraging Words and a Cautionary Tale for the Digital Age”  
*Respondent:* LuMing Mao, Miami University, Oxford, OH
Research

F.30 **Theory and Practice of Archival Research**
The rewards of archival research are complicated by the responsibilities and risks involved in ethical representations.

**Tampa CC, Room 5, First Level**

*Chair:* Martha McKay Canter, Florida State University, Tallahassee  
*Speakers:* Angela Petit, Idaho State University, Pocatello, “The Pleasure of the Text: Risk and Reward of Archival Research in Composition”  
Jason Peters, University of Rhode Island, Providence, “A Historiography of Language Practices: Questions, Sources, and Directions for Archival Research”  
M. Amanda Moulder, St. John’s University, Queens, NY, “Rhetoric in and the Archives: Attending to Our Responsibilities ‘as Scholars and Human Beings’”

Research

F.31 **Revealing the Thinking and Composing Processes of Writers**
Multiple types of data collection unpack what writers do when they compose.

**Tampa CC, Room 10, First Level**

*Chair:* Molly Daniel, Florida State University, Tallahassee  
*Speakers:* Marielle Leijten, University of Antwerp/FWO, Belgium, “Using Keystroke Logging in Writing Research: A State of the Art”  
Luuk Van Waes, University of Antwerp, Belgium, “Using Keystroke Logging in Writing Research: A State of the Art”  
Rob McAlear, The University of Tulsa, OK, “Starting with the End: Case Studies of ‘Doneness’ and Their Pedagogical Implications”  
Dalel Serda, College of the Mainland, Texas City, TX, “External Cognitive Offloading: The Taxonomy of Marginal Annotation”

Research

F.32 **Marginalized Identity, Civic Activity, and Data-Based Understanding**
Researchers reflect on methods, researcher identity, and participant representation in their data-based studies of literacy in practice.

**Tampa CC, Room 11, First Level**

*Chair:* David Bedsole, Florida State University, Tallahassee  
*Speakers:* Alison Sutherland, Arizona State University, Tempe, “The Role of the Rhetorician in Big Data and the Public Sphere: Methods from continued on next page
Two Multidisciplinary Collaborations (Advocacy and Stakeholder Networks) and One Solo Project (#4C14 Tweets)

Amy Nichols, University of Louisville, KY, “(Re)Writing Appalachia: Towards an Updated Research Heuristic”

Todd Snyder, Siena College, Loudonville, NY, “I Ain’t No College Boy: Voices from Hip-Hop’s Dirty South”

Abigail Selzer King, Texas Tech University, Lubbock, “Balancing the Risks and Rewards of Researching Radicalisms: My Archival Search for Klanswomen”

First-Year Composition

F.33 #MultimodalFYC: The Peril and Purpose of Multimodality in First-Year Composition

Multimodal assignments in FYC for teachers and administrators: a panel session that will become a multimodal project.

Marriott, Grand Ballroom E, Level Two

Chair: Cindy Selfe, The Ohio State University, Columbus

Speakers: Cheryl Brown, Towson University, MD, “Who owns first-year writing programs?: The Movement of Multimodality and the Breath of Opportunity”

Margaret DeLauney, Towson University, MD, “Retaining the Physical in Multimodal Composition”

Chen Chen, North Carolina State University, Raleigh, “Introducing Digital Literacy and Engaging Students with Multimodal Composition at Two-Year Colleges”

First-Year Composition

F.34 Fostering Student Engagement through Multimodality in FYC

Students and teachers reflect on/react to multimodality and writing.

Tampa CC, Room 13, First Level

Chair: Brittney Boykins, Tallahassee Community College, FL

Speakers: Matthew Andrew, Zayed University, Abu Dhabi, United Arab Emirates, “Using Multi-modality and Mobile Learning for Prewriting Composition Tasks”

Brandy Dieterle, University of Central Florida, Orlando, “First-Year Composition: Integrating Multimodality into an Introduction to Writing Studies Course”

Elizabeth Jones, Illinois State University and University of Illinois at Springfield, “Students Take on Multimodal Composition: Hearing from Students in a Multimodal Composition Class”

Joy Cooney, Texas Tech University, Lubbock, “Validating Visual Rhetoric in the Composition Classroom: Analyzing Metaphor in Dr. Seuss’s WWII Cartoons”
First-Year Composition

F.35 Dueling Forces in Dual Credit: The Risks and Rewards of Offering College Composition to High School Students
This panel addresses the expanding dual-credit programs across the country and their impact on first-year college composition.

Tampa CC, Room 14, First Level

Chair: Brian Fehler, Texas Woman’s University, Fort Worth
Sarah Liles, Weatherford College, TX, “Afterword: Risks and Rewards of Dual Credit”
Erin Sagerson, Weatherford College, TX, “Dueling Forces in Dual Credit: Tensions Facing Students, Instructors, and Institutions in Dual-Credit Instruction”
Diann Ainsworth, Weatherford College, TX, “Adjunct Faculty Liaisons: Innovative Ways to Support Dual-Credit Instructors”

First-Year Composition

F.36 “Diving into the Wreck” and Emerging Literate
Interactive session on innovative methods for close reading, creative writing, and information literacy in First-Year Composition.

Tampa CC, Room 16, First Level

Chair: Maureen McVeigh, West Chester University of Pennsylvania
Speakers: Maureen McVeigh, West Chester University of Pennsylvania
Stacy Esch, West Chester University of Pennsylvania
Lisa Konigsberg, West Chester University of Pennsylvania

First-Year Composition

F.37 Service Learning Approaches in FYC
Three different approaches to incorporating service learning into FYC

Tampa CC, Room 18, First Level

Chair: Andrew Burgess, Florida State University, Tallahassee
Speakers: Julie Kozez, Northwestern State University, Natchitoches, LA, “Early to Read; Early to Rise: Pilot Study Results for an Early Literacy Service Learning Project Forging Partnerships between the Composition Classroom and the Community”
Jeff Kozez, Georgia Highlands College, Cartersville, “Early to Read; Early to Rise: Pilot Study Results for an Early Literacy Service Learning Project Forging Partnerships between the Composition Classroom and the Community”

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First-Year Composition

F.38 Learning through Collaboration: Approaches to Research, Peer Review, Workshops, and Rubrics
Four panelists argue for collaboration in FYC research, peer review, workshops, and rubric design.
Tampa CC, Room 21, First Level
Chair: Megan Keaton, Florida State University, Tallahassee
Speakers: Amy Smith, Lamar University, Nederland, TX, “Team-Based Undergraduate Research for a Peer Audience in a Second-Semester Writing Course”
Angeline Olliff, California State University, Northridge, “Encouraging the Risks of Caring: A Cognitive-Development Approach to Collaborative Learning in FYC Classrooms”
Zoi Philippakos, University of Delaware, Newark, “Giving Feedback: An Approach to Peer Review Training”
Caitlin Martin, Indiana State University, Terre Haute, “Innovating Rubrics: Inviting Dialogue with and about Student Writing”

First-Year Composition

F.39 Getting Them Ready: Developing College Readiness through AP Courses, Partnerships, and Social Networks
Qualitative data and sociocultural theory are used to examine college readiness.
Tampa CC, Room 20, First Level
Chair: Jennifer Enoch, Florida State University, Tallahassee
Speakers: Hollye Wright, University of Louisville, KY, “Pre-College Credit for Writing, College Readiness and Pedagogical Innovation in AP English Language and Composition”
Tommy Jolly, Georgia State University, Atlanta, “Promoting College Writing Readiness in Light of Sociocultural Theory”
Ann Dean, University of Southern Maine, Topsham, “Social Networks and College Readiness”
**Theory**

**F.40 Risky Reward: The Question of Queer as Verb**  
This panel explores the risk and reward of imagining queer as verb through a queer mash-up of vignettes, presentation, and poster.  

Tampa CC, Room 23, First Level  

**Chair:** Rachael Ryerson, Ohio University, Athens  
**Speakers:** Rachael Ryerson, Ohio University, Athens, “Queering Composing”  
Hillery Glasby, Ohio University, Athens, “You call that queer?! The Risk of Being Critically (Politically) Queer”  
Sherrie Gradin, Ohio University, Athens, “Risking Queer Gentrification”

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**Theory**

**F.41 (Un)Disciplining Discourses: Risky Representations of Black Gender and Sexuality in Public Culture**  
Interrogating risks Black women and Black queer youth encounter/overcome in public culture and role of literacy and rhetoric therein.  

Tampa CC, Room 19, First Level  

**Chair:** Gwendolyn Pough, Syracuse University, NY  
**Speakers:** Gwendolyn Pough, Syracuse University, NY, “Sapphire at the Podium: Race, Rhetoric, Representation, and Angry Black Women”  
Tamika Carey, University at Albany, State University of New York, “‘Call a Thing a Thing’: the Paradox of Truth-Telling in Black Women’s Self-Help Culture”  
Eric Pritchard, University of Illinois at Urbana-Champaign, “Visualizing ‘The Very House of Difference’: Black Queer Youth (Re)Writing Pedagogy”  
Elaine Richardson, The Ohio State University, Columbus, “Big Mama Talkin: ‘We All Go through Something in Life’”

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**Theory**

**F.42 Affirmative Sustainability: Ecologic Thought and Action beyond the Rhetoric of Negation**  
This interactive panel presents research and theory about how the teaching of writing can promote ecologic thought and action.  

Tampa CC, Room 22, First Level  

**Chair:** Brian Cope, Indiana University of Pennsylvania  
**Speakers:** Leonora Anyango-Kivuva, Indiana University of Pennsylvania, “Econarratives: From the Greenbelt Movement to Writing Classrooms”  
Brian Cope, Indiana University of Pennsylvania, “Affirming beyond the Environmental Dialectic: How Creative Writing Promotes Ecologic-Thinking”
Writing Programs

F.43 Assessment and the Writing Center
Writing Centers and their roles in assessment, tutoring, and improving student writing.

Marriott, Florida Ballroom VI, Level Two

Speakers: Jennifer Gray, College of Coastal Georgia, Brunswick, “‘How do you know the writing center improved student writing?’: Creating Pre- and Post-Tests that Do Not Rely on Grammar”
R. Mark Hall, University of Central Florida, Orlando, “Writing Center Program Assessment: Risks and Rewards of Observing Tutors”

Writing Programs

F.44 Risk and Reward within Writing Program Ecologies
Drawing on an ecological framework, this roundtable explores fluctuations and risk-taking within varied writing program ecologies.

Marriott, Florida Ballroom V, Level Two

Chair: Elizabeth Wardle, University of Central Florida, Orlando
Speakers: Sara Webb-Sunderhaus, Indiana University Purdue University Fort Wayne, “The Kairotic Moment Revisited: Pragmatic Revision of One Writing Program”
Kristi Costello, Arkansas State University, Jonesboro, “Rounders: The Gamble of Applying Previous WPA Work to the Present”
Mary Jo Reiff, University of Kansas, Lawrence, “Risks and Rewards of Re-Envisioning the Role of the Undergraduate Writing Major”
Amy Devitt, University of Kansas, Lawrence, “Risks and Rewards of Re-Envisioning the Role of the Undergraduate Writing Major”
Daniel Sanford, University of New Mexico, Albuquerque, “Vision vs. Habits of Mind in the Writing Center”
Kelly Kinney, State University of New York, Binghamton, “Risking It outside English: The Challenges and Rewards of Writing Program Independence”
Anis Bawarshi, University of Washington, Seattle, “Supporting Multilingual Students: Writing Program Innovation and Its Effects on Institutional Ecologies”
Paul Walker, Murray State University, KY, “Raising the Profile and Responsibility of First-Year Writing”
**G Sessions:** 9:30–10:45 a.m.

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### Dialog on Disability

Considers the complicated nature of disability and composition and writing, grounded in the CCCC Disability Policy.

**Tampa CC, Ballroom A, First Level**

**Speakers:**
- Jay Dolmage, University of Waterloo
- Sushil Oswal, University of Washington
- Amy Vidali, University of Colorado Denver

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### Advanced Writing

**G.01 Exploring Successful Discourse Acquisition: WAC, WID, and Beyond**

Understanding disciplinary discourses in Graduate Programs, Physics, and STEM Disciplines.

**Marriott, Grand Ballroom A, Level Two**

**Chair:** Sarah Marshall, Florida State University, Tallahassee

**Speakers:**
- Amelia Herb, Massachusetts Institute of Technology, Cambridge, “Disciplinary Opacity: Disciplinary Discourse Acquisition in the Field of Physics”
- Ghanashyam Sharma, Stony Brook University, NY, “Effective Writing Programs and Pedagogies at the Graduate Levels in STEM Disciplines”
- Jennifer Craig, Massachusetts Institute of Technology, Cambridge, “Success and Lack of Success of WAC Pedagogy in an International Communication Project: Collaboration between Faculty at Massachusetts Institute of Technology and Pontificia Universidad Católica de Chile”
- Kathleen Baldwin, University of Massachusetts, Amherst, “Triumphs, Terrors, and Take-aways: A WAC Survival Story”

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### Basic Writing

**G.02 Risking Self-Scrutiny: Redesigning the Writing Curriculum of the Open-Access College**

Using translingual and critical theory, we explore possibilities for the ESL, IEL, BW, and FYC curricula of two, two-year colleges.

**Marriott, Grand Ballroom B, Level Two**

*continued on next page*
Friday, 9:30–10:45 a.m.

**Chair:** Holly Gilman, South Seattle Community College, Vashon, WA

**Speakers:** Kirsten Higgins, Green River Community College, Seattle, WA, “Standard English as Community College Chimera”
Anthony Warnke, Green River Community College, Seattle, WA, “We Are Writing: Emerging Writers Join Conversations in Basic Writing”
Holly Gilman, South Seattle Community College, Vashon, WA, “Changing Dispositions and Collapsing the Curriculum”

**Community, Civic & Public**

G.03 **Writing the Self—From within/without Imprisonment**

How do compositions by imprisoned adults demonstrate Care of the Self and engendering of identity as informed by critical theory?

**Marriott, Grand Ballroom C, Level Two**

**Chair:** Mark Wenger, Columbia International University, SC

**Speakers:** Helen Lee, University of North Carolina at Chapel Hill
Alexis Baker, Kent State University, OH
Mark Wenger, Columbia International University, SC

G.04 **Where No Academic Has Gone Before: Exploring Risky Literacy Landscapes**

Finding literacy in unexpected places: sororities, football, student organizations, and social media.

**Marriott, Grand Ballroom D, Level Two**

**Chair:** Faith Kurtyka, Creighton University, Omaha, NE

**Speakers:** Amber Buck, College of Staten Island, City University of New York, “Studying Social Media: The Ethics of Studying Literacy Practices through Social Networks”
Martha Webber, California State University, Fullerton, “Crafting Composition across Curricular and Co-Curricular Boundaries”
J. Michael Rifenburg, University of North Georgia, Gainesville, “Embodied Play Literacy in an Auburn University Defensive Football Play”
Faith Kurtyka, Creighton University, Omaha, NE, “‘Hello, Muh Lovelies’: The Literacy of Leadership in a Social Sorority”

**Respondent:** Kevin Roozen, University of Central Florida, Orlando

G.05 **Rhetoric, Health, and the Medical Industry**

Critical discourse analysis, health narratives, and risk.

**Marriott, Grand Ballroom G, Level Two**

**Chair:** Deborah Coxwell-Teague, Florida State University, Tallahassee
**Speakers:** Melissa Faulkner, Cedarville University, Springboro, OH, “The Words of the Dying: A Critical Discourse Analysis of Hospice Patients’ Death Narratives”
Mary Assad, Case Western Reserve University, Cleveland, OH, “Health, Risk, and Rhetorical Self-Efficacy: Exploring Personal Narratives within Public Discourse”
Maria Novotny, Michigan State University, Grand Rapids, “Failing Fertility: (Re)Conceiving RESOLVE’s Advocacy Day Efforts”

**History**

**G.06 Risk, Reward, and Recovery of our Disciplinary Past: Using Historical Artifacts to Explore our Progressive Roots**
This session invites participants to explore Progressive-Era histories as potential sources for disciplinary renewal.

**Marriott, Meeting Room 12, Level Three**

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

**Speakers:** Bridget O’Rourke, Elmhurst College, IL, “‘To Learn from Life Itself’: Experiential Education at Hull House”
Jeremiah Dyehouse, University of Rhode Island, North Kingstown, “Language and ‘Liability to Infection’: Care Work and Its Rewards in John Dewey’s Observations of Morris Dewey’s Language Development”
Amy Dayton, University of Alabama, Tuscaloosa, “The Mid-Century Settlement House: A Case Study in Pedagogical Decline”
Krysten Manke, University of Rhode Island, Kingston, “Recuperating the Dewey Laboratory School: A Present-Day Crisis”

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

**History**

**G.07 How to Train Your Woman: The Rhetoric of Feminine Conduct in Historic Manuals**
The panel explores the rhetorical tradition of defining cultural behaviors of women by examining historic conduct manuals.

**Marriott, Grand Ballroom H, Level Two**

**Chair:** Pamela VanHaitsma, University of Pittsburgh, PA

**Speakers:** April Cobos, Old Dominion University, Norfolk, VA, “The Navy Wife Conduct Manuals: Gender Instruction in the American Military Institution”
Sarah McGinley, Wright State University/Old Dominion University, Dayton, OH, “Speak Daggers, but Use None”
Megan Mize, Old Dominion University, Norfolk, VA, “Sheweth the Image and Ways of Good Living’: Imitation as Educational Practice and Rhetorical Strategy”
History

G.08 Histories of Literacy and Power
Education and histories of literacy: public broadcasting, common core, and equal access.

Marriott, Florida Ballroom I, Level Two

Chair: Leah Cassorla, Florida State University, Tallahassee
Speakers: Lavina Ensor, University of North Carolina-Greensboro, “The Boundaries of the University Are the Boundaries of the State: A Historical Study of Public Broadcasting and Community Literacy at the University of Wisconsin-Madison”
M. Karen Powers, Kent State University at Tuscarawas, OH, “Educating the Elite, Training the Working Class: Risks, Rewards, and Repercussions of the (Anti-)Democratic Public University”
Samantha NeCamp, Midway College, Georgetown, KY, “The History of ‘Functional Literacy’ and the Common Core Standards”

Information Technologies

G.09 Beyond Play: Videogames Pedagogy for a Production-Focused Classroom
This panel explores how videogame-based pedagogies help students transition from consumers to producers of multimodal texts.

Marriott, Florida Ballroom II, Level Two

Chair: James Brown, Rutgers University-Camden, NJ
Speakers: Jason Custer, Florida State University, Tallahassee, “Assessment Nerfed and Buffed: Reconsidering Assessment Practices for Game-Based Pedagogies”
Brandee Easter, University of Wisconsin-Madison, “Tying Together Writing and Coding: Multimodal Writing in Twine”
Rebecca Tarsa, University of Wisconsin-Madison, “‘You Asked, We Answered’: Using Affinity Spaces to Empower Videogame Analysis”

Information Technologies

G.10 MOOC, MOOC!
MOOCs: Their future, labor, and online writing instruction.

Marriott, Grand Ballroom I, Level Two

Chair: Erin Workman, Florida State University, Tallahassee
Speakers: Steven Krause, Eastern Michigan University, Ypsilanti, “Risky Business: The Difficult to See, Always Moving, Fast and Fuzzy Future of Corporate-Sponsored Massive Online Open Courses”
Katherine Flowers, University of Illinois at Urbana-Champaign, “Who teaches writing in MOOCs?: A Qualitative Study of University Labor Policies and Instructor Perspectives”
Julia Bleakney, Stanford University, CA, “Flipping the MOOC: Reimagining Online Writing Videos as Sites of Active Learning and Invention”
Christine Alfano, Stanford University, CA, “Flipping the MOOC: Reimagining Online Writing Videos as Sites of Active Learning and Invention”

Information Technologies

G.11 Collaborating to Innovate: Creating a Large-Scale ePortfolio System for Multimodal Composition
Transitioning from paper to ePortfolios is a boundary crossing, a complex collaboration of identities and practices.
Marriott, Grand Ballroom J, Level Two
Chair: Barbara Blakely, Iowa State University, Ames
Speakers: Rebecca O’Connell, Iowa State University, Ames, “Empowering Self-Empowerment: Strategies for Composition Instructors Teaching with ePortfolio for the First Time”
Bryan Lutz, Iowa State University, Ames, “iBoundary Brokers and Strategies for Negotiating Dissonances between the Teacher, the Student, and the System”
Eric York, Iowa State University, Ames, “The LMS as Boundary Object: Discontinuity and Transformation”
Barbara Blakely, Iowa State University, Ames, “Focusing Forward: From Acquisition to Transformation”

Institutional and Professional

G.12 The Discourse of “Don’t”: The Role Inactivity Plays in Contingent Labor Activism
The following session looks at how the “Discourse of Don’t” play a role in contingent labor activism.
Marriott, Florida Ballroom III, Level Two
Chair: Chloe de los Reyes, California State University, San Bernardino
Speakers: Gina Hanson, University of Redlands, Beaumont, CA, “The Semiotics of Lack: How the Focus on What Adjunct Composition Workers Lack Stifles Activism”
Joseph Farago-Spencer, California State University, San Bernardino, “The Rhetoric of Shutting Up: A Linguistic Look at Silence as a Face-Saving Act”
Chloe de los Reyes, California State University, San Bernardino, “The Discourse of Don’t: Moving beyond Inactivity”
Institutional and Professional

G.13 Risk or Reward?: Rhetorical Agency and the Administrative Call for Faculty of Color

This roundtable provides an open discussion about the role of racialized and gendered bodies as WPA practitioners.

Tampa CC, Room 9, First Level

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

Speakers: Collin Craig, St. John’s University, New York City, NY, “The WPA as Collective Identity: Finding Cross-Cultural Spaces of Possibility through Collaboration”

Aja Martinez, Binghamton University, State University of New York, Binghamton, “You remind me of my tía/nina/prima/sister: Admin-istrating, Teaching, and Mentoring Underrepresented Students as the Untenured Chicana WPA”

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

Samantha Blackmon, Purdue University, West Lafayette, IN

David Green, Howard University, Washington, D.C.

Innovation and Taking Risks

G.14 Embracing Risk for Social Justice: Teaching Composition in Ethnic Studies

Along with inherent risks and rewards, this panel discusses teaching writing from a social justice and Ethnic Studies perspective.

Marriott, Meeting Room 1, Level Two

Chair: Renee Moreno, California State University, Northridge

Speakers: Karina Zelaya, California State University, Northridge, “Culturally Responsive Approaches to Teaching Freshman Composition: A Central American Studies Case”

Maria Turnmeyer, California State University, Northridge, “The Rewards of Diversity and Difference in the Asian American Studies Composition Classroom”

Tom Spencer-Walters, California State University, Northridge, “The Value of a Culturally-Informed Pedagogy in an Africana Studies Composition Classroom”

Renee Moreno, California State University, Northridge, “Why Chicano Studies Invites Us to Wake Up and Start Dreaming: Teaching and Writing Re-Imagined”
Innovation and Taking Risks

G.15 The South Central Scholars Effect: An Innovative Approach to Closing Income-Based Achievement Gaps
Graduating college is crucial for poor students but is shamefully rare. The South Central Scholars Summer Academy lets professors help.

Marriott, Meeting Room 4, Level Two

Chair: Amanda Bloom, University of Southern California, Los Angeles
Speakers: Jessica Cantiello, University of Southern California, Los Angeles, “Short, but Meaningful: Designing Curriculum outside the Conventional Composition Classroom”
Christopher Muniz, University of Southern California, Los Angeles, CA, “Closing the (Age) Gap: College-Level Instruction for High School Students”
James London, South Central Scholars Foundation, Rancho Palos Verdes, CA, “Beyond Scholarships: A Founder Explores the Need To Do More”
Amanda Bloom, University of Southern California, Los Angeles, “Meaningful Frontiers: Innovating the TA-Ship”

Innovation and Taking Risks

G.16 Finding a Way In: Graduate Students Promoting Multilingual Writing Pedagogy
This session reflects on the efforts of a graduate student research group to develop two faculty development workshops on multilingual writing.

Marriott, Meeting Room 2, Level Two

Chair: Dorothy Worden, The Pennsylvania State University, State College
Speakers: Dorothy Worden, The Pennsylvania State University, State College, “Crafting Expert Identities and Finding Allies: Proposing Faculty Development Workshops on Multilingual Writing Pedagogy”
Brooke Ricker, The Pennsylvania State University, State College, “Crossing Disciplinary Divides: Curriculum Design for Faculty Development Workshops on Multilingual Writing Pedagogy”
Lindsey Kurtz, The Pennsylvania State University, State College, “Translating and Respecting Disciplinary Expertise: Presenting a Faculty Development Workshop on Multilingual Writing Pedagogy in the Law School”
Respondents: Michelle Kaczmarek, The Pennsylvania State University, State College
Eunjeong Lee, The Pennsylvania State University, State College
Friday, 9:30–10:45 a.m.

Innovation and Taking Risks

G.17 “So what department are you from?” Innovating a Start-up High Tech Company from an English Department
This panel examines the unique challenges faced by inventors from an English department in creating and selling high tech products.

Marriott, Meeting Room 3, Level Two

Speakers: Nathan Jahnke, Grinbath LLC, Lubbock, TX
Greg Gamel, Grinbath LLC, Lubbock, TX
Brian Still, Grinbath LLC, Lubbock, TX

Innovation and Taking Risks

G.18 Writing Human Rights: Methods, Pedagogy, Mentoring
This panel provides an opportunity to consider the pedagogical value of rhetorical approaches to teaching human rights.

Marriott, Meeting Room 5, Level Two

Chair: Wendy Hesford, The Ohio State University, Columbus
Speakers: Hyeon Jeong Lee, University of Buffalo, NY
Theresa Kulbaga, Miami University, Oxford, OH, “Writing Rights Rhetorics in a Women’s Studies Course”
Arabella Lyon, University of Buffalo, NY
Wendy Hesford, The Ohio State University, Columbus, “Teaching Human Rights in the Humanities: Rhetorical Methods”
Respondent: Pritha Prasad, The Ohio State University, Columbus

Innovation and Taking Risks

G.19 Beyond the Tower
This presentation describes two public outreach programs and presents lessons, strategies, and implications for public scholarship.

