

Index of Concurrent Sessions

Note: The number of sessions in each cluster is proportional to the number of proposals submitted in each cluster.

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- D.01 A Risky Proposition: Reanimating the Critical Discourses of Advanced Composition
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- G.07 How To Train Your Woman: The Rhetoric of Feminine Conduct in Historic Manuals
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- I.07 Institutional Histories in the Field of Composition and Rhetoric
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- A.09 “One Does Not Simply Use Memes to Teach Writing!” Locating the Rhetoricity of Memes in the History, Theory, and Technology of Writing Studies
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- B.08 What Can Writing Teachers Learn (and Fear) from MOOCs?
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- H.11 Where We Compose and How We Collaborate: Reports on Three Research Studies of Composition Practices, Spaces, and Technologies
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- I.08 When Effective Practices Become Risky Business
- I.09 Teaching with Games and Infographics
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- I.11 Innovations of Writing and Technologies: Examining Risks and Rewards among Writing, Pedagogy, and Practice
- I.12 Cross-Cultural Composition: The Rewards of Addressing Linguistic Diversity in Online Writing Classes
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- J.08 Technological Genres in Composition Pedagogy
- J.09 Identity, Modality, and Digital Lives
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- K.09 Feedback and Identification in the Digital Composition Classroom
- K.10 Discourse/Community: Writing Practices and the Creation of Online Social Spaces
- L.06 Rewarding Visual Creativity through Production Mode Risks: Using Infographics and Comics to Teach Visual Literacy and Creativity
- L.07 The Machines Are Reading Our Texts!: Authorship and Life on the Digital Margins
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- M.06 4 R's of Teaching YouTube Composition: Risk, Rhetoric, Reflection, Reward

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- A.11 Independent Writing Departments and Programs: Multiple Perspectives (Sponsored by the Independent Writing Departments and Programs Association)
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- B.13 WPA Work 360: Examining the Risks and Rewards of Pre-Tenure Leadership
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- C.14 Developing Teacher Knowledge in Composition: Risks and Rewards of a Practice-Based Approach
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- D.14 Mapping the Future of Doctoral Programs in Rhetoric and Composition (Sponsored by the Consortium of Doctoral Programs in Rhetoric and Composition)
- D.15 It Takes a Village: The Rewards of Intra-Institutional Collaboration in Multimodal Composition Teaching
- E.11 From Wyoming (Resolution) to Indiana (Resolution): A Working Session on a Work in Progress (Sponsored by the Labor Caucus)
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- E.43 Publishing in CCCC’s “Studies in Writing and Rhetoric”
- F.14 Masters of Risk: MA Writing Studies Programs as Sites of Innovation (Sponsored by the Master’s Degree Consortium of Writing Studies Specialists)
- F.15 Talking the Talk: Addressing Issues of Contingent Faculty, Assessment, and Curricular Changes
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- B.20 Literacy and Affect: Social, Political, and Pedagogical Investigations
- B.21 Risks and Rewards of Innovative Campus Partnerships
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- C.17 Racism and White Privilege in the Writing Classroom: Tactics, Risks, Rewards
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- J.17 Cloud Writing: Risk and Reward of “Writing Together, Alone”
- J.18 Disciplinary Adventures: Data, Making, and Risk at the Intersections of Composing and the Digital Humanities
- J.19 Facilitating Student Voice and Agency in Community Colleges: A Risky Business
- J.20 “The Readiness Is All”: Re-aligning High School and College Writing and Reading
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- K.16 Bridging the Gap without Falling In: What a Community College and Local High School Learned from College-Readiness and Collaboration
- K.17 Taking Risks with Transnational Pedagogies and Curricula
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- L.12 Digitization and Its Discontents
- L.13 Building Interdisciplinarity through Critical Thinking Assessment: A Report from Five Disciplines
- L.27 Nothing Personal: Objective/Subjective Scholarship
- M.08 The Innovative and Eclectic Legacy of Thomas Newkirk: Teacher, Mentor, Scholar, Reader, Writer
- M.09 Sound and Ambience: Investigating Thomas Rickert’s Ambient Rhetoric
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- M.11 Student Anxiety and the Role of Risk in Academic Writing
- M.12 Pedagogical Risks for Student Investment: Constructing Agency through Voice in First-Year Writing
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- M.14 Cultivating Liminality: Threshold Practices at the Boundaries of First Year-Composition
- M.15 Chaos and Kairos: Testing Time and Play in Writing Classrooms, Digital Spaces, and Outcomes Assessment
- M.16 Making Composition: The Maker Movement, Materiality, Multimodality

