Conference on College Composition and Communication

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Conference Calendar: 2015 CCCC

Wednesday, March 18
Registration and Information 8:00 a.m.–6:00 p.m.
Select Meetings and Other Events–various times
Full-Day Workshops 9:00 a.m.–5:00 p.m.
Half-Day Workshops 9:00 a.m.–12:30 p.m.
Half-Day Workshops 1:30 p.m.–5:00 p.m.
Newcomers’ Orientation 5:15 p.m.–6:15 p.m.

Thursday, March 19
Newcomers’ Coffee Hour 7:30 a.m.–8:15 a.m.
Registration and Information 8:00 a.m.–5:00 p.m.
Opening General Session 8:30 a.m.–10:00 a.m.
Exhibit Hall Open 10:00 a.m.–5:00 p.m.
A Sessions 10:30 a.m.–11:45 a.m.
B Sessions 12:15 p.m.–1:30 p.m.
C Sessions 1:45 p.m.–3:00 p.m.
D Sessions 3:15 p.m.–4:30 p.m.
E Sessions 4:45 p.m.–6:00 p.m.
Scholars for the Dream 6:00 p.m.–7:00 p.m.
Anzaldúa Awards Reception 7:00 p.m.–8:00 p.m.
Special Interest Groups 6:30 p.m.–7:30 p.m.

Friday, March 20
Registration and Information 8:00 a.m.–5:00 p.m.
Exhibit Hall Open 9:00 a.m.–5:00 p.m.
F Sessions 8:00 a.m.–9:15 a.m.
G Sessions 9:30 a.m.–10:45 a.m.
H Sessions 11:00 a.m.–12:15 p.m.
I Sessions 12:30 p.m.–1:45 p.m.
J Sessions 2:00 p.m.–3:15 p.m.
K Sessions 3:30 p.m.–4:45 p.m.
Awards/Recognition Reception 5:00 p.m.–6:30 p.m.
TYCA Talks 6:30 p.m.–7:30 p.m.
Special Interest Groups 6:30 p.m.–7:30 p.m.
IGNITE Showcase 7:30 p.m.–9:00 p.m.
Poetry Forum 7:30 p.m.–10:30 p.m.
CCCC Jam 9:30 p.m.–1:00 a.m.

Saturday, March 21
Registration and Information 8:00 a.m.–1:00 p.m.
Exhibit Hall Open 10:00 a.m.–1:00 p.m.
Town Hall Meeting 8:00 a.m.–9:15 a.m.
L Sessions 9:30 a.m.–10:45 a.m.
Meet the CCCC Committees 9:30 a.m.–10:30 a.m.
M Sessions 11:00 a.m.–12:15 p.m.
Meet the CCCC Policy Analysts 10:45 a.m.–11:30 a.m.
Making and Sharing Knowledge 11:30 a.m.–1:00 p.m.
CCCC Vision Statement 1:00 p.m.–2:00 p.m.

CCCC CONVENTION, TAMPA 2015
## Individual CCCC Program

The following form has been provided to assist attendees in planning their schedules for the 2015 Convention.

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<td>9:30 a.m.–10:30 a.m. Meet the CCCC Committees</td>
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Conference on College Composition and Communication  
March 18–21, 2015  
Tampa Marriott Waterside & Tampa Convention Center  
Tampa, FL

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Greetings from the
2015 PROGRAM CHAIR

Welcome to Tampa, site of the 66th annual Conference on College Composition and Communication. This year, I encourage you to consider how risk is critical for innovation and action, two outcomes I hope you will foster at the 2015 CCCC. A review of the nearly 550 panels on this year’s program shows that many people in our field are transforming the traditional work of writing and composition. Several of our members, for example, are creating interdisciplinary courses with STEM fields or taking entrepreneurial roles. These panels, selected after two stages of rigorous peer review of more than 1,800 proposals, highlight the risks we take in our programs, pedagogy, scholarship, and disciplinary boundaries.

We are also taking risks with the format of the CCCC, including extending and broadening the social media efforts that started with our 2014 conference. There will be a large space in the Convention Center—called the Action Hub—where members can meet, think, and write; the Action Hub will also house the new peer-reviewed poster sessions, the Computer Connection, the Digital Pedagogy Posters, and bulletin boards with action items from regular panels. Here you will also find Writing for Change, a project joining writers and researchers putting their skills into service of action—legislative, social, and disciplinary. During the regular sessions on Thursday and Friday, we have also scheduled Dialogs that focus on key issues in our field, including topics of technology, multilingualism, disability, alternative academics, and research. Dialogs are designed to increase transparency within the CCCC and foster inter/ation among our members, the organization, and public policy.

Perhaps the largest innovations to this year’s conference are Friday’s Ignite Showcase and Saturday’s Action Events. Ignite presentations are fast-paced and feature speakers who have made technological or programmatic innovations that push the boundaries of what it means to be “writing teachers.” Saturday will be the culmination of action for the 2015 CCCC. At the Tampa Convention Center on Saturday, you will find events that help us envision ways to direct our energy from the conference toward action, both within and outside of the CCCC. Some of those actions include finding ways to be involved with the CCCC committees, considering state policy with the NCTE Higher Education Policy Analysts, discussing the way we disseminate our ideas, and working toward action that will benefit our organization through 2022.

All these innovations, though, only augment the valuable action-oriented events we have had in place for years. I especially encourage members to attend the SIGs and caucuses on Thursday and Friday nights, since they are key sites of member-
driven organizational change. Join us for Adam Banks’s Chair’s Address on Thursday morning to consider the complex position of our organization in a shifting political and social landscape and how you can be part of that dynamic interplay.

The conference would not be possible without the many talented and generous colleagues who assisted in its planning and implementation. The staff at NCTE—Eileen Maley, Kristen Suchor, Kent Williamson, and all the other staffers in Urbana—offered their years of experience and wisdom so critical to a convention’s success. This year’s conference is also very fortunate to have an energetic and strategic-minded Local Arrangements team, led by Dianne Donnelly from the University of South Florida. She and her group have been mindful of disability access, conference exhibits and setup, and Tampa sights and events; I am grateful for their creativity and hard work. My thanks also go to the many reviewers, both during Stage I and Stage II, whose names are listed in this program. Your thoughtful feedback on the record number of proposals submitted was essential to maintaining the very high quality of the conference presentations. I must give a very special thank you to Chalice Randazzo, my assistant at Texas Tech University, who participated in Stage I and II reviews, assisted me with reviewer correspondence and conference scheduling, accompanied me to Tampa for our convention site visit, spoke truth to power, and helped me with thinking through the logistics, rationale, and implementation of our new formats. I must also thank our former chairs, my friends and colleagues on the Executive Committee, and my fellow C’s officers, who gave me many of the seeds of ideas that have since grown into the new formats you experience in Tampa. Their invaluable service and guidance to the organization I hope to make even more transparent through events at this conference. Without all of these people, the innovations and actions we take at the CCCC—indeed, the CCCC itself—would not be possible.
Welcome to beautiful Tampa!

As the 2015 CCCC Local Planning Committee Chair, I’m excited to introduce you to the beautiful City of Tampa/Tampa Bay, notable for its diverse selection of restaurants, art and culture, beautiful white sand beaches, and world-class attractions, not to mention our literal and figurative history of treasure-seeking pirate and buccaneer invasion (Gasparilla festival celebration) and rich cultural diversity/history.

In March, our weather is divine—mostly sunny, with a high of 76 degrees, so with that temperate zone in mind, I’d like to take a few minutes to “unlock” the treasures of Tampa in this Welcome Letter, so that you can all complement your conference activities with some truly Tampa experiences.

First, we’re very fortunate to have waterfront vistas at our convention sites. The Marriott Waterside Hotel and Marina and The Tampa Convention Center are located in the heart of downtown Tampa along the beautiful Hillsborough Riverwalk. Look out the windows at almost every vantage point and see the beautiful Florida sunshine and river views. Enjoy dining at the Waterside Grill, poolside casual dining, the Sail Pavilion (a 360 degree waterfront bar on the Riverwalk between the Marriott Waterside and the Convention Center), and a host of other restaurants you can find in our Hospitality Restaurant Guide. Many of the restaurants in the downtown area are within walking distance of the hotels and convention center. As our Restaurant Guide is divided geographically, you’ll find dining choices in downtown Tampa as well as in nearby Ybor City and South Tampa.

There is a bounty of treasures to explore in Tampa and the surrounding area from fun in the sun activities to art and culture to entertain-
ment to attractions, all located within close proximity to the downtown area. Among many, our “fun in the sun highlights” include Busch Gardens (9 miles from conference locations and complete with 300 acres of natural animal habitats and 30 acres of water-themed amusement); Lowry Park Zoo (5 miles and voted #1 zoo in U.S. for kids by Parents Magazine); canoe and kayak trips on the Hillsborough River and paddleboarding on Davis Island (3 miles) or Channelside (9 min. walk) can be arranged through the hotel concierge; and beautiful white sand beaches (Clearwater Beach, rated one of the top 10 US beaches by the Travel Channel, is a short 35-minute drive), and St. Pete Beach is 31.9 miles).

Art and Culture highlights include the Tampa Bay Performing Arts Center (2 miles)—check out the site to see what will be featured in March; the award-winning Tampa Museum of Art (1/2 mile), the Tampa Theater (1 mile), MOSI (11.2 miles), the Henry Plant Museum (.9 miles), and the Florida Aquarium (6 miles).

The convention center and hotel are located just a few stops on the Tampa Streetcar to Ybor City (where you’ll find a host of restaurants, shopping, art, nighttime entertainment as well as your anticipated experience at the Cuban Sandwich Festival when you’re in town on 03/20 – 03/22); Amalie Arena (walk across the street from the hotel to see the Tampa Bay Lightning Hockey Team play the Detroit Red Wings on Friday, March 20th and the Boston Bruins on Sunday, March 22nd), and the Channelside Entertainment Complex (an urban waterfront complex that features retail, entertainment, and dining options only ½ mile from the Marriott). For interested Yankee fans who want to plan ahead and secure spring training tickets, the Yankees will face the Astros at the George M. Steinbrenner Field (5.7 miles) on 03/21.

Getting around the Tampa Bay area is easy given the many travel options available. Particularly, the Tampa Streetcar Line and the Hart Bus line should make treasure-seeking, beyond the walkable areas, affordable and enjoyable during your stay. The Marriott Hotel Waterside and downtown hotels do not provide airport shuttle services, but alternative transportation can be provided through Super Shuttle ($12 one way), bus service ($12 one way), or taxi service ($25 one way).

Subscribe to our 2105 CCCC Local Hospitality Guide so that you can stay current on more transportation specifics and parking options as well as various miscellaneous services near the conference (drug stores, food markets, hospitals, banks, etc.), more information on things to do in Tampa, and specifics related to our Jim Berlin 5K run in Tampa and our Pub Crawl in Ybor City! Attendees who wish to schedule meetings and/or gatherings for their organizations/associations can find meeting room information on our Hospitality Guide. Give us a Tweet and let us know what you’d like to see us further explore in our guide. More visitor information can be found at City of Tampa, Florida: Visitors’ Guide and Visit Tampa Bay.
Please explore our 2015 Accessibility Guide, located under Related Information on the CCCC Conventions and Meetings site. For 2015 CCCC panel presenters, please consider how best to make your presentation accessible by visiting the Composing Access Project site, a project co-sponsored by the Committee on Disability Issues in College Composition (CDICC) and the Computers & Composition Digital Press (CCDP).

On behalf of the MA and PhD Programs at the University of Florida and the 2015 CCC local arrangement committees and our many dedicated volunteers, I look forward to your visit to our vibrant and diverse city. We welcome your questions and the enthusiasm and energy you will bring to the conference.

All best,
Dianne Donnelly, Ph.D.
Associate Director of Composition, USF
Chair, 2015 CCCC Local Planning Committee

Sandy Branham
Exhibits
University of South Florida, Tampa

Caitlin Klueber
Registration
University of South Florida, Tampa

Tiffany Boyles
Information & Hospitality
University of South Florida, Tampa

Alex Watkins
Room Arrangements Chair
University of South Florida, Tampa

Ellie Browning
Disabilities Chair
University of South Florida, Tampa

Lauren Cagle
Disabilities Chair
University of South Florida, Tampa
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## Stage I Reviewers

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<td>Cruz Medina</td>
<td>Trish Roberts-Miller</td>
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<td>Barbara Roswell</td>
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<td>Kristen Moore</td>
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<td>Cindy Moopy</td>
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<td>Ann Russell</td>
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<td>Jill Morris</td>
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<td>Jean-Paul Nadeau</td>
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<td>Michelle Niestepski</td>
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<td>Rebecca Nowacek</td>
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## Stage II Reviewers

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<th>Linda Adler-Kassner</th>
<th>Garrett Nicols</th>
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<td>Jonathan Buehl</td>
<td>Octavio Pimentel</td>
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<td>LuMing Mao</td>
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<td>Derek Mueller</td>
<td>Chalice Randazzo</td>
<td>Pamela Takayoshi</td>
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## Thanks

CCCCC would like to thank the following sponsors:

Pearson  
Cengage  
Bedford
First Time to the Convention?

With pleasure, the CCCC Newcomers’ Orientation Committee welcomes all of you to the 2015 CCCC, but especially new members and first-time attendees. We have planned several events that we hope will help you get the most out of this conference. (These events and their locations are listed in the Special Events schedules in the program.)

On Wednesday, our committee will host an Orientation Session (5:15-6:15 p.m.), where we will discuss how to navigate the conference, how to use the program effectively, how to participate in the conference’s many events, and how to meet others. We also look forward to meeting you at the Newcomers’ Coffee Hour on Thursday (7:30-8:15 a.m.), a congenial start to the first full day of activities, where you can begin the kinds of professional conversations that have made this conference one of the high points of the year for each of us.

We also hope that you will attend the Think Tank (session K-28, Friday, 3:30-4:45 p.m.) for proposing presentations and panels for the 2016 CCCC. At this session, you will have the opportunity to brainstorm initial ideas regarding papers and sessions, meet with other newcomers interested in similar topics, and also meet with established scholars in our field with expertise in the various program clusters in rhetoric, composition, and communication studies. These scholars will serve as facilitators, helping you conceptualize and frame your proposals.

Throughout the conference, the Newcomer’s Orientation Committee members will wear specially marked badges. Please say hello; we are all happy to listen to your concerns or answer any questions you have. Please also feel free to stop by the Newcomers Station where members of our committee and other CCCC members will be available to chat about the conference, talk about shared interests, learn about your work, and discuss how CCCC can support you.

With warm good wishes,

CCCC NEWCOMER’S ORIENTATION COMMITTEE
Paul M. Puccio, Chair
Leslie Werden, Associate Chair
Susan Chaudoir
Amanda Espinosa-Aguilar
Martha Marinara
Sharon Mitchler
Sean Morey
Mary Beth Pennington
Michael Rifenburg
Gretchen Rumohr-Voskuil
Cynthia Selfe
Joonna Trapp
Christine Tulley
Sheldon Wrice
About the CCCC Convention

Special Features of the 2015 CCCC in Tampa, Florida

Action Hub
Tampa CC, Ballroom B
Be sure to visit the Action Hub, which is in Ballroom B of the Convention Center, to meet, write, draw, peruse the posters, and otherwise act on what you’ve learned during the conference. The Hub opens directly after Thursday’s Opening Session, and it houses new and traditional CCCC activities and events:

- New events: CCCC Posters, Writing for Change, and Alternative Academics Coaching
- Traditional events: Undergraduate Posters, Digital Pedagogy Posters, Computer Connection
- Ongoing Projects: Digital Archives of Literacy Narratives, Writing Studies Tree, Writing Democracy Project, C’s the Day, 4C4Equality, Council of Writing Program Administrators Video Ethnography

Poster Sessions
Tampa CC, Ballroom B (see program schedule for specific times)
The Action Hub features peer-reviewed posters from topics such as multimodal composition, literacy, language, civic engagement, and interdisciplinary collaboration. You can find the posters listed as part of the regular schedule, at the beginning of each session. Don’t forget to also visit the Digital Pedagogy Posters, which are a regular feature of the CCCC, also in the Action Hub.

Writing for Change
Tampa CC, Ballroom B (ongoing Thursday and Friday)
The purpose of Writing for Change is to gather together folks whose work aims to make institutional and/or social change. In the Writing for Change center, individual scholars, SIGs, and small groups are invited to write together, organize change-making projects, contribute resources, and engage in conversations about the way the Cs community might effect change.

Alternative Academics Coaching
Tampa CC, Ballroom B
On Thursday and Friday in the Action Hub, professionals who chose career paths alongside/outside academia will be available for personalized coaching for CCCC members curious about what those career paths might be like (and how to enter them).
Dialogs on Key Issues
Thursday and Friday during regular sessions
Dialogs consider issues in our field based on 1) key CCCC documents and 2) experts’ discussion. They encourage audience inter/action and organizational transparency. You can find most of the key CCCC documents we’re using on the NCTE Position Statements website: www.ncte.org/cccc/resources/positions.

Ignite Showcase
Friday 7:30 – 9:00 p.m. Marriott, Grand Ballroom F, Level Two
Ignite Coordinators: Shelly Rodrigo and Joyce Carter
Fast-paced and engaging presentations that feature CCCC members’ extreme inventions, including building hardware and mobile applications for commercial innovation, pedagogy, and social activism.

Saturday Action Events
Tampa Convention Center
Saturday is about action, both within and outside of the CCCC. Meet your CCCC Committees and Policy Analysts, consider the ways we get our ideas into circulation, and engage with the future of composition and writing.

CCCC Membership: Please Join Us!
Membership in the Conference on College Composition and Communication is open to all who teach or are interested in college composition and the first-year English course. The annual dues of $25.00 includes a subscription to College Composition and Communication, a quarterly journal. Membership in NCTE ($50.00) is a prerequisite to joining CCCC. Student membership is available, at substantially reduced rates, to full-time students who are not engaged in a paid teaching position on more than a half-time basis. To join CCCC, or to obtain further information, please stop by the NCTE/CCCC Publications Booth in the Exhibit Hall at the Tampa Convention Center, Ballroom C/D, First Level.

Registration
The Conference Registration Desk is in the Tampa Convention Center, Ballroom C/D, First Level, and is open Wednesday, March 19, 8:00 a.m.–6:00 p.m.; Thursday, 8:00 a.m.–5:00 p.m.; Friday, 8:00 a.m.–5:00 p.m.; and, Saturday, 8:00 a.m.–1:00 p.m. Those who ordered a Convention Program in advance may pick up a plastic name-badge holder at various locations near the Registration Desk. There is no need to stop at the Registration Desk. Those who preregistered and received a Program Coupon in the mail may pick up their Program at the Program Pick-up Counters at the Registration Desk. For replacement name badges (free) and/or replacement program books (at $20), pre-registrants should inquire at the Replacement Counter.
Exhibits
The exhibits are located in the Tampa Convention Center, Ballroom C/D, First Level. Exhibit hours are Thursday, 10:00 a.m.–5:00 p.m., Friday, 9:00 a.m.–5:00 p.m., and Saturday, 10:00 a.m.–1:00 p.m.

Local Committee Headquarters
The headquarters for Local Committee Chair Diane Donnelly and other members of the Local Arrangements Committee is the Conference Registration Desk located at the Tampa Convention Center, Ballroom C/D, First Level.

Location of Meeting Rooms
All meetings of the 2015 CCCC are in The Tampa Marriott Waterside and the Tampa Convention Center.