Marriott, Meeting Room 7, Level Two

Chair: Dylan Medina, University of Washington, Seattle
Speakers: Leah Rankin, University of Washington, Seattle, “There and Back Again, and What We Learned: Lessons, Strategies, and Implications for Public Outreach”
Dylan Medina, University of Washington, Seattle, “‘Speaking’ Civilian: Developing a Program to Facilitate Transition from Military to Civilian Life”
Innovation and Taking Risks

G.20 Innovation and Entrepreneurship
Presentations exploring intersections between entrepreneurial practices and writing.

Marriott, Meeting Room 6, Level Two

Chair: Cayce Wicks, Florida International University, Miami
Speakers: Daveena Tauber, Portland State University, OR, “Alt-Ac in Action: Composition Consulting and Life on the Alt-Ac Track”
Eric Mason, Nova Southeastern University, Lake Worth, FL, “Between Giving and Taking: Web 2.0 Entrepreneurship in the Writing Classroom”
Scott Wible, University of Maryland, University Park, “Using Entrepreneurship and Innovation Theories to Redesign Composition’s Social Future”

G.21 The Risks and Rewards of Public Activism
How do writing teachers and writing classes engage in public activism?

Marriott, Meeting Room 8, Level Three

Chair: Elizabeth Vogel, Arcadia University, Glenside, PA
Speakers: Scott Sundvall, University of Florida, Gainesville, “Crises in Critical Pedagogy: Teaching Activism as/and Rhetoric”
Christopher Potts, California State University, Dominguez Hills, “‘Room for Risk’: Developmental Writers as Social Justice Advocates and Multimodal Scriptors”
Jesse Priest, University of Massachusetts Amherst, “Ecological Counter/Publics: Risks and Rewards of Discussing Publics in Terms of Ecologies”
Krista Bryson, The Ohio State University, Columbus, “Becoming a Digital Activist: Responding to the West Virginia Water Crisis”

Language

G.22 Global English and Indigenous Languages: Brazil, China, and Guatemala
Three interesting cases of how English is being “experienced” in these three different countries.

Marriott, Meeting Room 11, Level Three

Chair: Rhonda Schlatter, Mesa Community College, AZ
Speakers: Katia Morais, Universidade Federal do Pampa, Bage, Rio Grande, “English without Borders at Brazilian Universities: Metanoia and the Creation of Internacionalization Policy”

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Kay Siebler, Missouri Western State University, St. Joseph, “An American Freirista in China: Critical Pedagogy in Post-Mao Communism”

Professional and Technical Writing

G.23 Developing Communities of Practices: From Techne to Online Collaboration
The panel presents four different studies of locations of technical information designers: Techne, Professional Communication, Communities Of Practices, Online Collaboration, Agriculture

Marriott, Meeting Room 9, Level Three

Chair: Rebecca Manery, University of Michigan, Ann Arbor
Speakers: Tracy Bridgeford, University of Nebraska at Omaha, “Developing Techne as an Identity of Participation in Technical Communication”
Hill Taylor, Oregon Health and Science University, Portland, “Writing Responsiveness in Nursing Education: Multi-Site Inquiry into Writing and Vocational Preparation”
Shreelina Ghosh, Dakota State University, Madison, SD, “‘But they just won’t talk!’: My Story of a Risk and Failure in Online Collaborative Class”
Lee Tesdell, Minnesota State University, Mankato, “Risks and Rewards down on the Farm: Midwest Farmers as Managers of Technical Information”

Professional and Technical Writing

G.24 Building Bridges from Writing Studies to Industry: An Investigation of Job Advertisements in Professional Writing Careers
A study of professional writing job ads to help students articulate their writing education in ways that connect to industry.

Marriott, Meeting Room 10, Level Three

Chair: Claire Lauer, Arizona State University, Tempe
Speakers: Mark Hannah, Arizona State University, Tempe, “Bridging the Linguistic Gap between Graduates’ Skills and Workplace Desires”
Eva Brumberger, Arizona State University, Tempe, “The (Shifting?) Foundation of Soft Skills in Professional Writing”
Claire Lauer, Arizona State University, Tempe, “Negotiating the Divide between Tools and Technologies in Professional Writing Job Advertisements”
**Professional and Technical Writing**

**G.25 Enacting Rhetorical Criticism in Scientific and Technical Discourses**

This panel of four takes a rhetorical approach to studies in scientific and technical discourses.

**Tampa CC, Room 7, First Level**

**Chair:** Jimmy Butts, Wake Forest, Winston-Salem, NC  
**Speakers:** Maureen Mathison, University of Utah, Salt Lake City, “Audience Reception to Risk-Taking in Scientific Discourse”  
Jessica R. Edwards, University of Delaware, Newark, “‘Even at the risk of having it bruised or misunderstood’: Framing Writing Assignments Using Critical Race Theory”  
Paul Dombrowski, University of Central Florida, Orlando, “Teaching Sustainability through Teaching Technical Writing”  
Oren Abeles, University of North Carolina at Chapel Hill, “Inventing Evolution’s Style: The Rhetorical Sources of Darwinian Agency”

**Research**

**G.26 Embracing the Anxiety of Influence in Writing Studies Research**

What influences on Writing Studies research go unrecognized, and what methods could we put to better use? How do we design methods?

**Tampa CC, Room 10, First Level**

**Chair:** Karen Lunsford, University of California-Santa Barbara  
**Speakers:** Tessa Brown, Syracuse University, NY  
Jo Mackiewicz, Iowa State University, Ames  
Rebecca Moore Howard, Syracuse University, NY  
**Respondent:** Jenn Fishman, Marquette University, Milwaukee, WI

**Research**

**G.27 Current Trends in Latin American Writing Studies: Challenges and Opportunities**

The ILEES Project examines emerging Latin American writing programs and research along with networks and intellectual influences.

**Tampa CC, Room 13, First Level**

**Chair:** Charles Bazerman, University of California, Santa Barbara  
**Speakers:** Natalia Avila, University of California, Santa Barbara, “Mapping Intellectual Influence in Latin American Writing Studies”  
Federico Navarro, UBA; UNGS; CONICET, Buenos Aires, “What Citations Tell Us about an Emerging Activity System”

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Friday, 9:30–10:45 a.m.

Elizabeth Narvaez-Cardona, University of California, Santa Barbara, “Practices Emerging from Writing Centers and Writing Programs in Latin American Initiatives”

Monica Tapia Ladino, Universidad Católica de la Santísima Concepcion, Chile, “Main Milestones of Academic Reading and Writing in Latin America: A Study from Eight Leading Scholars”

Vera Cristovão, Universidade Estadual de Londrina, Paraná, “ILEES Project Survey and Interview Findings from Brazil”

Charles Bazerman, University of California, Santa Barbara, “ILEES Project Survey Findings from Spanish-Speaking Countries”

Research

G.28 How We Do It: Demystifying Research Methods in Writing Studies

Panelists offer methods for studying source use, sharing how unexpected challenges require methodological agility and invention.

Marriott, Grand Ballroom E, Level Two

Chair: Tricia Serviss, Santa Clara University, CA

Speakers:

Sandra Jamieson, Drew University, North Plainfield, NJ, “Touching the Data: Manual-Coding in Citation-Context Research”

Crystal Benedicks, Wabash College, Crawfordsville, IN, “Using Data when You Don’t Know Anything about Using Data: A Humanities Scholar Gets Methodological”

Elizabeth Kleinfeld, Metropolitan State University of Denver, CO, “Examining Course Documents: What We Tell Our Students”

Tricia Serviss, Santa Clara University, CA, “Conducting Research across Contexts: Using the Tools of Design-Based Research”

Mary Lourdes Silva, Ithaca College, NY, “Grounding the Multiple Baseline Design: A Methodology for Studying Transfer”

Lee-Ann Breuch, University of Minnesota: Twin Cities, Minneapolis, “Understanding Student Rhetorical Moves: Close Textual Analysis of Student Writing”

Sara Biggs Chaney, Dartmouth College, Hanover, NH, “Studying Citation across the First Year”

W. Brock MacDonald, Woodsworth College, University of Toronto, Ontario, Canada, “Closing the Loop: Studying Writing, Changing the Teaching Culture”

Research

G.29 Student Writing across Campus

Empirical data reveals the resources in, impact of, and student performance in college-level writing across disciplines.

Tampa CC, Room 1, First Level
Chair: Holly Hamby, Fisk University, Nashville, TN
Speakers: Bryan Kopp, University of Wisconsin-La Crosse, “Surveying Student Writing Experiences: The First Year and Beyond”
Stephanie White, University of Wisconsin-Madison, “What They Take with Them: A Qualitative Study of Service-Learning in First-Year Composition”
Hogan Hayes, University of California, Davis, “They don’t do any writing in this class: Mapping the Writing Resources in a Transitional Setting”
James Williams, Soka University, Aliso Viejo, CA, “WAC/WID Efficacy: A Quantitative Study”

First-Year Composition

G.30 Teaching and Supporting Multimodal Composition via Campus Collaborations: When Instructors, Archivists, and Technologists Converge
Instructors, archivists, and technologists collaborate to move students beyond traditional writing through multimodal projects.

Tampa CC, Room 3, First Level

Chair: Vanessa Rouillon, James Madison University, Harrisonburg, VA
Speakers: Lynn Eaton, James Madison University, Harrisonburg, VA, “Beyond the Classroom: Incorporating Primary Source Materials in Composition Classes”
Kevin Hegg, James Madison University, Harrisonburg, VA, “It Takes a Network: Examining the Expertise and Technologies Required to Support Digital Assignments in the Classroom”
Vanessa Rouillon, James Madison University, Harrisonburg, VA, “Is it too early?: Archival Work, Historical Recoveries, and Multimodal Writing in First-Year College Composition”

First-Year Composition

G.31 Tweeting, Timelines, and Transfer: Opening the Composition Classroom to Students’ Social Media Literacies
This panel explores how composition teachers can facilitate learning transfer between social media and classroom writing contexts.

Tampa CC, Room 5, First Level

Chair: Christina Armistead, Louisiana State University, Baton Rouge
Speakers: Christine Jeansonne, Louisiana State University, Baton Rouge
Laura Helen Marks, Tulane University, New Orleans, LA
Christina Armistead, Louisiana State University, Baton Rouge
First-Year Composition

G.32 Genre as Risk/Risk in Genre
We test the limits of genre-focused pedagogies and the extent to which they authorize students to assume critical positions.

Tampa CC, Room 11, First Level

Chair: Jens Lloyd, University of California, Irvine
Speakers: Jasmine Lee, University of California, Irvine, “YA Fiction, Youth, and Social Activism: Prompting Action and Agency through Genre Pedagogy”
Maureen Fitzsimmons, University of California, Irvine, “Ungeneric”
Jens Lloyd, University of California, Irvine, “Situated Students: Genres, Ecologies, and Possibilities in Reflective Writing”

First-Year Composition

G.33 Writing about Communication in the Disciplines (WACID): A Synthesis of Established Pedagogies
Our FYC course combines WAC, WAW, and genre theory to help students to explore the communication practices of their disciplines.

Tampa CC, Room 12, First Level

Chair: Shannon Fanning, Iowa State University, Ames
Speakers: Shannon Fanning, Iowa State University, Ames
A. R. Mallory, Iowa State University, Ames
Dale Grauman, Iowa State University, Ames
Jillian Bohle, Iowa State University, Ames

First-Year Composition

G.34 Risks and Rewards of Engaging Religion and Faith in FYC
This panel discusses risks and rewards for engaging religious writing in FYC.

Tampa CC, Room 14, First Level

Chair: Angel Taylor, Florida Gulf Coast University, Fort Myers
Speakers: Jerry Stinnett, University of Oklahoma, Norman, “The Dark Night of the Discipline: Managing the Risk of Student Faith in the Inclusive Writing Classroom”
Wioleta Fedeczko, Utah Valley University, Orem, “‘Condemned for Meddling in the Things of God’: Religion and College Writing”
Joe Wagner, Bowling Green State University, Firelands College, OH, “Risking Religion in the Secular Composition Course: Ontological Arguments, John Dewey, and a Common Faith”
First-Year Composition

G.35 Considering Subjectivity, Voice, and Sovereignty for FYC Students
Attends to power and sovereignty relating to students’ subject positions in FYC.
Tampa CC, Room 16, First Level

Chair: Chanon Adsanatham, University of Maryland, College Park
Speakers: Keshab Acharya, Michigan Technological University, Houghton, “Writing with Risk: Conceptualizing Subject Position in the First-Year Writing Classroom”
Shenika Hankerson, Michigan State University, East Lansing, “What if we were culturally and linguistically responsive to voice in writing?: Urban African American Youth, First-Year Composition, and The Politics of (In)Visibility”
Amanda Hayes, Ohio University, Athens, “The Power of Our Own Words: Rhetorical Sovereignty for Appalachia”

Theory

G.36 Risky Disclosure: Mental Illness and Teachers of Writing
Writing instructors present their individual perspectives and lived experiences of mental illness or developmental disorders.
Tampa CC, Room 18, First Level

Chair: Katharine Monger, University of Wisconsin, Milwaukee
Speakers: Stephanie Horton, Georgia State University, Atlanta
C. S. Wyatt, Carnegie Mellon University, Pittsburgh, PA
Melissa Nicolas, Drew University, Center Valley, PA
Katharine Monger, University of Wisconsin, Milwaukee, “You Don’t Look Nervous to Me”

Theory

G.37 Queerly De/Composed: Bits, Bytes, and Bodies in Digital Spaces
This panel analyzes how the “queer turn” is often domesticated rather than used to re/frame and re/make digital rhetorics.
Tampa CC, Room 20, First Level

Chair: Brent Simoneaux, North Carolina State University, Raleigh
Speakers: William Banks, East Carolina University, Greenville, NC,
“Against Re/Production: Trans* Theory, Digital Objects, and a Queer Paradigm for Remix”

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Stephanie West-Puckett, East Carolina University, Greenville, NC, “Against Re/Production: Trans* Theory, Digital Objects, and a Queer Paradigm for Remix”

Jason Palmeri, Miami University, Oxford, OH, “Rhetorical Disidentification and the Politics of Genre in the ‘It Gets Better’ Project”

Brent Simoneaux, North Carolina State University, Raleigh, “Kids with Coyote Genders: Digital Literacies, Southern Rurality, and Queer Experience”

_Teory_

**G.38 Undermining Resistance: Rethinking the Risks of (il)Literacy, Citizenship, and Disciplinarity**

We interrogate the liberal ethos of resistance through analyses of institutional and social movements.

Tampa CC, Room 21, First Level

*Chair:* José Cortez, University of Arizona, Tucson  
*Speakers:* Ana Milena Ribero, University of Arizona, Tucson  
Maritza Cardenas, University of Arizona, Tucson  
José Cortez, University of Arizona, Tucson

_Teory_

**G.39 Cultural Politics of Space: From Swamps to Sprawl**

Explores the cultural politics of space across four case studies.

Tampa CC, Room 23, First Level

*Chair:* Melody Wise, Glenville State College, WV  
*Speakers:* Santos Ramos, Michigan State University, East Lansing, “Theory of Change: Risking Transformation in the College Writing Classroom”  
Timothy Ballingall, Texas Christian University, Fort Worth, “Spatiotemporal Politics and the Wendy Davis Filibuster”  
Elizabeth Powers, University of Maine at Augusta, “Swamps in Stereo: A Case Study of Place Representation and Visual Ethos”  
Lauren Mitchell, University of Hawaii at Manoa, “Architecture Needs Rhetorical Theory”

_Writing Programs_

**G.40 Risks and Rewards in Writing Majors: A Roundtable Discussion**

This roundtable will feature nineteen contributors to the forthcoming volume (Utah St. UP, 2015) “Writing Majors: Eighteen Program Profiles.”

Marriott, Grand Ballroom F, Level Two

*Chair:* Kathleen Yancey, Florida State University, Tallahassee
Speakers: George Jensen, University of Arkansas at Little Rock
       Julie Watts, University of Wisconsin-Stout
       Laura J. McCartan, Metropolitan State University, St. Paul, MN
       Victoria Sadler, Metropolitan State University, St. Paul, MN
       Kristie Fleckenstein, Florida State University, Tallahassee
       Kim Hensley Owens, Wakefield, RI
       Dominic DelliCarpini, York College of Pennsylvania
       Darci Thoune, University of Wisconsin-La Crosse
       Peggy O’Neill, Loyola University, Baltimore, MD
       Michael Zerbe, York College of Pennsylvania
       Drew Loewe, St. Edward’s University, Austin, TX
       Jim Nugent, Oakland University, Rochester, MI
       Lori Ostergaard, Oakland University, Rochester, MI
       Gregory Giberson, Oakland University, Rochester, MI
       Libby Miles, University of Rhode Island, Richmond

Respondent: Marie Moeller, University of Wisconsin-La Crosse

Writing Programs

G.41 Visible Roots/Healthy Growth: A Model for Formative Assessment to Drive Sustainable Excellence in Writing Programs
Assessment findings offer key implications for curriculum, professional development, pedagogy, and classroom environment.
Tampa CC, Room 22, First Level

Chair: Kathy Albertson, Georgia Southern University, Statesboro
Speakers: Ellen Hendrix, Georgia Southern University, Statesboro
         Nan LoBue, Georgia Southern University, Statesboro
         Dan Bauer, Georgia Southern University, Statesboro

Writing Programs

G.42 Facing Identity Politics in Writing Centers: Everyday Work with Risk and Reward
This panel takes up media-fanned social crises as fodder for interrogating the practices of identity politics in writing centers.
Tampa CC, Room 19, First Floor

Chair: Anna Sicari, St. John’s University, Queens, NY, Baldwin, NY
Speakers: Nancy Alvarez, St. John’s University, Bronx, NY, “America Is Beautiful . . . as Long as It Speaks English Only”
         Harry Denny, St. John’s University, Queens, NY, “Contesting Everyday Oppression with Direct Action and Difficult Dialogue”

continued on next page
Anna Sicari, St. John’s University, Queens, NY, Baldwin, NY, ““War on Women” and Words: Taking Back (her) Conversation through Writing Centers and Programs and their Commitment to Social Agency”
Lila Naydan, Penn State Abington, PA, “Addressing Public Controversy via de facto Multiliteracy”
Robert Mundy, Pace University, North Babylon, NY, “Beasts of Burden or Burden for Beasts: Re/In/De/scribing Codes of Masculinity through Public Pedagogies”

Writing Programs

G.43 **Methods of Opening Access: Risks and Rewards**
This presentation examines open access as a method for conducting innovative assessment, curricular design, and teaching practice.
Tampa CC, Room 15, First Level

*Chair:* Bre Garrett, University of West Florida, Pensacola
*Speakers:* Karen Mitchell, University of Alaska Southeast, Juneau
Denise Landrum-Geyer, Southwestern Oklahoma State University, Weatherford
Bre Garrett, University of West Florida, Pensacola

Institutional and Professional

G.44 **Twenty Years of CCCC-IP: A Roundtable Discussion on Intellectual Property and Composition Studies (Sponsored by the Caucus on Intellectual Property and Composition/Communication Studies)**
Twenty Years of the CCCC-IP Caucus: Exploring what intellectual property has meant and will mean for composition studies #4cIP.
Marriott, Florida Ballroom VI, Level Two

*Co-Chairs:* Timothy R. Amidon, Colorado State University, Fort Collins
Clancy Ratliff, University of Louisiana at Lafayette
*Speakers:* Jeffrey Galin, Florida Atlantic University, Boca Raton
John Logie, University of Minnesota, Minneapolis
Jessica Reyman, Northern Illinois University, DeKalb
James Porter, Miami University, Oxford, OH
Heather Joseph, SPARC, Washington, D.C.
*Respondent:* Johndan Johnson-Eilola, Clarkson University, Potsdam, NY
Danielle Nicole DeVoss, Michigan State University, East Lansing
**H Sessions: 11:00 a.m.–12:15 p.m.**

**Dialogs on Key Issues**

**Dialog on Language**

Considers the broad and complex impact of language in composition and writing, grounded in several CCCC documents: “The National Language Policy,” “Teaching Second Language Writing and Writers,” and “Students’ Right to Their Own Language.”

**Tampa CC, Ballroom A, First Level**

**Speakers:** Aja Martinez, Binghamton University  
Octavio Pimentel, Texas State University  
Todd Ruecker, University of New Mexico

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**Poster Sessions**

**Tampa CC, Ballroom B, First Level**

1. **A Multimodal Research Essay: Curating Arguments with Storify**  
   This session shows how students learn curation, apply various literacies, and adopt modalities to craft an argument on Storify.  
   Jorge Gomez, El Paso Community College, TX

2. **An Exploratory Look at Online Instruction Delivery across Electronic Devices**  
   Pilot study to determine if students perform better accessing and synthesizing course materials between laptops and mobile devices.  
   Chinwe Obi, Texas Tech University, Lubbock  
   Michael McCarthy, Texas Tech University, Lubbock  
   Jack Labriola, Texas Tech University, Lubbock

3. **Composing Multimodal Arguments through the Development of eBooks**  
   This is an individual presentation about the pedagogical benefits of eBook development and composition in the college classroom.  
   Katherine Royce, University of South Florida, Tampa  
   Rachel Tanski, University of South Florida, Tampa

4. **Digital Natives as “Exotic Other” and the Risky Business of Traveling ‘Abroad:’ Stories from One Digital Immigrant Instructor Who Braved**
the Virtual Landscape In Search of Meaning, Context, and Praxis
Using an anthropologically-oriented lens to explore the risky business of incorporating technology into the composition classroom.
Nancy Armstrong, California State University, Dominguez Hills

5. Multimodal ≠ Multivocal: Crafting an Ethic of Inclusion as Critical Framing
This poster explores the pedagogical risks and rewards of teaching multimodality that embodies multivocality.
Erica Cirillo-McCarthy, Stanford University, CA

6. Peer Review as Genre: Multimodal Approaches for Developing Rhetorical Knowledge
Teaching peer review as a genre with its own set of rhetorical conventions and affordances in the multimodal classroom.
Elizabeth Parfitt, Emerson College, Boston, MA

7. Reflecting on the Digital Archive: Online Writing Courses and Dynamic Feedback
Examining feedback left for students in online writing classes as a means of continual improvement and outcomes assessment.
Anthony Sovak, Pima Community College, Tucson, AZ

8. Remixed Process Research: The Risks and Rewards of Multimodal Composition
In my digital poster session, I analyze trends in the multimodal composing processes of student writers.
John Raucci, Frostburg State University, Cumberland, MD

9. Speaking from a Remote Location: Creating Community and Identity in a Digital Classroom Space
Exploring how students create identity and community within online courses.
Lauren Connolly, Lewis-Clark State College, Lewiston, ID

10. Stories at Work: Possibilities for Online Collections of Digital Personal Experience Narratives
A study on the organizational utilities and design possibilities for online collections of digital personal experience narratives.
Lisa Dush, Evanston, IL

11. What Does Machine Scoring Tell Us about Ourselves?
Research into the challenges of automated scoring also raises questions about the nature of human scoring.
## Advanced Writing

### H.01 Disciplinary Writing Practices of Experienced Academics

Faculty and graduate students negotiate unique writing processes in composing disciplinary texts.

**Tampa CC, Room 23, First Level**

**Chair:** Robin Ford  
**Speakers:**  
- Christine Tulley, University of Findlay, OH, “How Writing Faculty Write: Interviews with Rhetoric and Composition Faculty about Process, Product, and Productivity”  
- David Kellogg, Coastal Carolina University, Conway, SC, “Textual Recycling as a Rhetorical Practice”  
- Cary Moskovitz, Duke University, Durham, NC, “Textual Recycling as a Rhetorical Practice”  
- Katherine Robisch, Kent State University, OH, “Digital-Born Dissertations: Risk or Reward?”

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## Basic Writing

### H.02 Comparing Basic Writing Students across Traditional and Accelerated Learning Program Models

This panel explores the effectiveness of the Accelerated Learning Program at a large community college.

**Marriott, Grand Ballroom A, Level Two**

**Chair:** Jennifer Maloy, Queensborough Community College, NY  
**Speakers:**  
- Rebecca Mlynarczyk, The Graduate Center, City University of New York, NY, “Acceleration vs. Remedial: What’s in a Name for Composition Students?”  
- Leah Anderst, Queensborough Community College, NY, “Students’ Attitudes and Reflective Processes: Comparing ALP and non-ALP Designated Basic Writing”  
- Jed Shahar, Queensborough Community College, NY, “ALP Demographics and Data”  

**Respondent:** Barbara Gleason, City College of New York, NY

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**Kenna Barrett, University of Rhode Island, Kingston**

### 12. Writing eScience: Using Data Science Tools to Study Networked Writing Ecologies

This poster displays MassMine research software—an open source writing studies project that archives data from social media.

Nicholas M. Van Horn, The Ohio State University, Columbus  
Aaron Beveridge, University of Florida, Gainesville
Community, Civic & Public

H.03  #braveenoughtoteachinpublic: Social Media Risks and Civic Engagement Rewards
Concrete strategies and activities for using service-learning reflection tools with social media in first-year writing.

Marriott, Florida Ballroom I, Level Two

Chair: Virginia Engholm, Our Lady of the Lake College, Baton Rouge, LA
Speakers: Virginia Engholm, Our Lady of the Lake College, Baton Rouge, LA
Christopher Minnix, University of Alabama, Birmingham
Nichole Lariscy, University of Alabama, Birmingham

Community, Civic & Public

H.04  The Social Circulation of Prison Writings and Teaching Narratives
This discussion-based panel addresses how prison writings and teaching narratives circulate in diverse carceral education contexts.