9—Language

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- B.25 Globalizing Englishing: Challenges and Opportunities
- C.25 Recomposing the History of the English Language for Writing Instruction, Teacher Education, and Translingual Pedagogies
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- J.26 Practicing Translingualism: Teacher Training Composition Pedagogy, and Monolingual Nostalgia
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- K.23 Enacting a Translingual Approach: Risky Dispositions and New Dynamics
- K.43 20 Years of Second Language Writing at CCCC (Sponsored by the Second Language Writing Special Interest Group)
- L.14 Translation as Writing, Writing as Translation
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- M.17 New Direction in Translingualism: From Helping Students to Improving Composing Platforms
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- M.19 Multilingual Students' Experiences: Perceptions, Syntheses, and Responses

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- A.18 The Networked Rhetorical Situation: Three Case Studies in Genre Change
- A.19 “Welcome! Now conform!”: Building on Expectations of/for International Students in Upper Division Writing Courses
- B.26 Risk Visualization and Simulation: Moving beyond the Information Deficit Model
- B.27 Audience Work in Technical Communication: Developing and Testing New Directions
- C.27 The Risks and Rewards of Collaboratively Teaching Scientific Writing
- C.28 Visual Ethics and Engagement in Public Technical Communication: Images for Mass Consumption
- D.26 Risks, Rewards, and Scientific Publishing: From Mentoring Undergraduate Research to Metrics of Success
- D.27 Welcoming the Complications of Community Partnerships: Building Risk and Reward into the Business and Technical Communication Classroom

- E.23 Risky Bodies, Risky Rhetorics: Constructing and Instructing Fat Bodies through Technical Communication
- E.24 The Risks and Rewards of a Writing-about-Writing Approach to Teaching Professional Writing
- F.25 Bodies of Public Interest: Rhetorics of Risk and Social Justice
- G.23 Developing Communities of Practices: From Techne to Online Collaboration
- G.24 Building Bridges from Writing Studies to Industry: An Investigation of Job Advertisements in Professional Writing Careers
- G.25 Enacting Rhetorical Criticism in Scientific and Technical Discourses
- H.23 Developing a Critical Understanding of Usability through New Materialism and Knowledge Work
- H.24 From Climate Change to Sexual Harrassment: A Rhetorical Analysis of Science and Technical Communication
- Poster Session H An Exploratory Look at Online Instruction Delivery across Electronic Devices
- Poster Session H Stories at Work: Possibilities for Online Collections of Digital Personal Experience Narratives
- I.27 Risky (Technical) Communication: The Ethics and Impacts of DIY Rhetoric
- J.27 Web Design, New Usability Heuristics, and Data Visualization through Infographics
- J.28 Multimodal Practices: From Feedback to Embodied Learning
- K.24 Rhetorical Agency in the Face of Uncertainty: Negotiating, Communicating, Leveraging, and Managing Risk
- Poster Session K Re-structuring the Technical Writing Program for 21st Century Teachers, Learners, and Citizens: Taking Risks with the Studio Model
- Poster Session K Seeing the Matrix: Visualizing Networks of Theory and Practice in TPC Pedagogy
- L.17 Dangerous Writing: Addressing Multicultural and “Other” Risky Topics
- M.20 Democratizing Medical Data, Writing the Body

11—Research

- A.20 Writing Assessment and Research Methodologies
- A.21 Literacy in Motion: Researching and Teaching Multiliteracies across Scenes of Writing
- A.22 Responding to Student Writers: Productively Situating Responses to Students and Their Writing
- A.23 Inventing the Field: Researcher Identity, Dissertations, and Metaphors for Invention
- B.28 Research on Responding and Document Assessment
- B.29 The Genre Project: An Interim Research Report on Genres in FYC and the Potential for Transfer
- B.30 Risks and Rewards of Teaching Information Literacy: Suggestions from the LILAC Project