Information for Attendees with Disabilities
CCCC is committed to making arrangements that allow all of its members to participate in the convention. To this end, information for attendees with disabilities was included in the program invitations, in the preview, and online, and we invited those who needed information to contact us by late January. We have made wheelchair space available in meeting rooms, will provide information about traveling around the headquarters hotel, and have arranged sign language interpreting. In Tampa, we also have a quiet room set aside in the Convention Center (Room 17, First Level) and the Marriott (located behind the small registration desk on Level Two); this is not a work room, but a place to get away from the crush of the crowd. Finally, we have provided all speakers and session chairs with guidelines that will make sessions more accessible to all convention participants. These arrangements have resulted in conversations between the Program Chair, NCTE staff, the CCCC Committee on Disability Issues in Composition and Communication, and disability studies specialists at the University of Illinois and other professional associations. Information is available at the Accessibilities booth in the Exhibit Hall.

Workshops
Held on the Wednesday preceding the Annual Convention sessions, full-day and half-day workshops provide an opportunity for extended time and interaction focused on a particular topic or issue. Each workshop has an enrollment limit, and participants pay an additional fee (separate from the convention registration fee) to enroll. Workshops are run by CCCC members whose proposals have been accepted by CCCC reviewers.

Opening General Session
The CCCC Convention’s Opening General Session is one of two opportunities for convention participants to meet as a group. This session features the Chair’s address by Adam Banks.
Concurrent Sessions
Most of the meetings of the CCCC Convention occur in the concurrent sessions held on Thursday, Friday, and Saturday. Each session on the program was highly regarded by teams of CCCC reviewers. All concurrent sessions run for 75 minutes and are of three kinds: 1) **panels**, three or four speakers deliver talks of 12-15 minutes, reserving 20-30 minutes for audience discussion, reading questions posted online, and synthesizing the panel’s issues into action items for the larger membership to consider; 2) **roundtables**, where several panelists make brief presentations, respond to each other, and then respond to questions from the audience; and 3) **poster sessions**, a less formal presentation of work in progress, theories, experimental work, new concepts, late-breaking research results—presenters stand next to their displays to explain content and answer questions.

Special Interest Groups/Business Meetings and Caucuses
On Thursday and Friday evenings, individuals who share common concerns and/or interests will meet in Special Interest Groups and Caucuses. For a complete listing of these groups, see pages 180–185, 310–315.

CCCC Program Online
To find links to past versions of CCCC programs online, search the collection, visit [http://www.ncte.org/cccc/review](http://www.ncte.org/cccc/review). This year is at [http://www.ncte.org/cccc/conv](http://www.ncte.org/cccc/conv).

Computer Connection
**Tampa Convention Center, Ballroom B, First Level**
**Schedule of presentations available online at** [http://computersandwriting.org/cc/](http://computersandwriting.org/cc/)

The Computer Connection, a project of the CCCC Committee on Computers in Composition (7Cs), offers a selection of presentations and posters on technology use in the classroom, in our scholarship, and in a wide range of disciplinary pursuits. These 20-minute presentations will focus on topics such as new software and technologies for teaching composition, computer-facilitated classroom practices, and best practices for teaching online.

Douglas Eyman, CC Coordinator (deyman@gmu.edu), George Mason University

Digital Pedagogy Posters
**Tampa Convention Center, Ballroom B, First Level**
**Thur. March 20 12:15–3:00 p.m. Fri. March 21 8:00–10:45 a.m.**

Digital Pedagogy Posters in an interactive exhibit format. Information about current and past posters and this year’s schedule of presentations is available online at [http://computersandwriting.org/cc/](http://computersandwriting.org/cc/).

Dickie Selfe, DPP Coordinator (selfe.3@osu.edu), The Ohio State University
“Every CCCC Member Has a Story . . . Tell Us Yours!”

Tampa CC, Ballroom B, First Level

The CCCC and the Newcomers Committee, in partnership with the Digital Archives of Literacy Narratives (DALN) and the NCTE, invites you to tell us a story about reading and composing. We will help you record your story (using either video or audio) and preserve it online where friends, family, and students can access it—all within 30 minutes. Join us in the Tampa Convention Center, Ballroom B.

Cynthia Selfe, H. Lewis Ulman

**CCC Is a Reunion: Trace your Family Tree**

Tampa CC, Ballroom B, First Level

Map your past, connect to colleagues, and trace your intellectual ancestry on the Writing Studies Tree. Created by doctoral students and faculty at the CUNY Graduate Center, the WST is an open-access web-based platform that will, with your help, enable all members of our profession to record their lines of influence as mentors and students, and thus to uncover a history that has until now remained either anecdotal or invisible.

Join us throughout the conference at our table installation located in the Tampa Convention Center, Ballroom B, to add to or browse through the branches of the tree. Our goal is to create a comprehensive genealogy of writing studies, identifying academic “ancestors,” “descendants,” and “siblings.” Who are yours? Learn more about the tree at writingstudiestree.org.

Sondra Perl, Benjamin Miller, Amanda Licastro, City University of New York Graduate Center Jill Belli, New York City College of Technology

**This We Believe: What Is the Public Work of Composition?**

Tampa CC, Ballroom B, First Level

The Writing Democracy Project, in partnership with CCCC, invites you to record your reflections on the conference theme, especially with respect to potential links between writing instruction and democracy’s future. How does writing, as cultural work, serve the project of democracy as you define it? How can writing facilitate your dream of democracy in our nation and in our world? What possibilities does writing hold for helping us reimagine and reinvigorate the U.S. locally and nationally? What is the public work of composition in relation to building and sustaining democracy? Join us in the Tampa Convention Center, Ballroom B, to share your story (either video or audio) and preserve it online where friends, family, and students can access it.

Shannon Carter, Deborah Mutnick, Steve Parks, Tim Dougherty, Rachael Shapiro
**C’s the Day**

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

Executive Committee: Emi Bunner, Mary Kracher, Scott Reed, Sheryl Ruszkiewicz, Wendi Sierra

*C’s the Day* invites both newcomer and veteran attendees to participate in an Augmented Reality game that will enrich the conference experience. Come see us at our table in the Tampa Convention Center, Ballroom B, to collect your game booklet and get started! We hope you will discover new colleagues, parties, conference gatherings, and even new histories of the field through participation.

Play the game, win the conference!

**4C4Equality**

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

4C4Equality seeks to leverage the social power and rhetorical savvy of the 2015 Convention to encourage academic conference goers to be more responsive to economic, political, and cultural issues important to people who live in the cities that serve as conference sites.

http://4c4equality.wordpress.com/

Don Unger, Purdue University
Liz Lane, Purdue University

**Council of Writing Program Administrators Video**

**Ethnography**

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

Sonja L. Andrus

**Undergraduate Poster Session**

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

This session will showcase the work of over a dozen students from across the U.S. who have been engaged in research on writing. They’ll be presenting their posters on Thursday, March 19th from 10:30 a.m.–11:45 a.m. Posters may be left throughout the day for your pleasure in browsing.

Jessie Moore, Elon University, NC
General Information and Services

Audiovisual Equipment
Audiovisual equipment will be handled by AVI SPL located in the Tampa CC, and American AVC at the Marriott.

Resolutions Committee
An open meeting of the CCCC Committee on Resolutions, chaired by Shelley Rodrigo, will be held Thursday, March 19, 5:30–6:30 p.m. (open), 6:30–7:30 p.m. (closed) in Tampa CC, Room 2, First Level

Nominating Committee
An open meeting of the CCCC Nominating Committee, chaired by Lauren Fitzgerald, will be held on Thursday, March 19, 10:30 a.m.–12:30 p.m., in Tampa CC, Room 4, First Level

Planning for Next Year’s CCCC Convention
Individuals interested in discussing program proposals for the 2016 CCCC Convention in Houston, TX, March 6–9, 2016 are invited to meet with Linda Adler-Kassner, 2016 Program Chair, at the CCCC Registration Desk, Friday, March 20th, 10:00 a.m. –Noon, Tampa Convention Center, Ballroom C/D.

Smoking
The Tampa Marriott Waterside and Tampa Convention Center meeting space is a smoke-free environment.

Nonsexist Language
All CCCC/2015 program participants were sent and asked to use the official CCCC position statement and guidelines for nonsexist language at their session.

Copying Service
CCCC cannot provide onsite duplicating service; however, copying services are provided at the Tampa Convention Center and the Tampa Marriott Waterside business offices.
Emergencies
To summon the fire department, the police, or an ambulance (for medical emergencies only), dial 911 and give the nature of the emergency, your location, and the telephone number you are calling from.

Medical and Dental. Most hotels can put you in touch with a doctor or dentist. Inquire at the hotel front desk or ask the hotel operator.

Fire Safety. Although hotel fires are rare, the Executive Committee has asked that convention participants be given complete advice on what to do in case of fire in their hotel. Hotels are equipped with a variety of fire-protection devices—smoke alarms, sprinklers, fire-retardant materials—but none of them is designed to put out fires. They merely contain a fire, impeding its growth and progress long enough to permit the fire department to arrive on the scene. Fire safety in a hotel ultimately depends on the hotel staff’s prompt response to reports of fire or smoke. Most hotel staffs will verify the presence of a reported fire before summoning the fire department. To report a fire, call the hotel operator and give your name, location, and the location of the suspected fire. Depending on the circumstances, some fire-safety consultants recommend that after you have called the hotel operator, you also call the local fire department: dial 911. This step will result in the fire department coming to the hotel even as the hotel staff is verifying your report of the fire. You hazard a false alarm on the one hand; on the other, you may be responsible for bringing the fire quickly under control because you have bypassed the hotel’s verification procedure. Apart from reporting a suspected fire, you should be aware of various precautions to be taken for your own safety in the event of a fire. A summary of some recommended precautions follows:

As you are escorted to your room for the first time by the hotel bell staff, check the location of the exit nearest your room. You should know exactly how many doors are between your room and the exit. You might have to crawl to this exit in a dark or smoke-filled corridor. If there’s a fire alarm or warning call from the hotel management, don’t stop to gather personal belongings or work papers. Just get out as quickly as possible. Take your room key. You may find it necessary to retreat to your room. Before you open the door to the corridor, put your palm against it and touch the knob. If the door is cool, open it slowly, keeping your foot braced against the bottom. (This helps you slam the door shut if you discover fire or smoke outside.) If the door is hot, do not open it. Soak blankets or towels in water and pack them around the door.

If you must crawl to an exit door, stay close to the wall to avoid anyone running. If you can’t leave your room, wait by the window to be rescued. Stay close to the floor to avoid breathing smoke. To increase ventilation, open or break the window (if you don’t see smoke or flames rising past the window). Don’t jump from the upper floors of a burning building. Wait for the firefighters to rescue you. Let them know you’re there by waving towels or coats out the windows.
SPECIAL EVENTS

WEDNESDAY’S EVENTS:
March 18

The Research Network Forum
Marriott, Grand Ballroom E/F, Level Two
9:00 a.m.–5:00 p.m.

Consortium of Doctoral Programs in Rhetoric and Composition
Tampa CC, Room 16, First Level
1:30 p.m.–5:00 p.m.

Qualitative Research Network Forum
Marriott, Meeting Room 5/6, Level Two
1:30–5:00 p.m.

Poet-to-Poet Wednesday Event
Marriott, Meeting Room 13, Level Three
1:30–5:00 p.m.

Intellectual Property in Composition Studies
Tampa CC, Room 18, First Level
2:00–5:30 p.m.

Newcomers’ Orientation
Tampa CC, Ballroom A, First Level
5:15 p.m.–6:15 p.m.
Risking the Future for the Rewards of Peace: Rhetoricians for Peace (RFP) Special Event
Tampa CC, Room 13, First Level
6:00 p.m.–9:00 p.m.

Master’s Degree Consortium of Writing Studies Specialists
Marriott, Meeting Room 5/6, Level Two
6:30 p.m.–8:30 p.m.

A New Work Showcase hosted by the Coalition of Women Scholars in the History of Rhetoric and Composition
Marriott, Grand Ballroom E, Level Two
6:30–8:30 p.m.

TYCA 2015 Public Image of Two Year Colleges: Hallmarks of Fame SIG
Marriott, Meeting Room 12, Level Three
6:30–7:30 p.m.
THURSDAY’S SPECIAL EVENTS:
March 19

Newcomers’ Coffee Hour, 7:30 a.m.–8:15 a.m.
Marriott, Florida Ballroom V/VI, Level Two

Opening General Session
Marriott, Grand Ballroom, Level Two
8:30 a.m.–10:00 a.m.

Undergraduate Poster Session
Tampa CC, Ballroom B, First Level

Scholars for the Dream Reception
Marriott, Il Terrazo, Lobby Level
6:00–7:00 p.m.

Anzaldúa Awards Reception
Marriott, Il Terrazo, Lobby Level
7:00–8:00 p.m.
SPECIAL EVENTS

FRIDAY’S SPECIAL EVENTS:
March 20

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

TYCA Talks
Marriott, Florida Ballroom IV, Level Two

The Twenty-Seventh Annual Poetry Forum: Exultation of
Larks
Marriott, Florida Ballroom I, Level Two

George Kalamaras, Indiana Poet Laureate
Marriott, Florida Ballroom V, Level Two

IGNITE Showcase
Marriott, Grand Ballroom F, Level Two
7:30-9:30 p.m.

CCCC Jam
Marriott, Grand Ballroom E/F, Level Two
SPECIAL EVENTS

SATURDAY’S SPECIAL EVENTS:
March 21

TYCA Annual Breakfast
Marriott, Grand Ballroom F, Level Two
7:00–8:00 a.m.

Annual Business/Town Hall Meeting
Marriott, Grand Ballroom E, Level Two
8:00–9:15 a.m.

In Memoriam
Richard (Jix) Lloyd-Jones
Sharon Crowley embodies the true spirit and practice of an exemplar, for she has done nothing less than lead a profound rethinking of our field. She has played an important role in reanimating the classical traditions of rhetoric for contemporary students and faculty. She has been a key figure in the turn toward embodied rhetorics and the place of the body in public discourse. She has addressed the political forces that surround (and inhabit) our classrooms, but she has also written for a broad readership, bravely addressing the fundamentalisms that obstruct civic exchange.

Sharon Crowley has always been brave and consistently contrarian, and she has carried her sword not only to battles with those outside the academy (or outside our curriculum) but to our very own meetings, lectures and professional journals. She is impressive in her clear-sighted views, her formidable intellect, her bluntness and candor. She has reliably been a tough audience, steadily pointing out cant, political correctness, and shabby arguments. She has been strong in her role as a reader, editor and mentor, and an inspiration to women in the profession. She has made us all tougher and braver and less likely to rest on our laurels or to assume an easy consensus.

The list of her books written for peers reminds us of her influence on the field: *Toward a Civil Discourse: Rhetoric and Fundamentalisms*, *Rhetorical Bodies: Towards a Material Rhetoric* (co-edited with Jack Selzer), *Composition in the University: Historical and Polemical Essays*, *The Methodical Memory: Invention in Current-traditional Rhetoric*, and *A Teacher’s Introduction to Deconstruction*.

Her textbooks, which have the same scholarly rigor as her other books, also have played important roles in our teaching: *Ancient Rhetorics for Contemporary Students* (with Debra Hawhee), *Critical Situations: A Rhetoric for Writing in Communities* (with Michael Stancliff), and *Ancient Rhetorics for Contemporary Students*.

In noting Sharon Crowley’s influence on writing programs, Shirley Rose observes, “Crowley’s contributions to discussions of issues in writing program administration, especially her work on the history of the universally required course in first-year college composition, have been of profound importance to developing a critical understanding of the competing definitions and expectations of first-year composition, an enterprise which has drawn on our discipline’s intellectual and human resources while it has sustained our interest for nearly two-thirds of a century.”

The quality and impact of Sharon Crowley’s books have been recognized with highly coveted awards: Ross Winterowd Award for Best Book in the Field of Rhetoric and Composition Studies (1990), Mina P. Shaughnessy Prize for Best Book on
the Teaching of English (MLA, 1998), Gary Olson Award for Book of the Year in Rhetoric and Composition (2006), David H. Russell Award for Best Book of the Year (NCTE, 2006), Conference on Composition and Communication Best Book of the Year (2006), Rhetoric Society of America Award for Best Book of the Year (2006).

The sheer quantity, quality, and impact of Sharon Crowley’s research overall also warrant acknowledgement: three monographs, three textbooks, one co-edited collection, thirty-nine articles and chapters, and seventy-two presentations and invited talks (including many keynote and featured speaking roles). Her work has been published in the most prestigious journals and with the leading presses in our field. Further, her books and articles have been cited widely by scholars and integrated into our teaching, appearing on countless course syllabi as required and highly recommended reading.

Professor Crowley’s work as a mentor has been far-reaching, generous, and has taken many forms. For example, as a member of the editorial boards for five major journals in the field and for ERIC, she has shared her time and insights to strengthen the impact of those outlets, as well as the individual articles that they publish. At the state level, she edited Arizona English Bulletin for three years, making it one of the leading NCTE affiliate journals of the time by working closely with contributors to develop their thinking. At scores of professional conferences during the last four decades, she has helped scholars at all experience levels refine their thinking so that their conference presentations and publications can have greater impact. In her roles as teacher, dissertation and thesis committee member, new-TA mentor, and program director, she has challenged undergraduate and graduate students to think more critically. Legions of us—from graduate students to full professors—have benefited from her wisdom and lively engagement more informally, in conference sessions, hallway conversations, coffee shops, and other venues.

CCCC is honored to recognize Sharon Crowley, Professor Emerita, Arizona State University, with its most prestigious honor, the 2015 CCCC Exemplar Award. She exquisitely exemplifies the criteria for the award: “a person whose years of service as an exemplar for our organization represents the highest ideals of scholarship, teaching, and service to the entire profession.”

In the words of nominator Kelly Ritter, “Many of us will write books and articles, teach undergraduate and graduate students, serve the profession within and beyond our institution, and one day, finally, retreat from it. But few of us will do all of these things with the widespread admiration and recognition that Sharon has, and fewer of us still will enter, occupy, and exit the world of academia with such forceful grace.”