Marriott, Grand Ballroom B, Level Two

Chair: Laura Rogers, Albany College of Pharmacy and Health Sciences, NY
Speakers: Cory Holding, University of Pittsburgh, PA, “Making Prison Pedagogies Public”
Wendy Hinshaw, Florida Atlantic University, Boca Raton, “Making Prison Pedagogies Public”
Tobi Jacobi, Colorado State University, Fort Collins, “‘With tears streaming down her pretty face’: Reframing the Rhetorical Narratives of Girls Imprisoned at the NY State Training School for Girls in the 1920s”
Laura Rogers, Albany College of Pharmacy and Health Sciences, NY, “(Re)Claiming Lila: Understanding the Fragmentary Narratives of Incarcerated Girls in the Early 20th Century”

Community, Civic & Public

H.05  Witnessing Subversion and Dissent: Rhetoric, Literacy, and Writing
Veterans, agents of protests, and Tahrir Square.

Marriott, Grand Ballroom C, Level Two

Chair: Jessica Shumake, Georgia College and State University, Milledgeville
Speakers: Karen Springsteen, Wayne State University, Detroit, MI, “Witnessing Veterans’ Writing”
Stephanie Mahnke, University of Nevada, Las Vegas, “Liberation Square: The Rhetorical Space of Dissent”
Maureen Daly Goggin, Arizona State University, Tempe, “Risk and Reward in One WWII Prisoner of War’s Subversive Embroidery”

Creative Writing
H.06 Getting Creative with History, Spaces, and Programmatic Design
Creative writing engages students and is situated historically and visually.
Marriott, Grand Ballroom D, Level Two

Chair: Jada Augustine, California State University, Northridge
Speakers: Jessica Labbe, Guilford Technical Community College, Jamestown, NC, “Engaging the Muse: The Power of Creative Writing in Unexpected Places”
Phil Sandick, University of North Carolina-Chapel Hill, “Lore 2.0: Creative Writing Pedagogy as History”

History
H.07 The Journal of Basic Writing at Forty: Risk, Affect, and Materiality in the Shaping of a Field (Sponsored by the Council on Basic Writing)
We examine the role of affect and materiality in BW work over the past four decades and promote new directions for scholarship.
Tampa CC, Room 1, First Level

Chair: Cheryl Smith, Baruch College, City University of New York, NY
Speakers: Hope Parisi, Kingsborough Community College/ City University of New York, NY, “Defining and Deciding Inroads: Student-Present Narratives, Embodiment, and Material Realities Since 1999”
Susan Naomi Bernstein, Arizona State University, Tempe, “BW in National and Global Contexts”
Steve Lamos, University of Colorado-Boulder, “Promoting Positive Affect in BW Scholarship”
Cheryl Smith, Baruch College, City University of New York, NY, “The ‘Womanning’ of Basic Writing”
Friday, 11:00 a.m.–12:15 p.m.

History

H.08 Histories and Cultural Rhetorics
Pan Chao, B’Nai B’rith, and Sutton Griggs
Marriott, Florida Ballroom II, Level Two

Chair: Zosha Stuckeey, Towson University, MD
Mudiwa Pettus, The Pennsylvania State University, State College, “Rhetorical Archaeology: Recovering Sutton Griggs’s Imperium in Imperio as a Site of Rhetorical Education”
Jane Greer, University of Missouri, Kansas City, “If These Dolls Could Talk: B’nai B’rith Women and the Rhetoric of the Intergroup Relations Movement, 1951 to 1976”

Information Technologies

H.09 Troubling Standards: Challenging Technology’s Control of “Correct” in the Writing Classroom
Troubling Standards: Challenging Technology’s Control of the “Correct” #greensquigglylines #autoscoring #grammar #4C15.
Marriott, Florida Ballroom III, Level Two

Chair: Gail Gibson, University of Michigan, Ann Arbor
Speakers: Elizabeth Hutton, University of Michigan, Ann Arbor, “Corpora in the Classroom”
Anne Curzan, University of Michigan, Ann Arbor, “The Green Squiggly Line”
Gail Gibson, University of Michigan, Ann Arbor, “Auto-Scoring as Instruction Tool”

Information Technologies

H.10 Archiving the Moment: Using Mobile Composing Tech to Innovate #PostActivism, Community Engagement, and Usefulness Testing
We probe how mobile tech helps teach students about ironic activism, mapping university contact zones, and user-centered design.
Marriott, Meeting Room 1, Level Two

Chair: William C. Kurlinkus, The University of Oklahoma, Norman
**Speakers:** William C. Kurlinkus, The University of Oklahoma, Norman, “Usability Is Dead: Plying Mobile Tech to Micro-Contextualize Medicine, Campaigning, and Marketing”  
Sean Kamperman, The Ohio State University, Columbus, “(In)visible Intertexts: Teaching Students GIS Mapping as Postmodern Writing Practice”  
Pritha Prasad, The Ohio State University, Columbus, “It’s #SoWhiteOutside: Mobile Narratives, Ironic Activism, and Critical Making”

**Information Technologies**

**H.11 Where We Compose and How We Collaborate: Reports on Three Research Studies of Composition Practices, Spaces, and Technologies**  
This panel reports on three case studies of academic collaboration, relating space, technologies, beliefs, and composing behaviors.  
Marriott, Grand Ballroom G, Level Two  
*Chair:* Julia Voss, Santa Clara University, CA  
*Speakers:*  
Jennifer Michaels, The Ohio State University, Columbus, “People, Places, and Social-Media Things: What Spatial Metaphors for Social Media Suggest about Scholarly Composing and Composition Pedagogy”  
Stacey Pigg, University of Central Florida, Orlando, “‘We agreed not to meet anymore just because we don’t get anything done’: Spatial and Technological Negotiations of a Student Writing Team”  
Julia Voss, Santa Clara University, CA, “Reinventing the Wheel: How High- and Low-Tech Classroom Design Features Can Impact Collaborative Classroom Learning”

**Information Technologies**

**H.12 The Risks and Rewards of Going Online: Rethinking Our Public, Pedagogical, and Scholarly Selves in the Digital Age**  
This panel examines the interaction of our online identities as teachers, as rhetoricians, and as researchers.  
Marriott, Meeting Room 2, Level Two  
*Chair:* Brittany Kelley, University of Louisville, KY  
*Speakers:*  
Laura Detmering, Spalding University, Louisville, KY  
Stephanie Weaver, University of Louisville, KY  
Brittany Kelley, University of Louisville, KY
Friday, 11:00 a.m.–12:15 p.m.

**Institutional and Professional**

**H.13 Beginnings, Middles, and Endings: Stories from the Writing Program Lifespan**

This panel details the life cycle of writing programs with particular attention on the place of writing majors in multi-focus programs.

Marriott, Meeting Room 3, Level Two

*Chair:* Chalet Seidel, Westfield State University, MA  
*Speakers:* Danielle Nielsen, Murray State University, Murray, KY  
Jamie McDaniel, Pittsburg State University, KS  
Chalet Seidel, Westfield State University, MA

**Institutional and Professional**

**H.14 Interdisciplinary Assessment: Improving the Life of Contingent Faculty**

Panel addresses important issues concerning tenure-track faculty.

Marriott, Grand Ballroom H, Level Two

*Chair:* Monique Logan  
*Speakers:* Jennifer Grouling, Ball State University, Muncie, IN, “Inter-disciplinary Writing Assessment: Rubrics and Norming across the Curriculum”  
Gary Bays, University of Akron, Wayne College, OH, “Institutional Writing: A Cautionary Tale”  
Heidi Rosenberg, Madison, WI, “The ‘S-Word’: How can the risks be tempered for non-tenured, full-time academic staff?”

**Innovation and Taking Risks**

**H.15 Religious Lifestyle and Queer Faith: Religious/Queer Discourses in Consensual Distrust (Sponsored by the Rhetoric and Religious Traditions Special Interest Group)**

Panel examines queer/religious rhetorics that may turn dysfunctional discourse into generative, irenic (not ironic) interchanges.

Tampa CC, Room 11, First Level

*Chair:* Elizabeth Vander Lei, Calvin College, Grand Rapids, MI  
*Speakers:* Mark McBeth, John Jay College of Criminal Justice, New York, NY  
T. J. Geiger, Lamar University, Beaumont, TX  
Alexandra Cavallaro, University of Illinois at Urbana-Champaign  
Gina Patterson, Miami University, Oxford, OH
Innovation and Taking Risks

H.16 Military Literacies: Lived Experience, Student Veterans, and Risk in the Service to College Transition
By examining shifts from military to academic discourse, teachers can help student veterans transition to university culture.

Marriott, Grand Ballroom I, Level Two

Chair: D. Alexis Hart, Allegheny College, Meadville, PA
Speakers: Carla Maroudas, Mt. San Jacinto Community College, CA, San Diego, CA
Corrine Hinton, Texas A&M University, College Station
Lauren Rosenberg, Eastern Connecticut State University, Willimantic

Innovation and Taking Risks

H.17 The Power of Risk: Channeling Grad School Anxiety into Career Potential
A workshop focused on channeling the energy generated by an uncertain job market into productive career planning.

Tampa CC, Room 3, First Level

Chair: John Alberti, Northern Kentucky University, Highland Heights
Speakers: Adam Spradlin, Northern Kentucky University, Highland Heights, “A Precarious Balance: Assessing Risk and Failure, Reward and Opportunity, in Graduate School and Beyond”
Kathleen Spada, Northern Kentucky University, Highland Heights, “Step Away from the Panic Button: Channeling Your Inner Monologue as a Conduit for Success”
Jonathan Cullick, Northern Kentucky University, Highland Heights, “The Anxious Graduate Student and Career Development”
John Alberti, Northern Kentucky University, Highland Heights, “The Not-So-Terminal MA: Helping Students Explore Risk and Reward at a Regional Master’s Program”

Innovation and Taking Risks

H.18 All I Need is One Mic: Amplifying Hybrid Critical Literacies and Youth Voice in City Schools
College school partners use multimodality, debate and Hip-Hop to produce compositions of critique and resistance for social change.

Marriott, Grand Ballroom J, Level Two

Co-Chairs: Stephon Adams, Western Connecticut State University, Danbury
Devonte Escoffery, Western Connecticut State University, Danbury

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**Speakers:** Ashley Newby, Michigan State University, East Lansing, “‘It’s a takeover not a makeover’: Deconstructing the Academic Space through Hip-Hop”  
Tara Thompson, Teachers College, Columbia University, NY, “Multi modal Literacies and Self-Reflection in Developmental English”  

**Innovation and Taking Risks**

**H.19 Risk, Reward, and Unavoidability(?!?) of Trauma in the Literacy Classroom**  
We explore the place of traumatic experience in the literacy classroom. Counselors present practices to help students cope.  
Marriott, Meeting Room 7, Level Two

**Chair:** Ryan Witt, Temple University, Philadelphia, PA  
**Speakers:** Heather Witt, Widener University, Chester, PA  
Shanna Williams, Widener University, Chester, PA  
Ryan Witt, Temple University, Philadelphia, PA

**Innovation and Taking Risks**

**H.20 Metadisciplinary Collaboration: Critical Strategies for Students and Faculty**  
How do collaborations foster students’ and faculty’s awareness within and across disciplines?  
Marriott, Meeting Room 4, Level Two

**Chair:** Jeffrey Maxson, Rowan University, Glassboro, NJ  
**Speakers:** Catherine Savini, Westfield State University, MA, “Preaching to the Almost Converted: A Strategic Risk for Promoting Critical WAC”  
Junie Hayashi, Leeward Community College, Pearl City, HI, “Epic Research in English 100”  
Mia Reisweber, Leeward Community College, University of Hawaii, Hilo, “Epic Research in English 100”  
Donna Witek, The University of Scranton, PA, “‘We’re all mad here’: Fostering Metadiscourse on Metaliteracy”  
Teresa Grettano, The University of Scranton, PA, “‘We’re all mad here’: Fostering Metadiscourse on Metaliteracy”
**Innovation and Taking Risks**

**H.21 Changing Spaces: Redesigning the Instructional Space**
What happens when physical boundaries (class size, weather) disrupt our conventional instructional and classroom environments?

**Marriott, Meeting Room 5, Level Two**

*Chair:* Angel Jimenez  
*Speakers:*  
- Lori Hawks, Naval Academy Preparatory School, Newport, RI, “Reviewing Risks and Reaping Real-Time Rewards: Online Writing Conferences Using Gmail Chat”  
- Lisa Lister, George Mason University, Fairfax, VA, “Teaching College Composition in the Active Learning Classroom: Learning from Failure, Learning from Innovation”  
- Jessica Matthews, George Mason University, Fairfax, VA, “Teaching College Composition in the Active Learning Classroom: Learning from Failure, Learning from Innovation”  
- Olga Menagarishvili, Georgia Institute of Technology, Atlanta, “Taking the Risk of Working with Large Classes: A Linked Computer Science/Technical Communication Course at Georgia Institute of Technology”

**Innovation and Taking Risks**

**H.22 This Doesn’t Work for Everyone: Assessments and Dual Credit**
Preservers question norms of assessment and dual credit.

**Marriott, Meeting Room 12, Level Three**

*Chair:* Elizabeth Weiser, The Ohio State University, Columbus  
*Speakers:*  
- Matthew Zajic, University of California, Davis, “Assessing Written Expression Learning Disorder in Clinical Settings: What Does It Mean and Not Mean to Have a Writing Disability and What Should Writing Instructors Know?”  
- Nicholas Behm, Elmhurst College, IL, “Synthesizing Dynamic Criteria Mapping with Third Wave Whiteness Theory: A Racially Conscious Approach to Writing Assessment”  
- Keith Miller, Arizona State University, Tempe, “Dual Credit Composition Courses as a Vehicle for Racial Discrimination and the Triumph of Whiteness in Texas”  
- Casie Moreland, Arizona State University, Tempe, “Dual Credit Composition Courses as a Vehicle for Racial Discrimination and the Triumph of Whiteness in Texas”
**Professional and Technical Writing**

**H.23 Developing a Critical Understanding of Usability through New Materialism and Knowledge Work**
The panel advances our understanding of usability through new approaches and heuristics.

**Marriott, Meeting Room 6, Level Two**

*Chair:* Mike Angelone  
*Speakers:* Laurence Jose, Grand Valley State University, Grand Rapids, MI, “Learning to Let Go: Building Hybrid Spaces to Challenge Pedagogical Certainties”  
Joe Erickson, Anoka-Ramsey Community College, Blaine, MN, “Holding onto the Words and Making Users Think: Considering the Risks of Pure Usability and the Rewards of Human Activity in Web Design”  
Erica Baumle, Texas Tech University, Lubbock, “User-Created Technical Communication: Reward for Knowledge Work”

**Professional and Technical Writing**

**H.24 From Climate Change to Sexual Harrassment: A Rhetorical Analysis of Science and Technical Communication**
Developing a rhetorical analysis of climate change and sexual harassment in the military.

**Marriott, Meeting Room 8, Level Three**

*Chair:* Deborah Brown, University of Central Oklahoma, Edmond  
*Speakers:* Rebecca Dickson, University of Colorado at Boulder, “Climate Change, the Rhetoric of Science, and the STEM Undergraduate”  
Ella Browning, University of South Florida, Tampa, “Mapping the Construction of GAO-13-182”

**Research**

**H.25 Always Bet on Black: The Rewards of Including HBCUs in Conversations about Race and Writing**
We will show that HBCUs are unique sites of inquiry and poised to be at the forefront of conversations about race and writing.

**Marriott, Meeting Room 9, Level Three**

*Chair:* Karen Keaton Jackson, North Carolina Central University, Durham  
*Speakers:* Faye S. Maor, North Carolina A&T State University, Greensboro
Dawn Tafari, Winston-Salem State University, NC
Hope Jackson, North Carolina A&T State University, Greensboro
Karen Keaton Jackson, North Carolina Central University, Durham

Research

H.26 Risks and Rewards of Circulation Studies
This panel explores how circulation studies can be a rich breeding ground for producing innovative research and curricula.

Tampa CC, Room 19, First Level

Chair: Laurie Gries, University of Florida, Gainesville
Speakers: John Silvestri, Miami University, Oxford, OH
          Dustin Edwards, Miami University, Oxford, OH
          Michele Simmons, Miami University, Oxford, OH
          Caroline Stone Short, Shadow Health, Gainesville, FL
          Laurie Gries, University of Florida, Gainesville, “Situating Circulation Studies in Writing Curricula”

Research

H.27 Transfer of Learning and Constructive Metacognition: A Taxonomy of Metacognition for Writing Studies
We’ll present a taxonomy of metacognitive moves used in writing, explain its implications, and discuss its use with attendees.

Tampa CC, Room 13, First Level

Chair: Gwen Gorzelsky, Colorado State University, Fort Collins
Speakers: Gwen Gorzelsky, Colorado State University, Fort Collins
          Ed Jones, Seton Hall University, South Orange, NJ
          Dana Driscoll, Oakland University, Rochester, MI
          Carol Hayes, The George Washington University, Washington, D.C.

Research

H.28 At Any Cost: The Rhetoric of Educational Access, Student Poverty, and First-Year Writing
This panel discussion explores the complexity of student social class in a climate of consumerist educational discourse.

Marriott, Meeting Room 10, Level Three

Chair: Brett Griffiths, University of Michigan, Ann Arbor
Speakers: Christie Toth, University of Utah, Salt Lake City, “Examining the Relationships Between Poverty, Class, and Literacy Learning is Imperative in First-Year Composition Courses”

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Paige Hermansen, University of Arkansas, Fayetteville, “Rhetoric in the Age of Privatization and the Negotiation of Risk: Students in First-Year Composition Talk about Expectations and Experiences in For-Profit College Writing Classrooms”

Brett Griffiths, University of Michigan, Ann Arbor, “‘Complex’ and ‘Problematic’ Lives: How Euphemistic Language about Poverty Effects Complicates the Teaching of First-Year Writing”

Research

**H.29 Creating Self-Sufficient Writers through Peer Response and Writing Consultation**

Peer response pedagogy, decision-making in tutorials, and conferencing in third-spaces.

Tampa CC, Room 5, First Level

**Chair:**

**Speakers:** Steven Corbett, George Mason University, Springfield, VA, “Response-Able Choices: Moderate Risk/High Reward in Cross-Disciplinary Peer Response Research and Experimentation”


Jaclyn Fiscus, University of Washington, Seattle, “Writing Conferences in Third-Spaces: The Potential for Discursive Space that Promotes Student Authorship”

First-Year Composition

**H.30 Transformational Pedagogies: The Risks and Rewards of Multimodal Composition in First-Year Composition**

Complicating/transforming/dissociating multimodal texts.

Tampa CC, Room 12, First Level

**Chair:** Matt Davis, University of Massachusetts, Boston

**Speakers:** Susan DeRosa, Eastern Connecticut State University, Willimantic, “A Risk Is a Choice: Creating Multimodal Texts and Rhetorical Awareness”

Steve Ferruci, Eastern Connecticut State University, Willimantic, “A Risk Is a Choice: Creating Multimodal Texts and Rhetorical Awareness”


Shuwen Li, University of Minnesota, Twin Cities, “Sign-Using or Sign-Making?: Potential Risks and Rewards of Employing Multimodal Assignments in College Composition Classrooms”

Amy Anderson, West Chester University of Pennsylvania, “Risky Pedagogy: What Dissociation Can Teach Us about Multimodal Composition”
First-Year Composition

H.31 Risks and Rewards of Challenging the Homogenizing Narratives of “Student,” “Teacher,” and “Classroom”
By examining case studies, we challenge extant narratives while making room for new meanings of involvement in higher education.

Marriott, Meeting Room 11, Level Three

Chair: Patrick Harris, Miami University, Oxford, OH
Speakers: Elizabeth Saur, Miami University, Oxford, CA, “‘Wouldn’t it be nice if people would just talk about this?’: (De)Constructions of the ‘Ideal’ Teacher Identity”
Patrick Harris, Miami University, Oxford, OH, “The Inevitability of Student Agency: Thompkins vs. Graff, Round 2”

First Year-Composition

H.32 Violating Student and Programmatic Expectations to Introduce Transferable Writing Strategies: The Risk and Reward of Adopting a Writing about Writing Approach
This panel examines three instructors and programs that initiated the Writing about Writing approach, despite contextual risks.

Tampa CC, Room 9, First Level

Chair: Kevin Eric DePew, Old Dominion University, Newport News, VA
Speakers: Heather Lettner-Rust, Longwood University, Farmville, VA, “‘I’ve gotta see a horse about a cow’: Sharing WAW Approach Strategies in a Literature-Heavy Department”
Joel Schneier, North Carolina State University, Raleigh, “‘After get in touch with literacy in this class’: WAW in the FYW Classroom with L2 English Writers”
Kevin Eric DePew, Old Dominion University, Newport News, VA, “‘Why aren’t we reading poetry like my roommate?’: A Rationale for Teaching a WAW Approach Based Upon Writing-as-Communication, Discourse Communities, and Genre”
First-Year Composition

H.33 Pedagogy of the Oppressive: Responding Productively to Student Expressions of Privilege
We discuss the challenges of maintaining pedagogies which critique systems of power in the current economic/political climate.

Tampa CC, Room 7, First Level

Chair: M. Melissa Elston, Northwest Missouri State University, Maryville
Speakers:
Theresa Rodriguez Habbestad, Texas A&M University, College Station, “Race, Retention, and Rhetorics of Alliance in the Composition Classroom”
M. Melissa Elston, Northwest Missouri State University, Maryville, “My Name is Not Schuman: Negotiating Pedagogy, Power, and Persona in the Age of Slate Punditry via Reconstitutive Discourse”
Christina V. Cedillo, Northeastern State University, Tahlequah, OK, “But I’m not–ist!: Exposing Writerly Privilege in the Composition Classroom via Speech Act Theory”

First-Year Composition

H.34 Flipping First-Year Composition
Innovative uses of new media technologies enliven learning and encourage student engagement.

Tampa CC, Room 10, First Level

Chair: John M. Sirmans, Georgia College and State University, Milledgeville
Speakers:
Theresa Flynn, Pepperdine University, Malibu, CA, “How Google Docs Flipped My Classroom: Collaborative Writing, Cloud Technology and the Writer’s Workshop”
David Beach, West Virginia University, Morgantown, “Scaling Information Literacy Instruction in FYC with Flipped Learning”
Johanna Deane, Rutgers, Stockton College, New Jersey City University, Lawrenceville, “Web sans Safety Net: Colloquial Genres in the Semester-Long Project (Now Gamified and Flipped!”
Christina Grimsley, Texas Woman’s University, Denton, “When Flipping Fails: Finding New Ways to Motivate Students to Watch Videos”

Theory

H.35 Food and Feminism at Rhetoric’s Big Round Table
Five contributors to “Food, Feminisms, and Rhetorics” address the rhetoric of gender across a range of food-related texts.

Tampa CC, Room 14, First Level

Chair: Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA
Speakers: Tammie M. Kennedy, University of Nebraska at Omaha, “Is Feminism Bad for the Liver?: The Rhetoric of Women’s Wine Drinking on TV”
Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA, “Sacramental Breast Milk and Ritual Avocados: One Mother’s Mission against Toxic Food”
Erin Branch, Wake Forest University, Winston-Salem, NC, “Both Stews and Stories: The Legacy of M. F. K. Fisher”

Theory
H.36 Re-Mapping Asian/Asian American Rhetoric: New Methodologies for Multimodality, Hybridity, and Rhetoricity
This panel examines methodological challenges and innovations in studying Asian/Asian American rhetorics.
Tampa CC, Room 16, First Level

Chair: Morris Young, University of Wisconsin-Madison
Speakers: LuMing Mao, Miami University, Oxford, OH
Bo Wang, California State University, Fresno
Shui-yin Sharon Yam, University of Wisconsin-Madison
Morris Young, University of Wisconsin-Madison

Theory
H.37 Embodiment at Risk: Neglected Bodies in Everyday Writing
This panel examines the embodied nature of writing and the risk of defining literacy through normative understandings of the body.
Tampa CC, Room 18, First Level

Chair: Kim Hensley Owens, Wakefield, RI
Speakers: Elisabeth Miller, University of Wisconsin-Madison, “Layered on the Body: Aphasia and the Wounds of Literacy”
Annika Konrad, University of Wisconsin-Madison, “Narrating Embodied Experiences: The Challenges of Rhetorical Agency”
L. Elizabeth Mackey, University of Minnesota, Minneapolis, “Voicing Composition: An Autoethnographic Investigation of Writing and Technology”
Ashley Clayson, University of Minnesota, Minneapolis, “Venturing down from the Cloud: Embodied, Material Conditions in Collaborative Planning”
Christina Haas, University of Minnesota, Minneapolis, “Venturing down from the Cloud: Embodied, Material Conditions in Collaborative Planning”
Theory

H.38 Rewriting Comp/Rhet’s Narrative About Narrative
We explore the centrality of narrative in human cognition and the central place it should play in Comp teaching and scholarship.

Tampa CC, Room 20, First Level

Chair: Amy Hodges-Hamilton, Belmont University, Nashville, TN
Speakers: Lad Tobin, Boston College, MA, “Telling Tales in and Out of School: Beyond the Binary of Personal vs. Scholarly Writing”
Eileen Donovan-Kranz, Boston College, MA, “Oh, you mean a college admissions essay?: How Our Incoming Students View Narrative”
Thomas Newkirk, University of New Hampshire, Durham, “Narrative and Causality: Why Story Is Central to All Genres”

Theory

H.39 Rhetoric and Ethics: Revisiting History and Exploring New Pedagogies
This panel explores rewards that students and teachers receive from confronting the tensions that surround rhetoric and ethics.

Tampa CC, Room 21, First Level

Chair: Lois Agnew, Syracuse University, NY
Speakers: Paula Mathieu, Boston College, MA, “Being There: Mindfulness and Ethical Classroom Practices”
Lois Agnew, Syracuse University, NY, “Why rhetoric and ethics?”
John Duffy, University of Notre Dame, IN, “Reconsidering Virtue”

Theory

H.40 Access and Activism: Literacy Myths, Affirmative Action, and Sex Testing
Analyzes the material consequences of policy constraints.