- B.31 Big Data and FYC: Assessing Student Motivation, Composing Styles, and Peer Review
- B.32 Reflecting on Representation, Positionality, and Identity in Research
- C.29 Memory, Materiality, Media: Re-Composing Unknowable Pasts
- C.30 No Answers Barred: A (F)risky Roundtable on Teacher/Administrator Status and Student Learning
- C.31 Risks and Rewards of Participant Engagement in Health Communication Research Design
- D.29 Complicating Transfer
- D.30 A Look Inside: A Three-Pronged Research Approach to First-Year College Writing
- Poster Session D Composing Certainty: Ethical Advantages of a Nonmodern Approach to Pharmaceutical Communication Design
- Poster Session D Risky Business: Legislation, Audience, and Public Discourse
- E.25 Transparency in Research: Messiness, Rigor, and Ethics in the Conduct of Writing Research
- E.26 New Directions for Disability-Studies Research: Using Mixed Methods to Appeal to Wider Audiences in Higher Education
- E.27 The Risks and Rewards of a Large-scale Data Project: Results from the WPA Census
- E.28 Researching Genre Change: Methods and Their Consequences
- E.29 Research/Approaches
- E.44 Risks, Writing, and Recursive Learning: The Role of Writing's Threshold Concepts in Navigating "Risky" Transitions
- Poster Session E Grammar Checkers and Prescriptivism
- F.26 The Risks and Returns of "Quick and Responsive" Research in Literacy Studies
- F.27 From Peer Tutor to Peer Tutor-Researcher: Placing Tutor Research at the Center
- F.28 Promoting Rhetorical Knowledge in Writing Instruction: Empirical Studies and Suggestions
- F.29 Describing Our Research and Imagining Collaborative, Distributive Scholarship: Preservation or Disintegration?
- F.30 Theory and Practice of Archival Research
- F.31 Revealing the Thinking and Composing Processes of Writers
- F.32 Marginalized Identity, Civic Activity, and Data-Based Understanding
- G.26 Embracing the Anxiety of Influence in Writing Studies Research
- G.27 Current Trends in Latin American Writing Studies: Challenges and Opportunities
- G.28 How We Do It: Demystifying Research Methods in Writing Studies
- G.29 Student Writing across Campus
- H.25 Always Bet on Black: The Rewards of Including HBCUs in Conversations about Race and Writing
- H.26 Risks and Rewards of Circulation Studies
- H.27 Transfer of Learning and Constructive Metacognition: A Taxonomy of Metacognition for Writing Studies

- H.28 At Any Cost: The Rhetoric of Educational Access, Student Poverty, and First-Year Writing
- H.29 Creating Self-Sufficient Writers through Peer Response and Writing Consultation
- Poster Session H Reflecting on the Digital Archive: Online Writing Courses and Dynamic Feedback
- Poster Session H Remixing Process Research: The Risks and Rewards of Multi-modal Composition
- Poster Session H Writing eScience: Using Data Science Tools to Study Networked Writing Ecologies
- I.28 Recursive Online Spaces
- I.29 Networks for Research: Building Infrastructures to Support Empirical Research at #4C15 and Beyond
- I.30 Writing in Our Discipline: The Composing Process of Faculty Writers
- I.31 Social Constructions and (Mis)Representations: Women in the Media
- Poster Session I Poaching Tumblr: Fandom, Remixing, and Rhetorical Delivery
- J.29 Innovative Methodologies for Unusual Archival Projects
- J.30 Big Data and Deep Data: Disrupting Educational Grand Narratives of Student Writing Development and Success
- J.31 Non-Human Actors, Human Authors, and Transfer: ANT for Understanding Literate Practice
- J.32 Taking Risks in Feminist Methods and Methodologies: A Roundtable Discussion
- Poster Session J Preliminary Insights into the Usability of Instructor Response
- Poster Session J The Meaningful Writing Project Poster: Findings from Students and Faculty
- Poster Session J The Risks and Rewards of Studying Students' Engagement with Sources
- Poster Session J Transition Talk: Navigating Risk in Writing Transitions
- K.25 Mapping Trajectories of Persons and Practices: A CHAT Approach to Researching Disciplinary and Professional Development
- K.26 A Theory of Ethics for Writing Assessment: Risk and Reward for Civil Rights, Program Assessment, and Large Scale Testing
- K.27 Minding the Screen: Innovations and Limitations of Neuropsychology in the Composition Classroom
- K.28 Think-Tank for Newcomers—Developing Papers and Sessions for CCCC 2016
- Poster Session K Applying Flipped Classroom Pedagogy to Teaching Engineering Communication: Preliminary Results from a Chemical Engineering Laboratory Course
- Poster Session K Keywords in Threshold Concepts: Time-Binding and Methodologizing Disciplinary Lexicon
- Poster Session K Rhetorical Knowledge and Course Delivery: A Comparison of Expectations and Outcomes
- Poster Session K Understanding the Risks and Rewards of Multi-Institutional Research