2015 Award Committee: David Bartholomae, Michael Day, Gesa Kirsch, Sondra Perl, Duane Roen (chair).
Sessions Presented by
Two-Year College Faculty

Concurrent Sessions Presented by Two-Year College Faculty

W.03  Council on Basic Writing Preconvention Workshop: Risky Relationships in Placement, Teaching, and the Professional Organization

AW.13  Ethical Issues for Beginning Researchers

A.02  Prolonging the ALP Effect: A Multi-Pronged Approach to Co-Requisite Enrollment for Developmental Writing Students

A.16  Comp’s Got Ninety-Nine Problems, but Racial Equity Ain’t One—The Risky Business of Engaging Racial Equity in Writing Instruction

B.01  From Remediation to Meaning: Approaches to Structuring Co-Requisite Courses

B.20  Literacy and Affect: Social, Political, and Pedagogical Investigations

C.02  Gauging Preparedness for College-Level Writing: An Investigation of Student Writers’ Development

D.03  Resistance and Participation: Innovative Adaptations to Florida’s SB 1720

D.31  Issues in Dual Enrollment: Rigor, Credentials, Pedagogies, Transitions

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E.12  Pursuing Work in a Two-Year College: Risk and Reward

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)

F.34  Fostering Student Engagement through Multimodality in FYC

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

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

H.41  FYC Overhaul: The (Harsh) Realities of Radical Redesign

Poster Session H  A Multimodal Research Essay: Curating Arguments With Storify

I.43  Tough Crowd: The Perils and Benefits of Proposing and Piloting a First-Year Composition Program in a Two-Year College

J.01  Learning in the Fast Lane: The Risks and Rewards of Accelerating Developmental Writing

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

K.16  Bridging the Gap without Falling In: What a Community College and Local High School Learned from College-Readiness and Collaboration
Individual Presentations by Two-Year College Faculty

C.16    Brian Patterson, Yakima Valley Community College, Grandview, WA, “Multiple Objectives: A Multimodal Approach to a Multiliteracies Course”
C.24    Rochelle Gregory, North Central Texas College, Gainesville, “Project Xtreme: Transforming At-Risk Students’ Academic Behaviors and Creating Contextual Learning Environments in Composition I”
D.35    Diane Davis, Johnson County Community College, Overland Park, KS, “Analysis of a Protest Group: Teaching First-Year Composition Students to Stay Focused on Evaluation when They Would Rather Write about Their Own Positions on a Controversial Topic”
F.04    Cara Chang, Leeward Community College, Aiea, HI, “From Mauka to Makai: Incorporating Place-Based Education and Culture-Based Education into Writing Courses”
F.31    Dalel Serda, College of the Mainland, Texas City, TX, “External Cognitive Offloading: The Taxonomy of Marginal Annotation”
F.34    Joy Cooney, Texas Tech University, Lubbock, “Validating Visual Rhetoric in the Composition Classroom: Analyzing Metaphor in Dr. Seuss’s WWII Cartoons”
G.35    Amanda Hayes, Ohio University, Quaker City, “The Power of Our Own Words: Rhetorical Sovereignty for Appalachia”
H.06    Jessica Labbe, Guilford Technical Community College, Greensboro, NC, “Engaging the Muse: The Power of Creative Writing in Unexpected Places”
H.14    Gary Bays, University of Akron, Wayne College, OH, “Institutional Writing: A Cautionary Tale”
H.20    Junie Hayashi, Leeward Community College, Pearl City, HI, “Epic Research in English 100”
H.20    Mia Reisweber, Leeward Community College, University of Hawaii, Hilo, “Epic Research in English 100”
I.02    Erika Johnson, Texas Woman’s University, Denton, “Identity and Heteroglossia: The Language of Hegemony in Basic Writing Syllabi”
I.02    Kara Jensen, Georgia Military College, Macon, GA, “Texting in the Classroom: How to Use the New Dialect”
I.02    Wendy Wright, El Camino Community College, Long Beach, CA, “Writing with Attitude: Burke and the Basic Writer”
J.42    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”
K.02    Julia Carroll, Queensborough Community College, NY, “How to Utilize an Embedded Librarian in a Basic Writing Class”
K.03    Kerry Lane, Joliet Junior College, IL, “Hegel, Yeats, and Basic Writing: An Acceleration Study involving Basic Writers Completing Comp I with Intervention”
K.42    Mohammed Al Alawi, Sultan Qaboos University, Muscat, Oman, “Decision-Making during Assessments of English Writing in a University Context in the Sultanate of Oman”
L.01    Christian Bednar, North Shore Community College, Danvers, MA, “Danvers Theory, Context, Practice: On Developing and Implementing a Rhetorically-Oriented Basic Writing Program at a Public, Open-Access, Community College”
L.01    Jeremy Branstad, North Shore Community College, Danvers, MA, “Danvers Theory, Context, Practice: On Developing and Implementing a Rhetorically-Oriented Basic Writing Program at a Public, Open-Access, Community College”
M.05    Farah Habib, Bristol Community College, Fall River, MA, “Risks and Rewards of Writing Narrative Non-Fiction: Lessons for Composition Courses”
M.17    Jennifer Maloy, Queensborough Community College, NY, “A Tale of Two Placements: Generation 1.5 Students in ESL and NSE Writing Classes”
M.17    Kerstin Petersen, State University of New York, Binghamton, “The Challenges of a First-Year Writing Classroom Including Monolingual and Bilingual Speakers”

Friday Special Interest Groups (TYCA)

TYCA TALKS
Friday night, 6:30–7:30 p.m.
Marriott, Florida Ballroom IV, Level Two
Committee Meetings

CCCC Executive Committee
Wednesday, March 18, 9:00 a.m.–5:00 p.m.
Marriott, Meeting Room 9/10, Level Three
Chair: Adam Banks

Committee on Assessment
Thursday, March 19, 1:45–3:00 p.m.
Marriott, Greco, Level Three
Co-Chairs: Marisa Klages-Bombich and Les Perelman

Committee on Computers in Composition and Communication
Friday, March 20, 10:00 a.m.–11:00 a.m. (Closed)
11:00 a.m.–12:00 p.m. (Open)
Tampa CC, Room 2, First Level
Co-Chairs: Kristin Arola and Doug Eyman

Convention Concerns Committee
Saturday, March 21, Noon–1:00 p.m.
Marriott, Greco, Level Three
Co-Chairs: Adam Banks and Howard Tinberg

Committee on Disability Issues
Friday, March 20, 5:00 - 7:00 p.m. (Open)
Tampa CC, Room 4, First Level
Chair: Jay Dolmage

Committee for Effective Practices in Online Writing Instruction
Friday, March 20, 9:30–12:30 p.m. (Closed)
Tampa CC, Room 8, First Level
Friday, March 20, 5:00-6:30 p.m. (Open)
Tampa CC, Room 8, First Level
Co-Chairs: Diane Martinez and Scott Warnock
Committee on Globalization of Postsecondary Writing Instruction and Research
Friday, March 20, 9:30–12:15 p.m. (Closed)
Marriott, Meeting Room 13, Level Three
Chair: Terry Myers Zawacki

Committee on Intellectual Property
Thursday, March 19, 1:45 p.m.–3:00 p.m. (Closed)
Tampa CC, Room 2, First Level
Chair: Charlie Lowe

Language Policy Committee
Wednesday, March 18, 7:30–9:30 p.m. (Closed)
Tampa CC, Room 2, First Level
Chair: Kim Brian Lovejoy and Elaine Richardson

Committee on the Major in Writing and Rhetoric
Thursday, March 19, 1:15–3:15 p.m.
Tampa CC, Room 4, First Level
Chair: Sandra Jamieson

Newcomers’ Orientation Committee
Friday, March 20, 12:30-1:45 p.m. (Closed)
Tampa CC, Room 2, First Level
Chair: Paul Puccio

Nominating Committee
Thursday, March 19, 10:30 a.m.–12:30 p.m. (Open)
Tampa CC, Room 4, First Level
Friday, March 20, 9:30–11:30 a.m. (Closed)
Tampa CC, Room 4, First Level
Chair: Lauren Fitzgerald

Committee on Part-time, Adjunct or Contingent Labor
Thursday, March 19, 10:30–11:45 a.m. (Closed)
Marriott, Greco, Level Three
Co-Chairs: Seth Kahn & Maria Maisto

Research Committee
Thursday, March 19, 4:30–6:15 p.m. (Closed)
Tampa CC, Room 6, First Level
Chair: Christiane Donahue

CCCC CONVENTION, TAMPA 2015
Resolutions Committee
Thursday, March 19, 5:30–6:30 p.m. (Open)
6:30–7:30 p.m. (Closed)
Tampa CC, Room 2, First Level
Chair: Shelley Rodrigo

Committee on Second Language Writing
Saturday, March 21, 9:30 a.m.–Noon (Open)
Tampa CC, Room 2, First Level
Co-Chairs: Angela Dadk and Jay Jordan

Committee on the Status of Graduate Students
Friday, March 20, 8:00–9:15 a.m. (Closed)
Tampa CC, Room 2, First Level
Chair: Daisy Levy

Committee on the Status of Women in the Profession
Thursday, March 19, 4:00–6:00 p.m. (Closed)
Tampa CC, Room 4, First Level
Co-Chairs: Holly Hassel and K. Hyojein Yoon

Committee on Undergraduate Research
Thursday, March 19, 4:45-6:00 p.m. (Open)
Marriott, Greco, Level Three
Co-Chairs: Jenn Fishman and Jane Greer

Task Force on CCC’s Digital Future
Saturday, March 21, 9:30–10:45 a.m. (Closed)
Tampa CC, Room 8, First Level
Chair: Kathleen Blake Yancey

Task Force on Cross-Generational Connections
Friday, March 20, 2:00-3:15 p.m. (Closed)
Tampa CC, Room 2, First Level
Co-Chairs: Louise Phelps and Christine Tulley

Task Force on Developing a Database of Writing Programs
Wednesday, March 19, 12:00–1:00 p.m. (Closed)
Marriott, Bayshore, Level Three
Co-Chairs: Malea Powell and Jim Ridolfo
Task Force on Hiring Practices
Friday, March 20, 2:00–3:15 p.m. (Closed)
Tampa CC, Room 4, First Level
Chair: Clancy Ratliff

Task Force to Study the Convention Clusters
Thursday, March 19, 4:45–6:00 p.m. (Closed)
Tampa CC, Room 8, First Level
Chair: Sid Dobrin

Veteran Students Task Force
Friday, March 20, 5:30-6:30 p.m. (Closed)
Tampa CC, Room 14, First Level
Co-Chairs: Michael Edwards and D. Alexis Hart
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C.01 From Learning Communities to Professional Communities: Negotiating Identities through Research-Based Bizcomm Program Redesign
D.01 A Risky Proposition: Reanimating the Critical Discourses of Advanced Composition
E.01 The Rhetoric of Advanced College Writing
F.01 Thinking about Thinking
G.01 Exploring Successful Discourse Acquisition: WAC, WID, and Beyond
H.01 Disciplinary Writing Practices of Experienced Academics
K.01 Learning, Literacy, and Genre in Graduate Student Writing
M.01 Making the Tacit Explicit: A Risky Yet Rewarding Collaboration with Faculty in the Disciplines

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B.01 From Remediation to Meaning: Approaches to Structuring Co-Requisite Courses
C.02 Gauging Preparedness for College-Level Writing: An Investigation of Student Writers’ Development in a Range of Developmental English Course Offerings at One Two-Year College
D.02 Empowering Basic Writers through Grammar: A New Idea
D.03 Resistance and Participation: Innovative Adaptations to Florida’s SB 1720
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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)
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H.02 Comparing Basic Writing Students across Traditional and Accelerated Learning Program Models
I.01 Riding the Roller Coaster of Remediation
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J.01 Learning in the Fast Lane: The Risks and Rewards of Accelerating Developmental Writing
K.02 Addressing Issues of Multilingual and Global Perspectives in a Basic Writing Classroom
K.03 Basic Writing: Risks, Acceleration, and the Reduction of Remedial Courses
L.01 Rethinking Basic Writing: New Ideas and Perspectives
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A.04 The Risks of Engagement: Infrastructures of Place-Based Pedagogy in Urban Midwestern Contexts
B.02 Writing Reciprocity: The Risks and Rewards of Community Literacy Initiatives
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C.03 Understanding and Designing Digital Interfaces for Cultural and Community Change
C.04 Writing as Resistance: Disrupting Norms of Genre and Identity
C.05 Engaging Publics beyond the Classroom: Invention and Pedagogies of Place
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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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E.14 Risking Reflection: Experimental Stories of Writing Teachers’ Risks and Rewards
E.15 The Promises and Pitfalls of Feminist Frameworks as Responsive Practice: Conversations on Risk and Reward
E.16 The Risks and Rhetorics of Universal Design
E.17 Sink or Swim with Long-Term, Linked Projects: Charting a Course through 21st Century Communication in the Classroom
E.18 Reconsidering Reflective Writing across the College Curriculum: Promoting Individual Growth, Knowledge Transfer, and Social Connections
E.19 Risky Writing in Public Places: Four Studies of Cultural Re-Presentation
E.20 Interdisciplinary and International Writing across the Curriculum
Poster Session E Grammar as Epistemic: Re-Conceptualizing Grammar as A Set
Of Arbitrary Rules into Grammar as a Resource for Making Meaning
F.16 Risk/Reward: Developing, Gamifying, and Commercializing a Writing
Course
F.17 Against All Odds: An Interdisciplinary Partnership Takes a Chance with
Writing and Video Technology in a Nursing Course
F.18 Potentials and Pitfalls of Quantitative Literacy: Public, Visual, Pedagogical
F.19 Rhetorics of Risk, Loss, Nostalgia, and Connection in Sonic Composing
Practices
F.20 Locating Our Emergence: Failures, Triumphs, and Other Risky Maps
F.21 Global Contexts for Writing Education and Research
F.22 Rethinking Writing Instruction: Cognitive Linguistics, Genre Theory, and
WAW
F.23 I Don’t Agree!: New Strategies for Writing and Argumentation
G.14 Embracing Risk for Social Justice: Teaching Composition in Ethnic Studies
G.15 The South Central Scholars Effect: An Innovative Approach to Closing
Income-Based Achievement Gaps
G.16 Finding a Way In: Graduate Students Promoting Multilingual Writing
Pedagogy
G.17 “So what department are you from?” Innovating a Start-up High Tech
Company from an English Department
G.18 Writing Human Rights: Methods, Pedagogy, Mentoring
G.19 Beyond the Tower
G.20 Innovation and Entrepreneurship
G.21 The Risks and Rewards of Public Activism
H.15 Religious Lifestyle and Queer Faith: Religious/Queer Discourses in Consensual Distrust (Sponsored by the Rhetoric and Religious Traditions)
H.16 Military Literacies: Lived Experience, Student Veterans, and Risk in the Service-to-College Transition
H.17 The Power of Risk: Channeling Grad School Anxiety into Career Potential
H.18 All I Need is One Mic: Amplifying Hybrid Critical Literacies and Youth Voice in City Schools
H.19 Risk, Reward, and Unavoidability(?!?) of Trauma in the Literacy Classroom
H.20 Metadisciplinary Collaboration: Critical Strategies for Students and Faculty
H.21 Changing Spaces: Redesigning the Instructional Space
H.22 This Doesn’t Work for Everyone: Assessments and Dual Credit
Poster Session H 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
I.15 Making and Being Good Relations (Sponsored by the American Indian Caucus)
I.16 Exploring Perils, Prospects, and Communities: Researching Extracurricular Literacies through Interdisciplinary Practices
I.17 In the Writing Classroom, “Risk” Should Not be a Four-Letter Word
I.18 The Risky Business of Borderland Writing
I.19 The Risks and Rewards of Teaching Civil Rights Rhetoric
I.20 Risking the Curriculum: Innovative Teaching in Transitional High-School and Developmental University Courses
I.21 Enemy Combatants, Collaborators, and Allies: Rescuing Student Writing from the Fields of Battle
I.22 The Writing Center Tackles “Time to Degree-Completion”: Tutor and Grad Student Perspectives on a New “Dissertation Retreat” Program
I.23 Exploring Identities: Embodied and Disembodied
I.24 The Risks and Rewards of Team-Teaching in Science and Writing
I.25 Risking Methodology for Queer Reward: Multimodality, Literacy Sponsorscape(s), and Yearning

Poster Session I Project Pigeon[hole]—Marginal Animal | Craft Material
J.15 Feeling the Fear, and Doing It Anyway: The Risks—and Affordances—of Failure
J.16 Strangers in Strange Lands: On Teaching Faculty to Write for Publication in East and Central Asia
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
J.21 Crossing Genres: Fan Fiction, Poetry, and Creative Non-Fiction in the Writing Classroom
J.22 Diversity and Design
J.23 New Media Ecologies: Locating Digital and Information Literacies in Composition Programs
J.24 “But I Don’t Have Time to Teach Reading”: Using Multimodal Approaches to Teach Rhetorical Reading in the Composition Classroom

Poster Session J Employing Innovative Technologies in Responding to Student Writing
Poster Session J How Students Engage with Sources: A Writing/Information Literacy Collaboration
Poster Session J I’m Write and You’re Wrong: Engendering a More Productive Relationship between Science and Composition in the Classroom
Poster Session J Integrating, Assessing and Closing the Loop: Risks and Rewards of Program Revision at a Small Liberal Arts College
K.13 Fabricating Rhetoric: Risk /Reward of Three-Dimensional Design in Rhetorical Composition
K.14 Curricular Risks and Institutional Innovation: Writing Digital Humanities and Experience Architecture
K.15 Academic Leadership for Institutional Change: Risks, Rewards, and Results
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
K.18 Mindfulness in the Composition Classroom: Embedded Curricula and Embodied Practices
K.19 Risking Institutional Disruption
K.20 We Are All Post-Experimental Now: The Multimodal, Multimedia, Multigenre, Multivoiced Evolution of Writing Studies

Poster Session K Creatively Recruiting Writers: Programming for the Future of Writing Studies
Poster Session K Incorporating Technical Communication into Literature Programs

L.11 Twenty-Five Years after the “Troubles at Texas”: Learning from Linda Brodkey and the Risks of Writing Pedagogy
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
M.10 Listening for Laughter: Revealing the Humorous Subtext of Composition
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
M.13 (Re)Mediating Authority in Composition Classrooms: The Unassuming and Unfamiliar
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

A.17 Translating Translingualism: A Contribution and a Critique of the Translanguaging Approach with Translocal Cases
B.24 The Erasure and Presence of Language in Composition Studies
B.25 Globalizing Englishing: Challenges and Opportunities
C.25 Recomposing the History of the English Language for Writing Instruction, Teacher Education, and Translingual Pedagogies
C.26 Composing Risk: “Alternative” Discourses in Composition
D.25 The Place of Ethnic Identity in Translingual Practice: Are They Compatible in Composition?
E.21 ¿Cómo se llama?: The Symbolic Risk of Naming Tropes for Latinidad
E.22 Acknowledging and Addressing the Language Deficit Model: Strategies for Faculty and Multilingual Students in Secondary and Postsecondary Contexts
Poster Session E  Monolingual Ideology and Translingual Practice in Multimodal Classroom Spaces

Poster Session E  Pluralingualism in Genre and Pedagogy
F.24 Taking Risks Together: Teachers and Students Embracing Translingual Theory in the Writing Classroom
G.22 Global English and Indigenous Languages: Brazil, China, and Guatemala
I.26 Listening to Each Other: Muticultural Rhetorics and Translingual Orientation
J.26 Practicing Translingualism: Teacher Training Composition Pedagogy, and Monolingual Nostalgia
K.21 Teaching for Agency: The Risks and Rewards for Multilingual Writers
K.22 The Name Game: The Risks, Rewards, and Rhetoric of Naming
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
L.15 Making Space for Multilingual Risk-Taking: Authenticating Teacher and Student Experience in Technical and Digital Environments
L.16 Risky Business: Responding to Different Composing Practices
M.17 New Direction in Transligualism: From Helping Students to Improving Composing Platforms
M.18 Oral and Non-Prestige Languages in a New Culture of Literacy: Excellence Updated
M.19 Multilingual Students’ Experiences: Perceptions, Syntheses, and Responses

10—Professional and Technical Writing

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 Harassment: 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

II—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
At Any Cost: The Rhetoric of Educational Access, Student Poverty, and First-Year Writing

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

Recursive Online Spaces

Networks for Research: Building Infrastructures to Support Empirical Research at #4C15 and Beyond

Writing in Our Discipline: The Composing Process of Faculty Writers

Social Constructions and (Mis)Representations: Women in the Media

Poster Session I  Poaching Tumblr: Fandom, Remixing, and Rhetorical Delivery

Innovative Methodologies for Unusual Archival Projects

Big Data and Deep Data: Disrupting Educational Grand Narratives of Student Writing Development and Success

Non-Human Actors, Human Authors, and Transfer: ANT for Understanding Literate Practice

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

Transition Talk: Navigating Risk in Writing Transitions

Mapping Trajectories of Persons and Practices: A CHAT Approach to Researching Disciplinary and Professional Development

A Theory of Ethics for Writing Assessment: Risk and Reward for Civil Rights, Program Assessment, and Large Scale Testing

Minding the Screen: Innovations and Limitations of Neuropsychology in the Composition Classroom

Think-Tank for Newcomers—Developing Papers and Sessions for CCCC 2016

Applying Flipped Classroom Pedagogy to Teaching Engineering Communication: Preliminary Results from a Chemical Engineering Laboratory Course

Keywords in Threshold Concepts: Time-Binding and Methodologizing Disciplinary Lexicon

Rhetorical Knowledge and Course Delivery: A Comparison of Expectations and Outcomes

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: Natelanguage, 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 Courses
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

Poster Session F  Integrating Multimodal Pedagogies
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

Poster Session G  A Multimodal Research Essay: Curating Arguments With Storify
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  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, Multigenres, 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 Multimodal 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.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, Islamaphobia, 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.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
Pre-convention Workshops, Events, and Meetings
Wednesday, March 18

REGISTRATION, 8:00 a.m.–6:00 p.m.
Tampa CC, Ballroom C/D, First Level

MEETING OF THE CCCC EXECUTIVE COMMITTEE
Marriott, Meeting Room 9/10, Level Three
9:00 a.m.–5:00 p.m.