Tampa CC, Room 22, First Floor

Chair: Patricia Boyd, Arizona State University, Tempe
Speakers: Julia Garrett, University of Wisconsin-Madison, “Appropriating Literacies”
Ebony Coletu, Pennsylvania State University, Port Matilda, “The Perversity of Diversity: Rethinking the Range of Value Transactions in Affirmative Action”
Paulette Stevenson, Arizona State University, Scottsdale, “Towards Affinities of Sex: The Case of Trans- and Intersexed Athletes”
Writing Programs

H.41 FYC Overhaul: The (Harsh) Realities of Radical Redesign
This presentation explores the material, digital, and readiness constraints of meaningful programmatic change in FYC.

Marriott, Florida Ballroom IV, Level Two

Chair: Brittany Stephenson, Salt Lake Community College, UT
Speakers: Brittany Stephenson, Salt Lake Community College, UT, “Wading out of Web Stew: Reader-Centric Course Design”
Lisa Bickmore, Salt Lake Community College, UT, “Material Redesign: the ‘Scale Up’ Problem”
Jennifer Courtney, Salt Lake Community College, UT, “Service Learning Goes Hybrid, for Better or Worse”

Writing Programs

H.42 Innovating Global Classrooms: Transdisciplinary Approaches for Supporting Multilingual Student Success
Discussing transdisciplinary approaches for writing programs and instructors to fully engage diverse students in our universities.

Marriott, Florida Ballroom VI, Level Two

Chair: Anis Bawarshi, University of Washington, Seattle
Speakers: Jennifer Eidum Zinchuk, University of Washington, Seattle
Sarah Elizabeth Snyder, Arizona State University, Tempe
Katherine Daily O’Meara, Arizona State University, Tempe
Pisarn Bee Chamcharatsri, University of New Mexico, Albuquerque
Norah Fahim, University of Washington, Bellevue

Writing Programs

H.43 Diving into the Wreck: Considering Linkages, Limitations, Perils, and Possibilities in the Deep Element where Discipline-Based Writing Intensive Courses and First-Year Composition Meet
We want to engage our audience in a discussion of WID and its links (both productive and problematic) to first-year composition.

Marriott, Florida Ballroom V, Level Two

Chair: Alan Church, Dickinson State University, ND
Speakers: Suzanne Russ, Dickinson State University, ND
Paul Johanson, Dickinson State University, ND
Holly McBee, Dickinson State University, ND
Debora Dragseth, Dickinson State University, NC
Michelle Stevier-Johanson, Dickinson State University, ND
Amy Phillips, Minot State University, Fargo, ND
Friday, 11:00 a.m.–12:15 p.m.

**Writing Programs**

**H.44 Merging, Converging, and Collaborating: The Risks and Rewards of Re-Envisioning Writing Center Spaces**

The physical locations and qualities of writing center space shape the experience of tutors and writers in meaningful ways.

**Marriott, Grand Ballroom F, Level Two**

**Chair:** Susan A. Gebhardt-Burns, Norwalk Community College, CT  
**Speakers:** Mary Wright, Christopher Newport University, Newport News, VA, “Gimme Shelter: Redesigning Shared Tutoring Spaces”  
Maria Soriano, John Carroll University, University Heights, OH, “Risky (or rewarding) business? A Tale of Convergence between a Writing Center and a Learning Commons”  
Shanti Bruce, Nova Southeastern University, Fort Lauderdale, FL, “Risks and Rewards of Incorporating a Writing Center into a First-Year Composition Curriculum”  
Kevin Dvorak, Nova Southeastern University, Fort Lauderdale, FL, “Risks and Rewards of Incorporating a Writing Center into a First-Year Composition Curriculum”
**I Sessions:** 12:30–1:45 p.m.

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**Dialogs on Key Issues**

**Dialog on Professional Issues**

Considers multiple perspectives on professional labor issues in composition and writing, grounded in the position statements “Faculty Work in Community-Based Settings” and “Promotion and Tenure Guidelines for Work with Technology.”

**Tampa CC, Ballroom A, First Level**

*Speakers:* Marc Bousquet, Emory University  
Tharon Howard, Clemson University  
Seth Kahn, West Chester University

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**Poster Sessions**

**Tampa CC, Ballroom B, First Level**

1. **Beyond Dichotomization: Agency and Third-Space in Personal Narratives of Mental Illness and Suffering**
   Analyzing how third-space is created through narratives of mental illness and suffering that challenge naturalized binaries.
   Jessica Lee, University of Houston, TX

2. **Mapping the Externalities of Literacy: Relationships of Literacy Exchange in the Filipino “Brain Drain”**
   Examines “externalities” to understand the social impact of economic relationships of literacy exchange.
   Eileen Lagman, University of Illinois at Urbana-Champaign

3. **Player Communities and the Construction of Ethos: Established and New Gaming Communities**
   An analysis of ethos and credibility in online games, using both content analysis of in-game chat and interviews of players.
   Wendi Sierra, St. John Fisher College, Rochester, NY  
   Doug Eyman, George Mason University, Fairfax, VA
Basic Writing

I.01  Riding the Roller Coaster of Remediation
We discuss the programmatic evolution of our remedial education courses and describe the risks and rewards involved.

Marriott, Grand Ballroom A, Level Two

Chair: Kelli Prejean, Marshall University, Huntington, WV
Speakers: Kelli Prejean, Marshall University, Huntington, WV
Catherine Staley, Marshall University, Huntington, WV
David Robinson, Marshall University, Huntington, WV

4. Poaching Tumblr: Fandom, Remixing, and Rhetorical Delivery
Producers of fandom content innovatively use Tumblr’s input fields to increase opportunities in digital rhetorical delivery.
Charity Tran, Texas Tech University, Lubbock

5. Project Pigeon(hole)–Marginal AnimallCraft Material
Making material the oft-marginalized pigeon’s central role as homed in human histories of writing and communication.
Melissa Yang, University of Pittsburgh, PA

6. Risking Responsibility: Putting the Tradition Back into the Rhetorical Tradition
This poster redefines the tradition in the rhetorical tradition to include responsibility for rhetorical practices and knowledge.
Erika Strandjord, Concordia College, Moorhead, MN

7. The Monstering of Diabetes: An Alternative Rhetorical Analysis
This poster session presents an alternative to the traditional rhetorical analysis assignment in first year writing classes.
Cynthia Martin, James Madison University, Harrisonburg, VA

8. Writing Studies LIFE: Playing Visible and Invisible Professional Development
Research will be used to construct Writing Studies LIFE, a poster game board that attendees “play” through a variety of paths.
Scott Reed, Georgia Gwinnett College, Bethlehem, GA
Rochelle (Shelley) Rodrigo, Old Dominion University, Norfolk, VA
Basic Writing

I.02 Easing the Flow Basic Writing: Using Student Centered Pedagogy In the Classroom
The panels present contemporary ideas on making the BW classroom student friendly.

Marriott, Florida Ballroom I, Level Two

Chair: Rima Gulshan, Northern Virginia Community College, Annandale
Speakers: Erika Johnson, Texas Woman’s University, Denton, “Identity and Heteroglossia: The Language of Hegemony in Basic Writing Syllabi”
Kara Jensen, Georgia Military College, Macon, GA, “Texting in the Classroom: How to Use the New Dialect”
Wendy Wright, El Camino Community College, Long Beach, CA, “Writing with Attitude: Burke and the Basic Writer”

Community, Civic & Public

I.03 Reciprocity in Community-University Engagement: Community Partners Discuss Tensions and Possibilities
Scholars alongside community partners lead a discussion on the risks, rewards, and possibilities of research and writing together.

Marriott, Florida Ballroom V, Level Two

Chair: Paula Mathieu, Boston College, MA
Speakers: Estephanie Vasquez, Medellin, Somerville, MA, “When Latin American Storytellers Risk Stories of War: A Struggle for University-Community Reciprocity”
Eric Sepenoski, Emerson College, Boston, MA, “When Latin American Storytellers Risk Stories of War: A Struggle for University-Community Reciprocity”
Ernesto Mario Osorio, Emerson College, Boston, MA, “When Latin American Storytellers Risk Stories of War: A Struggle for University-Community Reciprocity”
Tamera Marko, Emerson College, Boston, MA, “When Latin American Storytellers Risk Stories of War: A Struggle for University-Community Reciprocity”

Respondent: Steve Parks, Syracuse University, NY
Community, Civic & Public

I.04 “Public Turning”: Rethinking Public Writing as Spatially Disruptive
This panel offers new theoretical insights into public writing and public work, from graffiti to digital archives to social action.

Marriott, Florida Ballroom II, Level Two

Chair: Kristi Girdharry, Northeastern University, Boston, MA
Speakers: Charles Lesh, Northeastern University, Boston, MA, “Don’t Talk to Strangers!: Graffiti as Public Writing”
Sarah Finn, Northeastern University, Boston, MA, “Student Social Action Texts: Circulation and Agency”
Kristi Girdharry, Northeastern University, Boston, MA, “Engaging Digital Community Spaces in the Composition Classroom”

Community, Civic & Public

I.05 Risks and Resources: Student Agency and Religious Rhetorics in the Academic Sphere
This panel presents students as agentive in implementing and revising religious rhetorics in academic contexts.

Marriott, Florida Ballroom III, Level Two

Chair: Melody Pugh, University of Michigan, Ann Arbor
Speakers: Andrea Rosso Efthymiou, City University of New York Graduate Center/Yeshiva University, Astoria, “Torah Umadda as Institutional Mission: The Risks and Rewards of Rhetorical Education in a Writing Center at a Jewish College”
Christopher Parsons, University of Michigan, Ann Arbor, “Religious Literacy as a Rhetorical Resource: How LDS Beliefs and Literacy Practices Facilitate the Transition from High School to College”
Melody Pugh, University of Michigan, Ann Arbor, “The Perils and Possibilities of Self-Disclosure: Navigating Ecumenical Christian Identity at a Public University”

History

I.06 Women and Public Memory: Investigating Gender in the City, the Archive, and the Museum
Presenters examine women, women’s work, and women’s representation in public memory sites.

Marriott, Meeting Room 1, Level Two

Chair: Lindal Buchanan, Old Dominion University, Norfolk, VA
Speakers: Lindal Buchanan, Old Dominion University, Norfolk, VA, “Hosting Judy Chicago’s ‘The Dinner Party’: Absence, Location, Erasure, and Matronage in Public Memory”
Lisa Costello, Georgia Southern University, Statesboro, “Gendering the Archive: Public Memory and Holocaust Testimony in Lanzmann’s Shoah and Beyond”

Sarah Moseley, Old Dominion University, Norfolk, VA, “Memorializing Lillie Hitchcock Coit: Deviances Regendered, Ideologies Maintained”

**History**

**I.07 Institutional Histories in the Field of Composition and Rhetoric**

Examination of the institutional histories of CCCC and comp/rhet, including internal and external pressures to shape an institutional identity.

*Marriott, Meeting Room 2, Level Two*

**Chair:** Erin Trauth, Texas Tech University, Lubbock

**Speakers:**
- Dan Baumgardt, University of Wisconsin-Whitewater, “A Rhetorical History of Linguistics Outreach in the University Leading to CCCC’s 1974 Position Statement”
- Matthew Nunes, Ohio University, Athens, “Harvard and First-Year Composition: What English A was Really Like”
- Russel Durst, University of Cincinnati, OH, “W. Wilbur Hatfield and the Formation of CCCC”

**Information Technologies**

**I.08 When Effective Practices Become Risky Business**

Teaching online writing is risky when mandated policy resources are a poor pedagogical fit: discussion of effective practices.

*Tampa CC, Room 15, First Level*

**Chair:** Elizabeth Monske, Northern Michigan University, Marquette

**Speakers:**
- Lanette Cadle, Missouri State University, Springfield, “Teaching Teachers about OWI: It’s about Knowing Your Options”
- Elif Guler, Longwood University, Norfolk, VA, “Baby Steps in the Hybrid: Negotiating the Risks of the Lack of Institutional Training in the Distance-Based Writing Classroom”
- Christopher Harris, California State University, Los Angeles, “Risk, Reward, Review, and the Untenured as Precariat: The OWI Effective Practices’ Role in Faculty Review”
- Elizabeth Monske, Northern Michigan University, Marquette, “Risking Proper Compensation for Proper Pedagogy: Going above Administrative Checks on the Accreditation Checklist”
Information Technologies

I.09 **Teaching with Games and Infographics**
Infographics in writing instruction, remix and intellectual property, and persuasive games.

**Marriott, Grand Ballroom B, Level Two**

**Chair:** Lee Hibbard, University of Alabama in Huntsville  
**Speakers:**  
Ken Lindblom, Stony Brook University, NY, “Too Much Information? The Place of the Infographic in Writing Instruction”  

Information Technologies

I.10 **Report on a Laptop-Required Initiative in an Independent Writing Program: Administration, Pedagogy, and Faculty Professional Development**
A report and reflection on an ongoing Laptop-Required Initiative in an Independent Writing Program.

**Marriott, Grand Ballroom C, Level Two**

**Chair:** Michael Moore, DePaul University, Chicago, IL  
**Speakers:** Nathan Fink, DePaul University, Chicago, IL  
Peter Vandenberg, DePaul University, Chicago, IL (SAC 350)  
Michael Moore, DePaul University, Chicago, IL

Information Technologies

I.11 **Innovations of Writing and Technologies: Examining Risks and Rewards among Writing, Pedagogy, and Practice**
All presentations explore how various technologies impact practices in writing studies and research.

**Tampa CC, Room 1, First Level**

**Chair:** Todd Craig, Medgar Evers College, City University of New York, NY  
**Speakers:** Marco Fernando Navarro, Rensselaer Polytechnic Institute, Flushing, NY, “Digital Rhetoric Continued: The Risks and Rewards of Semi-Private and Semi-Public Spaces of Student Work”  
Lisa Litterio, Bridgewater State University, MA, “Risking Access and Inclusion? The Rhetoric of Access and the Role of English Departments in the Shift to the Digital Humanities”
Laquana Cooke, Rensselaer Polytechnic Institute, Troy, NY, “The Mangle of Writing: Risks and Rewards of Composition and Gaming Contexts”

Information Technologies

I.12 Cross-Cultural Composition: The Rewards of Addressing Linguistic Diversity in Online Writing Classes
This panel discusses the development and assessment of an online FYC curriculum focused on language and linguistic diversity.

Marriott, Grand Ballroom D, Level Two

Chair: Andrew Bourelle, University of New Mexico, Albuquerque
Speakers: Anna Knutson, University of Michigan, Ann Arbor
Bethany Davila, University of New Mexico, Albuquerque
Andrew Bourelle, University of New Mexico, Albuquerque
Respondent: Tiffany Bourelle, University of New Mexico, Albuquerque

Institutional and Professional

I.13 Using Our Expertise in Rhetoric and Composition to Leverage Transdisciplinary Innovations
Rhet/Comp specialists in administrative roles discuss risks and rewards of cross-disciplinary leadership efforts.

Marriott, Meeting Room 12, Level Three

Chair: Melody Bowdon, University of Central Florida, Orlando
Speakers: John Scenters-Zapico, University of Texas, El Paso
Rusty Carpenter, Eastern Kentucky University, Lexington
Thomas P. Miller, University of Arizona, Tucson
Melody Bowdon, University of Central Florida, Orlando

Institutional and Professional

I.14 Medical, Environment, and Civic Discourse Rhetoric: Rethinking Rhetorical Patterns
Panel rethinks rhetorical patterns of medical, environment, and civic discourse.

Marriott, Grand Ballroom G, Level Two

Chair: Nneka-Nora Osakwe, Albany State University, GA
Richard Johnson-Sheehan, Purdue University, West Lafayette, IN, “Medical and Environmental Rhetoric Innovation and Leadership at a Crucial Nexus”
David Boyles, University of Tampa, FL, “Investigating the University: The Campus as Student Research Site”
Innovation and Taking Risks

I.15 Making and Being Good Relations (Sponsored by the American Indian Caucus)
Honoring relationships, these presenters approach their pedagogy, research, and community work as ceremony.

Marriott, Grand Ballroom H, Level Two

Chair: Christie Toth, University of Utah, Salt Lake City
Speakers:
- Joyce Rain Anderson, Bridgewater State University, MA, “Changing the 3 Rs: Respect, Reciprocity, Responsibility as Indigenous Practices in the Academy”
- Tara Rayers, University of Tennessee-Knoxville, “Looking for New Metaphors, Seeking New Alliances: Cultural Rhetorics and the Methodology Classroom”
- Lisa King, University of Tennessee-Knoxville, “Looking for New Metaphors, Seeking New Alliances: Cultural Rhetorics and the Methodology Classroom”
- Gail MacKay, University of Saskatchewan, Saskatoon, Canada, “Using Indigenous Pedagogy to Study an Indigenous Text”

Innovation and Taking Risks

I.16 Exploring Perils, Prospects, and Communities: Researching Extracurricular Literacies through Interdisciplinary Practices

Tampa CC, Room 3, First Floor

Chair: Timothy R. Amidon, Colorado State University, Fort Collins
Speakers:
- Bryna Siegel Finer, Indiana University of Pennsylvania
- Jamie White-Farnham, University of Wisconsin-Superior
- J.C. Lee, California State University, Northridge
- Cathryn Molloy, James Madison University, Harrisonburg, VA
- Timothy R. Amidon, Colorado State University, Fort Collins, “On Firefighters”

Respondent: Matthew Ortoleva, Worcester State University, Shrewsbury, MA

Innovation and Taking Risks

I.17 In the Writing Classroom, “Risk” Should Not be a Four-Letter Word
Risk is vital to the teaching of composition, and we must embrace the threat of failure in order to create, evolve, and thrive.

Marriott, Grand Ballroom I, Level Two

Chair: Brooke Rollins, Lehigh University, Bethlehem, PA
Speakers: Lee Bauknight, University of South Carolina, Columbia, “Liberating the Pedagogies of the Repressed”
Maggie Callahan, Louisiana State University, Baton Rouge, “An Ethical Risk: Helping Teachers Develop Classroom Personas”
Lisa Bailey, University of South Carolina, Columbia, “Taking a Chance on Silence: Student Success Speaks Volumes”
Kevin Casper, University of West Georgia, Carrollton, “The High Risks and Higher Rewards of Stand-Up Comedy in Comp Classes”

Innovation and Taking Risks

I.18 The Risky Business of Borderland Writing
Stories are located in memory, history, and culture. Explore the risky business of storytelling through bridges and boundaries.

Marriott, Grand Ballroom J, Level Two

Chair: P. F. Potvin, University of Michigan-Dearborn
Andrew Wright, University of Michigan-Dearborn, “When They Stop You at the Border: A Story about Storytelling”
Kristian Stewart, University of Michigan-Dearborn, “Writing South Africa: Digital Storytelling as Sites of Resistance and Restoration”

Innovation and Taking Risks

I.19 The Risks and Rewards of Teaching Civil Rights Rhetoric
This panel considers teaching the civil rights movement as rhetorical event and ongoing opportunity for activism in the classroom.

Marriott, Meeting Room 4, Level Two

Chair: Laura Michael Brown, The Pennsylvania State University, State College
Speakers: Jack Selzer, The Pennsylvania State University, State College, “Teaching the Rhetoric of the Civil Rights Movement”
Stephen Schneider, University of Louisville, KY, “Between Documents and Monuments: Civil Rights Rhetoric and Public Memory”
Elizabeth Ellis, University of Maryland, Washington, D.C., “Teaching Civil Rights Archives”
Laura Michael Brown, The Pennsylvania State University, State College, “Teaching Non-violence as Rhetorical Strategy”
Innovation and Taking Risks

I.20  Risking the Curriculum: Innovative Teaching in Transitional High-School and Developmental University Courses
Innovations in curriculum design and teaching practices for transitional and developmental students.

Marriott, Meeting Room 3, Level Two

Chair: Jeff Osborne, Murray State University, KY
Speakers: Misty Evans, Murray State University, KY
       Mike Morgan, Murray State University, KY
       Jeff Osborne, Murray State University, KY

Innovation and Taking Risks

I.21  Enemy Combatants, Collaborators, and Allies: Rescuing Student Writing from the Fields of Battle
An argument for alternative approaches to plagiarism, and the rhetoric around it, in the classroom, writing center, and library.

Marriott, Meeting Room 5, Level Two

Chair: Dalyn Luedtke, Norwich University, Northfield, VT
Speakers: Nancy Fawley, University of Nevada, Las Vegas, “It Takes a Village: Collaborative Assignment Design to Improve Student Performance”
           Jen Heckler, Seattle University, WA, “Complicating Plagiarism: Blurring the Boundaries of Research and Writing in Writing Center Tutorials”
           Matt Schwisow, Highline Community College, Des Moines, WA, “Moving beyond Plagiarism Patrol in First-Year Composition”
           Dalyn Luedtke, Norwich University, Northfield, VT, “A Call for Collegiality”

Innovation and Taking Risks

I.22  The Writing Center Tackles “Time to Degree Completion”: Tutor and Grad Student Perspectives on a New “Dissertation Retreat” Program
We discuss development, funding, research methods, and findings for an interdisciplinary dissertation retreat at an R1 university.

Marriott, Meeting Room 6, Level Two

Chair: Jennifer Halpin, University of Washington, Seattle
Speakers: Jennifer Halpin, University of Washington, Seattle, “Methods and Findings from Qualitative Research on Retreat Efficacy”
Caitlin Palo, University of Washington, Seattle, “The ‘Dissertation Retreat’ as Targeted Intervention”
Benjamin Hole, University of Washington, Seattle, “The Dissertation as a Genre Fraught with Risk”

Innovation and Taking Risks

I.23 Exploring Identities: Embodied and Disembodied
Three perspectives on how identity is embodied and disembodied.
Marriott, Meeting Room 7, Level Three

Chair: Simone Billings, Santa Clara University, CA
Heather Palmer, University of Tennessee at Chattanooga, “The Risk of Self and Dynamics of Intensity: Teaching Queer Theory in the Deep South”
Megan Adams, Bowling Green State University, Ohio, “Blurring Boundaries: Performing Identities and Encouraging Dialogic Communication across Social Media Platforms”

Innovation and Taking Risks

I.24 The Risks and Rewards of Team Teaching in Science and Writing
Presenters discuss their experiences team teaching in courses that blend STEM and writing.
Marriott, Meeting Room 8, Level Three

Chair: Tom Hemmeter, Arcadia University, Glenside, PA
Speakers: Abigail Stiles, University of New Mexico, Albuquerque, “Blogging Microbes in a Learning Community Course”
Julie Bryant, University of New Mexico, Albuquerque, “Blogging Microbes in a Learning Community Course”
Holly Baumgartner, Lourdes University, Sylvania, OH, “Collaboration?: Writing Risks in the Nursing Curriculum”
Deborah Vargo, Lourdes University, Sylvania, OH, “Collaboration?: Writing Risks in the Nursing Curriculum”
Patricia Morelli, University of Hartford, CT, “The Rewards and Risks of Curricular Innovation: Team-Taught Physical Therapy Seminars at the University of Hartford”
Innovation and Taking Risks

I.25 Risking Method/ology for Queer Reward: Multimodality, Literacy Sponsorscape(s), and Yearning
In this panel, speakers focus on queer method/ologies that bring forth the polyphonic discourses of queer lives and bodies.

Marriott, Meeting Room 9, Level Three

Chair: Kathleen Livingston, Michigan State University, Lansing
Speakers: Jon Wargo, Michigan State University, East Lansing, “Technoliteracy Sponsorscapes as Rhetorical Lamination(s); Or, Everything I Learned about ‘Writing’ Queer I Learned Online”
Rebecca Hayes, Michigan State University, East Lansing, “From Serendipity to Yearning: Toward Methodologies for Queer Rhetorical Historiography”

Language

I.26 Listening to Each Other: Multicultural Rhetorics and Translingual Orientation
Panel features both students and teachers as they deploy multicultural listening rhetorics.

Marriott, Meeting Room 11, Level Three

Chair: Alanna Frost, University of Alabama Huntsville
Speakers: Chenchun Huang, The Pennsylvania State University, State College, “Lend Me Your Ears: Listening to A Non-Native Instructor in a First-Year Writing Classroom”
Maria Jerskey, LaGuardia Community College/City University of New York, NY, “Sea Monsters, Writing Whisperers, and Literacy Brokers: The Risks and Rewards of a Translingual Orientation in College Composition”
Robert Affeldt, Adams State University, Alamosa, CO, “Multicultural Rhetorics: Locating Habitus in the Spaces between the Words”

Professional and Technical Writing

I.27 Risky (Technical) Communication: The Ethics and Impacts of DIY Rhetoric
This panel will examine the role alternative do-it-yourself (DIY) rhetorical communication strategies take in communicating completely.

Tampa CC, Room 5, First Level

Chair: Derek Ross, Auburn University, AL
Friday, 12:30–1:45 p.m.

Speakers: Susan Youngblood, Auburn University, AL, “Excluding Unwanted Audiences: The Subversive Rhetoric of White Nationalist Forums”
Chad Wickman, Auburn University, AL, “Communicating Technique and Managing Risk in DIY Biology”
Derek Ross, Auburn University, AL, “The Bibliography of Extremism: Earth First!, ‘Zines, the Ethics of Monkeywrenching”

Research

I.28 Recursive Online Spaces
Expanding our understanding of audience, non-traditional publishing, archives, and websites.

Marriott, Meeting Room 10, Level Three

Chair: Betsy Hall, Illinois College, Jacksonville
Speakers: John Gallagher, University of Illinois at Urbana-Champaign, “Audience Emerging”
Stephanie Moody, Kent State University, OH, “The Risks and Rewards of Digital Publishing: Findings from an Ethnographic Study”
Celeste Del Russo, University of Arizona, Tucson, “The Writing after Katrina Archive Project, 10 Years Later: A Methodology of Place and Rhetorical Invention in the Archives”
Erin Kathleen Bahl, The Ohio State University, Columbus, “Composing Sacred Spaces: The Rhetoric of Spatial Representation in Religious Community Websites”

Research

I.29 Networks for Research: Building Infrastructures to Support Empirical Research at #4C15 and Beyond
Research needs support! Four short talks open dialog on infrastructures and action to grow local, national, international empirical work.