- Poster Session K “You are No Longer Children”: A Study of Faculty Perceptions of Undergraduate Writing Abilities across the Disciplines
- L.18 Transfer and Student Agency: The Risk and Rewards of Negotiation
 - L.19 Medical Imaging and Images: The Visual Culture of Healthcare
 - L.20 Acquiring a Scholar’s Voice: Findings from Two Student Corpora
 - M.21 The Risks and Rewards of Transnational Digital Research: Methodological Challenges and Maneuvers
 - M.22 Writing on the Same Page: Exploring Digital Collaboration with Student Co-Researchers
 - M.23 Minor, Middle, Major: Zooming In and Out on Writing Assessment Research

12—First Year Composition

- A.24 Better Breathers Are Better Learners
- A.25 Breaking Down Barriers: Risks and Rewards of Redesigning FYC Curriculum for the Multilingual Reality
- A.26 Taking Risks in Teaching Politics and Ethics in FYC
- A.27 Game On: Games and Gamification in First-Year Composition
- B.33 Staying Rooted in Composition While Branching out to STEM
- B.34 Living with Vampires: The Discourse of Disciplinarity in First-Year Composition
- B.35 Getting to Step 2: Pushing Beyond a Skills-Based Approach to Critical Reading in FYC
- B.36 Engaged Students, Engaging Writing
- B.37 Risk into Reward: Enacting Translingual, Transcultural Pedagogies among Diverse Student Learners
- C.32 Translingual Practice: Rethinking, Responding, Enacting
- C.33 Starting Again: Re-Imagining the Role of FY Writing in the General Education Curriculum
- C.34 Rhetorics of Doubt and Students of Faith: Risking Engagement with Skeptical Readers
- C.35 Common Core State Standards, Meet the Framework for Success in Postsecondary Writing: A Risky, Rewarding Tale of Course Re-Design
- C.36 Connecting STEM to FYC
- C.37 Teaching Academic Writing to Non-Native English Speakers: Netalanguage, Formulas, and Feedback
- D.31 Issues in Dual Enrollment: Rigor, Credentials, Pedagogies, Transitions
- D.32 Testing Metacognition: The Risks and Rewards of Reflecting on Revision Practices
- D.33 Process, Plagiarism, and Pedagogy: Exploring the Benefits of Sampling for Composition Studies
- D.34 Approaches to Teaching L2 Writers in First Year Writing and ESL Composition Courses
- D.35 Risky Writing and Rewarding Pedagogies