The Research Network Forum
Marriott, Grand Ballroom E/F, Level Two
9:00 a.m.–5:00 p.m.
Co-Chairs: Gina M. Merys, Creighton University, Omaha, NE
Risa P. Gorelick, College of St. Elizabeth, Morristown, NJ

Celebrating our 28th year in 2015, the Research Network Forum is an opportunity for published researchers, new researchers, and graduate students to discuss their current research projects and receive responses from new and senior researchers. Founded in 1987 by Charles Bazerman, Cheryl Geisler, and others as a pre-convention workshop, the category of “Pre-Convention Forum” was originally developed by Kim Brian Lovely (1993 Research Network Chair), in negotiation with Lillian Bridwell-Bowles (1993 CCCC Program Chair). Given the complex nature of our Pre-Convention Forum, it necessarily requires a longer description than is called for in the CCCC Proposal form.

ATTW MEETING
Marriott, Florida Ballroom, First Level
9:00 a.m.–5:00 p.m.
CONSORTIUM OF DOCTORAL PROGRAMS IN RHETORIC AND COMPOSITION

Tampa CC, Room 16, First Level
1:30 p.m.–5:00 p.m.

Chair: Kristine Blair, Bowling Green State University, OH

The Consortium of Doctoral Programs in Rhetoric and Composition (CDPRC) represents more than 70 universities. For over 20 years we have met at CCCC, typically on Wednesday afternoon from 1:30–5:00 p.m., in a small ballroom-sized location with round tables. We use this time to link doctoral education with the discipline, with members from the MA and undergraduate SIGs, and with local and national issues. For example, we have been active in the Visibility Project, which has ensured that graduate training in Rhetoric and Composition is recognized by the National Research Council and other databases such as the Survey of Earned Doctorates. These efforts provide consortium members and our field with evidence to defend, improve, and extend doctoral education in a variety of locales. Currently, we are working to establish partnerships with recently assigned task forces on graduate education and cross-generational initiatives.

In 2015, the CDPRC will offer a two-part forum that begins with a featured discussion topic and concludes with a business meeting, both of which are open events. This year’s topic is titled “Mapping the Profession,” a roundtable and breakout session designed to foreground current trends and future trajectories in the rhetoric and composition job market. These include the increasing number of non-tenure track positions, current data about job market placement, and the resulting need to reconsider the ways in which we prepare future graduates for a broader range of academic and non-academic career paths. After a series of short presentations from doctoral program faculty and student representatives, the interactive dialogue will focus on key questions for ongoing data collection and assessment of the collective success in preparing graduates for the changing dynamics of the profession in the 21st century.

The business meeting agenda includes reports from consortium officers, election of new officers, planning for the 2016 caucus, and developing initiatives for connecting with stakeholder groups inside and outside CCCC. Graduate students are encouraged to attend both parts of the forum.

Qualitative Research Network Forum

Marriott, Meeting Room 5/6, Level Two
1:30–5:00 p.m.

Co-Chairs: Gwen Gorzelsky, Wayne State University
Kevin Roozen, Auburn University
Poet-to-Poet Wednesday Event
Marriott, Meeting Room 13, Level Three
1:30–5:00 p.m.
**Co-Chairs:** Mary Minock, Madonna University, Livonia, MI
Katherine Durham Oldmixon, Huston-Tillotson University, Austin, TX

Join the Wednesday Afternoon Poet-to-Poet Event. Bring 10 copies of one or two pages of original poetry in progress for insightful and constructive feedback. This workshop is not limited to readers at the Friday Exultation of Larks. There is no fee for the workshop. We particularly welcome CCCC member poets who are novices.

Intellectual Property in Composition Studies
Tampa CC, Room 18, First Level
2:00–5:30 p.m.
**Co-Chairs:** Timothy R. Amidon, University of Rhode Island, Kingston
James P. Purdy, Duquesne University, Pittsburgh, PA

Nearly twenty years ago, Andrea Lunsford and Susan West (1996) asserted that “[t]he time has passed when teachers of composition and communication could ignore debates about intellectual property, if indeed we ever should have” (p. 383). From remix, YouTube take-down notices, and the chilling of free speech to international free trade agreements, net neutrality, and open-access publishing, the high-stakes intellectual property issues for our field seem to be ever proliferating. This year we encourage teachers, researchers, students, editors, publishers, and writing program administrators concerned with the ownership and authorship of intellectual property to join the Caucus on Intellectual Property and Composition and Communication Studies (CCCC-IP) by attending our annual meeting.

As the public and open counterpart of the CCCC Committee on Intellectual Property, the CCCC-IP has a twenty-year tradition of pragmatic and action-oriented meetings. Caucus participants create action plans, develop lobbying strategies, mentor junior scholars and graduate students, and produce documents for political, professional, and pedagogical use. This year attendees will contribute to roundtables designed to respond to four areas of timely concern: (1) emergent legislative and legal developments, including a breakout group that will explore the implications of the recent Hathitrust Digital Library and Georgia State University cases; (2) IP advocacy and outreach within CCCC/NCTE; (3) best practices regarding pedagogical approaches; and (4) a table where attendees can share stories about how IP issues have impacted the work they do as teachers, researchers, and citizens. Following the roundtable workshops, participants reconvene to share their plans and recommendations for future action.

**Roundtable Leaders:**
Kim Gainer, Radford University, VA
Laurie Cubbison, Radford University, VA
Wednesday, 5:15–9:00 p.m.

Jeffrey Galin, Florida Atlantic University, Boca Raton
Jessica Reyman, Northern Illinois University
Wendy Warren Austin, Endicott College
Kyle Stedman, Rockford University
Stephanie Vie, University of Central Florida
Clancy Ratliff, University of Louisiana at Lafayette
Karen J. Lunsford, University of California, Santa Barbara
James P. Purdy, Duquesne University

Newcomers’ Orientation
Tampa CC, Ballroom A, First Level
5:15 p.m.–6:15 p.m.

Risking the Future for the Rewards of Peace: Rhetoricians for Peace (RFP) Special Event
Tampa CC, Room 13, First Level
6:00 p.m.–9:00 p.m.
Chair: Heather Bruce, University of Montana, Missoula

For more than a decade, Rhetoricians for Peace have examined the ways in which our knowledge of rhetoric might serve causes for peace. We have recognized that peace is not a mere suspension of hostilities, but the creation of lasting reconciliation based on acceptance of inclusive, historically grounded narratives that argue for democratic ideals and eschew propaganda, neoliberal cooptation and war. We have realized through our individual and collective scholarship, pedagogies, and activism that peace depends on identifying the persistence of inequities and structural violence, on listening across differences, on seeking common ground, on deploying clear rhetorical analysis, and on exercising empathy. Yet, we have also found that proliferation of extremism—hardened ideologies based in rigid worldviews—confound efforts for peace.

With media conglomeration and narrowcasting, it is possible never to listen to or read anything with which one does not already agree. Examples of disagreements about the rights and wrongs of the past and present exist on every continent. All too often, we are bedeviled by divergent views of particular acts: one side sees aggression, where the other sees self-defense; one side’s justice is defined by its rival as vengeance; one side’s patriotic gesture is interpreted by its neighbors as disrespect. More broadly, differences of perspective come into play whenever we contemplate rhetorical possibilities for peace. This does not bode well for the future unless we find ways in which to risk analyzing the core values underlying various political ideologies—examining our differences and becoming open to other points of view.
King Hussein bin Talal of Jordan once urged us to pray for God’s protection against “those who believe that they are the sole possessors of truth.” King Hussein knew that peace is built on reality and that reality will never mesh perfectly with any one set of perceptions about the present, future, or past (Power, Pph 15). Peace requires that we learn to become open to varying points of view.

**Master’s Degree Consortium of Writing Studies Specialists**

**Marriott, Meeting Room 5/6, Level Two**

6:30 p.m.–8:30 p.m.

**Co-Chairs:** Rebecca Jackson, Texas State University, San Marcos
Eric Leake, Texas State University, San Marcos

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

The Consortium serves as a clearinghouse and advocacy network to strengthen our programs, foster effective articulation between undergraduate, Master’s-only, and doctoral programs in writing studies, and improve visibility and resource sharing for MA/MS programs. The Consortium’s agenda and minutes from recent annual meetings are available online at [http://www.mdcwss.com/annual-meeting/](http://www.mdcwss.com/annual-meeting/).

**A New Work Showcase hosted by the Coalition of Women Scholars in the History of Rhetoric and Composition**

**Marriott, Grand Ballroom E, Level Two**

6:30–8:30 p.m.

**Chair:** Jenn Fishman, Marquette University, Milwaukee, WI

Last year the Coalition of Women Scholars in the History of Rhetoric and Composition celebrated the organization’s 25th anniversary. This year, the Coalition rings in the next 25 years with a special event: a showcase of members’ new work.

In format, the New Work Showcase takes its cues from Jacqueline Rhodes and Jonathan Alexander, who argue in “Installation, Instantiation, and Performance” (**CCC Online** 2012) that alternatives to stand-and-deliver conference presentations can “serve as a powerful way for conference-goers to experience our professional knowledge production.” Invoking both the spirit and rhetoric of the installations Rhodes and Alexander discuss, the New Work Showcase eschews the familiar format of short talks to feature instead a gallery of twelve multimedia scholarly presentations, including posters, listening stations, and a mini-workshop.
TYCA 2015 Public Image of Two-Year Colleges: Hallmarks of Fame SIG

Marriott, Meeting Room 12, Level Three
6:30–7:30 p.m.
Chair: Joy Barber, Montana State University, Billings

The Public Image of the Two-Year Colleges is a TYCA Committee; 2015 marks its 17th year of proposing a program/SIG for the CCCC. The “Fame Award” was approved as official NCTE award with winners in 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, and 2014. The program/SIG committee discusses the results of ongoing research in the media’s portrayal of two-year college students, faculty, institutions, and programs with the intent of granting “Fame” Awards to the best (accurate) coverage. In 2014, a plethora of nominees for the “Fame” award—the committee’s focal point for the past two CCCC conferences—continues to emerge. The TYCA Public Image of Two-Year Colleges committee wants to continue its efforts at the CCCCs 2015 in Tampa.

At the 2014 CCCC in Indianapolis, Indiana, the Public Image of Two-Year Colleges SIG determined the Fame Award by consensus.

FAME WINNER 2014: Brianna Boyington for her article, “4 Types of People Who Benefit from Community Colleges” (US News and World Report: January 29, 2014)

HONORABLE MENTION: Tom Snyder for his article, “Community Colleges Support Entrepreneurs” (Huffington Post: March 18, 2014)
Half-Day Wednesday Workshops

Note: Each workshop has an enrollment limit of 50 unless otherwise shown. These workshops are designed for maximal interaction between leaders and registrants. In fairness to those who have paid an additional fee (separate from the convention registration fee) for the special experience these workshops offer, no one can be admitted for a workshop once its registration limit has been reached.

Morning: 9:00 a.m.–12:30 p.m.

MW.01 Opportunity, Reflection, and Tactical Foresight: Mapping the Full Span of Your Career from Graduate School to Post-Retirement
Our workshop offers long-term career planning in the field of composition studies.
Marriott, Grand Ballroom A, Level Two

Speakers: Louise Wetherbee Phelps, Old Dominion University, Norfolk, VA
Alice Horning, Oakland University, Rochester, MI
Kristine Blair, Bowling Green State University, OH
Christine Tulley, University of Findlay, OH

MW.02 Handcrafted Rhetorics: DIY and the Public Power of Made Things
Theorize and make DIY crafts, plan public circulation of your work, and build and share assignments leveraging DIY.
Marriott, Grand Ballroom B, Level Two

Co-Chairs: Marilee Brooks-Gillies, University of Colorado at Colorado Springs
Frank Farmer, University of Kansas, Lawrence
Jason Luther, Syracuse University, NY
Martha Webber, California State University Fullerton
Kristin Prins, University of Wisconsin-Milwaukee

Speakers: Patrick Williams, Syracuse University, NY
Chelsea Murdock, University of Kansas, Lawrence
MW.03 **Teach, Transform, and Talk for “High Road” (1) Transfer: Uptake Genres Helping Students Articulate How They Mediate Writing Development**
Tools for Transfer: designing and using uptake genres to help students gain strategies for articulating the writing process.

*Marriott, Grand Ballroom D, Level Two*

**Chair:** Michelle Wright Dottore, Illinois State University, Normal  
**Speakers:** Julie Bates, Illinois State University, Normal  
Elizabeth Williams, Illinois State University, Normal  
Angela Sheets, Illinois State University, Normal

MW.04 **Give Writing a Body That Moves: Embodied Performance in the Writing Classroom**
This half-day workshop will guide participants through performance methods applicable to writing classrooms.

*Marriott, Grand Ballroom G, Level Two*

**Speakers:** Anna West, Louisiana State University, Baton Rouge, “Stage 1: Story Circles”  
Cara Jones, Towson University, MD, “Stage 2: De-Mechanizing the Body”  
Penelope Dane, Louisiana State University, Baton Rouge, “Stage 3: Image Theater”  
Ryan McGuckin, Louisiana State University, Baton Rouge, “Stage 4: Forum Theater”  
David Riche, Louisiana State University, Baton Rouge, “Stage 5: Games for Writers and Non-Writers”

MW.05 **Linking Archives and Digital Humanities: Identifying Questions, Defining Terms, Exploring Resources, and Creating Digital Archives**
This workshop offers strategies for working in and building digital archives and linking composition and the digital humanities.

*Marriott, Grand Ballroom H, Level Two*

**Co-Chairs:** Katherine Tirabassi, Keene State College, NH  
Michelle Niestepski, Lasell College, Newton, MA  
**Speakers:** Robert Schwegler, University of Rhode Island, Kingston  
Michael Neal, Florida State University, Tallahassee  
Jenna Morton-Aiken, University of Rhode Island, Wakefield  
Tarez Samra Graban, Florida State University, Tallahassee
Janine Solberg, University of Massachusetts Amherst
Jessica Enoch, University of Maryland, College Park
Michael-John DePalma, Baylor University, Waco, TX
Suzanne Bordelon, San Diego State University, CA
David Gold, University of Michigan, Ann Arbor
Ryan Skinnell, University of North Texas, Denton

MW.06 Plagiarism as Educational Opportunity: Risks and innovations
An interactive workshop addresses ways of responding to the risks, complexities, and innovations involved with student plagiarism.
Marriott, Grand Ballroom I, Level Two

Speakers: Valerie Seiling Jacobs, Columbia University, Westport, CT
Robert Yagelski, State University of New York, Albany
Carole Papper, Hofstra University, Las Vegas, NV
Scott Leonard, Youngstown State University, OH
Gerald Nelms, Wright State University, Dayton, OH

MW.07 Seeking Sources: How International/ELL/SLW Students Search, Read, and Write from Sources
How do SLW students seek out and make use of sources? A workshop for teachers, to investigate, share, and invent new approaches.
Tampa CC, Room 22, First Level

Speakers: David Cregar, New York University, NY
Brian Schwartz, New York University, NY
Marina Fedosik, New York University, NY
Denice Martone, New York University, NY

MW.08 Campus Writing Marathons: Cultivating Community, Ownership, and Confidence
Workshop discusses and practices benefits of writing marathons on campus, including increasing retention through engagement.
Marriott, Grand Ballroom J, Level Two

Speakers: Kathleen Lawson, Oakland University, Rochester, MI
Christina Hall, Oakland University, Rochester, MI
MW.09 Three Ways of Starting and Sustaining Conversations about (Teaching) Writing: The Framework for Success in Postsecondary Writing, the WPA Outcomes Statement, and Threshold Concepts
Using the Framework, Outcomes Statement, and threshold concepts, we discuss strategies for conversations about writing programs.
Tampa CC, Room 1, First Level

Co-Chairs: Susanmarie Harrington, University of Vermont, Burlington
Darsie Bowden, DePaul University, Chicago, IL
Kathleen Yancey, Florida State University, Tallahassee
Dylan Dryer, University of Maine, Orono
Heidi Estrem, Boise State University, ID
Beth Brunk-Chavez, University of Texas at El Paso

MW.10 Actually Teaching Style: Upping the Ante on Academic Writing
This workshop is designed to help new and experienced teachers integrate a dynamic view of style in the composition classroom.
Marriott, Meeting Room 4, Level Two

Chair: Brian Ray, University of Nebraska at Kearney
Speakers: Paul Butler, University of Houston, TX, “Style in the Public Sphere: Students Writing for Wider Audiences and High, Middle, Low Styles: How to Vary Style, including Code-Meshing, the Prepositional-Because, “I Can’t Even,” and Other New Stylistic Innovations”
Brian Ray, University of Nebraska at Kearney, “‘I Don’t Have Time for all That!’: Juggling Style and Other Pedagogies in a Crammed Syllabus”
Zak Lancaster, Wake Forest University, Winston-Salem, NC, “Style as Stance-Taking: Using Insights from Systemic Functional Linguistics (SFL) Register Theory to Trouble the Content/Form Division when Teaching Style”
Andrea Olinger, University of Louisville, KY, “Corpus Stylistics in the Classroom: Using Student-Created Corpora, and Corpus Analysis, to Facilitate Students’ Analysis of Writing Styles”
Jonathan Buehl, The Ohio State University, Columbus, “Style and the Professional Writing Curriculum”
Star Medzerian, Nova Southeastern University, Ft. Lauderdale, FL, “Teaching Sentence Variety as an Invention Strategy and Assessing Style in the FYC Classroom”
William FitzGerald, Rutgers Camden, Ardmore, PA, “Using Rhetorical Figures in the Composition Classroom”
Nora Bacon, University of Nebraska at Omaha, “Style in Academic Writing”
MW.11 Literacy Narratives: Reflecting on Theory, Practice, and Research
This workshop examines literacy narratives and how they are enacted in our classrooms, identities, and research.

Marriott, Meeting Room 5, Level Two

Chair: Kara Poe Alexander, Baylor University, Waco, TX
Speakers: Todd Ruecker, University of New Mexico, Albuquerque, “Literacy Narratives and Place: The Stories of Students Navigating Institutional Structures and Lives beyond the Classroom”
Tabetha Adkins, Texas A&M University-Commerce, “Ethnography as Literacy Narrative”
Beth Daniell, Kennesaw State University, GA, “Resisting the Grand Narratives of Literacy”
Kathryn Trauth Taylor, Miami University, Oxford, OH, “Literacy Narratives from the Margins”
Donna Dunbar-Odom, Texas A&M University-Commerce, “Complicating Teachers’ Reflections: Literacy Narratives and Teacher Training”
Coretta M. Pittman, Baylor University, Waco, TX, “Recovering the Literacy Narratives of African American Female Blues Singers”
Deborah Kuzawa, The Ohio State University, Columbus, “Queering Composition with the Digital Archives of Literacy Narratives”
Bronwyn T. Williams, University of Louisville, KY, “From Shakespeare to Office Space: Connecting Narratives to Literacy as a Social Practice”
Catherine St. Pierre, Ohio State University/Coastal Carolina Community College, Jacksonville, NC, “Medium and Meaning: Defining and Analyzing Literacy Narratives”
T. J. Geiger, Lamar University, Beaumont, TX, “Literacy Narratives and Undergraduate Research: Students Working with Source Material”
Kara Poe Alexander, Baylor University, Waco, TX, “From Story to Analysis: Reflection and Uptake in the Literacy Narrative Assignment”

MW.12 Basics of Coding: Analyzing Data and Reporting Findings
This half-day workshop is designed to help researchers overcome challenges they may encounter when they code language data.