Marriott, Grand Ballroom F, Level Two

Chair: Bradley Dilger, Purdue University, Macomb, IL
Speakers: Rebecca Rickly, Texas Tech University, Lubbock, “A Model for Online, Open, and Transparent Scholarly Publishing”
Bradley Dilger, Purdue University, Macomb, IL, “Diversifying Research Institutionally”
Neil Baird, Western Illinois University, Macomb, “Diversifying Research Institutionally”
Karen Lunsford, University of California-Santa Barbara, “Innovations for IP and IRB”
James P. Purdy, Duquesne University, Leechburg, PA, “Innovations for IP and IRB”

continued on next page
Friday, 12:30–1:45 p.m.

Joan Mullin, University of North Carolina Charlotte, “Improving Research Exchange”
Jenn Fishman, Marquette University, Milwaukee, WI, “Improving Research Exchange”

**Respondents:** Eric Darnell Pritchard, University of Illinois at Urbana-Champaign
Tony Silva, Purdue University, West Lafayette, IN
Sean Ferrier-Watson, Collin College, Plano, TX
Doug Eyman, George Mason University, Fairfax, VA
Ellen Cushman, Michigan State University, East Lansing

**Research**

**I.30 Writing in Our Discipline: The Composing Process of Faculty Writers**
The speakers will present the context, methods, and findings of an IRB-approved study that investigates faculty writing practices.

**Tampa CC, Room 7, First Level**

**Chair:** Jaclyn Wells, University of Alabama at Birmingham

**Speakers:** Lars Soderlund, Wright State University, Dayton, OH,
- “Findings: Identifying and Sharing Habits for Productive Practices”
- Kristine Johnson, Calvin College, Grand Rapids, MI, “Context: Rewarding Invention in Scholarly Writing”
- Jaclyn Wells, University of Alabama at Birmingham, “Methods: Investigating the Research and Writing Practices of Rhetoric and Composition Scholars”

**Research**

**I.31 Social Constructions and (Mis)Representations: Women in the Media**
Empirical research reveals the mechanisms and rhetoric of (mis)representations of women in mainstream news media, online porn, and reality TV.

**Tampa CC, Room 9, First Level**

**Speakers:** Ronisha Browdy, Michigan State University, East Lansing,
- “What I See vs./or/and What I Know: Critically Engaging (Mis)Representations of Black Women on Reality Television”
- Allegra Smith, Graduate Student, Lansing, MI, “Porn Rhetorics: Teasing Apart the Differences Between Mainstream and Feminist Internet Pornography”
First-Year Composition

I.32 Entering the Multiverse: Using Comics to Explore Multiliteracies, Multigenres, Multimodality, and Multilingualism in the FYC Classroom

This panel (re)imagines how comics can be used to explore multiliteracies, multigenre, and multilingual approaches in FYC.

Tampa CC, Room 10, First Level

Chair: Kat Gonso, Northeastern University, Jamaica Plain, MA
Speakers: Kara Mae Brown, Northeastern University, Boston, MA, “Literacy Narratives as Comics: Student Multimodal Representations of Multiliteracies”
Rebecca Thorndike-Breeze, Northeastern University, Boston, MA, “Understanding Comics, Thinking Critically about Genre”
Aaron Block, Northeastern University, Boston, MA, “Comics Literacy: BIFF! POW! Comics Aren’t Just for Composition Anthologies Anymore!”
Kat Gonso, Northeastern University, Jamaica Plain, MA, “Honoring Linguistic Diversity through Comic Assignments”

First-Year Composition

I.33 Rethinking and Fostering Transfer

The transfer of writing and critical thinking skills is promoted through theory, qualitative evidence, and professional writing in FYC.

Tampa CC, Room 13, First Level

Chair: Donna LeCourt, University of Massachusetts-Amherst
Speakers: Ryan Shepherd, Arizona State University, Tempe, “Incoming Digital Writing Transfer: Using Non-Academic Online Writing to Engage with FYC”
Howard Tinberg, Bristol Community College, Fall River, MA, “Reconsidering Transfer at the Community College: What Students Believe They Take and Carry from ENG 101”
Jessica McCaughey, George Washington University, Washington, D.C., “Fostering Transfer in (Almost) Authentic Situations: Professional Writing in the First-Year Composition Classroom”
Friday, 12:30–1:45 p.m.

First-Year Composition

I.34 Writing about Writing: Implications for Assessment, Transfer, and Disciplinarity
Assessment, authentic learning, and metacognition are theorized through these scholars’ work interrogating FYC courses and programs.

Tampa CC, Room 11, First Level

Chair: Kimberly Edwards, Tidewater Community College, Norfolk, VA
Speakers: Megan Bardolph, University of Louisville, KY, “Assessing Threshold Knowledge in First-Year Writing: Variation and Transformation through Practice”
Lindsay Illich, Curry College, Milton, MA, “‘I write less ‘bullshitty’”: Evidence of Authentic Learning in Three Case Studies”
Vicki Davis, Louisiana State University, Baton Rouge, “Promoting Metacognition with the Outcome-Based Writing Portfolio”
Sandie Friedman, George Washington University, Washington, D.C., “Meta-/Trans-/Anti-: Revisiting the Question of Disciplinarity in FYC”

First-Year Composition

I.35 Cultivating Vulnerability in First-Year Composition
Feeling vulnerable? We did it on purpose, taking risks with STEM majors, African American male students, and ourselves as teachers.

Tampa CC, Room 12, First Level

Chair: Jennifer Hebert, University of Akron, OH
Speakers: Michelle Byrne, University of Akron, OH, “Searching for a Pay-Off: Unintended Outcomes in Service Learning”
Janet Bean, University of Akron, OH, “Students’ Enculturation into STEM Disciplines: How First-Year Composition Can Help”
Jennifer Hebert, University of Akron, OH, “The Vulnerability Project”

First-Year Composition

I.36 Digital Literacy in FYC: Overcoming the Risks
New expectations in the writing classroom: digital literacies, digital production, and lessons learned.

Tampa CC, Room 23, First Level

Chair: Gail C. Hemmerter, Bryn Mawr College, PA
Speakers: Randall Pinder, College of The Bahamas, Nassau, “If not me, then who?: Addressing Digital Literacies in First-Year Writing Courses”
Christopher Kamrath, Stanford University, Palo Alto, CA, “Digital Production Narratives, Multimedia Writing, and Rhetorical Analysis: Teaching ‘Snow Fall’ and ‘Firestorm’”
Sherri Craig, Purdue University, West Lafayette, IN, “The ‘Risky Business’ of Teaching Writing with New Technology and Surviving Student Struggle”

First-Year Composition

I.37 The Rewards of Reconsidering Placement and Access
Papers discuss ways to improve placement for L2 students and to complicate notions of “access.”
Tampa CC, Room 14, First Level

Chair: Elizabeth Harazim, Bellevue College, WA
Yue Chen, Purdue University, West Lafayette, IN, “Directed Self-Placement and Multilingual Writers”
Miriam Fernandez, Washington State University, Pullman, “Reconsidering Access: From Placement to Persistence”

Theory

I.38 Rogerian at 45: What’s So Funny about Peace, Love and Understanding?
To Rogerian or not? This panel reviews the controversial and alluring staying power of Carl Rogers’ ideas in writing studies.
Tampa CC, Room 16, First Level

Chair: Jerry Petersen, Utah Valley University, Provo
Speakers: Lisa Johnson-Shull, Washington State University, Pullman, “Extending the Work of Rogers through Ratcliffe and Rosenberg: Recognizing and Rectifying the Uncommon Ground of Reading as Listening”
Gae Lyn Henderson, Utah Valley University, Orem, “Common Ground at Risk: John Dewey, Carl Rogers, and Wayne Booth on Propaganda and Irreconcilable Difference”
Wendy Dasler Johnson, Washington State University Vancouver, “To BDS, or not to BDS? Risks and Rewards of Polemic in Palestinian Peace-Building”
Jerry Petersen, Utah Valley University, Provo, “What about the Rogerian? Taking a Chance on Transformational Writing”
Theory

I.39 The Risk and Promise of Relational Work
Panelists demonstrate ways to engage/transform types of power (over/with/to) and advocate for mindful relational communication.
Tampa CC, Room 18, First Level

Chair: Lynee Gaillet, Georgia State University, Atlanta
Speakers: Thomas Ferrel, University of Missouri-Kansas City, “A Theory of Affiliative Disposition”
Rasha Diab, The University of Texas at Austin, “Mindfulness as a Condition of Possibility”
Beth Godbee, Marquette University, Milwaukee, WI, “Toward a Richer Vocabulary of Power”
Respondent: Lynee Gaillet, Georgia State University, Atlanta

Theory

I.40 Writing From Y/Our Place
The paradox for students of rural, religious backgrounds is leaving a place of confinement, escaping to another: academic writing.
Tampa CC, Room 20, First Level

Chair: Tristin Hooker, Missouri State University, Springfield
Speakers: Lindsey Novak, Missouri State University, Springfield, “Restricted Voice: The Possibility of Change”
Matthew Whitaker, Missouri State University, Springfield, “Writing a Home-Grown Identity”
Tristin Hooker, Missouri State University, Springfield, “Feminizing the Rural Body”

Theory

I.41 Witnessing Difficult Texts
Examines how writing negotiates power, vicimization, and trauma.
Tampa CC, Room 19, First Level

Chair: Sarah Franco, University of New Hampshire, Portsmouth
Speakers: Kali Mobley, University of Tennessee, Knoxville, “Constructing the Victim in Mass Media: Gendering the Rhetorical Effect of Revictimization”
Christopher Hazlett, University of Maryland, College Park, “The Risk of Writing in Prison: ‘Kites’ and Reports as Networked_Generic Interaction and Negotiation”

Writing Programs

I.42 Evaluating Online Writing Instruction Programs: Whose Risks? Whose Rewards?
Explain the creation of CCCC’s OWI Principles and describes a programmatic study, by gWPAs, of OWI courses using the Principles.

Tampa CC, Room 21, First Floor

Chair: Nicki Litherland Baker, Ball State University, Muncie, IN
Speakers: Elisabeth Buck, Ball State University, Muncie IN, “Assessing from the Middle: Evaluating OWI programs as Graduate-Student WPAs”
Webster Newbold, Ball State University, Muncie, IN, “The CCCC’s Position Statement of Principles and Example Effective Practices for Online Writing Instruction: Where They Came From and What They’re Good For”
Nicki Litherland Baker, Ball State University, Muncie, IN, “CCCC OWI Principles in Practice: An Internal Writing Program Study of Online Writing Instruction”

Writing Programs

I.43 Tough Crowd: The Perils and Benefits of Proposing and Piloting a First-Year Composition Program in a Two-Year College
The risks and rewards in proposing, implementing, and evaluating a pilot writing program in a resistant two-year college.

Tampa CC, Room 22, First Level

Chair: Jeffrey Klausman, Whatcom Community College, Bellingham, WA
Speakers: Marissa Juarez, Central New Mexico Community College, Albuquerque
Erin Adair-Hodges, Central New Mexico Community College, Albuquerque
Writing Programs

I.44 The Risks and Rewards of Rethinking Program Design and Instructor Training

The panel engages issues of program development: implementing multimodal curricula and training TAs.

Marriott, Florida Ballroom VI, Level Two

Chair: Tom Ferstle, Lynn University, Boca Raton, FL

Speakers: Rory Lee, Ball State University, Tallahassee, FL, “The Available Modes of Persuasion: Case Studies of the Curricular Design and Implementation of Multimodality in Undergraduate Major Programs in Writing and Rhetoric”

Daniel Kenzie, Purdue University, Lafayette, IN, “Interdependence, Disability Studies, and the Mentoring of New Composition Instructors”

Edward Lotto, Lehigh University, Bethlehem, PA, “The Hidden Complexity of the Claim: Literature Graduate Students Teaching in the First-Year Writing Program”

Dylan Dryer, University of Maine, Orono, “Construct Representation and the GTA Practicum: Do Revision Practices Predict Teaching Ability?”

Friday, 12:30–1:45 p.m.
**J Sessions: 2:00–3:15 p.m.**

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**Dialogs on Key Issues**

**Dialog on Alternative Academics**

Considers the rewards and risks of alternative academic paths for composition and writing professionals.

Tampa CC, Ballroom A, First Level

*Speakers:* Keisha McKenzie, Director of McKenzie Consulting Group  
Paula Chambers, CEO of The Versatile PhD

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**Poster Sessions**

Tampa CC, Ballroom B, First Level

1. **Employing Innovative Technologies in Responding to Student Writing**
   The purpose of this poster presentation is to examine innovative software applications in responding to students writing.
   Melanie Salome, University of Texas at El Paso

2. **How Students Engage with Sources: A Writing/Information Literacy Collaboration**
   We spend hours teaching students where to go to find resources, but how do students really use those sources in their papers?
   Carrie Ludovico, University of Richmond, VA

3. **I’m Write and You’re Wrong: Engendering a More Productive Relationship between Science and Composition in the Classroom**
   Greater knowledge transfer between rhetoric and composition and the sciences creates productive learning experiences for students.
   Lauren Kelly, Washington State University, Pullman

4. **Integrating, Assessing and Closing the Loop: Risks and Rewards of Program Revision at a Small Liberal Arts College**
   A small liberal arts college revamps its curriculum integrating writing goals, assessment, and student satisfaction.
   Bonnie Erwin, Wilmington College, OH  
   Marta Wilkinson, Wilmington College, OH
5. **Opportunities for Learning: Understanding the Role of Resources in Tutoring Sessions**
   This poster presents a study of how writing tutors use resources in tutoring sessions to facilitate learning opportunities.
   Megan Lambert, University of Central Florida, Orlando

6. **Preliminary Insights into the Usability of Instructor Response**
   Poster presents preliminary findings from usability research concerning students’ comprehension of evaluative feedback.
   Andrea Beaudin, Texas Tech University, Lubbock

7. **The Meaningful Writing Project Poster: Findings from Students and Faculty**
   How do 700 students and 160 faculty across the disciplines describe meaningful writing projects and what can we learn from them?
   Anne Ellen Geller, St. John’s University, New York, NY
   Michele Eodice, University of Oklahoma, Norman
   Neal Lerner, Northeastern University, Boston, MA

8. **The Risks and Rewards of Studying Students’ Engagement with Sources**
   This study constructs a model for how students engage sources in writing and how instructors recognize that engagement.
   Donna Scheidt, High Point University, NC
   Holly Middleton, High Point University, NC

9. **The Role of Student Interest in First-Year Composition: Reaping Interconnected Rewards**
   This poster will explore a model for understanding the role of students’ interest in first-year composition.
   Elizabeth Imafuji, Anderson University, IN

10. **Transition Talk: Navigating Risk in Writing Transitions**
    This poster shares findings from a mixed methods study of the language of writing transitions.
    Christina Saidy, Arizona State University, Tempe
    Emily Churg, Arizona State University, Tempe

11. **“Would you like some sarcasm with that?” Risky Writing, the Guerrilla Girls, and the Writing Classroom**
    This poster analyzes the visual, linguistic, and embodied activist strategies of the Guerrilla Girls for pedagogical application.
    Christine Martorana, Florida State University, Tallahassee
J.01 Learning in the Fast Lane: The Risks and Rewards of Accelerating Developmental Writing
The risks and rewards of accelerating developmental writing at two-year colleges: curriculum, student success, pedagogy.
Marriott, Grand Ballroom A, Level Two

Chair: Joanna Lackey, State University of New York, Rockland
Speakers: Stephen Burke, State University of New York, Rockland
          Katherine Lynch, State University of New York, Rockland
          Martha Rottman, State University of New York, Rockland
          Erich Werner, State University of New York, Westchester
          Joanna Lackey, State University of New York, Suffern

Community, Civic & Public

J.02 Thinking Globally, Composing Locally: Innovation and Infrastructural Growth and Reform in the International Media Ecosystem
Digital media have changed how we think about writing. Technological affordances allow us to reach distributed global audiences.
Marriott, Grand Ballroom B, Level Two

Chair: Rich Rice, Texas Tech University, Lubbock
Speakers: Kirk St. Amant, East Carolina University, Greenville, “Achieving Intercultural Competency through Glocal Media Innovation Addressing Communication Requirements”
          Chase Mitchell, Texas Tech University, Lubbock, “Actively Composing for Global Diversity through the Eyes, Hearts, and Minds of Multiple Cultures”
          Rich Rice, Texas Tech University, Lubbock, “Teaching Composition in Diverse, Global Contexts through Agile Growth Design”

Community, Civic & Public

J.03 Spacemaking in Three Contexts: Rethinking Risk and Reward in the Borderlands
This panel considers rhetorics of risk in three borderland spaces: urban planning, internment camps, and multilingual public spheres.
Marriott, Grand Ballroom C, Level Two

Chair: LuMing Mao, Miami University, OH
Speakers: Ruben Casas, University of Wisconsin-Madison
          Anne Wheeler, University of Wisconsin-Madison
          Fernando Sanchez, Purdue University, West Lafayette, IN
Friday, 2:00–3:15 p.m.

**Creative Writing**

**J.04 Risky Narratives: Going Beyond ‘Comfort Zones’ in The Writing Classroom**
Risks and ethics involved with teaching and doing creative writing.

Marriott, Grand Ballroom D, Level Two

*Chair:* Summer Dickinson, Indiana University of Pennsylvania

*Speakers:*
  - Christine Bailey, Union University, Jackson, TN, “You did what?: The Recasting of Student Identity Narratives in a Young Adult Novel”
  - Crystal Fodrey, Moravian College, Bethlehem, PA, “Toward a Praxis of Emergence: Embracing the Risks and Rewards of Teaching Socially Situated Creative Nonfiction Writing”
  - Amy Rubens, Francis Marion University, Florence, SC, “Reading to Understand, Writing to Know: The Risks of Mis/Remembering in Writing Memoir”

**History**

**J.05 By Bold Strong Marks and Dashes, with Pen and Ink:**
*The Writing and Rhetoric of Harriet Beecher Stowe Then and Now*
Examines Stowe’s rhetorical legacy in regard to literacy debates, speaking and writing, and the shape of rhetorical education.

Marriott, Grand Ballroom G, Level Two

*Chair:* Lois Agnew, Syracuse University, NY

*Speakers:*
  - Roger Thompson, Stonybrook University, Lexington, VA, “Stowe’s Challenge to Changing Literacy”
  - Julianne Smith, Pepperdine University, Maliby, CA, “Stowe vs. Dickens: Race, Gender and Nationalism in *Uncle Tom’s Cabin* and *Bleak House*”
  - Joonna Trapp, Emory University, Atlanta, GA, “Stowe’s Oratorical ‘Eruptive Force’ and Why It Matters”

**History**

**J.06 Risky Women: Women’s Rhetorical Practices and Alliances**
This panel examines the rhetorical practices and rhetorical histories of women’s organizations and communities.

Marriott, Grand Ballroom H, Level Two

*Chair:* Mariette Ogg, U.S. Coast Guard Academy, New London, CT

*Speakers:*
  - Brandy Scalise, University of Kentucky, Lexington, “Rhetorical Instruction and the Limitations of Agency in Vocational Education for Women in the Interwar Period”
Marybeth Poder, University of Tennessee, Knoxville, “Manufacturing Sisterhood: The New York Women’s Trade Union League and Rhetorical Posturing”

*Information Technologies*

**J.07 #DisruptingTwitter in Social, Professional, and Educational Contexts: An Interactive Panel**
An interactive panel (including real-time data collection) that disrupts rhetorical, classroom, and academic contexts of Twitter.

Marriott, Grand Ballroom I, Level Two

*Chair:* Ashley Evans, University of Wisconsin-Milwaukee  
*Speakers:* David Coad, University of California, Davis  
Maxwell Philbrook, University of Missouri-Columbia  
Ashley Evans, University of Wisconsin-Milwaukee

*Information Technologies*

**J.08 Technological Genres in Composition Pedagogy**
Interrogates the relationship between composers and technology in writing classrooms (composition and creative).

Marriott, Florida Ballroom IV, Level Two

*Chair:* Jennifer Johnson, University of California Santa Barbara  
*Speakers:* Gerald Jackson, University of South Carolina, Columbia,  
“Mediated Composition: The Ethical Imperative of Performing with(in) ‘New’ Media”  
Meg McGuire, University of Delaware, Newark, “Risks with No Rewards: Why Students Fear Failure When Writing outside the Printed Page”  
Courtney Rivard, University of North Carolina, Chapel Hill, “Risky Connections: Federal Writers’ Project, Wikipedia, and University Archives”  
Will Hochman, Southern Connecticut State University, New Haven,  
“The Good, the Bad, and the Risky; How Composition Learning Technologies Affect the Pedagogy and Kairos of Paperless Creative Writing Classes”
Information Technologies

J.09 Identity, Modality, and Digital Lives
Exploring and recovering identity, race, and queerness across modalities and digital spaces.

Marriott, Grand Ballroom J, Level Two

Chair: Lauren Rosenberg, Eastern Connecticut State University, Willimantic

Speakers: Moushumi Biswas, University of Texas at El Paso, “Tracing New Perspectives on Writer Identity in the Virtual Marketplace: Focus on the Production of Linkedin Profiles by Professionals from India”
Londie Martin, University of Arkansas at Little Rock, “Listening for the Break: Queerness, Multimodality, and Sensing the Risky/Radical Potentiality of Bodies”
Clarissa Walker, University of Rhode Island, Kingston, “Creating the Crisis: Reclaiming Cyber-Identity Rhetorics of Exoticized African Diasporic Communities”

Information Technologies

J.10 Bricks to Bytes: Risks, Rewards, and Issues in Transitioning Composition Programs and Courses Online
Teaching online is risky business! We explore issues for programs where resources are scarce and student success is on the line.

Marriott, Meeting Room 12, Level Three

Chair: Thomas Trimble, Wayne State University, Detroit, MI
Speakers: Thomas Trimble, Wayne State University, Detroit, MI
Joseph Torok, Wayne State University, Detroit, MI
Clay Walker, Wayne State University, Detroit, MI
Respondent: Gwen Gorzelsky, Colorado State University, Fort Collins

Institutional and Professional

J.11 Why Mentoring Matters: Professional, Personal, and Programmatic Development in Rhetoric and Composition
Our “hyphenated identities,” as well as our gender impacts the way we seek and participate in mentoring relationships.

Marriott, Meeting Room 11, Level Three

Chair: Beth Keller, Michigan State University, East Lansing
Speakers: Sarah Priellip, Michigan State University, East Lansing,
“Mothering and Mentoring the Classroom: How the Roles of Student-Mother Affects the FYW Classroom”
Vanessa Calkins, University of Central Florida, Orlando, “It Takes a Village: The Role of Technology, Mentoring, and Professional Development in Supporting Motherhood in Academia”
Beth Keller, Michigan State University, East Lansing, “Inventing Mentoring in the Workplace: How to Create Sustainable Mentoring Networks for Redefining Success in Rhetoric and Composition”

**Institutional and Professional**

**J.12 Equality or Exploitation?: Questioning the Risks and Rewards of Contingent Faculty Service**
We will explore the risks and rewards of contingent faculty’s involvement in institutional service and governance.

*Tampa CC, Room 1, First Level*

*Chair:* Lacey Wootton, American University, Washington, D.C.

*Speakers:* Margaret Twigg, American University, Washington, D.C., “Balancing Act: Adjuncts’ Negotiation of Service Barriers, Burdens, and Opportunities”
Cynthia Bair Van Dam, American University, Washington, D.C., “House of Composition: Achieving Power through Equality”
Lacey Wootton, American University, Washington, D.C., “A Seat at the Table: One Composition Program’s Path to Participation in University Governance”

**Institutional and Professional**

**J.13 Risks and Rewards of Academic Programs: Exploring Undergraduate Programs**
Panel explores risks and rewards of academic programs.

*Tampa CC, Room 3, First Level*

*Chair:* Diane Kelly-Riley, University of Idaho, Moscow

*Speakers:* Anne Herrington, University of Massachusetts, Amherst, “Keeping It Local: The Formative Value of a Multi-Faceted, General Education Program Assessment”
Beth Brunk-Chavez, University of Texas at El Paso, “Investigating First-Year Composition’s Role in Student Persistence”
Mary Rist, St. Edward’s University, Austin, TX, “‘Who do we think we are?’ : Risks and Rewards of Academic Program Review for an Undergraduate Writing Major”
Institutional and Professional

J.14 Rethinking Composition: Rhetorical Pasts and Futures
Panel addresses composition issues dealing with past and future issues.

Marriott, Meeting Room 4, Level Two

Chair: Roger Graves, University of Alberta, Edmonton, Canada
Speakers: R. Mark Smith, Valdosta State University, GA, “An Assessment of Writing-Intensive Tracks in the English Major at Comprehensive Universities”
Jennifer Forsthoefel, Georgia State University, Atlanta, “Risks and Rewards: A Disciplinary Critique of the Rhetorical Pasts and Futures for Composition Studies, Writing Center Studies, and Women’s Studies”

Innovation and Taking Risks

J.15 Feeling the Fear, and Doing It Anyway: The Risks—and Affordances—of Failure
Offers four explorations of the risks/affordances of failure, in order to discuss the potential of composition’s emotional turn.

Tampa CC, Room 13, First Floor

Chair: Steve Parks, Syracuse University, NY,
Speakers: Steve Parks, Syracuse University, NY, “Failed Partnerships, Failing Universities: An Alternative Model for Community Organizing”
David L. Wallace, California State, Long Beach, “Failure Is the Only Option: Owning Opacity and Embracing Intersectionality”
Jacqueline Rhodes, California State University, San Bernardino, “Queering Pedagogy, Playing the Fool”
Daniel Gross, University of California, Irvine
Jonathan Alexander, University of California, Irvine

Innovation and Taking Risks

J.16 Strangers in Strange Lands: On Teaching Faculty to Write for Publication in East and Central Asia
Four U.S. scholars discuss their experiences teaching faculty development writing workshops in China, Kyrgyzstan, and Pakistan.