- Poster Session D Hospitable Course Design and Student Diversity: Reading and Writing about War in the FYC Classroom
- E.30 Information Literacy Learning in First-Year Writing: Perspectives from National and Campus Research
- E.31 Comfortable but out of Your Comfort Zone: Creating Risky and Rewarding Pedagogical and Material Safe Spaces in First-Year Composition
- E.32 High-Tech, Low-Tech, No-Tech?: Divergent Implementations of Technology and the Risks and Rewards for Student Writing
- E.33 Rethinking Course Design for First-Year Composition
- E.34 The Politics and Pragmatics of Space, Place, and Location in First-Year Composition
- Poster Session E Integration of an Embedded Librarian Function into an Online First-Year Composition Class: Risk-Taking and Success
- F.33 #MultimodalFYC: The Peril and Purpose of Multimodality in First-Year Composition
- F.34 Fostering Student Engagement through Multimodality in FYC
- F.35 Dueling Forces in Dual Credit: The Risks and Rewards of Offering College Composition to High School Students
- F.36 “Diving Into the Wreck” and Emerging Literate
- F.37 Service-Learning Approaches in FYC
- F.38 Learning through Collaboration: Approaches to Research, Peer Review, Workshops, and Rubrics
- F.39 Getting Them Ready: Developing College Readiness through AP Courses, Partnerships, and Social Networks
- G.30 Teaching and Supporting Multimodal Composition via Campus Collaborations: When Instructors, Archivists, and Technologists Converge
- G.31 Tweeting, Timelines, and Transfer: Opening the Composition Classroom to Students’ Social Media Literacies
- G.32 Genre as Risk/Risk in Genre
- G.33 Writing about Communication in the Disciplines (WACID): A Synthesis of Established Pedagogies
- G.34 Risks and Rewards of Engaging Religion and Faith in FYC
- G.35 Considering Subjectivity, Voice, and Sovereignty for FYC Students
- H.30 Transformational Pedagogies: The Risks and Rewards of Multimodal Composition in First-Year Composition
- H.31 Risks and Rewards of Challenging the Homogenizing Narratives of “Student,” “Teacher,” and “Classroom”
- H.32 Violating Student and Programmatic Expectations to Introduce Transferable Writing Strategies: The Risk and Reward of Adopting a Writing about Writing Approach
- H.33 Pedagogy of the Oppressive: Responding Productively to Student Expressions of Privilege
- H.34 Flipping First-Year Composition
- Poster Session H A Multimodal Research Essay: Curating Arguments With Storify
- Poster Session H Multimodal ≠ Multivocal: Crafting an Ethic of Inclusion as Critical Framing

- Poster Session H Peer Review as Genre: Multimodal Approaches for Developing Rhetorical Knowledge
- I.32 Entering the Multiverse: Using Comics to Explore Multiliteracies, Multi-genres, Multimodality, and Multilingualism in the FYC Classroom
- I.33 Rethinking and Fostering Transfer
- I.34 Writing about Writing: Implications for Assessment, Transfer, and Disciplinarity
- I.35 Cultivating Vulnerability in First-Year Composition
- I.36 Digital Literacy in FYC: Overcoming the Risks
- I.37 The Rewards of Reconsidering Placement and Access
- Poster Session I The Monstering of Diabetes: An Alternative Rhetorical Analysis
- J.33 The High-Stakes Writing Classroom: Expectations, Risks, and Assessments
- J.34 Student-Veterans, in Their Own Words: Results of a Longitudinal Research Project
- J.35 So What? Teaching Students to Craft Compelling Arguments
- J.36 Flipping the Hybrid First-Year Composition Classroom: Transforming Purpose, Roles, and Activities in Freshman Writing
- J.37 A Bird in the Hand: Student Perceptions of the Risk of Multi modal Composition
- J.38 Precarious or Progressive?: Creativity, Digital Epistemology, and Hip-Hop Rhetoric in an HBCU Composition Classroom
- Poster Session J The Role of Student Interest in First-Year Composition: Reaping Interconnected Rewards
- Poster Session J “Would you like some sarcasm with that?”: Risky Writing, the Guerrilla Girls, and the Writing Classroom
- K.29 Taking Risks to Shift Paradigms of Writing Assignment Design
- K.30 The Argumentative Essay: New Approaches to Innovative Research and Argumentative Essay
- K.31 Primarily Curious: Using Archives to Stimulate Intellectual Curiosity in First-Year Composition
- K.32 Supporting Student Writers: Veterans, At-Risk Students, and Students with ADHD
- Poster Session K I Write, therefore I Flourish?: Connecting Composition to Psychology Research and Initiatives
- L.21 Examining, Valuing, and Applying Theories of Composition in FYC
- L.22 Researching Controversy: The Rhetorics of Stereotyping, Protest, Art, and Apology
- L.23 Intentions and Revisions: A Workshop in Responding to Student Writers
- M.24 Transfer, Metacognition, and Revision: Teaching the Writing Process with Digital and Visual Technologies

13—Theory

- A.28 Felt Sense 2.0: Writing with the Body in a Digital World
- A.29 Rhetorics of Augmented Reality