Marriott, Meeting Room 6, Level Two

Speakers: Rebecca Moore Howard, Syracuse University, NY
Jason Swarts, North Carolina State University, Raleigh
Jo Mackiewicz, Iowa State University, Ames
Karen Lunsford, University of California-Santa Barbara
MW.13 Engaging the Global in the Teaching of Writing
Led by facilitators from six countries, participants will share teaching activities/ideas on global and cross-cultural issues.
Marriott, Meeting Room 7, Level Two

Speakers: Clarissa Bezerra, Casa Thomas Jefferson, Brasilia, Brazil
Rita Nezami, Stony Brook University, NY
Jay Jordan, University of Utah, Salt Lake City
Debarati Dutta, University of North Carolina, Charlotte
Iswari Pandey, California State University, Northridge
Tanya Lau, University of Sydney, Australia
Maha Bali, American University of Cairo, Egypt
LuMing Mao, Miami University, Ohio, Oxford
Keith Lloyd, Kent State University, North Canton, OH
Eugene Hammond, State University of New York at Stony Brook
Ghanashyam Sharma, Stony Brook University, NY

MW.14 Faculty Matters: The Rewards and Risks of Online Writing Instruction
A hands-on pedagogy workshop that uses the Online Writing Instruction Principles to demonstrate effective online course design.
Marriott, Meeting Room 8, Level Three

Chair: Diane Martinez, Western Carolina University, Cullowhee, NC
Speakers: Diane Martinez, Western Carolina University, Cullowhee, NC, “OWI Principles and Effective Practices”
Heidi Harris, University of Arkansas at Little Rock, “OWI Principles and Effective Practices”
Jason Snart, College of DuPage, Glen Ellyn, IL, “OWI Principles and Effective Practices”
Diane Martinez, Western Carolina University, Cullowhee, NC, “OWI Principles and Effective Practices”

Facilitators: Scott Warnock, Drexel University, Riverton, NJ
Beth Hewett, The Pennsylvania State University, University Park
Sushil Oswal, University of Washington, Tacoma
Kevin Eric DePew, Old Dominion University, VA
MW.15 Countering Stereotype Threat in Writing Classes, Programs, and Centers
This workshop examines stereotype threat research and interventions for faculty and WPAs who want to mitigate its negative effects.

Marriott, Meeting Room 11, Level Three

Co-Chairs: Vanessa Sohan, Florida International University, Miami
Glenn Hutchinson, Florida International University, Miami
Isis Artze-Vega, Florida International University, Miami
Paula Gillespie, Florida International University, Miami
Jessica Caceres, Auburn University, AL
Kimberly Harrison, Florida International University, Miami
Shevaun Watson, University of Wisconsin-Eau Claire
Vernon Dickson, Florida International University, Miami
Paul Feigenbaum, Florida International University, Miami

MW.16 Visible Futures: Building Success beyond the Curriculum in Rhetoric and Writing Graduate Programs
Join us to build inclusive excellence into your graduate program; walk away with an action plan for your campus!

Tampa CC, Room 23, First Level

Speakers: Terese Monberg, Michigan State University, East Lansing
Beth Keller, Michigan State University, East Lansing
Trixie Smith, Michigan State University, East Lansing
Malea Powell, Michigan State University, East Lansing
William Hart-Davidson, Michigan State University, East Lansing
All-Day Wednesday Workshops
9:00–5:00 p.m.

W.01 Multimodal, Embodied Pedagogy for the 21st Century
An all-day workshop that challenges participants to risk theorizing and practicing marginalized modalities and intelligences.

Tampa CC, Room 7, First Level

Speakers: June Griffin, University of Nebraska-Lincoln, “Get Outta Yo Mind: Dance as Rhetoric”
Faith Kurtyka, Creighton University, Omaha, NE, “Get Outta Yo Mind: Dance as Rhetoric”
Lauren Esposito, State University of New York, Stony Brook, “Embodied Rhetoric: Improvisation and Invention”
David Hyman, Lehman College, City University of New York, Bronx, “Teaching to the Killer Riff: Writing as Beats”
Bob Lazaroff, Nassau County Community College, State University of New York, Garden City, NY, “Teaching to the Killer Riff: Writing as Beats”
Nicole Galante, State University of New York, Stony Brook, “The Influence of Anxiety: Kairos and Karaoke”
Peter Khost, Stony Brook University, New York, “The Influence of Anxiety: Kairos and Karaoke”

W.02 Feminist Workshop: Teaching, Service, and the Material Conditions of Labor
Feminist Workshop participants will work to identify ways they do and can engage in feminist labor within academia.

Tampa CC, Room 5, First Level

Co-Chairs: Lauren Connolly, Lewis-Clark State College, Lewiston, ID
Jennifer Nish, American University of Beirut, Lebanon
April Cobos, Old Dominion University, Norfolk, VA
Patty Wilde, University of New Hampshire, Durham
April Conway, Bowling Green State University, OH
Lydia McDermott, Whitman College, Walla Walla, WA
Roseanne Gatto, St John’s University, Queens, NY
Shannon Mondor, College of the Redwoods, Eureka, CA
Moushumi Biswas, University of Texas at El Paso
Emma Howes, University of Massachusetts, Amherst
Alison A. Lukowski, Christian Brothers University, Memphis, TN
Nicole Khoury, American University of Beirut, Redlands, CA
Lauren Rosenberg, Eastern Connecticut State University, Willimantic

**Speakers:** Dawn Opel, Arizona State University, Phoenix
Liz Egen, Millsaps College, Jackson, MS
Jessica Philbrook, University of Missouri-Columbia
Dara Regaignon, New York University, NY
Jennifer Heinert, University of Wisconsin-Washington County
Cassandra Phillips, University of Wisconsin-Waukesha
Shelley Hawthorne Smith, University of Arizona, Tucson
Michele Lockhart, The University of Texas at Dallas
Kathleen Mollick, Tarleton State University, Stephenville, TX

**W.03 Council on Basic Writing Preconvention Workshop:**
*Risky Relationships in Placement, Teaching and the Professional Organization (Sponsored by the Council of Basic Writing)*

Workshop examines risks and rewards of BW relationships in placement, student and instructor lives, and professional organizations.

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

**Speakers:**
Heidi Estrem, Boise State University, ID, “Situated Placement: The Rewards of Developing Placement Processes”
Marcia Buell, Northeastern Illinois University, Chicago, “The Risks and Rewards of Complex Lives: Balancing Basic Writing with Instructor and Student Lives”
Candace Epps-Robertson, Michigan State University, East Lansing, “The Risks and Rewards of Complex Lives: Balancing Basic Writing with Instructor and Student Lives”
Marisa Klages, LaGuardia Community College, City University of New York, NY, “The Risks and Rewards of Complex Lives: Balancing Basic Writing with Instructor and Student Lives”
Mike Lueker, Our Lady of the Lake University, San Antonio, TX, “The 2014 Innovation Award for Teaching of Basic Writing”
Candace Zepeda, Our Lady of the Lake University, San Antonio, Texas, “The 2014 Innovation Award for Teaching of Basic Writing”
Asao Inoue, University of Washington Tacoma, “Writing Placement that Risks the Academy: Rethinking Ways of Access and the Reward of First-Year Writing”

*continued on next page*
Sara Webb-Sunderhaus, Indiana University-Purdue University Fort Wayne, “Situated Placement: The Rewards of Developing Placement Processes”
Michael Hill, Henry Ford Community College, Dearborn, MI, “Risky Relationships in Placement, Teaching and the Professional Organization”
Sugie Goen-Salter, San Francisco State University, CA, “Risky Relationships in Placement, Teaching and the Professional Organization”
For a list of additional participants visit www.ncte.org/ccce/conv searchable program.

W.04 TYCA Presents: The Rewards of Playing with Placement and Pedagogy
Multimodal pedagogy, feedback and group work; plus a collaborative consideration of placement practices at the two-year college.
Tampa CC, Room 3, First Level

Shannon Hopkins, Yakima Valley Community College, WA, “Multi-Modal/Group Projects in an Online Environment”
Joy Clark, Yakima Valley Community College, WA, “Multimodal Projects for Developmental and FYC”
Dodie Forrest, Yakima Valley Community College, WA, “Multimodal Projects for Developmental and FYC”
Julie Swedin, Yakima Valley Community College, WA, “Multimodal Projects for Developmental and FYC”
Carolyn Calhoon-Dillahunt, Yakima Valley Community College, WA, “Assessing Multimodal Work/Group Work AND Multimodal Feedback Strategies”
Suzanne Labadie, Oakland Community College, Royal Oak, MI, “The Rewards of Collaboration between CBW and TYCA”

W.05 Having Fun Teaching and Learning: Risking Gaming and Game Design in the Classroom
By playing and designing games, participants will learn how to produce learning outcomes from key concepts in game theory.
Tampa CC, Room 9, First Level

Chair: Rochelle (Shelley) Rodrigo, Old Dominion University, Norfolk, VA
Speakers: Danielle Roach, Miami University and Old Dominion University, OH
Kevin Moberly, Old Dominion University, Norfolk, VA  
Scott Reed, Georgia Gwinnett College, Lawrenceville  
Jill Morris, Frostburg State University, Cumberland, MD  
Cynthia Haynes, Clemson University, SC  
Stephanie Vie, University of Central Florida, Winter Park  
Jan Holmevik, Clemson University, SC

W.06 Working with Post-9/11 Student-Veterans: A Workshop for Composition Teachers, Scholars, and WPAs

This interactive workshop focuses on post-9/11 student-veterans in writing intensive courses and community writing programs.

Tampa CC, Room 11, First Level

Chair: Kathryn Broyles, American Military University, Bartlett, TN

Speakers:
- Michael Edwards, Washington State University, Pullman, “Teaching and Learning from Student Veterans”
- Lydia Wilkes, Indiana University, Bloomington, “Models for Veterans’ Services on College Campuses”
- Sandra Jang, English Instructor, New York, NY, “Effective Writing Assignments for Student-Veterans”
- Mariana Grohowski, Bowling Green State University, OH, “Models for Veterans’ Services on College Campuses”
- Roger Thompson, Stonybrook University, Lexington, VA, “An Ethical Obligation: Key Findings from the C’s White Paper on Veterans in Composition”
- D. Alexis Hart, Allegheny College, Meadville, PA, “The Legacy of War in the Composition Classroom”
- Virginia Chaffee, Colorado State University, Fort Collins, “Complicating Transitions: Perspectives of a Veteran and Composition Instructor”
- Liam Corley, California State Polytechnic University, Pomona, “Epistemological Interference in Veteran Writing”
- Sue Doe, Colorado State University, Fort Collins, “Discussing ‘Conceal Carry’ and Other Hot-Button Topics with Student-Veterans”
- Ashly Bender, University of Louisville, KY, “Academic Support for Student Veterans”

For additional speakers please visit www.ncte.org/cccc/conv
W.07  **Big Data Methods, Digital Tools, and Writing Studies**
How can Writing Studies employ big data methods to create innovative, timely, meaningful research?

**Speakers:** Valerie Ross, University of Pennsylvania, Philadelphia, “UPENN–Big Data”
Kate Pantelides, Eastern Michigan University, Ypsilanti, “Eastern Michigan University–Big Data”
Dave Eubanks, Eckerd College–Big Data
Alon Friedman, University of South Florida, Tampa, “University of South Florida–Big Data”
Stephanie Phillips, University of South Florida, Tampa–Big Data
Kristen Henderson, University of South Florida, Tampa–Big Data
Shelly Hayes, University of South Florida, Tampa–Big Data
Deborah Fontaine, Northwest Florida State College, Niceville, “Northwest Florida State College–Big Data”
Asko Kauppinen, Malmö University, Sweden, “Malmö University–Big Data”
Anna Wärnsby, Malmö University, Sweden, “Malmö University–Big Data”
Damian Finnegan, Malmö University, Sweden, “Malmö University–Big Data”
Alaina Tackitt, Eckerd College, St. Petersburg, FL, “Eckerd College–Big Data”
Alexandra Wayson, University of South Florida, Tampa, “University of South Florida–Big Data”
Joe Moxley, University of South Florida, Tampa, “University of South Florida–Big Data”

W.08  **The Risks and Rewards of Assessment: A Workshop for WPAs and Writing Instructors**
This all-day practical workshop will outline the various types of assessments and the need to frame assessment rhetorically.

**Co-Chairs:** Marisa Klages, LaGuardia Community College, City University of New York, NY
Norbert Elliot, New Jersey Institute of Technology, Newark

**Speakers:** Irvin Peckham, Drexel University, Philadelphia, PA
Patricia Lynne, Framingham State University, MA
Chris Anson, North Carolina State University, Raleigh
Kathleen Blake Yancey, Florida State University, Tallahassee
Suzanne Lane, Massachusetts Institute of Technology, Cambridge
Les Perelman, Massachusetts Institute of Technology, Cambridge
David Slomp, University of Lethbridge, Alberta, Canada
W.09 Using Artifact-Based Interviews as an Approach to Inquiry in Scenes of Teaching and Learning
Demonstrates methods and uses of artifact-based interviewing as model of narrative inquiry.

Tampa CC, Room 13, First Level

Chair: Julie Lindquist, Michigan State University, East Lansing
Speakers: Erik Skogsberg, Michigan State University, East Lansing
Sakeena Everett, Michigan State University, East Lansing
Shenika Hankerson, Michigan State University, East Lansing
Minh-Tam Nguyen, Michigan State University, East Lansing
Matt Gomes, Michigan State University, East Lansing
Lehua Ledbetter, University of Rhode Island, Wakefield
Jon Wargo, Michigan State University, East Lansing
Bump Halbritter, Michigan State University, East Lansing
Maria Novotny, Michigan State University, East Lansing

W.10 Deep Rewards and Serious Risks: Working through International Higher Education Writing Research Exchanges
International researchers (25 countries) share work in advance with registrants and pursue deep exchange at the workshop.

Tampa CC, Room 14, First Level

This workshop features 37 research projects by 50 scholars representing 23 countries; all individual project titles and facilitator names and institutions are available in the online program. www.ncte.org/cccc/conv

W.11 Composing Pedagogies of Labor
This workshop offers critical frameworks and resources to compose labor pedagogies for undergraduate and graduate writing courses.

Tampa CC, Room 15, First Level

Co-Chairs: Phyllis Ryder, George Washington University, Washington, D.C.
Vandana Gavaskar, Elizabeth City State University, Virginia Beach, VA
Bob Samuels, University of California, Santa Barbara
Tracy Donhardt, Indiana University-Purdue University Indianapolis
Gae Lyn Henderson, Utah Valley University, Orem
Anicca Cox, North Dartmouth, MA
Steve Fox, Indiana University-Purdue University Indianapolis
Seth Kahn, West Chester University of Pennsylvania
Wednesday, 9:00 a.m.–5:00 p.m.

W.12 Writing and Teaching Creative Nonfiction: Risks and Rewards (Sponsored by the Creative Nonfiction Standing Group)
Participants will explore creative nonfiction through writing to prompts and discussing teaching strategies and issues.
Marriott, Meeting Room 12, Level Three

Co-Chairs: Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA
Jenny Spinner, Saint Joseph’s University, Philadelphia, PA

Speakers:
Kolette Draegan, Central Arizona College, Phoenix, “Writing Auto-Ethnography”
Jenny Spinner, Saint Joseph’s University, Philadelphia, PA, “Access Denied”
Sandee McGlaun, Roanoke College, VA, “Choose Your Own Adventure”
Mike Heller, Roanoke College, VA “Inward Life/Outward Action in Writing Creative Nonfiction”
Lynn Z. Bloom, University of Connecticut, Storrs, “Ethical Issues in (Teaching) Risky Writing”
Doug Hesse, University of Denver, CO, “Re-Opening Your Future”
Irene Papoulis, Trinity College, Hartford, CT, “Excavating Emotions in Creative Nonfiction”
Libby Falk Jones, Berea College, KY, “Risking Language: Wordplay”
Half-Day Wednesday Workshops
Afternoon 1:30–5:00 p.m.

AW.01 Exploring Latinidad in the South and Florida: A Workshop
Sponsored by the NCTE/CCCC Latina/o Caucus
This workshop addresses Latin@ research, teaching, professional development, and community outreach with an emphasis on Florida.

Marriott, Grand Ballroom A, Level Two

Co-Chairs: Steven Alvarez, University of Kentucky, Lexington
Kendall Leon, Portland State University, OR
Cristina Kirklighter, Texas A&M University, Corpus Christi, TX

Speakers:
Damian Baca, University of Arizona, Tucson, “Teaching English Otherwise: Latinidad, Border Thinking, and Global Coloniality”
Alexandra Hildalgo, Purdue University, West Lafayette, “Coloring Digital Spaces: How to Merge Latina/o Scholarship with Digital Production”
Laura Gonzales, Michigan State University, East Lansing
Sara Alvarez, University of Louisville, KY, “Activist Citizens: Transforming the Social Conscience: DREAMers”
Gabriela Rios, University of Central Florida, Lansing, MI, “Indigenous/Chican@ Mapping”
Casie Cobos, Illinois State University, Normal, “Indigenous/Chican@ Mapping”
Cecilia Rodriguez Milanes, University of Central Florida, Orlando, “Latin@’s HSI-ing UCF”
Cruz Medina, Santa Clara University, CA
Isabel Baca, University of Texas at El Paso, “Mentoring Latinas in Higher Education”

AW.02 Going Outside: Internships, FieldTrips, and Experiential Learning
This workshop addresses the theory and logistics of experiential learning activities from internships to adventure travel.

Marriott, Grand Ballroom B, Level Two

Speakers: Justin Everett, University of the Sciences, Parkside, PA
Natalie Tomlin, DePaul University, Chicago, IL
Andrea Becksvoort, Girls Preparatory School, Chattanooga, TN
Lauren Ingraham, University of Tennessee at Chattanooga
Katherine Tirabassi, Keene State College, NH

continued on next page
AW.03 A Technical and Professional Writing Pedagogy Workshop: The Risk and Reward of Teaching Results-Oriented Invention and Heuristic Design Process
Technical and Professional Writing Heuristic Pedagogy Workshop for FYW instructors, grad students, and lecturers.
Marriott, Grand Ballroom D, Level Two

Speakers: Kathryn Northcut, Missouri University of Science and Technology, Rolla
Scott Kowalewski, Saginaw Valley State University, University Center, MI
Steve Benninghoff, Eastern Michigan University, Ypsilanti

AW.04 Writing Democracy: Invisibility and Visibility
Writing Democracy “Invisibility and Visibility” participants explore the risks/rewards of democratic activism in classroom.
Marriott, Grand Ballroom G, Level Two

Co-Chairs: Paul Feigenbaum, Florida International University, Miami
Steve Parks, Syracuse University, NY
Ralph Cintron, University of Illinois at Chicago
Nancy Welch, University of Vermont, Burlington
Jacqueline Jones Royster, Georgia Tech, Atlanta
Wendy Hesford, Ohio State University, Bexley
Laurie Grobman, Penn State Berks, Reading
Deborah Mutnick, Long Island University, NY
Shannon Carter, Texas A&M University-Commerce
Ben Kuebrich, Syracuse University, NY
Jessica Pauszek, Syracuse University, NY
Vani Kannan, Syracuse University, NY

AW.05 Teaching Indigenous Rhetorics in the First-Year Writing Classroom
Learn to incorporate Indigenous rhetorical practices into first-year composition classrooms in a range of institutional settings.
Marriott, Grand Ballroom H, Level Two

Speakers: Sundy Louise Watanabe, University of Utah, Salt Lake City
AW.06 The Job Market and Higher Education: Negotiations and Navigations of the New Doctoral Student
This workshop addresses the risks and rewards new doctoral students face in the market in terms of employment and job security.