Tampa CC, Room 14, First Level

Chair: Ryan Skinnell, University of North Texas, Denton
Speakers: Kyle McIntosh, University of Tampa, FL, “Challenges of Teaching English for Research and Publication Purposes in China”
Ryan Skinnell, University of North Texas, Denton, “Teaching Teachers to Write for Publication in Islamabad, Pakistan”
Kyle Jensen, University of North Texas, Denton, “A (Still) Transformative Process: On Developing a Writing Center in Pakistan”
Betsy Bowen, Fairfield University, CT, “Writing in Post-Soviet Central Asia: The Pressure to Teach and Publish in English”

**Innovation and Taking Risks**

**J.17 Cloud Writing: Risk and Reward of “Writing Together, Alone”**

Four RC faculty present post-PC, cloud objects to support networked writing groups.

Tampa CC, Room 12, First Level

*Chair:* David Rieder, North Carolina State University, Raleigh  
*Speakers:* James Brown, Rutgers University-Camden, “Communal”  
Kevin Brock, University of South Carolina, Columbia, “Material”  
Casey Boyle, University of Texas, Austin, “Modular”  
David Rieder, North Carolina State University, Raleigh, “Stylistic”

**Innovation and Taking Risks**

**J.18 Disciplinary Adventures: Data, Making, and Risk at the Intersections of Composing and the Digital Humanities**

An expansive model of composing accommodates multimodal and computational rhetoric bridging writing studies and digital humanities.

Marriott, Meeting Room 1, Level Two

*Chair:* Daniel Anderson, University of North Carolina at Chapel Hill  
*Speakers:* Amanda Licastro, City University of New York Graduate Center, NY  
Trisha Campbell, University of Pittsburgh, PA  
Andrew Pilsch, Arizona State University, Phoenix  
Daniel Anderson, University of North Carolina at Chapel Hill

**Innovation and Taking Risks**

**J.19 Facilitating Student Voice and Agency in Community Colleges: A Risky Business**

Panelists consider how subjectivity influences power dynamics in the classroom and encourages or hinders student voice and agency.

Marriott, Florida Ballroom I, Level Two

*Chair:* Jorge Villalobos, MiraCosta College, San Marcos, CA  
*Speakers:* Monica Rodriguez, Palomar College, Escondido, CA  
Jordan Molina, MiraCosta College, Encinitas, CA  
Jorge Villalobos, MiraCosta College, San Marcos, CA  
Anne Schnarr, University of California, Riverside
Innovation and Taking Risks

J.20 “The Readiness is All”: Re-Aligning High School and College Writing and Reading
A collaborative high school/college workshop can produce antidotes to standards-driven education in the language arts.

Marriott, Meeting Room 5, Level Two

Chair: Christine Farris, Indiana University, Bloomington
Speakers: Kathy Smith, Indiana University, Bloomington, “Ready for College Composition?”
Christine Farris, Indiana University, Bloomington, “The Writing and Reading Alignment Project”
Raymond Smith, Indiana University, Bloomington, “The Academic Disciplines as ‘Informational Texts’”
John Schilb, Indiana University, Bloomington, “Developing a Repertoire of Issues”

Innovation and Taking Risks

J.21 Crossing Genres: Fan Fiction, Poetry, and Creative Non-Fiction in the Writing Classroom
Three creative approaches to writing instruction: fan fiction, Korean poetry, and creative nonfiction.

Marriott, Meeting Room 6, Level Two

Chair: Joyce Meier, Michigan State University, East Lansing
Speakers: Chelsea Murdock, University of Kansas, Lawrence, “Writing Captain Kirk and the Digital Frontier: Fan Fiction in the (Online) Composition Classroom”
Soyeon Kim, Korea Institute for Curriculum and Development, Seoul, “Multilingual Writers’ Voices in Poetry as a Research Method: Meaningful Literacy in Sijo, a Korean Poetry Genre”
Kyung Min Kim, Indiana University of Pennsylvania, “Multilingual Writers’ Voices in Poetry as a Research Method: Meaningful Literacy in Sijo, a Korean Poetry Genre”
Melba Major, University of Alabama at Birmingham, “Healing the Fissures: How Creative Nonfiction Strengthens Composition Studies”

Innovation and Taking Risks

J.22 Diversity and Design
Strategies for including and learning from marginalized students.

Marriott, Florida Ballroom II, Level Two

Chair: Keith Rhodes, Hastings College, NE
Friday, 2:00–3:15 p.m.

**Speakers:** Gretchen Cobb, Indiana University of Pennsylvania, “New Rewards for Deaf Writers: Changing the Perspective on the Digital Composing Practices of Deaf Students”
Everardo Cuevas, Humboldt State University, Arcata, CA, “Education in the Flesh: The Power of Ambiguity in Light of a Monolithic Institution”
Natasha Jones, University of New Mexico, Albuquerque, “Critical Pedagogy, Critical Design: Dialogical Design in the Classroom”

**Innovation and Taking Risks**

**J.23 New Media Ecologies: Locating Digital and Information Literacies in Composition Programs**

Integrating Information Studies and Digital Composition, we present new core goals, expanding student skill sets in the digital age.

**Marriott, Meeting Room 8, Level Three**

**Chair:** Daniel Weinshenker, Center for Digital Storytelling, Denver, CO

**Speakers:**
- Linda Nicita, University of Colorado, Boulder
- Kathryn Pipelow, University of Colorado, Boulder
- Michelle Albert, University of Colorado, Boulder
- Caroline Sinkinson, University of Colorado, Boulder
- petger schaberg, University of Colorado, Boulder
- John-Michael Rivera, University of Colorado, Boulder

**Innovation and Taking Risks**

**J.24 “But I Don’t Have Time to Teach Reading”: Using Multimodal Approaches to Teach Rhetorical Reading in the Composition Classroom**

This panel argues for the integration of rhetorical reading in multimodal formats to assist students’ literacy development.

**Marriott, Florida Ballroom III, Level Two**

**Chair:** Karen Shea, Johnson & Wales University, Portsmouth, RI

**Speakers:**
- Kelly Whitney, New Mexico State University, Las Cruces, “The Writing Teacher as Reading Teacher: Reappropriating Reading Instruction in Composition”
- Nancy A. Benson, University of Massachusetts, Dartmouth, “Synergizing Reading in First-Year Writing: Collaborative Approaches to Rhetorical Reading of Scholarly Texts”
- Karen Shea, Johnson & Wales University, Portsmouth, RI, “I Never Did This in My Country’: Easing Post-Secondary ESL Writers out of Their Comfort Zones by Introducing Them to Rhetorical Reading and Prezi”
Friday, 2:00–3:15 p.m.

**Language**

**J.26 Practicing Translingualism: Teacher Training Composition Pedagogy, and Monolingual Nostalgia**

Using translingual approaches to inform teachers training composition pedagogy, and to critique monolingualism.

**Marriott, Meeting Room 9, Level Three**

**Chair:** Morgan Gross, Ball State University, Muncie, IN  
**Speakers:** Carrie Kilfoil, University of Indianapolis, IN, “Preparing Teachers for a Globalizing World: From a Multilingual to a Translingual Approach to Language Difference in Composition Teacher Training”  
Emily Cooney, Arizona State University, Tempe, “Cultivating Reflective Translingual Practice in Composition Pedagogy”  
Dan Bommarito, Arizona State University, Tempe, “Cultivating Reflective Translingual Practice in Composition Pedagogy”  
Erin Frymire, Northeastern University, Boston, MA, “‘Assimilation Warriors’ and ‘Multi-Culti Whiners’: The Layered Rhetorical Strategies of ProEnglish’s Official English Advocacy Website”

**Professional and Technical Writing**

**J.27 Web Design, New Usability Heuristics, and Data Visualization through Infographics**

The panel offers new heuristics for web design and data visualization.

**Marriott, Meeting Room 2, Level Two**

**Chair:** Cruz Medina, Santa Clara University, CA  
**Speakers:** Jason Tham, University of Minnesota-Twin Cities, “The Problem of Ease: Risks and Rewards of Template-Driven Web Development”  
Kathleen Coffey, Miami University, Oxford, OH, “Mobile Technologies and Civic Engagement: Building a Useful Heuristic for Design and Development”  
Candice Welhausen, The University of Delaware, Newark, “Teaching Students about Data Visualization through Infographics”

**Professional and Technical Writing**

**J.28 Multimodal Practices: From Feedback to Embodied Learning**

How multimodal practices are enacted in different modes and sites.

**Marriott, Meeting Room 3, Level Two**

**Chair:** Christina Hall, Oakland University, Rochester, MI  
**Speakers:** Samuel Howard, Texas Tech University, Lubbock, “The Usability of Multimodal Feedback: Exploring Reasons Why Students Want It and Instructors Don’t Give It”
Lindsay Steiner, University of Wisconsin-La Crosse, “Multimodal Decisions in Digital Spaces: How Four Professional Graphic Designers Create Multimodal Compositions”
Lillian Campbell, University of Washington, Seattle, “Embodied Learning of Nursing Genres: Performance, Play, and Critique in the Simulation Classroom”

Research

J.29 Innovative Methodologies for Unusual Archival Projects
Explore methodologies that treat archives both as sources for writing history and as material for new ways of making knowledge.

Tampa CC, Room 5, First Level

Chair: Jean Ferguson Carr, University of Pittsburgh, PA
Speakers: Jean Bessette, University of Vermont, Burlington, “When the Archive Is Rhetoric, How Do We Read It?”
Danielle Koupf, Wichita State University, KS, “Connecting Archival Finds to Contemporary Textual Re-Use”
Jessica Isaac, University of Pittsburgh, PA, “‘Distant’ Approaches to Physical Archival Research”
Pamela VanHaitsma, Old Dominion University, Norfolk, VA, “Queering Critical Imagination in the Archive”

Research

J.30 Big Data and Deep Data: Disrupting Educational Grand Narratives of Student Writing Development and Success
Sharing longitudinal data of student writers, panelists argue for a critical big-and-deep data approach to composition studies.

Marriott, Grand Ballroom E, Level Two

Chair: Nancy Sommers, Harvard University, Cambridge, MA
Jenna Pack, University of Arizona, Tucson, “‘I had no idea what a genre or rhetorical situation were’: Confidence Ratings, Deep Data, and Learning Trajectories”
Kenny Walker, University of Arizona, Tucson, “Year One of a Five-Year Longitudinal Study: ‘Big Data’ Assessment and the Rhetoric of Learning Gains”
Amy Kimme Hea, University of Arizona, Tucson, “Exigencies and Emergencies: The Making of Crisis in College Student Writers’ Development”
Respondent: Jenn Fishman, Marquette University, Milwaukee, WI
J.31 Non-Human Actors, Human Authors, and Transfer: ANT for Understanding Literate Practice
ANT provides a method for understanding the literate practices of composers in a design lab, college writers, and rural creative writers.

Marriott, Meeting Room 7, Level Two

Chair: Mark Shealy, Texas Tech University, Lubbock
Speakers: Kim Moreland, University of Wisconsin-Madison, “Is there such a thing as an author?”
Eliana Schonberg, University of Denver, CO, “Writers Reveal Hidden Transfer: An Actor-Oriented Perspective in a Longitudinal Study”
Nancy Reddy, University of Wisconsin-Madison, “Blizzards, Badgers, and Tar Pits, Oh My!: The Risky Business of Proposing Nonhuman Sponsors”

J.32 Taking Risks in Feminist Methods and Methodologies: A Roundtable Discussion
Presenters identify feminist method/ologies that disrupt normative practice and create ways for marginalized voices to be heard.

Marriott, Grand Ballroom F, Level Two

Chair: Shirley Logan, University of Maryland, College Park
Speakers: Jessica Enoch, University of Maryland, College Park, “Methods to Remember: Strategies for Composing Feminist Public Memory Scholarship”
Andrea A. Lunsford, Stanford University, CA, “Feminism and Quantitative Methods”
Cristina Ramirez, University of Arizona, Tucson, “Rupturing Silences: Translation as a Feminist Method of Recovery”
Heather Adams, University of Alaska, Anchorage, “Researching without the Archive: Historiography through Qualitative Methods”
Respondent: Shirley Logan, University of Maryland, College Park
Cheryl Glenn, The Pennsylvania State University, State College
First-Year Composition J.33 The High-Stakes Writing Classroom: Expectations, Risks, and Assessments
Teacher-scholars draw on experiences at urban universities to consider the role of risk in high-stakes writing programs.
Tampa CC, Room 11, First Level

Chair: Ingrid Nordstrom, University of Wisconsin-Milwaukee
Speakers: Amy Weaver, University of California, Santa Cruz
Jessica Nastal-Dema, Georgia Southern University, Statesboro
Robert Yagelski, State University of New York, Albany
Todd DeStigter, University of Illinois, Chicago
Mike Garcia, Georgia Regents University, Augusta
Ingrid Nordstrom, University of Wisconsin-Milwaukee
Patrick Corbett, City University of New York, New York City College of Technology, NY

First-Year Composition J.34 Student Veterans, in Their Own Words: Results of a Longitudinal Research Project
This panel reports on our longitudinal research on student veterans and includes the voices of veterans who Skype in to respond.
Tampa CC, Room 7, First Level

Chair: Sue Doe, Colorado State University, Fort Collins
Speakers: Sue Doe, Colorado State University, Fort Collins, “Transition and Reintegration Services—What Is Needed and When”
Lisa Langstraat, Colorado State University, Fort Collins, “Transitional Literacies: Learning from Student Veterans”

First-Year Composition J.35 So What? Teaching Students to Craft Compelling Arguments
Interactive demonstration of a coordinated, plain language system to discover and support significant, compelling arguments.
Tampa CC, Room 9, First Level

Chair: Laura Schubert, James Madison University, Harrisonburg
Speakers: Brittany Smith, James Madison University, Harrisonburg, VA
Kurt Schick, James Madison University, Harrisonburg, VA
Laura Schubert, James Madison University, Harrisonburg, VA
First-Year Composition

J.36 Flipping the Hybrid First-Year Composition Classroom: Transforming Purpose, Roles, and Activities in Freshman Writing
Panel explains a data-driven study of flipped classrooms, their pedagogy, and effects on FYC students and graduate instructors.
Marriott, Meeting Room 10, Level Two
Chair: Susan Lang, Texas Tech University, Lubbock
Speakers: Amber Lancaster, Texas Tech University, Lubbock, “Effects of Flipping Classrooms on the First-Year Writing Students”
Monica Norris, Texas Tech University, Lubbock, “Effects of Flipping Classrooms on FYC Instructors”
Susan Lang, Texas Tech University, Lubbock, “Programmatic Perspectives and Assessment”

First-Year Composition

J.37 A Bird in the Hand: Student Perceptions of the Risk of Multimodal Composition
Our panel examines students’ perceptions of the risk of doing multimodal composition in writing courses in the U.S. and Germany.
Tampa CC, Room 15, First Floor
Chair: Liana Odracic, University of Wisconsin-Milwaukee
Speakers: Vicki Bott, Justus Liebig Universitat, Giessen, Germany
Adam Andrews, University of Wisconsin-Milwaukee
Liana Odracic, University of Wisconsin-Milwaukee

First-Year Composition

J.38 Precarious or Progressive?: Creativity, Digital Epistemology, and Hip Hop Rhetoric in an HBCU Composition Classroom
This concurrent session will discuss experimental and non-traditional composition pedagogies at an historically Black university.
Tampa CC, Room 18, First Level
Chair: Brian Stone, Huston Tillotson University, Austin, TX
Speakers: John Hart, Huston Tillotson University, Austin, TX
Katherine Durham Oldmixon, Huston-Tillotson University, Austin, TX
Brian Stone, Huston Tillotson University, Austin, TX
Theory

J.39 Peer Review(ing) Complexity: Emerging Innovations at Multiple Levels of Scale
How does peer review extend beyond the peer group? Reciprocal interrelations of peer review, classrooms, and professional practice.
Tampa CC, Room 20, First Level

Chair: Jessica Yood, The City University of New York, Bronx, NY
Speakers: Julie Jung, Illinois State University, Normal, “Objects and/in Relations in Practices of Scholarly Peer Review”
Kellie Sharp-Hoskins, New Mexico State University, Downers Grove, IL, “Peer Review and Politics of Recognition in Technical Communication Pedagogy”
Chris Mays, Illinois State University, Forest Park, IL, “Peer Groups and Classroom Dynamics: Reciprocal Effects and Complex Interaction”

Theory

J.40 Risky Business, or the Rhetorical Possibilities of Disability Disclosure
Despite risks, disability disclosures—whether performed or written—are important sites of generative rhetorical action.
Tampa CC, Room 21, First Level

Chair: Stephanie Kerschbaum, University of Delaware, Newark
Speakers: Shannon Walters, Temple University, Philadelphia, PA
Melanie Yergeau, University of Michigan, Ann Arbor
Elizabeth Hassler, Humboldt State University, McKinleyville, CA
Tara Kathleen Wood, Rockford University, IL

Theory

J.41 Sense and Scentsability
Exploring the relationship among sensory rhetoric, mindfulness, and pedagogy.
Tampa CC, Room 22, First Level

Chair: Rhea Estelle Lathan, Florida State University, Tallahassee
Speakers: Justine Wells, University of South Carolina, Columbia, “(Post) Critical Pedagogies and Sensory Composition”
Rachel Spear, Francis Marion University, Florence, SC, “Can’t we JUST write!!??: The Risks and Rewards of Using Mindfulness and Expressive Writing in Revision Workshops”
Matthew Heard, University of North Texas, Denton, “Composition as a Survival Action: The Relationship between Scenting and Writing”
Writing Programs

J.42 Perspectives on Assessment: Reconsidering Students’ Roles and the Status of Assessment
Presents arguments for creating more student-directed and useful modes of assessment.

Tampa CC, Room 23, First Level

Chair: Dawn Shepherd, Boise State University, IA
Speakers: Joseph Cirio, Florida State University, Tallahassee, “The Promise of Negotiation: Situating Negotiated Rubrics beyond Well-Intentioned Pedagogy”
Melissa Dennihy, Queensborough Community College, City University of New York, NY, “Cultivating Attitudes of Ownership in the Community College Composition Classroom: Toward Self-Directed Learning and Assessment”
Matthew Ortoleva, Worcester State University, MA, “Pulling Back the Curtain: Giving Undergraduate Students Access to Our Meaning-Making Processes through an Assessment-as-Research Orientation”
Brian Huot, Kent State University, OH, “The Concurrent Status of Writing Assessment as a Field of Study”

Writing Programs

J.43 Responding to the Local Challenges of Writing about Writing Curricula
Explores implementation of Writing about Writing FYC in three contexts to discuss how adapting to local conditions can remedy problems.

Tampa CC, Room 19, First Level

Chair: Albert Rouzie, Ohio University, Athens
Speakers: Michael Johnson, Ohio University, Athens, “Challenging Curriculums: WAW, Complexity and Student Motivation”
Albert Rouzie, Ohio University, Athens, “Reforming a New WAW Course after Disappointing Assessment Research Results”
Geoffrey Clegg, Arkansas State University, Jonesboro, “Articulating Risk: Overcoming Writing about Writing’s Monolingual Bias in a Korean Immersion Program”
Writing Programs

J.44 Environmental Change, Empowering Dynamics, and Science Writing: Findings from A Writing Center’s Multi-Year Collaborations with Faculty in Fisheries Biology and Physics
Writing center and science faculty present the pedagogy, practice, and research findings from ten- and four-year collaborations.
Marriott, Florida Ballroom VI, Level Two
Chair: Kathleen Jernquist, U.S. Coast Guard Academy, New London, CT
Speakers: Brianna Jewczyn, U.S. Coast Guard Academy, New London, CT
Karina Mrakovcich, U.S. Coast Guard Academy, New London, CT
Linda Burrows, U.S. Coast Guard Academy, New London, CT
Kathleen Jernquist, U.S. Coast Guard Academy, New London, CT

Institutional and Professional

J.45 The Risks and Rewards of Journal Editing: A Roundtable
This roundtable will examine the personal and professional ramifications of editing a scholarly journal in R/C.
Marriott, Florida Ballroom V, Level Two
Chair: Kelly Ritter, University of Illinois at Urbana-Champaign
Speakers: Brenda Glascott, California State University, San Bernadino
Barbara L’Eplattenier, University of Arkansas Little Rock
Jeff Sommers, West Chester University, PA, Philadelphia
William Thelin, University of Akron, OH
Kelly Ritter, University of Illinois at Urbana-Champaign
**K Sessions: 3:30–4:45 p.m.**

**Poster Sessions**

Tampa CC, Ballroom B, First Level

1. **Applying Flipped Classroom Pedagogy to Teaching Engineering Communication: Preliminary Results from a Chemical Engineering Laboratory Course**
   This poster provides preliminary results from a two-semester effort to “flip” an engineering communication course.
   - Mary Jane Northrop, University of Michigan, Ann Arbor
   - Elane Wisniewski, University of Michigan, Ann Arbor

2. **Contingent Career: A Rewarding Path?**
   - Beth Maxfield, Henderson State University, Arkadelphia, AR

3. **Creatively Recruiting Writers: Programming for the Future of Writing Studies**
   Learn about the Smokewood Institute for Young Writers, a program that recruits and makes visible the work of our Writing Track.
   - Karen Schiler, Oklahoma City University, OK

4. **Incorporating Technical Communication into Literature Programs**
   Literature studies should incorporate technical communication to create stronger communicators and better job applicants.
   - Stephanie Phillips, University of South Florida, Tampa

5. **I Write, therefore I Flourish?: Connecting Composition to Psychology Research and Initiatives**
   This poster presents risky rewards of embedding first-year composition in psychology research and initiatives on campus and beyond.
   - Sheryl Stevenson, University of Toronto, Ontario, Canada

6. **Keywords in Threshold Concepts: Time-Binding and Methodologizing Disciplinary Lexicon**
   Keyword studies and time-binding allow researchers to attend to the emergence and maturation disciplinary threshold concepts.
   - Derek Mueller, Eastern Michigan University, Ypsilanti
7. Moving from Programmatic to Institutional General Education Assessment with Electronic Portfolios
Tells the story one first-year composition program’s development of an ePortfolio that became the basis for an institutional ePortfolio.
Michael Day, Northern Illinois University, DeKalb

8. Re-Structuring the Technical Writing Program for 21st-Century Teachers, Learners, and Citizens: Taking Risks with the Studio Model
The re-structuring of a technical and professional writing program based on the Studio Model will be presented.
Diana Cardenas, Texas A&M University-Corpus Christi
Susan Garza, Texas A&M University-Corpus Christi

9. Rhetorical Knowledge and Course Delivery: A Comparison of Expectations and Outcomes
Results of a research project that compares students’ achievement of rhetorical knowledge in online and face-to-face classes.
Jennifer Heinert, University of Wisconsin-Washington County
Cassandra Phillips, University of Wisconsin-Waukesha

10. Seeing the Matrix: Visualizing Networks of Theory and Practice in TPC Pedagogy
This poster offers visualizations on survey data addressing current technical and professional communication curricular practices.
Steve Benninghoff, Eastern Michigan University, Ypsilanti
Scott Kowalewski, Saginaw Valley State University, MI

11. Understanding the Risks and Rewards of Multi-Institutional Research
The presenter explores the risks and rewards of multi-institutional research in writing studies compared to other team inquiries.
Jessie Moore, Elon University, NC

12. “You are No Longer Children”: A Study of Faculty Perceptions of Undergraduate Writing Abilities across the Disciplines
A survey of faculty perceptions about college writing provides an update of faculty expectations of writing across the curriculum.
Talitha May, Ohio University, Athens
Advanced Writing

K.01 Learning, Literacy, and Genre in Graduate Student Writing
Graduate students face unique challenges involving genre and language issues when writing in the academy.
Marriott, Florida Ballroom I, Level Two

Chair: Natasha Chenowith, Kent State University, Akron
Speakers: Meghan Hancock, University of Louisville, KY, “Innovative Responses to Struggling Graduate Writers: Reexamining the Genres We Teach and How We Teach Them”
Natasha Chenowith, Kent State University, Akron, “Preparedness for Academic Writing in Doctoral Studies: English Language Learners as Scholarly Writers”

Basic Writing

K.02 Addressing Issues of Multilingual and Global Perspectives in a Basic Writing Classroom
This panel addresses issues of ESL and global issues in a basic writing course.
Tampa CC, Room 23, First Level

Chair: Lisa Konigsberg, West Chester University, PA
Speakers: Heejung Kwon, Purdue University, West Lafayette, IN, “Multi-media Writing Projects in ESL Composition: Student Engagement in Creating Web Portfolios with a Detailed Rubric”
Pravin Soni, University of Tampa, FL, “Motivating Basic Writers: A Non-Apartheid Approach”
Julia Carroll, Queensborough Community College, NY, “How to Utilize an Embedded Librarian in a Basic Writing Class”

Basic Writing

K.03 Basic Writing: Risks, Acceleration, and the Reduction of Remedial Courses
Panel addresses different concerns surrounding basic writing.
Marriott, Grand Ballroom A, Level Two

Chair: Melissa Pompos, University of Central Florida, Orlando
Speakers: Daniel Seward, Franklin University, Columbus, OH, “Community, Connectivity, and the Traditional Challenges for Basic Writers: Risking Basic Writing Online to Realize the Rewards of Access to Higher Education”
Kerry Lane, Joliet Junior College, IL, “Hegel, Yeats, and Basic Writing: An Acceleration Study involving Basic Writers Completing Comp I with Intervention”
Diane Kelly-Riley, University of Idaho, Moscow, “Risks and rewards for whom?: A Study of Idaho Public Colleges’ and Universities’ Responses to State Mandated ‘Reduction of Remediation’”

**Community, Civic & Public**

**K.04 Risking Recovery: Rebuilding Community Using Digital Storytelling as a Research Methodology in the Weather Recovery Writing Project**

Interactive session exploring digital storytelling as community literacy toward recovery from socio-historical trauma.

Tampa CC, Room 10, First Level

**Chair:** Michele Eodice, University of Oklahoma, Norman

**Speakers:** Brooke Hessler, Oklahoma City University, OK, “Rebuilding Community”
Rachel Jackson, University of Oklahoma, Norman, “Risking Recovery”
Jordan Woodward, University of Oklahoma, Norman, “Digital Storytelling as Research Methodology”

**Community, Civic & Public**

**K.05 Sustaining a Literacy-Based Service-Learning Organization: The Risk and Rewards of Student Leadership, Collaborative Community Partnerships, and Professor Involvement**

Sustaining a Literacy-Based Service-Learning Organization through Student Leadership, Community Partners, and Faculty Involvement.