- A.30 Queering the Ear: Queer Riffs on Rhetoric and Listening
- A.31 After “The Epistemic Music of Rhetoric”: Risks and Rewards Teaching Non/Object(ive), Dis/Sonic, E/Lectronic, Re/Embodied Sounds
- B.38 Centering Language Diversity: Innovations in Literacy Research
- B.39 Risky, Risqué, and Relevant: Queer Epistemologies and Pedagogies in Writing Studies
- B.40 New Conjugations of Gender and Genre: Investigations into Promiscuity, Anxiety, and Idiosyncrasy
- B.41 Ambience, Innovation, Invention
- B.42 Rhetoric in the Flesh: Embodiment Discourse
- C.38 Memory and Innovation in Context: Resuscitating the Canon of Memoria
- C.39 Locating, Resisting, and Disrupting Spaces of Composition: Queer Rhetorics’ Risks and Rewards
- C.40 Risks, Rewards, and Speculative Thought
- C.41 Theorizing Feminist Rhetorics: Professionalism, Invention, and Social Movements
- D.36 Feminist Rhetoric and Pedagogy: Risks, Rewards, and (Sadly) Failures
- D.37 Sensory Rhetorics: Bodily Experiences in Ambient Environments
- D.38 The Rhetoric of Projection in/of Composition
- D.39 Rhetorics and Ecologies of Scale: Composing across Environments and Disciplines
- D.40 More than Meets the Eye: Rhetoric and Aesthetics
- Poster Session D Writing Class: How Class-Based Culture Affects Student Experience in College Writing
- E.35 Confronting Race in the Academy: Whiteness, Islamophobia, and Academic Borderlands
- E.36 Troubling Queer Visual Media: The Complex Rhetorical Implications of Queer Visuality in Mass Media
- E.37 Writing in and beyond the Senior Year: Capstones and Internships
- F.40 Risky Reward: The Question of Queer as Verb
- F.41 (Un)Disciplining Discourses: Risky Representations of Black Gender and Sexuality in Public Culture
- F.42 Affirmative Sustainability: Ecologic Thought and Action beyond the Rhetoric of Negation
- G.36 Risky Disclosure: Mental Illness and Teachers of Writing
- G.37 Queerly de/Composed: Bits, Bytes, and Bodies in Digital Spaces
- G.38 Undermining Resistance: Rethinking the Risks of (ill)Literacy, Citizenship, and Disciplinarity
- G.39 Cultural Politics of Space: From Swamps to Sprawl
- H.35 Food and Feminism at Rhetoric’s Big Round Table
- H.36 Re-Mapping Asian/Asian American Rhetoric: New Methodologies for Multimodality, Hybridity, and Rhetoricity
- H.37 Embodiment at Risk: Neglected Bodies in Everyday Writing
- H.38 Rewriting Comp/Rhet’s Narrative about Narrative
- H.39 Rhetoric and Ethics: Revisiting History and Exploring New Pedagogies

- H.40 Access and Activism: Literacy Myths, Affirmative Action, and Sex Testing
- I.38 Rogerian at 45: What's So Funny about Peace, Love, and Understanding?
- I.39 The Risk and Promise of Relational Work
- I.40 Writing from Y/Our Place
- I.41 Witnessing Difficult Texts
- Poster Session I Beyond Dichotomization: Agency and Third-Space in Personal Narratives of Mental Illness and Suffering
- Poster Session I Mapping the Externalities of Literacy: Relationships of Literacy Exchange in the Filipino "Brain Drain"
- Poster Session I Risking Responsibility: Putting the Tradition Back into the Rhetorical Tradition
- J.39 Peer Review(ing) Complexity: Emerging Innovations at Multiple Levels of Scale
- J.40 Risky Business, or the Rhetorical Possibilities of Disability Disclosure
- J.41 Sense and Scentsability
- K.33 W.R.I.S.K. -> Wide (Repeating) Image Signifiers of Kinema
- K.34 Threshold Concepts: Risk, Reward, and Pre-liminal Variation
- K.35 Writing Program Administration and the C's Regime: Queering Leadership (Sponsored by the Queer Caucus)
- K.36 Risky Matter in the Post-Human Classroom: "Riparian Publics," Agential Realism, New Materialism, and the Teaching of Writing
- K.37 The Future of Disability Studies in Composition and Rhetoric: Transforming Kairotic Spaces
- K.38 Risky Relations and the Ethics of Identification
- K.39 Plants, Animals, and Planets: Emerging Theories in Rhetorics of Science
- L.24 Teaching Rhetorical Theory and Analysis: Risks and Rewards
- L.25 Making and Doing: Multimodal Reading and Digital Compositions
- M.25 Accommodating Access: The Theory, Practice, and Pitfalls of Accommodation in Composition and Beyond