Marriott, Grand Ballroom I, Level Two

Co-Chairs: Nathalie Virgintino, St. John’s University, Queens, NY
Tom Philippose, St. John’s University, Queens, NY
Dan Dissinger, St. John’s University, Queens, NY
Nancy Alvarez, St. John’s University, Queens, NY
Robert Mundy, Pace University, North Babylon, NY
Katelynn Deluca, St. John’s University, Queens, NY
Cristina Migliaccio, St. John’s University, Queens, NY
Nick Young, St. John’s University, Queens, NY
Scott Morgan, St. John’s University, Queens, NY
Meghan Nolan, St. John’s University, Queens NY
Anna Sicari, St. John’s University, Queens, NY

AW.08 Are Texts That Display Differently Different Texts?
The Role of the Device—Cell, Kindle, Tablet, Laptop, Paper—in the Making of Meaning
We will read multiple displays of a common text, inquiring into how form, content, device, and display contribute to meaning.

Tampa CC, Room 22, First Floor

Co-Chairs: Michael Spooner, Utah State University Press, Logan
Matt Davis, University of Massachusetts, Boston
Jacob Craig, Florida State University, Tallahassee
Kathleen Blake Yancey, Florida State University, Tallahassee
AW.09 Writing Studio Tools and Strategies across Contexts: Exploring Possibilities at Your Institutions
This workshop will help participants design a Writing Studio program at their institution.
Marriott, Grand Ballroom J, Level Two

Co-Chairs: Mark Sutton, Kean University, Union, NJ
Cara Minardi, Georgia Gwinnett College, Lawrenceville
Rhonda Grego, TYCA, Midlands Technical College, Columbia, SC
Mary Gray, University of Houston, TX
Suzanne Biederbach, Georgia Gwinnett College, Lawrenceville

Speakers: William Carney, Cameron University, Lawton, OK
Karen Johnson, Shippensburg University, PA
Dan Fraizer, Springfield College, MA
Barbara Schneider, University of Toledo, OH
Mark Sursavage, University of Houston, TX
Tonya Ritola, University of California, Santa Cruz
Alison Cardinal, University of Washington-Tacoma
Nina Ringer, The College of New Jersey, Ewing Township
Bre Garrett, University of West Florida, Pensacola
Aurora Matzke, Biola University, La Mirada, CA
John Tassoni, Miami University, Oxford, OH
Amanda Sepulveda, Georgia Gwinnett College, Lawrenceville

AW.10 The LILAC Project: Studying Student Research for Improved Information Literacy Pedagogies
We will introduce The LILAC Project methodology, findings, and information on becoming a partner institution.
Marriott, Meeting Room 8, Level Three

Chair: Katt Blackwell-Starnes, Lamar University, Beaumont, TX
Speakers: Elizabeth Kelly, Coastal Pines Tech, GA
Susan Brown, Kennesaw State University, GA
Susan Smith, Georgia Southern University, Statesboro
Leigh Ann Williams, Georgia Southern University, Statesboro

AW.11 The Job, not Just the Job Market: Preparing for Professional Life in Composition and Rhetoric
This workshop for intermediate & advanced graduate students offers practical insight on prepping for the job market and first job.
Marriott, Meeting Room 11, Level Three

Co-Chairs: Julia Voss, Santa Clara University, CA
Amy Wan, Queens College, City University of New York, Flushing
AW.12 Narrative Truth: The Risks and Rewards of Prison Research, Writing, and Teaching

Who do we see when we think of prison writers? We use the theme “narrative truth” as a focus of this prison writing workshop.

Tampa CC, Room 1, First Level

**Co-Chairs:** Laura Rogers, Albany College of Pharmacy and Health Sciences, NY, “Into the Archives: Narratives from the Hudson Training School for Girls”

Patrick Berry, Syracuse University, NY, “Prison Writing Networks: What Can the Digital Humanities Offer?”

Cory Holding, University of Pittsburgh, PA, “Prison Writing Networks: What Can the Digital Humanities Offer?”

Philip Christman, University of Michigan, Ann Arbor, “Who Is This For: Negotiating Ethics, Politics, and Aesthetics in a Journal of Prisoner Writing”

Daniel Cleary, Lorain County Community College, Westlake, OH, “Giving Voice to Ohio’s Incarcerated Writers and Artists”

Sherry Rankins-Robertson, University of Arkansas-Little Rock, “Women’s Ways of Writing: Developing Family Writing Courses in a Women’s Prison”

Joshua Schriftman, University of Miami, FL, “Narrative Failure in a Prison Writing Exchange: ‘Getting Real’ and Learning to Evolve”

Edward Lessor, Colorado State University, “The Faces of Miss-Demeanor: Institutional Representations of Female Deviance”

Kimberly Drake, Scripps College, Claremont, CA, “Risks and Rewards of Teaching Inside: Reflecting on Faculty and Facilitators’ Narrative Truth”

Barbara Roswell, Goucher College, Towson, MD, “Risks and Rewards of Teaching Inside: Reflecting on Faculty and Facilitators’ Narrative Truth”

Tobi Jacobi, Colorado State University, Fort Collins, “I Am Not My History: The Twists and Turns of Narrative Truth in Jail”

Anna Plemons, Washington State University, Pullman, “Twice Censored: Navigating the Overlapping Bureaus of Prison and University”

For additional participants go to www.ncte.org/cccc/conv searchable program.
AW.13 Ethical Issues for Beginning Researchers
This session will cover how to address temporary ethical issues, specifically food production, in a beginning research course.
Tampa CC, Room 20, First Level

Speakers: Holly Jacobus, Glendale Community College at Maricopa County Community College District, AZ
Alisa Cooper, Glendale Community College at Maricopa County Community College District, AZ
Beth Eyres, Glendale Community College at Maricopa County Community College District, AZ
Kelly Romirowsky, Maricopa County Community Colleges, Glendale, AZ

AW.14 Making the Most Powerful Point: How to Get the Most out of Slideware in the Classroom
Teachers will develop visual enhancements to traditional lectures, studying the design/use of slideware in the classroom.
Marriott, Meeting Room 7, Level Two

Speaker: Alan Ackmann, DePaul University, Chicago, IL

AW.15 Rewriting Plato’s Legacy: Ethics, Rhetoric, and Writing Studies
This workshop will examine the relationship of rhetoric and ethics in the twenty-first century.
Tampa CC, Room 23, First Floor

Co-Chairs: Lois Agnew, Syracuse University, NY
John Duffy, University of Notre Dame, South Bend, IN
Speakers: Andrew Ogilvie, Marymount College, Palos Verdes, CA
Michael Pemberton, Georgia Southern University, Statesboro
Matthew Capdevielle, University of Notre Dame, IN
Mitch Nakaue, The University of Iowa, Iowa City
William FitzGerald, Rutgers Camden, PA
Nancy Myers, University of North Carolina at Greensboro
Andrew Kinney, Ohio State University at Mansfield
Sushil Oswal, University of Washington-Tacoma
Craig A. Meyer, Texas A&M-Kingsville
Chris Earle, University of Wisconsin-Madison
Eric Leake, Texas State University, San Marcos
Joanna Johnson, University of Miami, FL
Belinda Walzer, Northeastern University, Boston, MA

Please visit www.ncte.org/cccc/conv searchable program for additional speakers
AW.16 The Risks and Rewards of Linguistically Standing Your Ground: Understanding, Rethinking, and Advocating Linguistic Diversity in the Classroom and Beyond
To empower composition instructors to reconsider definitions of writing and linguistic competence.

Marriott, Il Terrazzo, Lobby Level

Co-Chairs: Kim Brian Lovejoy, Indiana University-Purdue University Indianapolis, IN
Elaine Richardson, The Ohio State University, Columbus

Speakers: Denise Troutman, Michigan State University, East Lansing
David E. Kirkland, Michigan State University, East Lansing
Austin Jackson, Michigan State University, East Lansing
Isabel Baca, University of Texas at El Paso
Qwo-Li Driskill, Oregon State University, Corvallis
Terry Carter, Southern Polytechnic State University, Marietta, GA
Rashidah Muhammad, Governors State University, University Park, IL
David Green, Howard University, Washington, D.C.
Bonnie Williams, California State University-Fullerton
Brianna Naughton, California State University-Fullerton
Eric Rodriguez, California State University-Fullerton
Kayla Dufour, California State University-Fullerton
Thursday, March 19

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

EXHIBITS, 10:00 a.m.–5:00 p.m.
Tampa CC, Ballroom C/D, First Level

Nominating Committee (Open)
Tampa CC, Room 4, First Level
10:30 a.m. - 12:30 p.m.

Computer Connection
Tampa CC, Ballroom B, First Level

Digital Pedagogy Posters, 12:15 p.m.–3:00 p.m.
Tampa CC, Ballroom B, First Level

Newcomers’ Coffee Hour, 7:30 a.m.–8:15 a.m.
Marriott, Florida Ballroom V/VI, Level Two
Opening General Session
Marriott, Grand Ballroom
Level Two
8:30 a.m.–10:00 a.m.

Presiding: Joyce Carter, Program Chair/CCCC Associate Chair, Texas Tech University, Lubbock
Greetings: Local Arrangements Chair, Dianne Donnelly, University of South Florida, Tampa
Douglas Hesse, NCTE President-Elect, University of Denver, CO
Eva Payne, Chemeketa Community College, Corvallis, OR

Scholars for the Dream—2015 Recipients
Cara M. Chang, University of Hawai‘i at Mānoa
Shenika Hankerson, Michigan State University, East Lansing
Erika T. Johnson, Texas Woman’s University, Denton
Ashley L. Newby, Michigan State University, East Lansing
Joy Robinson, Georgia Institute of Technology, Atlanta
Yanira Rodriguez, Syracuse University, NY
Sherita V. Roundtree, The Ohio State University, Columbus
James Chase Sanchez, Texas Christian University, Fort Worth
Rachel Sanchez, Washington State University, Pullman
Dawn N. Hicks Tafari, Winston-Salem State University, NC

For a listing of previous Scholars for the Dream winners, please visit http://www.ncte.org/cccc/awards/scholarsforthedream

Scholars for the Dream Travel Award Committee
Chair: Jessica Barros, Bunker Hill Community College, Charlestown, MA
David Kirkland, Michigan State University, East Lansing
Jaime Armin Mejia, Texas State University, San Marcos
Octavio Pimentel, Texas State University, San Marcos
Sundy Watanabe, University of Utah, Salt Lake City

To increase the participation of traditionally underrepresented groups—African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latino and Latina Americans, and American Indians—CCCC has established the Scholars for the Dream Travel Awards. The awards celebrate the scholarly contributions of first-time presenters at CCCC who are members of these groups. By providing some funding for these scholars to travel to the Conference and to share their work with us, we hope to make the term “underrepresented” past history.
Thursday, 8:30–10:00 a.m.

**Chairs’ Memorial Scholarship—2015 Recipients**

Rachel Bloom, University of Kansas, Lawrence  
Heather Lindenman, University of Maryland, College Park  
Shannon Madden, University of Oklahoma, Norman  
Elisabeth L. Miller, University of Wisconsin-Madison

**Chairs’ Memorial Scholarship Award Committee**

*Chair:* Neal Lerner, Northeastern University, Boston, MA  
Charles Bazerman, University of California Santa Barbara  
Keith Gilyard, Penn State University, University Park  
Rhonda Grego, Midlands Technical College, Columbia, SC  
Scott Wible, University of Maryland, College Park

To remember and honor the Chairs of CCCC who have passed away, the CCCC Executive Committee has created scholarships of $750 each to help cover the costs of four graduate students who are presenting at the annual conference. Full-time graduate students whose presentations were selected through the regular peer review process are eligible for these scholarships.

For a listing of previous Chairs’ Memorial Scholarship Award winners, please visit [http://www.ncte.org/cccc/awards/chairsscholarship](http://www.ncte.org/cccc/awards/chairsscholarship)

**Announcement of the 2014-2015 CCCC Research Initiative Recipients**

*Attitudes, Preferences, and Practices of College Writing Instructors Toward Digital Pedagogy*

Rebecca E. Burnett, Rebecca E., Lisa Dusenberry, Andy Frazee, Liz Hutter, and Joy Robinson, Georgia Institute of Technology

*Learning Transfer from Metacognition-Enhancing Writing-about-Writing FYC Courses: A Longitudinal Study*

Doug Downs and Mark Schlenz, Montana State University

*Investigating the Habits of Mind of First-Year Composition Students*

Peter H. Khost, Stony Brook University

*Writing in the workplace: An investigation of job requirements and expectations for professional writers*

Clair Lauer, Eva Brumberger, and Mark Hannah, Arizona State University
Working Class Literacy: Archives, Academic Discourse, and the Achievement of Meta-Cognitive Academic Literacy Skills
Steve Parks, Jessica Pauszek, and Tony Scott, Syracuse University; William Thelin, University of Akron; Deborah Mutnick, Long Island University; and Jennifer Harding, London Metropolitan University

Surveying the Status of the Multi-major Professional Writing Course in U.S. Institutions of Higher Education
Sarah Read, DePaul University, and Michael Michaud, Rhode Island College

Faculty Identity Construction Through Language
Molly Scanlon, Claire Lutkewitte, Juliette Kitchens, and Allison Brimmer, Nova Southeastern University

Digital Media Academy: Designing Responsive Structures of Graduate Student Professionalization
Mary P. Sheridan, Rachel Gramer, and Megan Faver Hartline, University of Louisville

A Critical Approach to Academic Literacies in Latin America: A Multiple-Case Study
Lina Marcela Trigos Carrillo, University of Missouri

Research Writing in Education: A Genre-based Study of Four Disciplines
Anneke van Enk, Anthony Paré, Catherine Broom, Deirdre Kelly, Claudia Ruitenber, and Jennifer Vadeboncoeur, University of British Columbia

Blended Stretch Writing at Arizona State University
James E. Wermers, Susan Naomi Bernstein, Shillana Sanchez, Karen Dwyer, and Connie J. Bracewell, Arizona State University

Investigating the Impact of First-Year Composition: A Comparative Study on One Campus
Laura Wilder and Robert Yagelski, University at Albany

The Transfer of Transfer Project: Extending the Teaching for Transfer Writing Curriculum into Four Sites and Multiple Courses
Kathleen Blake Yancey and Erin Workman, Florida State University; Matthew Davis, University of Massachusetts Boston; Liane Robertson, William Paterson University of New Jersey; and Kara Taczak, University of Denver
Thursday, 8:30–10:00 a.m.

**Presentation of the Exemplar Award**

This award is presented to a person who has served or serves as an exemplar of our organization, representing the highest ideals of scholarship, teaching, and service to the entire profession.

Sharon Crowley, winner of the 2015 CCCC Exemplar Award, will speak.

Exemplar Award Committee

*Chair:* Duane Roen, Arizona State University, Tempe
David Bartholomae, University of Pittsburgh, PA
Michael Day, Northern Illinois University, DeKalb
Gesa Kirsch, Bentley University, Waltham, MA
Sondra Perl, Lehman College, Bronx, NY

For a listing of previous Exemplar Award winners, please visit http://www.ncte.org/cccc/awards/exemplar
When I think of CCCC as an organization, and of the many names we use to describe our intellectual work, I imagine Captain Sisko peering over the Promenade on Star Trek’s Deep Space Nine, looking at the interaction of all kinds of human and extraterrestrial life, and thinking about what it means to be charged with the mission of providing and running the hub that stands as the way station at the edge of an incomprehensible vastness of as yet unexplored space. As an organization, we are a hub for many disparate, yet related academic pursuits. As an academic discipline that refuses to be disciplined, we have long used gateway metaphors to describe our role in the university; we serve as the hub, or transit station that has the potential to touch every student as they make their way in academic work, no matter what disciplines or areas of study they might explore. We have long thought about what it means to be a hub for the intellectual work our students do, inside and outside academic walls. We think intensely and attentively about what it means to prepare students to write and communicate in academic and workplace settings. We have a long history of thinking together about writing and communication as keys to our students’ intellectual freedom and internal yearnings. We have also begun to think as carefully about what it means for students to be able to communicate thoughtfully in various kinds of community engaged work.

But what would it mean to become that kind of hub and network for the rest of the academy and for the publics and communities we serve off campus? Despite the political and budgetary pressures on higher education in general; despite the uncertainties of how our colleges and universities will respond to this uncertain climate; despite our desires to demonstrate our excellence and rich intellectual history; despite the unjust labor conditions constraining so many of our faculty and programs; despite the injustices contaminating the worlds of so many of our students, we find ourselves at a moment when we are freer than we have ever been to fly on to places we have never been, to re-vision who we are and the work we are here to do.

In this year’s Chair’s Address, “Ain’t No Walls Behind the Sky, Baby! Funk, Flight
Thursday, 8:30–12:30 a.m.

and Futuristic Visions,” I will travel a little through time and space to join Captain Sisko on the DS9 Promenade to look from a different vantage point at the work we do for our students, for our colleagues in other disciplines across the academy, for higher education generally, and for communities we have a chance to build with and serve outside our walls. The address will challenge us to be explorers in this moment rather than to be content to stay home and do what we know we do well—to “fly on and reach for the stars” as funkateer Bootsy Collins encourages us to do. The talk will also identify some specific challenges we must address, and will encourage us to experiment, play, and even fail in our response to these challenges in order for us to drop our limits and fly on to become something different than we have ever been.

Adam J. Banks is Professor of Writing, Rhetoric, and Digital Studies at the University of Kentucky. He is the author of Digital Griots and Race, Rhetoric and Technology: Searching for Higher Ground.

Nominating Committee (Open)
Tampa CC, Room 4, First Level
10:30 a.m.–12:30 p.m.
A Sessions: 10:30–11:45 a.m.

Dialogs on Key Issues

**Dialog on Cross-Generational Perspectives**

Brings together CCCC members to share their perspectives on the historical and evolving nature of cross-generational networks, institutional and geographical contexts, and work–life balance for professional development and growth.

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

*Moderators:* Louise Wetherbee Phelps, Old Dominion University  
Christine Tulley, The University of Findlay  
*Speakers:* Cheryl Glenn, The Pennsylvania State University  
Erika Lindemann, University of North Carolina, Chapel Hill  
Renee Moreno, California State University, Northridge  
Donnie Johnson Sackey, Wayne State University

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Open Access & Futures: An Undergraduate Research Poster Session

JW Marriott, Grand Ballroom Foyer, Third Floor
Advanced Writing

A.01 The Selfie Project: Risk-Taking in First-Year Sociology Research and Writing
In a 1st year sociology course, we collaborated to integrate student selfies and online writing into a research paper assignment.

Marriott, Florida Ballroom II, Level Two

Chair: Boba Samuels, Wilfrid Laurier University, Waterloo, Ontario, Canada
Speakers: Stefan Todoroff, Wilfrid Laurier University, Waterloo, Ontario, Canada
Jordana Garbati, Wilfrid Laurier University, Waterloo, Ontario, Canada
Anne Kelly, Wilfrid Laurier University, Waterloo, Ontario, Canada
Kimberly Ellis-Hale, Wilfrid Laurier University, Waterloo, Ontario, Canada
Boba Samuels, Wilfrid Laurier University, Waterloo, Ontario, Canada

Basic Writing

A.02 Prolonging the ALP Effect: A Multi-Pronged Approach to Co-Requisite Enrollment for Developmental Writing Students
Three professors discuss ways to prolong ALP’s effect on basic writers with self-placement, study skills, and tutoring.