Marriott, Grand Ballroom B, Level Two

**Chair:** David Marquard, The University of North Carolina at Pembroke

**Speakers:** Susan Cannata, The University of North Carolina at Pembroke, “On Sustaining a Literacy Organization: The Risks and Rewards of a Collaboratively-Based Adult Literacy Program in a Rural Area”
Friday, 3:30–4:45 p.m.

Creative Writing

K.06 Postcards from the CCCC: A Workshop for Your Writing
Participants will compose three parallel tasks in sequence—responding to an object, a photograph, a meal—and three postcards.
Tampa CC, Ballroom A, First Level

Chair: Kathleen Yancey, Florida State University, Tallahassee
Speakers: Nancy Sommers, Harvard University, Cambridge, MA
Doug Hesse, University of Denver, CO
Kathleen Yancey, Florida State University, Tallahassee

History

K.07 Race and Activist Rhetorics in History
Histories of activist rhetorical practices and their challenge to racial exclusion in composition and rhetoric.
Marriott, Grand Ballroom C, Level Two

Chair: Brett Morrison, University of Central Florida, Orlando
Annie Mendenhall, Armstrong State University, Savannah, GA, “Race, Writing, and the Politics of the Curriculum: Making Race Visible in Disciplinary History”

History

K.08 Women’s Rhetoric and Challenges to Space
Women’s rhetorical practices throughout history challenge their exclusion from spaces by patriarchy and white supremacy.
Marriott, Florida Ballroom II, Level Two

Chair:
Susan Kates, University of Oklahoma, Norman, “Women’s Revision of Western History through State Quilts”
Tiffany Kinney, University of Utah, Taylorsville, “Cracking the Walls of a Closed Community: Contextualizing the Pythagorean School”
Information Technologies

K.09 Feedback and Identification in the Digital Composition Classroom
Using role play and innovative peer review and feedback to foster student identification in digital classrooms.

Marriott, Florida Ballroom III, Level Two

Chair: Madeleine Sorapure, University of California Santa Barbara
Speakers: Shannon Howard, Auburn University at Montgomery, AL, “Role Play as Evidence of Critical Thinking: Identification Online and in the Writing Classroom”
Paul Martin, University of Central Florida, Orlando, “Feedback, Motivation, and Teaching Writing Online: Using Feedback Tutorials to Respond to Writing in Online Courses”
Mary Stewart, University of California, Davis, “Making the Instructor Visible: A Grounded Theory Research Study of Instructional Design”

Information Technologies

K.10 Discourse/Community: Writing Practices and the Creation of Online Social Spaces
This panel explores how discourse and purpose intersect and contribute to the creation of online community.

Marriott, Grand Ballroom D, Level Two

Chair: Sarah Lawrence, Kent State University, OH
Speakers: Sarah Lawrence, Kent State University, OH, “Trigger and Urge: The Role of the Body in the Creation and Continuance of Online Community”
Chelsea Swick, Kent State University, OH, “Community in Action: Operationalizing Community in the Virtual Classroom”
Erin Pastore, University of New Hampshire, Durham, “Pretty Is as Pretty Does: Building Teaching Communities to Support Effective Document Design”
Madeline Yonker, York College of Pennsylvania, “‘I Killed Fran’: The Appropriation of CrossFit Discourse in Forging Elite Communities”
Institutional and Professional

K.11 The Transparency of Writing Courses: PhD Programs to High School Pilot Programs
Panel addresses concerns from PhD to high school students.
Marriott, Meeting Room 1, Level Two

Chair: Christina V. Cedillo, Northeastern State University, Tahlequah, OK
Speakers: Mandy Macklin, University of Washington, Seattle, “Negotiating Risk and Rigor via Interinstitutional Inquiry: Rupturing the Narrative of ‘College-Ready’”
Caroline Wilkinson, New Jersey City University, Jersey City, “Competing Conceptions of Literacy: Engaging ‘College Readiness’ in the Dual-Credit Classroom”
Michal Reznizki, University of California, Davis, “Exploring Content Knowledge in Rhetoric and Composition Doctoral Programs”
Suellynn Duffey, University of Missouri-St. Louis, “Disciplinarity and Sites of Graduate Education: Lessons from an MA-Only Graduate Program”

K.12 Gendered Risks and Rewards in the New Job Market(s): Changing Positions, Changing Locations
Participants will share perspectives on the range of positions new graduates will encounter as they enter the job market.
Tampa CC, Room 16, First Level

Chair: K. Hyoejin Yoon, West Chester University, PA, Philadelphia, PA
Speakers: Dawn Fels, Pittsburgh, PA, “The Risks of Contingent Writing Center Directorships”
Joanne Giordano, University of Wisconsin Colleges, Wausau, WI, “Developing Professional Expertise Off the Tenure Track at Access Institutions”
Holly Hassel, University of Wisconsin, Marathon County, Wausau, WI, “The Two-Year College Teacher-Scholar”
Paula Patch, Elon University, NC, “Reconsidering the Dichotomy: When Off the Tenure Track Is the Best Place to Be”
Vi Dutcher, Eastern Mennonite University, Harrisonburg, VA, “‘Incredible Access to Professors!’: The Risk and Reward of Student Responsibility for New Faculty”
Respondent: Eileen Schell, Syracuse University, Syracuse, NY
Innovation and Taking Risks

K.13 Fabricating Rhetoric: Risk /Reward of Three-Dimensional Design in Rhetorical Composition
We’re considering the effects of three dimensional design composition practice and pedagogy (Sheridan) on the theory and practice of textual composition.

Marriott, Grand Ballroom G, Level Two

Chair: Blake Watson, University of Nevada, Reno
Speakers: Joe Essid, University of Richmond, VA, “Saving Madeline: Three Dimensional Storytelling in a Virtual House of Usher”
Drake Gossi, University of Nevada, Reno, “Bogost, Simony, and the Situatedness of Three-Dimensional Rhetoric”
Blake Watson, University of Nevada, Reno, “Making Things That Work: Towards an Operational View of Composition”

Innovation and Taking Risks

K.14 Curricular Risks and Institutional Innovation: Writing Digital Humanities and Experience Architecture
Curricular innovations and initiatives that are “risky,” given the history of the humanities.

Marriott, Grand Ballroom H, Level Two

Chair: Danielle Nicole DeVoss, Michigan State University, East Lansing
Speakers: Alice Daer, Arizona State University, Tempe, “The Risks, Rewards, and Rhetorics of Teaching and Learning with Social Media”
Liza Potts, Michigan State University, East Lansing, “Experience Architecture: Driving Innovation by Taking Risks in Program Development”
Douglas Walls, University of Central Florida, Orlando, “Digital Humanities and the Undergraduate Mission: Articulating Composition and Rhetoric’s Value”
Danielle Nicole DeVoss, Michigan State University, East Lansing, “Exploring Creativity and Innovating Institutionally”

Innovation and Taking Risks

K.15 Academic Leadership for Institutional Change: Risks, Rewards, and Results
Compositionists who sponsored campus-wide institutional change as senior administrators by drawing upon disciplinary expertise.

Tampa CC, Room 5, First Floor

Chair: Amy Goodburn, University of Nebraska-Lincoln
Speakers: Mike Palmquist, Colorado State University, Fort Collins

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Friday, 3:30–4:45 p.m.

Donna LeCourt, University of Massachusetts-Amherst, “Rhetorically Rewriting Student Success”

Amy Goodburn, University of Nebraska-Lincoln, “From Digital to Print: Re-Evaluating Intellectual Work and Institutional Change”

Innovation and Taking Risks

K.16 Bridging the Gap without Falling In: What a Community College and Local High School Learned from College-Readiness and Collaboration

A college-readiness pilot program partners community college faculty with suburban high school language arts teachers.

Marriott, Grand Ballroom I, Level Two

Chair: Rebecca Fleming Safa, Columbus State Community College, OH
Speakers: Rebecca Fleming Safa, Columbus State Community College, OH, “Directions for the Future: Reflecting Back on the Risks, Rewards, and Where We Go from Here”
Heather Thompson-Gillis, Columbus State Community College, OH, “Engaging Multiple Voices: The Expectations, Risks, and Rewards of Collaboration”
Lauren Stowe Jones, Columbus State Community College, OH, “Neither Yours, Mine, Nor Ours: ‘Who owns the curriculum when high schools and community colleges join efforts to help students succeed?’”
Robyn Lyons-Robinson, Columbus State Community College, OH, “Mind the Gap: Equity and Student Success within Higher Ed/High School Partnerships”

Innovation and Taking Risks

K.17 Taking Risks with Transnational Pedagogies and Curricula

Speakers explore “risky” transnational initiatives and pedagogical strategies designed to enhance student learning.

Tampa CC, Room 9, First Level

Chair: Margaret Willard-Traub, University of Michigan-Dearborn
Speakers: Margaret Willard-Traub, University of Michigan-Dearborn, “The Action Potential of Transnational Writing in the Corporatized University”
William DeGenaro, University of Michigan-Dearborn, “Risking A Transnational Ethos in a Basic Writing Program”
Michael MacDonald, University of Michigan-Dearborn, “Contact and Commodity: Teacher Practice in Transnational Contexts”
Shereen Inayatulla, York College, City University of New York, NY, “Contact and Commodity: Teacher Practice in Transnational Contexts”
Innovation and Taking Risks

K.18 Mindfulness in the Composition Classroom: Embedded Curricula and Embodied Practices
Mindfulness and its pedagogical and classroom applications are explored in relation to first-year composition.

Marriott, Grand Ballroom J, Level Two

Chair: Michael Pfister, Arizona State University, Phoenix
Speakers: Jacquelyne Kibler, Arizona State University, Phoenix, “Embodying Mindfulness as an Instructor”
Stephen Davis, Arizona State University, Phoenix, “‘Habits of Mind’: Critical Pedagogy and the ‘Framework for Success in PostSecondary Writing’”
Michael Pfister, Arizona State University, Phoenix, “Mindfulness Pedagogy”
Respondent: Lisa Barca, Arizona State University, Phoenix

Innovation and Taking Risks

K.19 Risking Institutional Disruption
Presentations explore the risks of relinquishing hard-held beliefs and practices.

Marriott, Meeting Room 12, Level Three

Chair: Mike Kelly, Champlain College, Burlington, VT
Speakers: Anne Ernest, University of Utah, Salt Lake City, “Administrative Tutors in the Writing Center: Risks and Rewards of Relinquishing Control to Student Employees”
Deborah Hodgkins, University of Maine at Presque Isle, “Proficiency-Based Education Goes to College: Writing to Make a Difference”
Michelle Navarre Cleary, DePaul University, Chicago, IL, “Not a Horror Story: Competency-Based Education and Writing Instruction”

Innovation and Taking Risks

K.20 We Are All Post-Experimental Now: The Multimodal, Multimedia, Multigenre, Multivoiced Evolution of Writing Studies
Because of the increasingly multimedia, multivoiced nature of our field, writing studies is now synonymous with experimentation.

Marriott, Florida Ballroom V, Level Two

Chair: Jason Palmeri, Miami University, Oxford, OH
Speakers: Tom Romano, Miami University, Oxford, OH, “Fearless Writing in Multigenres”

continued on next page
Nancy Mack, Wright State University, Dayton, “Publishing Multigenre Research Projects: Artistic and Inexpensive Options”
Derek Owens, St. John’s University, Queens, NY, “All the Ways They’re Teaching Me”
Roseanne Gatto, St John’s University, Queens, NY, “Trade Books, E-Books, and E-Portfolios: Re-Thinking the Form and Role of the Research Paper”
Tara Roeder, St. John’s University, New York, NY, “‘But how do you grade?’: Innovative Assignments and Reparative Response”
Adam Koehler, Manhattan College, NY, “(Re)Coding Craft: Composition, Creative Writing Studies, and the Digital Humanities”
Dan Collins, Manhattan College, New York, NY

**Respondent:** Jody Shipka, University of Maryland, Baltimore County

**Language**

K.21 Teaching for Agency: The Risks and Rewards for Multilingual Writers
This roundtable explores the implications of pedagogical innovations designed to promote the agency of multilingual writers.

**Tampa CC, Room 1, First Level**

**Chair:** Christina Ortmeier-Hooper, University of New Hampshire, Durham
**Speakers:** Michelle Cox, Dartmouth College, Hanover, NH
Shawna Shapiro, Middlebury College, Burlington, VT
Emily Simnitt, Boise State University, Idaho
Angela Dadak, American University, Washington, D.C.
Gail Shuck, Boise State University, ID

**Language**

K.22 The Name Game: The Risks, Rewards, and Rhetoric of Naming
This panel identifies risks and rewards of naming practices for marginalized individuals, events, and movements.

**Marriott, Meeting Room 4, Level Two**

**Chair:** Michelle Robinson, The University of Alabama, Tuscaloosa
**Speakers:** Kirstin Bone, The University of Alabama, Tuscaloosa
Cynthia Mwenja, The University of Alabama, Tuscaloosa, “‘Four little girls or ‘the fifth girl’?’: How the Name Frames the Event and the Response”
**Language**

**K.23 Enacting a Translingual Approach: Risky Dispositions and New Dynamics**

Studying translingualism through disposition, institutional initiative and L-2 writing models.

Marriott, Meeting Room 2, Level Two

*Chair:* Lacey Beer, University of Waterloo, Ontario, Canada  
*Speakers:* Bobbi Olson, Grand View University, Des Moines, IA,  
“Translingualism as an Institutional Initiative”  
Thomas Lavelle, Stockholm School of Economics, Sweden, “Risky Dispositions”  
Lacey Beer, University of Waterloo, Ontario, Canada, “Translingual Directions for Technologically-Mediated Composing Platforms”

**Professional and Technical Writing**

**K.24 Rhetorical Agency in the Face of Uncertainty: Negotiating, Communicating, Leveraging, and Managing Risk**

We examine the roles of rhetoric in communicating and managing medical risks and how this impacts rhetorical agency across audiences.

Marriott, Meeting Room 5, Level Two

*Chair:* Lora Arduser, University of Cincinnati, OH  
*Speakers:* Jennifer Malkowski, Wake Forest University, Winston-Salem, NC  
Lucia Dura, The University of Texas at El Paso  
J. Blake Scott, University of Central Florida, Orlando  
Lora Arduser, University of Cincinnati, OH

**Research**


This panel argues for expanding current theoretical and methodological approaches to mapping disciplinary enculturation.

Tampa CC, Room 3, First Level

*Chair:* Kevin Roozen, University of Central Florida, Orlando  
*Speakers:* Rebecca Woodard, University of Illinois, Chicago, “Mapping Disciplinary Activity: Methods for Tracing Material and Historical Trajectories”  
Paul Prior, University of Illinois at Urbana-Champaign, “Becoming a Biologist: Tracing Trajectories of Writing and Disciplinarity across the Lifespan”

*continued on next page*
Kevin Roozen, University of Central Florida, Orlando, “Coming to See Patients: Relocating the Development of Professional Vision across Textual Engagements”

*Research*

**K.26 A Theory of Ethics for Writing Assessment: Risk and Reward for Civil Rights, Program Assessment, and Large-Scale Testing**

Through this interactive session, we will show how social justice provides a framework for a theory of writing assessment ethics.

Tampa CC, Room 13, First Level

*Chair:* Ellen Cushman, Michigan State University, East Lansing  
*Speakers:* Bob Broad, Illinois State University, Normal, “Gullibility and Blindness in Large-Scale Testing”  
David Slomp, University of Lethbridge, Alberta, Canada, “Writing Program Assessment: Consequence as an Integrated Framework”  
Mya Poe, Northeastern University, Boston, MA, “Civil Rights and Writing Assessment: Societal Action as Validation”  
Norbert Elliot, New Jersey Institute of Technology, Newark, “A Theory of Ethics for Writing Assessment”  

*Research*

**K.27 Minding the Screen: Innovations and Limitations of Neuropsychology in the Composition Classroom**

A panel of veteran composition instructors and researchers consider the relevance of recent neuroscience to our field.

Marriott, Meeting Room 6, Level Two

*Chair:* Edward Comstock, American University, Washington, D.C.  
*Speakers:* Anna Dewitt, American University, Washington, D.C., “Multimedia Composition and the Differently-Ordered Brain”  
Lydia Fettig, American University, Washington, D.C., “Brains, Screens, and Pages: Reading Modalities in the Modern Classroom”  
Edward Comstock, American University, Washington, D.C., “Writing and the Brain: The Uses and Limits of Neurorhetoric”
Research

K.28 Think-Tank for Newcomers—Developing Papers and Sessions for CCCC 2016
At this think-tank, newcomers will have an opportunity to develop proposals for CCCC 2016 with established scholar/teachers.

Marriott, Grand Ballroom F, Level Two

Chair: Joonna Trapp, Emory University, Atlanta, GA

First-Year Composition

K.29 Taking Risks to Shift Paradigms of Writing Assignment Design
The panel reflects on the risks and rewards in shifting paradigms of writing assignment design to address some research gaps.

Marriott, Florida Ballroom IV, Level Two

Chair: Cheryl Glenn, The Pennsylvania State University, State College
Speakers: Elizabeth Tasker Davis, Stephen F. Austin State University, Nacogdoches, TX, “Know Thyself: Teaching the Ten-Year Life Plan Essay”
James Chase Sanchez, Texas Christian University, Fort Worth, “Writing through Interpretation: Arguing for Constitutionality and Cultural Implications of Recent Supreme Court Cases”
Emily Standridge, University of Texas at Tyler, “Synergizing the Writing Center and the Writing Program through Conversations about Assignment Design”
Hui Wu, University of Texas at Tyler, “Writing Assignment Design for FYC Curriculum Development”

Updates to the first-year writing argument essay involving research questions, global initiatives, multimodality, and a multi-genre portfolio.

Marriott, Meeting Room 8, Level Three

Chair: Jacqueline Megow, Eastern Washington University, Cheney
Timothy Roe, Spokane Community College, WA, “Real Space for Real Argument”
First-Year Composition

K.31 Primarily Curious: Using Archives to Stimulate Intellectual Curiosity in First-Year Composition
First-year composition instructors discuss using archival materials to help students strengthen critical interpretive skills and authorial voice.

Marriott, Meeting Room 3, Level Two

Chair: James Romesburg, University of Wisconsin-Platteville
Speakers: Yasmin Rioux, University of Wisconsin-Platteville
Angela Jones, University of Wisconsin-Platteville
James Romesburg, University of Wisconsin-Platteville

First-Year Composition

K.32 Supporting Student Writers: Veterans, At-Risk Students, and Students with ADHD
Supporting student writers cultivating student success in different learner constituencies: Veterans, students with ADHD, and first generation.

Tampa CC, Room 21, First Level

Chair: Cindy Tekobbe, Arizona State University, Phoenix
Speakers: Tara Hembrough, Southern Illinois University, Carbondale, “Risk and Reward: Offering Sections of First-Year Composition and Thematic, Web-based Curriculum for Veterans”
Christiane Boehr, University of Cincinnati, OH, “Aspects of Writing with ADHD in the Academy”
Erin Wecker, The University of New Hampshire, Durham, “Doubling Down: Cultivating Success in Unconventional Spaces”

Theory

K.33 W.R.I.S.K. —> Wide (Repeating) Image Signifiers of Kinema
This roundtable presents a series of kinematic arguments as W.R.I.S.K. factors that foreground an electrate academy.

Tampa CC, Room 12, First Level

Chair: Cynthia Haynes, Clemson University, SC
Speakers: Matthew Levy, Fantastico!, Tacoma, WA, “Mood Music”
Sarah Arroyo, California State University at Long Beach, “One More Video Theory (Some Assemblage Required)”
Jan Holmevik, Clemson University, SC, “Epic FAIL, or How I Stopped Worrying and Learned to Love the Risk”
Gregory Ulmer, University of Florida, Gainesville, “HMMM + STEM in the Electrate University”
Cynthia Haynes, Clemson University, SC, “Shooting Signifiers”
**Theory**

**K.34 Threshold Concepts: Risk, Reward, and Pre-Liminal Variation**
An investigation into when and how students are introduced to threshold concepts and problems of pre-liminal variation that arise.

Tampa CC, Room 11, First Level

*Chair:* Corinne Martin, Pasadena City College, CA  
*Speakers:* Irene Clark, California State University, Northridge, “Threshold Concepts, Antecedent Genres, and Risk Aversion”  
Joyce Walker, Illinois State University, Normal, “Rootedness and Reaching Out”  
John Whicker, Ohio University, Athens, “The Threshold Concept of Writing’s Sociality: The Risks and Rewards of Accessibility or Complexity”  
*Respondent:* Elizabeth Wardle, University of Central Florida, Orlando

**Theory**

**K.35 Writing Program Administration and the CCCC Regime: Queering Leadership (Sponsored by the Queer Caucus)**
Many of our current CCCC leaders are queer. But if “queer” means resisting normative regimes, can queer leaders lead queerly?

Tampa CC, Room 18, First Level

*Co-Chairs:* Margaret Price, Spelman College, Atlanta, GA  
Kimberly Drake, Scripps College, Claremont, CA  
*Speakers:* Karen Kopelson, University of Louisville, KY, “Queer Leadership: An Oxymoron?”  
Tara Pauliny, John Jay College/City University of New York, NY, “The Queer Potential of Assistant Professor Administration”  
Aneil Rallin, Soka University of America, Los Angeles, CA, “Rejecting Quietism”

**Theory**

**K.36 Risky Matter in the Post-Human Classroom: “Riparian Publics,” Agential Realism, New Materialism, and the Teaching of Writing**
This panel explores the rewards of writing without humans, rethinking agency, and suggesting a post-human pedagogy.

Tampa CC, Room 7, First Level

*Chair:* Brian Henderson, Southern Illinois University, Edwardsville  
*Speakers:* Jodie Nicotra, University of Idaho, Moscow, “The Strange Rewards of Writing without Humans: Creating ‘Riparian Publics’ within the Composition Classroom”

*continued on next page*
Friday, 3:30–4:45 p.m.

John Muckelbauer, University of South Carolina, Columbia, “Composing Matter”
Brian Henderson, Southern Illinois University, Edwardsville, “Pedagogical Entanglements: Agential Realism and the Writing Classroom”

Theory

K.37 The Future of Disability Studies in Composition and Rhetoric: Transforming Kairotic Spaces
Making the academy more equitable and accessible by applying Margaret Price’s theory of kairotic space to new sites.
Marriott, Meeting Room 9, Level Three

Chair: Lauren Obermark, University of Missouri-St. Louis
Speakers: Lauren Obermark, University of Missouri-St. Louis, “Disrupting the Kairotic Space of the Graduate Seminar”
A.J. Arena, Southern Illinois University-Carbondale, “The Importance of Identity within Kairotic Spaces”
Madaline Walter, Benedictine College, Atchison, KS, “Writing Is the Cure: Kairotic Space and Insane Asylum Patients’ Rhetorical Power”

Theory

K.38 Risky Relations and the Ethics of Identification
Addresses ethics of reliability in the context of listening, SRTOL, and culture rhetorics.
Tampa CC, Room 20, First Level

Chair: Susan Delagrange, The Ohio State University, Columbus
Speakers: Ian Barnard, Chapman University, Orange, CA, “I can’t relate: The Risks of Identification Demands in Teaching and Learning”
Julianna Edmonds, Florida State University, Tallahassee, “A Dialogue of Listening and Interruption for the First-Year Composition Classroom”
Mathew Oakes, Rock Valley College/University of Illinois-Chicago, “Ethical Rhetorical Practice: Theorizing Levinasian Ethics for Writing Studies in ‘Students’ Right to Their Own Language’ and Beyond”
Jaime Mejia, Texas State University, San Marcos, “The Risky Pursuit of Common Ground: A Comparative Analysis of Ethnic American Rhetorics”

Theory

K.39 Plants, Animals, and Planets: Emerging Theories in Rhetorics of Science
Traces rhetorics of science across multiple case studies.
Marriott, Meeting Room 10, Level Three

Chair: Gretchen Rumohr-Voskuil, Aquinas College, Grand Rapids, MI
Friday, 3:30–4:45 p.m.

**Speakers:** Joseph Burzynski, Miami University, Oxford, OH, “‘Are we climate change avoiders?’: The Need for a Sustainable Composition Studies”

Travis Maynard, Florida State University, Tallahassee, “The Paradigm that Always Was: Scientific Discourse in Young-Earth Creationist Textbooks”

Timothy Giles, Georgia Southern University, Statesboro, “The Meaning of Metaphor for Aristotle as a Science Writer”

Henrietta Shirk, Montana Tech of The University of Montana, Butte, “Poisonous Plants in the Rhetorical Landscape: A Communication Theory for Environmental Health Risk”

**Writing Programs**

**K.40 Risking Readiness: Resisting College-Readiness Reforms and (Re)Writing the Unprepared Student**

Reimagining readiness and access through the risks and opportunities of corporate education reform and assessment (PARCC/SmarterBalanced)

Tampa CC, Room 15, First Level

**Chair:** Aaron Krall, University of Illinois at Chicago

**Speakers:** Katie Malcolm, University of Washington, Seattle
Matthew Pavesich, Georgetown University, Washington, D.C.
Sarah Foust Vinson, Cardinal Stritch University, Milwaukee, WI
Kirk Robinson, Calumet College of St. Joseph, Whiting, IN
Aaron Krall, University of Illinois at Chicago
Aimee Krall-Lanoue, Concordia University, Chicago, IL

**K.41 “What do we talk about when we talk about good writing?” WAW and P20 Transferability (Sponsored by Writing about Writing Development Group)**

This panel focuses on “good writing” and how Writing about Writing can help transfer these concepts through the P-20 curriculum.