14—Writing Programs

- A.32 Making Courses Talk to Each Other: Transfer of Learning from the First Year into the Disciplines
- A.33 A Change for the Better: WAC/Writing Center Partnerships
- A.34 Risking Word and Limb: Embodied Strategies in the Tutoring of Writing
- B.43 "Making the Lifeless Living": Style Pedagogy in the FYC Classroom, the Writing Center, and the Basic Writing Studio
- B.44 Risking Writing Knowledge: Investigating Writing Transfer across the Curriculum and in the Disciplines
- C.42 Enacting CCCC Position Statements: Risks and Rewards
- C.43 Cohorts and Risk Management
- C.44 International Writing Centers Association: The Teenage Years (Sponsored by the International Writing Centers Association)
- D.41 106 State University Study of Writing Programming: Bird's Eye View with Local Contextualization

- D.42 Crafting a University-Wide General Education Writing Rubric: Taking on Thorny Public Practices in the Rose Garden
- D.43 Out of Sight, Out of Mind: Weighing the Risks (and Rewards) of a Culturally Relevant HBU Writing Center
- D.44 Digitizing WAC through Informatics, Games, and Engaging “Digital Humanities”
- Poster Session D Academic Posters or: How I Learned to Stop Worrying and Love the Outreach
- E.38 New Ways of Looking Back as We Look Forward: Innovative Perspectives on Writing Assessment’s History and Future
- E.39 Learning to See Learning: Assessing the Impacts of Service Learning in Writing Classes
- E.40 Doubling Down on Academic Writing: Moving from a Second-Semester to a Second-Year Requirement
- E.41 The Risk and Reward of Using Screencasting for Peer Review: A Multi-Institutional Pilot
- E.42 Motivation, Values, and Rhetoric in the Writing Center
- Poster Session E Unruly Grammar and Difficult Knowledge: Writing through Evocative, Arts-Informed Inquiry
- F.43 Assessment and The Writing Center
- F.44 Risk and Reward within Writing Program Ecologies
- G.40 Risks and Rewards in Writing Majors: A Roundtable Discussion
- G.41 Visible Roots/Healthy Growth: A Model for Formative Assessment to Drive Sustainable Excellence in Writing Programs
- G.42 Facing Identity Politics in Writing Centers: Everyday Work with Risk and Reward
- G.43 Methods of Opening Access: Risks and Rewards
- H.41 FYC Overhaul: The (Harsh) Realities of Radical Redesign
- H.42 Innovating Global Classrooms: Transdisciplinary Approaches for Supporting Multilingual Student Success
- 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
- H.44 Merging, Converging, and Collaborating: The Risks and Rewards of Re-Envisioning Writing Center Spaces
- I.42 Evaluating Online Writing Instruction Programs: Whose Risks? Whose Rewards?
- I.43 Tough Crowd: The Perils and Benefits of Proposing and Piloting a First-Year Composition Program in a Two-Year College
- I.44 The Risks and Rewards of Rethinking Program Design and Instructor Training
- J.42 Perspectives on Assessment: Reconsidering Students’ Roles and the Status of Assessment
- J.43 Responding to the Local Challenges of Writing about Writing Curricula

- 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
- Poster Session J Opportunities for Learning: Understanding the Role of Resources
in Tutoring Sessions
- K.40 Risking Readiness: Resisting College-Readiness Reforms and (Re)Writing
the Unprepared Student
- K.41 “What do we talk about when we talk about good writing?”: WAW and
P20 Transferability (Sponsored by Writing About Writing Development
Group)
- K.42 Understanding Writing Programs in a Global Context
- L.26 Negotiating Values in Professional Writing Master’s Programs
- M.26 The Hand That Feeds: Textbooks, Publishers, and Us