Marriott, Florida Ballroom III, Level Two

Chair: Nora Beerline, Rhodes State College, Lima, OH
Speakers: John Fallon, Rhodes State College, Lima, OH
Jacob King, Rhodes State College, Lima, OH
Nora Beerline, Rhodes State College, Lima, OH, “Co-Enrollment or Co-Dependence?: Compensating for ALP’s Unhealthy Tendencies”

Community, Civic & Public

A.03 Gender, Service, Support, and Storytelling: The Risks and Rewards of Telling a Woman’s War Story
Explores key discourses surrounding contributions and constraints female veterans face and challenges moving from combat to campus.

Marriott, Meeting Room 10, Level Three

Chair: D. Alexis Hart, Allegheny College, Meadville, PA
Speakers: Mariana Grohowski, Bowling Green State University, OH, “Inclusive Interviewing: Sensitive Strategies and Modalities”
Brian Hauser, Clarkson University, Potsdam, NY, “Telling the Nontraditional Story: Female Combat Veterans in the Classroom”
Lydia Wilkes, Indiana University, Bloomington, “More than ‘Tits and Ass’: Metonymy, Personhood, and Female Military-Veteran Identity in Kayla Williams’ Iraq War Memoirs”
Kathryn Broyles, American Military University, Bartlett, TN, “Reinscribing, Resisting, and Reclaiming Gender”
Christina Xydias, Clarkson University, Potsdam, NY, “Telling the Non-traditional Story: Female Combat Veterans in the Classroom”

**Respondent:** D. Alexis Hart, Allegheny College, Meadville, PA

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**Community, Civic & Public**

**A.04 The Risks of Engagement: Infrastructures of Place-Based Pedagogy in Urban Midwestern Contexts**

We develop an ethical community-based pedagogy by engaging with history, place, and narrative to generate critical reflectiveness.

**Marriott, Meeting Room 1, Level Two**

**Chair:** Gesa E. Kirsch, Bentley University, Waltham, MA

**Speakers:**
- Elizabeth Rohan, University of Michigan-Dearborn, “America’s Historical University Settlement Culture as a Blueprint for Contemporary Place-Based Pedagogy”
- David Sheridan, Michigan State University, East Lansing, “The Risks and Rewards of Storytelling in the Motor City”
- John Monberg, Michigan State University, East Lansing, “Risks and Rewards of Writing Civil Society”

**History**

**A.05 Microhistories of Composition Studies: The Risks and Rewards**

This session applies the methods of microhistory to three events in composition’s past.

**Marriott, Meeting Room 11, Level Three**

**Chair:** Bruce McComiskey, University of Alabama at Birmingham

**Speakers:**
- Nancy Myers, University of North Carolina at Greensboro, “A Microhistory of the Internal Workings of the Harvard English Faculty between the 1870s and 1890s”
- James Zebroski, University of Houston, TX, “Teaching Grammar to Improve Student Writing? Revising the Bateman-Zidonis Report of 1966”
- Bruce McComiskey, University of Alabama at Birmingham, “Writing the (Micro)History of Composition Studies”
History

A.06  The Emergence of Global Rhetorics: From Local to Cosmopolitan
This panel will focus on Jewish, Jesuit, and Buddhist rhetorics. Respondents will add Afro-Caribbean and Chinese traditions.

Marriott, Florida Ballroom V, Level Two

Chair: Cinthia Gannett, Fairfield University, CT
Speakers: Kurt Spellmeyer, Rutgers University, New Brunswick, NJ, “Buddhist Rhetoric in East Asia”
Deborah H. Holdstein, Columbia College Chicago, IL, “Global Diaspora as Assimilation: Jewish-to-Jesuit Rhetoric and its Implications for Composition”
John Brereton, University of Massachusetts, Boston, “Global Rhetoric and the Jesuits: A Four-Hundred-Year Tradition”
Michael Bernard-Donals, University of Wisconsin-Madison, “Jewish Rhetorics and/as Global Rhetoric”
Respondent: LuMing Mao, Miami University, OH
Victor Villanueva, Washington State University, Pullman

Information Technologies

A.07  Massive Risk, Massive Reward: What We Learned about Teaching and Composing by Offering a MOOC
Conveys how developing and teaching a writing MOOC have impacted our views on pedagogy, collaboration, and composition.

Tampa CC, Room 15, First Level

Chair: Kaitlin Clinnin, The Ohio State University, Columbus
Speakers: Cindy Selfe, The Ohio State University, Columbus
Ben McCorkle, The Ohio State University at Marion
Scott DeWitt, The Ohio State University, Columbus
Kay Halasek, The Ohio State University, Columbus
Kaitlin Clinnin, The Ohio State University, Columbus
Respondent: Jennifer Michaels, The Ohio State University, Columbus

Information Technologies

A.08  Composing Identities: Risks and Rewards of Social Class and Gender Performance in Online Spaces
Gender performance in online communities where sexed body, e.g. reproduction, motherhood, and gender identity, is explored in writing.

Marriott, Meeting Room 2, Level Two

Chair: Cindy Tekobbe, Arizona State University-Scottsdale
Speakers: Amber Nicole Pfannenstiel, Arizona State University, Tempe, “Constructing ‘Parenting’ on BabyCenter: Mommy Bloggers vs Celebrities”
Dawn Opel, Arizona State University, Phoenix, “‘Do you see one line or two?’: Home Pregnancy Test Users’ Writing in Online Health Forums as Negotiation of Risk Communication”
Cindy Tekobbe, Arizona State University-Scottsdale, “Asking, Sharing, and Being in Tumblr’s Transgendered Community”

Information Technologies
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
Cultural discourse, digital artifact, social genre—memes are ideal to teach writing, learn rhetoric, and build community.
Tampa CC, Room 20, First Level
Chair: James Heiman, St. Cloud State University, MN
Speakers: Jack Hennes, Michigan State University, East Lansing
Matt Barton, St. Cloud State University, MN
Rex Veeder, St. Cloud State University, MN
James Heiman, St. Cloud State University, MN

Institutional and Professional
A.10 Thinking Big on a Small Campus: Innovative Composition at Regional, Branch, and Satellite Institutions
Snapshots of WPAs charged with innovative program development at regional/branch campuses plagued by identity and retention crises.
Marriott, Meeting Room 7, Level Two
Chair: Jessie Blackburn, Appalachian State University, Boone, NC
Speakers: Paul Cook, Indiana University-Kokomo, “Notes from the Margins: WAC/WID and the Institutional Politics of Place(ment)”
Heather Bastian, The College of St. Scholastica, Duluth, MN, “Confronting the Challenges of Blended Graduate Education with a WEC Project”
Polina Chemishanova, University of North Carolina at Pembroke, “Economies of Place and Power: Lessons from One Regional University’s Writing-Intensive Initiative”
Jessie Blackburn, Appalachian State University, Boone, NC, “Risking Exclusion: WPAs Who Innovate and Differentiate on Isolated Campuses”
Institutional and Professional

A.11 Independent Writing Departments and Programs: Multiple Perspectives (Sponsored by Independent Writing Departments and Programs Standing Group)
Creating an independent writing department or program can be a risk. Three institutions taking that risk report on their rewards.

Marriott, Meeting Room 4, Level Two

Chair: Peter Vandenberg, DePaul University, Chicago, IL (SAC 350)
Speakers: Stephen Monroe, University of Mississippi, University, MS
        Elizabeth Deis, Hampden-Sydney College, VA
        Lowell Frye, Hampden-Sydney College, VA
        Andrea Williams, University of Toronto, Ontario, Canada

Respondent: Barry Maid, Arizona State University, Phoenix

Innovation and Taking Risks

A.12 Taking Risks and Reaping Rewards: Faculty, Students, and WPAs on Multimodality
This presentation explores the perspectives of faculty, students, and WPAs on the risks and rewards of multimodality.

Marriott, Florida Ballroom 1, Level Two

Chair: Ann-Marie Lopez, McMurry University, Abilene, TX
Speakers: Sonja Andrus, University of Cincinnati/Blue Ash College, OH, “Just because Everyone Else Is Doing It . . . Multimodal Programming May Seem Like Risky Business for WPAs”
        Christopher Andrews, McMurry University, Abilene, TX, “Why Risk It? Interdisciplinary Faculty on Multimodal Writing”
        Ann-Marie Lopez, McMurry University, Abilene, TX, “Writing beyond (the) Margins: Students’ Perceptions of Multimodal Assignments in Composition Classrooms”

Innovation and Taking Risks

A.13 Risky Writing in the STEM Classroom: Exploring the Challenges and Rewards
This panel explores three non-traditional but successful writing pedagogies employed in STEM settings.

Marriott, Meeting Room 5, Level Two

Chair: Paul Hanstedt, Roanoke College, Lexington, VA
Speakers: Karen Morgan Ivy, New Jersey City University, Jersey, “Not Just for Numbers Anymore: Practical Applications of Poetry and Prose in the Mathematics Classroom”


Innovation and Taking Risks

A.14 Academic Boundaries and Habitual Risk
Building a map when you don’t know where you’re going: Academic Boundaries and Habitual Risk, an interactive session at #4c1 Marriott, Meeting Room 3, Level Two

Chair: Megan Eatman, Clemson University, SC
Speakers: Tekla Hawkins, University of Texas-Austin
Megan Eatman, Clemson University, SC
Megan Gianfagna, University of Texas-Austin

Innovation and Taking Risks

A.15 Teaching through Failure
Three presentations explore how failure is useful for learning.
Marriott, Meeting Room 12, Level Three

Chair: Andrew Blake, Delaware State University, Dover
Speakers: Karen Uehling, Boise State University, ID, “Using iPads in a Senior Seminar for Writing Majors: Words Did Not Come Easily”
Thomas Batt, Maine Maritime Academy, Castine, “‘Loss Aversion’ and the Risks of Revision”
Alicia Brazeau, College of Wooster, OH, “This Might Not End Well: Embracing a ‘Growth’ Attitude toward Failure in Composition”

Innovation and Taking Risks

A.16 Comp’s Got Ninety-Nine Problems, but Racial Equity Ain’t One–The Risky Business of Engaging Racial Equity in Writing Instruction
White privilege in BW shrinks through portfolios and accelerated pedagogies; real equity demands ending privilege in many sites.
Tampa CC, Room 7, First Level

Chair: Kath DeVore, Minneapolis Community and Technical College, MN
Speakers: Renee DeLong, Minneapolis Community and Technical College, MN
Taiyon Coleman, Minneapolis Community and Technical College, MN
Michael Kuhne, Minneapolis Community and Technical College, MN
Kath DeVore, Minneapolis Community and Technical College, MN
Language

A.17 Translating Translingualism: A Contribution and a Critique of the Translanguaging Approach with Translocal Cases

This panel offers a rich description of local and global cases of translanguaging practice and research.

Tampa CC, Room 9, First Level

Chair: Patricia Fancher, Clemson University, SC
Speakers: Sonja Wang, Michigan State University, East Lansing
Kirk Branch, Montana State University, Bozeman
Alanna Frost, University of Alabama-Huntsville

Professional and Technical Writing

A.18 The Networked Rhetorical Situation: 3 Case Studies in Genre Change

Three empirical studies of genre change, presented as evidence of networks acting as situations requiring new social action.

Tampa CC, Room 1, First Level

Chair: LauraAnne Carroll-Adler, University of Southern California, Los Angeles
Speakers: Kristyne Bradford, Western Illinois University, Macomb
Stephen Carradini, North Carolina State University, Raleigh
Jason Swarts, North Carolina State University, Raleigh

Research

A.20 Writing Assessment and Research Methodologies

Multimodal online authoring tools, sabermetrics, and scientific approaches explore writing and program assessment.

Tampa CC, Room 5, First Level

Chair: Johanna Phelps-Hillen, University of South Florida, Tampa
Speakers: Bruce Bowles, Florida State University, Tallahassee, “Moneyball Writing Assessment”
Holly Bauer, University of California, San Diego, “Writing Program Assessment and the Risks of Scientism”
Madeleine Picciotto, University of California, San Diego, “Writing Program Assessment and the Risks of Scientism”
Karyn Hollis, Villanova University, PA, “From Risk to Relevance: A Multimodal Interview with Les Perelman, ‘The Man Who Killed the SAT Essay,’ created with SCALAR, Open Source, Online Authoring Tool”
Research

A.21 Literacy in Motion: Researching and Teaching Multiliteracies across Scenes of Writing

Presents three case studies grounded in mobile theories and research methods to explore the practices of writers across space-time.

Marriott, Meeting Room 6, Level Two

Chair: Brice Nordquist, Syracuse University, NY
Speakers: Tom Fox, California State University, Chico
Steven Fraiberg, Michigan State University, East Lansing
Brice Nordquist, Syracuse University, NY

Research

A.22 Responding to Student Writers: Productively Situating Responses to Students and Their Writing

Three data-based studies of the identities and emotional stances writers and teachers adopt in student writing response contexts.

Tampa CC, Room 10, First Level

Chair: Pamela Takayoshi, Kent State University, OH
Speakers: Shannon McKeheen, Kent State University, OH, “Teaching Non-Evaluative Peer Response: A Freirean Teacher-Researcher Perspective”
Nicole Caswell, East Carolina University, Greenville, NC, “Reconsider Emotion: How Emotions Shape Teacher Response to Student Writing”
Pamela Takayoshi, Kent State University, OH, “‘I was sounding like an actual writer’: Writerly Identity in Student-Teacher Conferencing”

Research

A.23 Inventing the Field: Researcher Identity, Dissertations, and Metaphors for Invention

Research reveals the cognitive processes of constructing new researcher identities.

Tampa CC, Room 11, First Level

Chair: John David Harding, Saint Leo University, FL
Speakers: Benjamin Miller, City University of New York Graduate Center, Bronx, “Writing is a ________ Subject: Topic-Modeling Dissertations in Composition/Rhetoric”
Rachael Cayley, University of Toronto, Ontario, Canada, “Adopting a New Research Identity: Implications for the Writing Process”
First-Year Composition

A.24 Better Breathers are Better Learners
This panel explores connections among mindfulness, meditation, and yoga with writing pedagogy to help strengthen student writing.

Marriott, Meeting Room 8, Level Three

Chair: Asao Inoue, University of Washington Tacoma
Speakers: Emily Beals, California State University, Fresno, “Compassionate Habits: The Implementation of Self-Compassion and Mindfulness Meditation within the Writing Classroom”
Jeremiah Henry, California State University, Fresno, “Piecing Together Peace: A Grammar and Rhetoric of Mindfulness in the Writing Classroom”
Jennifer Consilio, Lewis University, Plainfield, IL, “Transforming Mind, Body and Writing: Incorporating Mindfulness and Yoga into the Writing Classroom”

Respondent: Susan Naomi Bernstein, Arizona State University, Tempe

First-Year Composition

A.25 Breaking Down Barriers: Risks and Rewards of Redesigning FYC Curriculum for the Multilingual Reality
This presentation shares ways we redesigned our FYC curricula to allow students to draw on their cultural and language diversity.

Tampa CC, Room 12, First Level

Chair: Christine Gregory, Florida International University, Miami
Speakers: Kacee Belcher, Florida International University, Miami, “Entering Global Discourse through a Translingual Lens: Helping Students Find Their Voice through a Universal Approach”
Enzu Castellanos, Florida International University, Miami, “Rephrasing the Obvious Questions: Why We Research Ideas instead of Subjects to Push Past the Obvious Answers”
Nick Vagnoni, Florida International University, Miami, “From Risk to Rewards: Engaging Academic Writing Tasks to Sensitize Students to Multilingualism”
Patricia Warman-Cano, Florida International University, Miami, “Problem Solving with Paulo Freire: Promoting Global Citizenship and Improving Critical-Thinking Skills through Themed, Research-Based Projects”
Christine Gregory, Florida International University, Davie, FL, “Redefining the Mainstream: Serving a Multilingual Population through Universal Design”
First-Year Composition

A.26 Taking Risks in Teaching Politics and Ethics in FYC
Lively discussion about teaching dog-whistle rhetoric, risk, and lying in FYC

Tampa CC, Room 13, First Level

Chair: Maxwell Philbrook, University of Missouri, Columbia
John Hanly, Monmouth University, Frankfort, KY, “Point of No Return?: Rhetoric, Ethics, and Risk in the First-Year Writing Classroom”
Kristen Miller, Tuskegee University, LaGrange, GA, “Composing Lies in Search of Ethos: A Different Sort of Academic Dishonesty”

First-Year Composition

A.27 Game On: Games and Gamification in First-Year Composition
Scholar/Teachers demonstrate the integration of games and gamification into FYC as both objects of study and composition artifacts.

Tampa CC, Room 14, First Level

Chair: Summer Dickinson, Indiana University of Pennsylvania
Speakers: Scott Lasley, University of Louisville, KY, “Roleplaying inside Arguments: Replay Value and Video Games in the First-Year Composition Class”
Lee Hibbard, University of Alabama in Huntsville, “Battling with Monsters: Genre-Based Gamification in the Composition Classroom”
Skye Roberson, Arkansas State University, Jonesboro, “Go Boldly Forth!: Fusing Live-Action RolePlaying into First-Year Composition”
Sheryl Ruszkiewicz, Oakland University, Rochester, MI, “It’s Dangerous to Go Alone! Take This: The Risks and Rewards of Games and Gamification in FYC”

Theory

A.28 Felt Sense 2.0: Writing with the Body in a Digital World
A participatory inquiry into notions of the body and composing processes as these relate to the creation of new media projects.

Marriott, Florida Ballroom VI, Level Two

Chair: Sondra Perl, Lehman College, City University of New York, Bronx
Speakers: Hilarie Ashton, Graduate Center, City University of New York, NY, “Valuing Silence”

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Nolan Chessman, Graduate Center, City University of New York, NY, “Valuing Silence”
Robert Greco, Graduate Center, City University of New York, NY, “To Boldly Fail: Space and Exploration in Digital Composing”
Erin M. Andersen, Graduate Center, City University of New York, NY, “To Boldly Fail: Space and Exploration in Digital Composing”
Anna-Alexis Larsson, City University of New York, Graduate Center, NY, “Voicing the Digitally-Attuned Body”
Sean Molloy, Hunter College, City University of New York, NY, “Voicing the Digitally-Attuned Body”
Sondra Perl, Lehman College, City University of New York, Bronx, “Composing in the Here and Now”

Theory

A.29 Rhetorics of Augmented Reality
This panel argues for the rhetorical engagement with Augmented Reality, offering new rhetorical and pedagogical approaches.
Tampa CC, Room 23, First Level

Chair: Sean Morey, Clemson University, SC
Speakers: John Tinnell, University of Colorado Denver, “Augmenting Denver: Augmented Reality Composition in Community Contexts”
Scot Barnett, Indiana University, Bloomington, “Everting Rhetoric: Augmented Reality as Rhetorical Theory”
Sean Morey, Clemson University, SC, “Abducting Reality: Risks and Rewards”

Theory

A.30 Queering the Ear: Queer Riffs on Rhetoric and Listening
“Queering the Ear” riffs on queer approaches to listening that amplify new chords for rhet/comp theory and pedagogy.
Tampa CC, Room 19, First Level

Chair: Krista Ratcliffe, Marquette University, Milwaukee, WI
Speakers: Kendall Gerdes, The University of Texas at Austin, “A Rhetoric of Queer Style”
Devon Kehler, University of Arizona, Tucson, “Resonant Rhetorics: Queer Calibrations of Listening”
Timothy Oleksiak, Bloomsburg University, Minneapolis, MN, “Listening Language as Queer Compositional Practice”
Respondent: Krista Ratcliffe, Marquette University, Milwaukee, WI
Theory

A.31 After “The Epistemic Music of Rhetoric”: Risks and Rewards Teaching Non/Object(ive), Dis/Sonic, E/Lectronic, Re/Embodied Sounds

This panel explores through pedagogical performances several dimensions of scholarship in “the episonic music of rhetoric.”