Marriott, Meeting Room 11, Level Three

**Chair:** Rebecca Babcock, University of Texas, Permian Basin, Odessa

**Speakers:** Ayla Moore, Fort Lewis College, Durango, CO, “The Metaphors We Use to Describe Effective Academic Writing Strategies”
Michelle Bonanno, Fort Lewis College, Durango, CO, “Writing about Writing as a Strategy to Increase Transparency for Students in Our Discussion of Good Academic Writing”
Rebecca Babcock, University of Texas, Permian Basin, Odessa, “WAW and Dual Enrollment”
Writing Programs

K.42 Understanding Writing Programs in a Global Context
Curricular and academic support for L2 learners; assessment and decision-making, international collaboration.

Tampa CC, Room 22, First Level

Chair:
Speakers: David Albachten, Istanbul Sehir University, Turkey, “Longitudinal Tracking of Turkish L1 University Preparatory Students Writing in English: A Two-Year Retrospective Study with Implications for Teaching and Curricula”
Levent Balcioglu, Istanbul Sehir University, Turkey, “Longitudinal Tracking of Turkish L1 University Preparatory Students Writing in English: A Two-Year Retrospective Study with Implications for Teaching and Curricula”
Mohammed Al Alawi, Sultan Qaboos University, Muscat, Oman, “Decision-Making during Assessments of English Writing in a University Context in the Sultanate of Oman”
Michael Charlton, Missouri Western State University, St. Joseph, “Crossing an Ocean: The Risks and Rewards of Developing an International Graduate Program Collaboration”

Language

K.43 20 Years of Second Language Writing at CCCC
(Sponsored by the Second Language Writing Special Interest Group)
Panel members will discuss the history and future of Second Language Writing at CCCC.

Marriott, Florida Ballroom VI, Level Two

Chair: Todd Ruecker, University of New Mexico, Albuquerque
Speakers: Susan Miller-Cochran, North Carolina State University, Raleigh
Paul Kei Matsuda, Arizona State University, Tempe
Tony Silva, Purdue University, West Lafayette, IN
Respondent: Kevin Eric DePew, Old Dominion University, Newport News, VA
FSIG.26  Second Language Writing Standing Group: Celebrating 20 Years of Second Language Writing at CCCC
This meeting will focus on discussing SIG business, the future of SLW at CCCC, and SLW’s presence at next year’s CCCC.

Marriott, Florida Ballroom VI, Level Two

Chair: Todd Ruecker, University of New Mexico, Albuquerque
AWARDS PRESENTATIONS

CCCC Awards/Recognition Reception
Marriott, Grand Ballroom E, Level Two
5:00–6:30 p.m.

AWARDS PRESENTATIONS

OUTSTANDING BOOK AWARD

This award is presented to the author(s) or editor(s) of a book making an outstanding contribution to composition and communication studies. Books are evaluated for scholarship or research and for applicability to the study and teaching of composition and communication.

Outstanding Book Award Committee

Chair: Joseph Janangelo, Loyola University, Chicago, IL
Doug Downs, Montana State University, Bozeman, MT
Deborah Holdstein, Columbia College, Chicago, IL
Heather Ostman, Westchester Community College, Valhalla, NY
Staci Perryman-Clark, Western Michigan University, Kalamazoo

For a listing of previous Outstanding Book Award winners, please visit http://www.ncte.org/cccc/awards/oba

JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD

Renamed to honor James Berlin, this award recognizes a graduate whose dissertation improves the educational process through research or scholarly inquiry or adds to the body of knowledge in composition studies.

Berlin Outstanding Dissertation Award Committee

Chair: Terry Myers Zawacki, George Mason University, Fairfax, VA
Irene Clark, California State University, Northridge
Clint Gardner, Salt Lake City Community College, UT
Christina Haas, University of Minnesota, Minneapolis
Malea Powell, Michigan State University, East Lansing

For a listing of previous Berlin Outstanding Dissertation Award winners, please visit http://www.ncte.org/cccc/awards/berlin

THE RICHARD BRADDOCK AWARD

The Richard Braddock Award is presented to the author of the outstanding article on writing or the teaching of writing in the CCCC journal, *College Composition and Communication*, during the year ending December 31 before the annual CCCC spring convention. The award was created to honor the memory of Richard Braddock, University of Iowa. Richard Braddock was an extraordinary person and teacher who touched the lives of many people in ways that this special award established in his name can only suggest.

Braddock Award Committee

*Chair:* Carmen Kynard, John Jay College of Criminal Justice, New York, NY
Akua Duku Anokye, Arizona State University, West, Phoenix
David Green, Howard University, Washington, DC
Aja Martinez, Binghamton University, NY
Eileen Schell, Syracuse University, NY

For a listing of previous Braddock Award winners, please visit http://www.ncte.org/cccc/awards/braddock

OUTSTANDING DISSERTATION AWARD IN TECHNICAL COMMUNICATION

This award recognizes a dissertation in Technical Communication whose research is original, makes a contribution to the field, uses a sound methodological approach, demonstrates awareness of the existing research in the area studied, and demonstrates an overall high quality of writing.

Outstanding Dissertation Award in Technical Communication Committee

*Chair:* Douglas Walls, University of Central Florida, Orlando
Andy Anderson, Johnson County Community College, Overland Park, KS
Kenneth Baake, Texas Tech University, Lubbock
William Hart-Davidson, Michigan State University, East Lansing
Natasha Jones, University of New Mexico, Albuquerque
Friday, 5:00–6:30 p.m.

For a listing of previous Outstanding Dissertation Award in Technical Communication winners, please visit http://www.ncte.org/cccc/awards/techcommdissertation

TECHNICAL AND SCIENTIFIC COMMUNICATION AWARDS

This award recognizes outstanding books and articles in technical and scientific communication in six categories: Best Book, Best Original Collection of Essays, Best Article Reporting Qualitative or Quantitative Research, Best Article Reporting Historical Research or Textual Studies, Best Article on Philosophy or Theory, and Best Article on Pedagogy or Curriculum.

Technical and Scientific Communication Awards Committee

Chair: Stewart Whittemore, Auburn University, AL
Claire Lauer, Arizona State University, Mesa
Michael Geary, Bristol Community College, Fall River, MA
Kathy Northcut, Missouri University of Science and Technology, Rolla
Donnie Sackey, Wayne State University, Detroit, MI

For a listing of previous Technical and Scientific Communication Award winners, please visit http://www.ncte.org/cccc/awards/techsci

WRITING PROGRAM CERTIFICATE OF EXCELLENCE

This award program, established in 2004, honors up to 20 writing programs a year. Programs must successfully demonstrate that their program meets the following criteria: it imaginatively addresses the needs and opportunities of its students, instructors, and locale; offers exemplary ongoing professional development for faculty of all ranks, including adjunct/contingent faculty; treats contingent faculty respectfully, humanely, and professionally; uses current best practices in the field; uses effective, ongoing assessment and placement procedures; models diversity and/or serves diverse communities; has appropriate class size; and has an administrator (chair, director, coordinator, etc.) with academic credentials in writing.

Writing Program Certificate of Excellence Committee

Chair: Peter Gray, Queensborough Community College, Bayside, NY
Bob Broad, Illinois State University, Normal
Amy Kimme Hea, University of Arizona, Tucson
Jean-Paul Nadeau, Bristol Community College, Fall River, MA

For a listing of previous Writing Program Certificate of Excellence Winners, please visit http://www.ncte.org/cccc/awards/writingprogramcert
CCCF TRIBAL COLLEGE FACULTY FELLOWSHIP

In March 2003, the Conference on College Composition and Communication (CCCC) initiated a new program, the Tribal College Faculty Fellowship Program. The Tribal College Faculty Fellowship offers financial aid to selected faculty members currently working at tribally controlled colleges to attend the CCCC Conference. This year we will be awarding up to four Tribal College Faculty Fellowships in the amount of $750 each. With this Fellowship, CCCC hopes to create new opportunities for Tribal College Faculty members to become involved in CCCC and for CCCC to carry out its mission of serving as a truly representative national advocate for language and literacy education. Applicants are asked to submit a letter describing who they are as teachers and what they teach at their tribal college, what their research interests are, and what they hope to gain from the experience of attending CCCC (how it could help in their teaching or research). A selection committee including American Indian Caucus members reviews applications for the Tribal College Faculty Fellowship. Fellowships are awarded based on overall quality of the application letter.

Tribal College Faculty Fellowship Committee

Chair: Lisa King, University of Tennessee, Knoxville
Angela Haas, Illinois State University, Normal
Kimberli Lee, Northeastern State University, Tahlequah, OK
Andrea Riley Mukavetz, Bowling Green State University, OH
Christie Toth, University of Utah, Salt Lake City

For a listing of previous Tribal College Faculty Fellowship winners, please visit http://www.ncte.org/cccc/awards/tribalcollegefellow

CCCF ADVANCEMENT OF KNOWLEDGE AWARD

Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances writing studies.

Advancement of Knowledge Committee

Chair: Elizabeth Boquet, Fairfield University, CT
Alexis Nelson, Spokane Falls Community College, WA
Geneva Smitherman, Michigan State University, East Lansing

For a listing of previous Advancement of Knowledge Award winners, please visit http://www.ncte.org/cccc/awards/advknowledge
Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances the mission of the organization or the needs of the profession.

Research Impact Committee

Chair: Thomas Deans, University of Connecticut, Storrs
Jeffrey Grabill, Michigan State University, East Lansing
Patrick Sullivan, Manchester Community College, CT

For a listing of Previous Research Impact Award winners, please visit http://www.ncte.org/cccc/awards/researchimpact

Established in 2011, this award provides two $1,000 travel reimbursement awards to scholars from Mexico, Central, or South America who have papers accepted for presentation at the CCCC Convention. Selection of the winners is made by the CCCC Program Chair and a panel of judges selected from the Stage II program reviewers.

For a listing of previous Luiz Antonio Marcuschi Travel Award winners, please visit http://www.ncte.org/cccc/awards/marcuschi

Established in 2013, this award supports graduate students or first-time presenters whose work participates in the making of meaning out of sexual and gender minority experiences with up to three $750 awards for travel to the CCCC Convention.

Gloria Anzaldúa Rhetorician Award—2015 Recipients

Alexandra J. Cavallaro, University of Illinois at Urbana-Champaign
Maria Novotny, Michigan State University, East Lansing
Jon M. Wargo, Michigan State University, East Lansing

Gloria Anzaldúa Rhetorician Award Committee

Chair: T. J. Geiger, Syracuse University, NY
Subcommittee Chair: Janice Gould, University of Colorado, Colorado Springs
Marcos Del Hierro, University of New Hampshire, Durham
Alexandra Hidalgo, Michigan State University, East Lansing
Garrett Nichols, Bellevue College, WA
For a listing of previous Gloria Anzaldúa Rhetorician Award winners, please visit http://www.ncte.org/cccc/awards/anzaldua

**CCCCC LAVENDER RHETORICS AWARD FOR EXCELLENCE IN QUEER SCHOLARSHIP**

Established in 2013, this award is presented annually to three works (one book, one article, and one dissertation) published within the past two years that best make queer interventions into the study of composition and rhetoric.

Lavender Rhetorics Award for Excellence in Queer Scholarship Committee

*Chair:* T. J. Geiger, Syracuse University, NY

**Article Award Subcommittee**

*Subcommittee Chair:* Aydé Enríquez-Loya, Fayetteville State University, NC
Gina Patterson, Miami University, Oxford, OH

**Book Award Subcommittee**

*Subcommittee Chair:* Zan Goncalves, Franklin Pierce University, Rindge, NH
M. Melissa Elston, Northwest Missouri State University, Maryville

**Dissertation Award Subcommittee**

*Subcommittee Chair:* Matthew Cox, East Carolina University, Greenville, NC
Casie Cobos, Illinois State University, Normal
Joyce Inman, University of Southern Mississippi, Hattiesburg

For a listing of previous Lavender Rhetorics Award for Excellence in Queer Scholarship winners, please visit http://www.ncte.org/cccc/awards/lavender
Friday, 5:00–6:30 p.m.

**CCCC STONEWALL SERVICE AWARD**

Established in 2013, this award recognizes members of CCCC/NCTE who have consistently worked to improve the experiences of sexual and gender minorities within the organization and the profession.

**Stonewall Service Award Committee**

*Chair:* T. J. Geiger, Syracuse University, NY  
*Subcommittee Chair:* Barbara L’Eplattenier, University of Arkansas at Little Rock  
Chanon Adsanatham, University of Maryland, College Park  
Donnie Sackey, Wayne State University, Detroit, MI

For a listing of previous Stonewall Service Award winners, please visit http://www.ncte.org/cccc/awards/stonewall

**CCCC DISABILITY IN COLLEGE COMPOSITION TRAVEL AWARDS**

Established in 2014, these awards recognize scholarship dedicated to improving knowledge about the intersections of disability with composition and rhetoric, the value of disability as a source of diversity, inclusive practices and the promotion of access, and the value of disability as a critical lens.

**Disability in College Composition Travel Awards Committee**

*Chair:* Patricia Dunn, Stony Brook University, NY  
John Duffy, University of Notre Dame, IN  
Margaret Price, Spelman College, Atlanta, GA  
Amy Vidali, University of Colorado Denver  
Melanie Yergeau, University of Michigan, Ann Arbor
THE MARK REYNOLDS TETYC BEST ARTICLE AWARD

The quarterly journal Teaching English in the Two-Year College selects each calendar year one article for its Best Article of the Year Award. Selection is based on excellence in five areas: content, style, development/organization, value to readers, and overall impression.

Jeff Sommers, Editor of TETYC, to present the award.

Best Article Award Committee

Chair: Jill Kronstadt, Montgomery College, Germantown, MD
Carolyn Calhoon-Dillahunt, Yakima Valley Community College, WA
Dodie Forrest, Yakima Valley Community College, WA
Teresa Thonney, Columbia Basin College, Pasco, WA

For a listing of previous The Mark Reynolds TETYC Best Article Award winners, please visit http://www.ncte.org/tyca/awards/tetycaward.

NELL ANN PICKETT SERVICE AWARD

Presented by the Two-Year College English Association to an outstanding teacher whose vision and voice have had a major impact on two-year college professionalism.

Nell Ann Pickett Service Award Committee

Chair: Peter D. Adams, Community College of Baltimore County, MD
Sharon Mitchler, Centralia College, WA
Shelley Rodrigo, Old Dominion University, Norfolk, VA

For a listing of previous Nell Ann Pickett Service Award winners, please visit http://www.ncte.org/tyca/awards/pickett.
Friday, 6:30–7:30 p.m.

Special Interest Groups

6:30 p.m.–7:30 p.m.

FSIG.01 American Indian Caucus
Marriott, Grand Ballroom A, Level Two

Co-Chairs: Malea Powell, Michigan State University, East Lansing
Joyce Rain Anderson, Bridgewater State University, MA

FSIG.02 Asian/Asian American Caucus
Marriott, Grand Ballroom B, Level Two

Co-Chairs: K. Hyoejin Yoon, West Chester University, PA
Terese Monberg, Michigan State University, East Lansing

FSIG.03 Black Caucus
Marriott, Grand Ballroom C, Level Two

Co-Chairs: David E. Kirkland, Michigan State University, East Lansing
Elaine Richardson, The Ohio State University, Columbus

FSIG.04 Labor Caucus Business Meeting
Labor Caucus Standing Group Business Meeting
Marriott, Grand Ballroom D, Level Two

Co-Chairs: Vandana Gavaskar, Elizabeth City State University,
Virginia Beach, VA
Jessica Philbrook, University of Missouri-Columbia
Susan Naomi Bernstein, Arizona State University, Tempe
Amy Lynch-Biniek, Kutztown University, PA

FSIG.05 Latino Caucus
Marriott, Grand Ballroom G, Level Two

Co-Chairs: Bobbi Houtchens, Arroyo Valley High School, San
Bernardino, CA
Cristina Kirklighter, Texas A&M University, Corpus Christi
Renee Moreno, California State University, Northridge
FSIG.06 Queer Caucus
CCCC Queer Caucus supports and promotes queer work in rhetoric and composition.
Marriott, Grand Ballroom H, Level Two
Co-Chairs: Donnie Johnson Sackey, Wayne State University, Detroit, MI
Garrett Nichols, Bridgewater State University, Seattle, WA

Research
FSIG.07 Adult Writers in Diverse Contexts
We will share research and theory from The Bedford Bibliography for Teachers of Adult Learners and explore research opportunities.
Marriott, Grand Ballroom I, Level Two
Co-Chairs: Sonia Feder-Lewis, Saint Mary’s University of Minnesota, Twin Cities
Kimme Nuckles, IWU, Warner University, SNHU, UMUC, MI, Swartz Creek, MI
Barbara Gleason, City College of New York, City University of New York, NY

FSIG.08 Community Literacy, Service-Learning, and Public Rhetorics SIG
This SIG meets annually at the CCCC to discuss projects, pedagogy, and research—and to collaborate on presentation proposals.
Marriott, Grand Ballroom J, Level Two
Co-Chairs: Allen Brizee, Loyola University, Baltimore, MD
Cheryl Duffy, Fort Hays State University, Hays, KS

FSIG.09 Creative Nonfiction Special Interest Group/Standing Group
All writers and teachers of creative nonfiction are invited to our annual business meeting and CNF pep rally.
Marriott, Florida Ballroom II, Level Two
Co-Chairs: Jenny Spinner, Saint Joseph’s University, Philadelphia, PA
Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA
Friday, 6:30–7:30 p.m.

**FSIG.10 Creative Writing SIG: Creating a Writing Space**
We explore ways in which fiction and poetry can energize our research and practice as teachers, scholars, and writers.
Marriott, Florida Ballroom III, Level Two

*Co-Chairs:* Ben Ristow, Hobart and William Smith Colleges, Ithaca, NY
Benjamin Miller, City University of New York Graduate Center, Bronx

**FSIG.11 Special Interest Group for Effective Practices in Online Writing Instruction: Faculty Matters and the CCCC OWI Principles and Effective Practices**
SIG leaders will facilitate a discussion about applying the CCCC OWI Statement’s pedagogical principles.
Marriott, Meeting Room 1, Level Two

*Co-Chairs:* Sushil Oswal, University of Washington Tacoma
Kevin Eric DePew, Old Dominion University, Newport News, VA

**FSIG.12 CCCC Special Interest Group: English Education/Composition Connections**
This SIG is a forum for professionals in composition, English education, and related areas to meet, discuss issues, and build community.
Marriott, Meeting Room 2, Level Two

*Co-Chairs:* Elizabeth Brockman, Central Michigan University, Mt. Pleasant
Mark Letcher, Purdue University-Calumet, Hammond, IN
Ken Lindblom, Stony Brook University, Shoreham, NY

**FSIG.13 Graduate Student SIG: Managing Our Digital Presence**
Discuss how to craft a professional digital presence that will serve well before and during the job market.
Marriott, Meeting Room 3, Level Two

*Co-Chairs:* Lavinia Hirsu, University of North Carolina at Greensboro
Daisy Levy, Southern Vermont College, Bennington
Jennifer Warfel Juszkiewicz, Indiana University-Bloomington
Caddie Alford, Indiana University-Bloomington
FSIG.14 Independent Writing Departments and Programs Association Annual Business Meeting
The annual business meeting of the Independent Writing Departments and Programs Association, a Standing Group of the CCCC.

Marriott, Meeting Room 4, Level Two

Co-Chairs: Leslie Werden, Morningside College, Sioux City, IA, “IWDPA President”
Barry Maid, Arizona State University, Phoenix, “IWDPA Executive Board Member”
Peter Vandenberg, DePaul University, Chicago, IL (SAC 350), “IWDPA Immediate Past President”

FSIG.15 Annual Meeting of the International Network of Writing-across-the-Curriculum Programs
This open meeting/workshop allows participants to discuss concerns about any aspect of WAC/WID program development and operation.

Tampa CC, Room 1, First Level

Chairs: Pamela Childers, The McCallie School, Palisade, CO
Anne Ellen Geller, St. John’s University, New York, NY
Jeffrey Galin, Florida Atlantic University, Boca Raton
Daniel Melzer, California State University, Sacramento
Michelle Cox, Dartmouth College, Hanover, NH
Mary McMullen-Light, Metropolitan Community College, Longview, MO
David Russell, Iowa State University, Ames
Dilek Tokay, Sabanci University, Istanbul, Turkey
Terry Zawacki, George Mason University, Fairfax, VA
Martha Townsend, University of Missouri, Columbia
Vicki Tolar Burton, Oregon State University, Corvallis
Chris Thaiss, University of California, Davis

FSIG.16 Play and Game Studies SIG
The PGS SIG aims to provide scholars with opportunities to network, share ideas and information, and discuss play and games.

Tampa CC, Room 3, First Level

Co-Chairs: Kevin Moberly, Old Dominion University, Norfolk, VA
Danielle Roach, Miami University and Old Dominion University, OH
FSIG.17 **Rhetoric and Religious Traditions Business Meeting**
This is the annual business meeting of Rhetoric and Religious Traditions, a standing SIG of CCCCs.

**Tampa CC, Room 5, First Level**

**Co-Chairs:** Beth Daniell, Kennesaw State University, GA
Emily Cope, University of Tennessee, Knoxville
Michael-John DePalma, Baylor University, Waco, TX
Jeffrey Ringer, University of Tennessee, Knoxville
Anne Ruggles Gere, University of Michigan, Ann Arbor
Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

FSIG.18 **Science and Writing**
Science and Writing is a SIG for anyone teaching or coordinating courses in science writing or scientific writing.

**Tampa CC, Room 7, First Level**

**Co-Chairs:** William FitzGerald, Rutgers University, Camden, NJ
Jonathan Buehl, The Ohio State University, Columbus

FSIG.19 **Studio PLUS**
The Studio PLUS SIG supports Studio approaches and programs operating in “third spaces” across labels and institutions.

**Tampa CC, Room 9, First Level**

**Chair:** Rhonda Grego, TYCA, Midlands Technical College, Columbia, SC

FSIG.20 **Transnational Composition Special Interest Group**
Explores transnational relationships teaching and studying post-secondary writing.

**Tampa CC, Room 10, First Level**

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

FSIG.21 **Undergraduate Consortium in Rhetoric and Writing**
This SIG addresses the needs of CCCC’s participants who have undergraduate programs in place or are planning programs.

**Tampa CC, Room 11, First Level**

**Co-Chairs:** Thomas Moriarty, Salisbury University, MD
Helen Foster, University of Texas, El Paso
Angela Petit, Idaho State University, Pocatello
FSIG.22 Special Interest Group on Undergraduate Research
The group will discuss initiating and publishing rhetoric and composition research conducted by/with undergraduate students.
Tampa CC, Room 12, First Level

Chair: Michael Zerbe, York College of Pennsylvania

FSIG.23 Working-Class Culture and Pedagogy SIG
This is the annual business meeting of the Working-Class Culture and Pedagogy Special Interest Group.
Tampa CC, Room 13, First Level

Co-Chairs: Jennifer Beech, University of Tennessee at Chattanooga
William Thelin, University of Akron, OH

FSIG.24 Writing with Current, Former, and Future Members of the Military
This SIG supports instructors who work with veterans, ROTC and Academy cadets, and currently-serving members of the military.
Tampa CC, Room 14, First Level

Co-Chairs: D. Alexis Hart, Allegheny College, Meadville, PA
Michael Edwards, Washington State University, Pullman

FSIG.25 Progressive Approaches to Grammar, Punctuation, and Usage
This Special Interest Group will explore progressive approaches to grammar in the classroom: valuing risks and rewards, not rules and regulations.
Tampa CC, Room 15, First Level

Chair: Joseph Salvatore, The New School, New York, NY

FSIG.27 Wearable Computing, Wearable Composing
Tampa CC, Room 16, First Level

Co-Chairs: Ann Hill Duin, University of Minnesota, Minneapolis
David Blakesley, Clemson University, SC
Friday, 7:30 p.m.–9:00 p.m.

Friday Evening Events

Ignite Showcase
Marriott, Ballroom F, Level Two
7:30–9:00 p.m.

Fast-paced and engaging presentations that feature CCCC members’ extreme inventions, including building hardware and mobile applications for commercial innovation, pedagogy, and social activism.

Ignite Coordinators: Shelley Rodrigo, Old Dominion University
Joyce Carter, Texas Tech University

The Endless University: A Mobile Application for Teaching Writing
Craig Rinne, Florida Atlantic University

Mapping a Writing Community
Patricia Medved, St. John’s University

The Pathways to Freedom Digital Narrative
Deborah Mutnick, Long Island University Brooklyn

What Department are You With? How some “English people” invented the world’s first mobile eye tracking and control system
Dr. Brian Still, Chairman & Co-Founder, Grinbath LLC

My Reviewers
Joe Moxley, University of South Florida

Argument as Game-Building in the “Burkean Parlor”
David Fisher, Emory University
Joseph Williams, University of Arkansas at Little Rock

Eli Review and the Power of Peer Learning
Bill Hart-Davidson, Michigan State University

Civic Engagement, CCCC’s-Style: Empowering Slacktivist Rhetors to Enact Social Change
Laura Anderson, Georgia State University

The Game of Writing (GwRIT)
Roger Graves, University of Alberta
Heather Graves, University of Alberta
Geoffrey Rockwell, University of Alberta
Indiana Poet Laureate George Kalamaras
Marriott, Florida Ballroom V, Level Two
6:15 p.m.–7:15 p.m.

TYCA Talks
Marriott, Florida Ballroom IV, Level Two
6:30 p.m.–7:30 p.m.

The Twenty-Eighth Annual Poetry Forum
Marriott, Florida Ballroom I, Level Two
7:30 p.m.–10:30 p.m.

The Poetry Forum: The Twenty-Eighth Annual Exultation of Larks will be held on Friday, 7:30–10:30 p.m. This forum has become a valued annual gathering for CCCC poets and friends of poetry. Those who write should bring original material to read for about five minutes. Those who enjoy the company of poets should come to listen, respond, and share in the pleasures of the occasion. Poet readers should contact Mary Minock (Language and Literature Department, Madonna University, 36600 Schoolcraft Rd., Livonia, MI 48150, mminock@madonna.edu) if they have questions.

AA
Marriott, Meeting Room 2, Level Two
8:00 p.m.–10:00 p.m.

ALANON
Marriott, Meeting Room 3, Level Two
8:00 p.m.–10:00 p.m.