Marriott, Florida Ballroom IV, Level Two

Chair: Steven Katz, Clemson University, SC
Speakers: Michael Utley, Clemson University, SC, “Re-Writing the Riot: On Resisting a Definition for Punk Rock Rhetoric”
Matthew Osborn, Clemson University, SC, “Aural Rhetoric’s Double Bind, Sonified with Experimentation and Stability in Electronic Dance Music”
A.D. Carson, Clemson University, SC, “A Rap on Rap: Hip-Hop Cognition and Composition (One Term At A Time)”

Writing Programs

A.32 Making Courses Talk to Each Other: Transfer of Learning from the First Year into the Disciplines

Transfer of writing strategies beyond FYC, exploring efforts in general education and WAC/WID programs.

Marriott, Meeting Room 9, Level Three

Chair: Keith Rhodes, Hastings College, NE
Speakers: Carol Rutz, Carleton College, Northfield, MN, “Faculty Autonomy and Integrated Curricular Goals”
John Bean, Seattle University, WA, “Strategies for Increasing Transfer of ‘Academic Writing Skills’ from FYC into Gen-Ed Disciplinary Courses”
Keith Rhodes, Hastings College, NE, “The ‘Expert Schema’ of Effective Writers: How People Learn Writing as a General Education Objective”

Writing Programs

A.33 A Change for the Better: WAC/Writing Center Partnerships

Organizational development theory helps build strong WAC/Writing Center alliances while managing and sustaining changes.

Tampa CC, Room 16, First Level

Chair: Laura Brady, West Virginia University, Morgantown
Speakers: Laura Brady, West Virginia University, Morgantown
Nathalie Singh-Corcoran, West Virginia University, Morgantown
James Holsinger, West Virginia University, Morgantown
Writing Programs

A.34 Risking Word and Limb: Embodied Strategies in the Tutoring of Writing
This panel will actively explore embodied strategies in the tutoring and teaching of writing.

Tampa CC, Room 18, First Level

Chair: Heidi Stevenson, Northern Michigan University, Marquette
Speakers: Molly Fox, Northern Michigan University, Marquette
Amy Hansen, Northern Michigan University, Marquette
Michael Jacoby, Northern Michigan University, Marquette
Heidi Stevenson, Northern Michigan University, Marquette

History

A.35 Absolute Equality: Rhetorics of Race and Class, Resistance and Reconciliation from Jim Crow to a Post-Racial United States
Rhetorics of resistance and reconciliation from Jim Crow to the present day as evidenced in an array of textual artifacts.

Tampa CC, Room 21, First Level

Chair: Frankie Condon, University of Waterloo, Ontario, Canada
Speakers: Vershawn Young, University of Waterloo, Ontario, Canada, “The Dead Man’s English Teacher: The Rhetorical Gap between Race and Reconciliation”
B Sessions: 12:15–1:30 p.m.

Dialogs on Key Issues

Dialog on Technology and Writing
Considers broad issues around technology and writing, grounded in the position statements “Teaching, Learning, and Assessing Writing in Digital Environments” and “Promotion and Tenure Guides for Working with Technology.”

Tampa CC, Ballroom A, First Level

Speakers: Daniel Anderson, University of North Carolina at Chapel Hill
Johndan Johnson-Eilola, Clarkson University
Liza Potts, Michigan State University

Basic Writing

B.01 From Remediation to Meaning: Approaches to Structuring Co-Requisite Courses
This panel will explore three ways of aligning co-requisite classes, ensuring that they are meaningful for students.

Marriott, Florida Ballroom I, Level Two

Chair: Susan Gabriel, Community College of Baltimore County, MD
Speakers: Jamey Gallagher, Community College of Baltimore County, MD, “Generic Conventions in ALP”
Kelly Keane, Teachers College, Columbia University, New York, NY, “Utilizing Critical Relevant Pedagogy in an Accelerated Freshman Composition Classroom”
Peter Adams, Community College of Baltimore County, MD, “Basic Writing Transformed”

Community, Civic & Public

B.02 Writing Reciprocity: The Risks and Rewards of Community Literacy Initiatives
We will share innovative strategies for 21st-century community literacy outreach initiatives.

Marriott, Florida Ballroom II, Level Two

Chair: Katie McWain, University of Nebraska-Lincoln
Speakers: Ashanka Kumari, University of Nebraska-Lincoln, “Digital Literacy Pedagogy for Community Outreach Organizations”
Kelly Meyer, University of Nebraska-Lincoln, “A Relational Ethic: The New Land Grant Institution Mission”
Katie McWain, University of Nebraska-Lincoln, “Feminist Rhetorical Strategies in Community Literacy Work”

Respondent: Elenore Long, Arizona State University, Phoenix

**Community, Civic & Public**

**B.03 Carceral Democracies: Rhetorics of and from Imprisonment**
Speakers consider the impact of incarceration and prisons on our democratic rhetorical practices.

Marriott, Florida Ballroom III, Level Two

Chair: Chris Earle, University of Wisconsin-Madison

Speakers: Richard Marback, Wayne State University, Detroit, MI, “Robben Island and the Narrative of a Democratic South Africa”

Nadya Pittendrigh, University of Illinois-Chicago, “Making Visible Invisible Suffering: Affective Rhetoric in the Campaign to Close Tamms Supermax Prison”

Chris Earle, University of Wisconsin-Madison, “Necropolitical Writing: Agency and Interruption from Guantánamo Bay’s HIV Camp”

**Creative Writing**

**B.04 Re-Examining Creative Writing in Relation to Composition**
Bridging the rhetoric/creative writing divide with survey research, textbook analysis, international multimodal writing, and WAC

Marriott, Meeting Room 2, Level Two

Chair: Janelle Adsit, Simon Fraser University, Burnaby, British Columbia, Canada

Speakers: Christopher Drew, Indiana State University, Terre Haute, “Creative Writing across the Curriculum”

Steve Westbrook, California State University, Fullerton, “Risky Writing: Linking Technological Experimentation and Social Action in U.S. Creative Writing Classrooms”

Janelle Adsit, Simon Fraser University, Burnaby, British Columbia, Canada, “Craft and Rhetoric: The Assumptions of Creative Writing Textbooks”

Laura Wilder, University at Albany, State University of New York, NY, “Rhetoric in the Creative Writing Classroom: A Nationwide Survey of Creative Writing Instructors”
B.05 Experimenting with the Everyday: The Affordances and Limitations of Women’s Writing

Presenters analyze women’s historical everyday writing such as: autograph books, letters, and cookbooks.

Marriott, Meeting Room 3, Level Two

Chair: Jennie Vaughn, University of Alabama, Tuscaloosa

Speakers:
- “Measured Bites at Her Just Desserts: Reading Womanhood in Women’s Cookbooks”
  Keri Mathis, University of Louisville, KY
- “Gendered Genres: Rhetorical Rewards in 17th-Century Women”
  Susanna Coleman, The University of Alabama, Greenville
- “Virtue hope and loveliness: The Risk and Reward of Studying Ordinary Writing in a Victorian Autograph Album”

History

B.06 Asian/Asian American Scholarship in Rhetoric and Composition: Risks and Rewards (Sponsored by the Asian/Asian American Caucus)

Discusses historical and emergent work in Asian/Asian American studies in rhetoric/composition to explore its risks and rewards.

Marriott, Florida Ballroom VI, Level Two

Chair: Terese Monberg, Michigan State University, East Lansing, MI

Speakers:
- “The Presence of Asian/Asian American Scholars in College Composition and Communication (1950-2010)”
  K. Hyoejin Yoon, West Chester University, PA
- “The Presence of Asian/Asian American Scholars in College Composition and Communication (1950-2010)”
  Phuong Tran, Ball State University, Muncie, IN
- “Racial Identities, Visual Representations, and Performative Capacities: Rhetorical Production(s) of/by Asian/Asian Americans in Hawai’i”
  Edward Lee, University of Hawai’i at Mānoa
- “Racial Identities, Visual Representations, and Performative Capacities: Rhetorical Production(s) of/by Asian/Asian Americans in Hawai’i”
  Michael Pak, University of Hawai’i at Mānoa
- “Racial Identities, Visual Representations, and Performative Capacities: Rhetorical Production(s) of/by Asian/Asian Americans in Hawai’i”
  Scott Kaalele, University of Hawai’i at Mānoa
- “Racial Formations of Second Language International Students and the Responsibility of the WPA”
  Jolivette Mecenas, University of La Verne, CA

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Linh Dich, Miami University, Oxford, OH, “The Impact of Asian/Asian American Scholarship as a Productive, Contested Site”
Lehua Ledbetter, University of Rhode Island, Haslett, MI, “Risks and Affordances: Naming the Asian/Asian American Caucus”

Respondent: Hui Wu, University of Texas at Tyler

**Information Technologies**

**B.07  Insert Your Picture Here: Locating the Self with Digital Images**
Digital imaging and mobile apps revise ideas of place, space, self, and body. Panel asks how this impacts the teaching of Rhet/Comp.

Marriott, Meeting Room 1, Level Two

Chair: Kuhio Walters, West Chester University of Pennsylvania
Speakers: Laura Sparks, California State University, Chico, “The Body Image: Selfies, SkinneePix, and Our Malleable Digital Bodies”
Lavinia Hirsu, University of North Carolina at Greensboro, “Viral Selfies: Taking Risks with Subjectivity”
Kuhio Walters, West Chester University of Pennsylvania, “Landscape, Nostalgia, and the Time-Traveling Selfie: Mobilizing First-Year Writers with(in) Photo Archives”

**Information Technologies**

**B.08  What Can Writing Teachers Learn (and Fear) from MOOCs?**
Redefining the role of MOOCs in writing pedagogy beyond information dumps into engaging learning spaces.

Marriott, Meeting Room 7, Level Two

Chair: Richard Colby, University of Denver, CO
Speakers: Rebekah Shultz Colby, University of Denver, CO, “Using Online Writing Spaces to Offer Writing Feedback in MOOCs”
Jill Morris, Frostburg State University, Cumberland, MD, “What Are MOOCs for Anyway?”
Richard Colby, University of Denver, CO, “Typology of MOOCs”

**Information Technologies**

**B.09  Risk to Respond (Because the Internet)**
How might we manage risks and response-abilities as we navigate ethical dilemmas and imperatives within digital spaces?

Marriott, Meeting Room 4, Level Two

Chair: Kristen Gay, Clemson University, SC
Speakers: Jonathan Lashley, Clemson University, SC, “Professional Expectations and Powerful Exceptions”
Michael Lucas, Clemson University, SC, “Playing with Failure and Tripping Up Trolls”
Megan McIntyre, University of South Florida, Tampa, “Risk, Responsibility, and Reddit’s Hunt for the Boston Marathon Bombing Suspects”
Kristen Gay, Clemson University, Seneca, FL, “Listen @ Your Own Risk: Mystery as a Method for Narrative Medicine”

Information Technologies

B.10 Mobile, Polymedia, and Technological Obsolescence
Mobile technology, planned obsolescence, and digital pedagogy
Marriott, Meeting Room 5, Level Two

Chair: Rashidah Muhammad, Governors State University, University Park, IL

Speakers: Joy Bancroft, Daytona State College, FL, “Closing the Participation Gap: Teaching Digital Literacy in the Writing Center”
Bronwyn T. Williams, University of Louisville, KY, “Making the Text ‘Feel Real’: Polymedia, Emotion, and Literacy Practices with Mobile Technologies”
Shannon Madden, University of Oklahoma, Norman, “Digital Writing Pedagogy and the Risks of Rapid Obsolescence”

Information Technologies

B.11 Caption That! Critical, Creative, and Contextual Encounters with Closed Captioning in Multimodal Composition (Sponsored by the Disabilities Studies Special Interest Group)
Captioning (of media) holds creative, constructive, transformative, humanizing, emotional possibility for multimodal composition.
Tampa CC, Room 23, First Level

Chair: Brenda Brueggemann, University of Louisville, KY
Speakers: Nicole Snell, Bentley University, Newton, MA, “Media Reconciliation: Closed Captioning and Emotional Response”
Sean Zdenek, Texas Tech University, Lubbock, “Humanizing Closed Captioning: How Captions Transform the Meaning and Experience of the Text”
Brenda Brueggemann, University of Louisville, KY, “Critiquing and Composing Captions: Creative Exercises for the Composition Classroom”
Respondent: Stephanie Kerschbaum, University of Delaware, Newark
Institutional and Professional

B.12 Risk and Resilience: Women’s Professional Lives in Rhetoric and Composition
The roundtable focuses on the risks taken and the resilience of women from diverse locations within the profession.

Tampa CC, Room 15, First Level

Chair: Tiffany Bourelle, University of New Mexico, Albuquerque
Speakers: Irene Papoulis, Trinity College, Hartford, CT, “They Always Say You Can Learn from Failure, and Sometimes You Actually Can”
Ann Brady, Michigan Technological University, Houghton, “Living and Learning Resilience”
Linda Peterson, Yale University, New Haven, CT, “Mentoring for Risk, the Risk of Mentoring”
Tiffany Bourelle, University of New Mexico, Albuquerque, “Career Suicide? Leaving a Tenure-Track Job for a Contingent Position”
Elizabeth Flynn, Michigan Technological University, Houghton, “From Feminist Literary Criticism to Reading and Composition: Risks and Rewards of an Interdisciplinary Professional Life”
Libby Falk Jones, Berea College, KY, “From Margin to Center to Margin: The Art of Reinventing”
Respondent: Shirley Rose, Arizona State University, Phoenix

Institutional and Professional

B.13 WPA Work 360: Examining the Risks and Rewards of Pre-Tenure Leadership
These brief talks invite the audience to rethink the intellectual and practical utility of risk aversion in preparing new WPAs.

Marriott, Meeting Room 6, Level Two

Chair: Thomas Sura, West Virginia University, Morgantown
Speakers: Julia Daniel, West Virginia University, Morgantown, “A Calligrapher’s Touch: Presenting Collaborative Work”
Thomas Sura, West Virginia University, Morgantown, “Bad Pupils and Risky Moves: Spurring Faculty Evaluation Discourse as an Assistant Professor”
Cristyn Elder, University of New Mexico, Albuquerque, “Embracing Risk and Maximizing Reward as an Untenured WPA”
Joseph Janangelo, Loyola University Chicago, IL, “Beyond ROI: WPA Preparation and the Mystique of a Jolt-Free Career”
Institutional and Professional

B.14  Middling Management vs. Agentive Administrators: How Feminist Administration Can Be a Site of Innovation and Activism
This roundtable works toward an understanding of how feminists can create change in writing program administration.

Marriott, Meeting Room 8, Level Three

Chair: Jennifer Wingard, University of Houston, TX
Speakers: Rachel Riedner, George Washington University, Washington, D.C.
Rebecca Dingo, University of Missouri, Columbia
Eileen Schell, Syracuse University, NY
Jennifer Wingard, University of Houston, TX
Respondent: Tara Pauliny, John Jay College/City University of New York, NY

Institutional and Professional

B.15  Advocating Writing and Professional Learning: The Rush to Make Better Teachers
Panel addresses issues of writing and professional learning to make better teachers.

Marriott, Meeting Room 9, Level Three

Chair: Ramesh Pokharel, University of Houston, TX
Speakers: Nicole Galante, State University of New York, Stony Brook, “Innovating in Fourth Space: Reflective, Communal Teaching and Learning”
Nikki Holland, University of Arkansas, Fayetteville, “The Hardest Part Is Letting Go: Phasing the Sage on the Stage out of Professional Learning”
Institutional and Professional

B.16 Motherhood and Other Challenges: Joys and Difficulties of being on the Tenure Track
Panel addresses the various challenges tenure track professors face.
Marriott, Meeting Room 10, Level Three

Chair: Michele Ninacs, State University of New York, Buffalo State University
Speakers: Robin Gallaher, Northwest Missouri State University, Maryville, “On Being an Island: The Risks and Rewards of Being the Only Composition Scholar and WPA”
Nicole Williams, Bridgewater State University, MA, “Career Suicide: Is Having Children too High a Risk in Academia?”
Krystia Nora, California University of Pennsylvania, Pittsburgh, “The Mommy Track: The Joys and Difficulties of Choosing Motherhood on the Tenure Track Re-Examined”

Innovation and Taking Risks

B.17 Differentiated Instruction for Online Courses: Moving out of the Comfort Zone
Presenters share online, differentiated instruction—process, challenges, perceived value—and invite a collaborative dialogue.
Marriott, Meeting Room 11, Level Three

Chair: Heather Lunsford, University of Phoenix, AZ
Speakers: Emily Key, University of Phoenix, AZ
Gretchen Treadwell, University of Phoenix, AZ
Heather Lunsford, University of Phoenix, AZ

Innovation and Taking Risks

B.18 Writing Abroad: The Risk and Reward of Teaching and Learning in Non-American Settings
As study abroad gains popularity, what can writing programs learn from the intersections of writing and foreign study?
Marriott, Florida Ballroom IV, Level Two

Chair: Katie Gindlesparger, Philadelphia University, PA
Speakers: Martha Townsend, University of Missouri, Columbia
Jim Bowman, St. John Fisher College, Rochester, NY
Linda Breslin, Southwestern Christian University, Bethany, OK
Eli Goldblatt, Temple University, Philadelphia, PA  
William Lalicker, West Chester University, PA  
Katie Gindlesparger, Philadelphia University, PA

Innovation and Taking Risks  

B.19 The Risks and Rewards of Public Writing, Pedagogy, and Activism for Junior Faculty in Rhetoric and Composition—An Interactive Discussion  
An interactive discussion of the risks and rewards of feminist public scholarship/pedagogy for junior faculty on the tenure track.  
Marriott, Meeting Room 12, Level Three  
Chair: Jenna Vinson, University of Massachusetts-Lowell  
Speakers: Katherine Fredlund, Indiana State University, Terre Haute  
          Rebecca Richards, St. Olaf College, Northfield, MN  
          Jenna Vinson, University of Massachusetts-Lowell

Innovation and Taking Risks  

B.20 Literacy and Affect: Social, Political, and Pedagogical Investigations  
This panel investigates a range of approaches for engaging with and re-imagining the interplay of affect, emotion, and literacy.  
Tampa CC, Room 1, First Level  
Chair: Noel Tague, University of Pittsburgh, PA  
Speakers: Noel Tague, University of Pittsburgh, PA, “On a Vernacular Poetics of Rural History-Making”  
          Carrie Hall, University of Pittsburgh, PA, “The Emotion Work of Writing”  
          Kylie Kenner, San Francisco State University, CA, “The Affective Implications of Directed Self-Placement”  
          Jordan Hayes, San Francisco State University, CA, “Composing Ethics in Human Rights Education”

Innovation and Taking Risks  

B.21 Risks and Rewards of Innovative Campus Partnerships  
Examines risks and benefits of campus partnerships that extend composition classrooms and disrupt existing student communities.  
Tampa CC, Room 3, First Level  
Chair: Maureen McBride, University of Nevada, Reno  
Speakers: Erin Goldin, University of Nevada, Reno  
          Kathryn Lambrecht, University of Nevada, Reno  
          Maureen McBride, University of Nevada, Reno
Innovation and Taking Risks

B.22 Zine-o-phobia: The Risk of Unconventional Assignments
What limits student engagement in unconventional activities? We describe a self-publication unit and the reasons it went awry.

Tampa CC, Room 7, First Level

Chair: Lora Strey, Minnesota State University, Mankato
Speakers: Heidi Fuhr, Minnesota State University, Mankato
David Puthoff, Minnesota State University, Mankato
Lora Strey, Minnesota State University, Mankato

Innovation and Taking Risks

B.23 Investigating at Points of Contact: Students, Educators, and Prior Knowledge
Presentations focus on assessing students’ prior knowledge and creating strategies for action.

Tampa CC, Room 9, First Level

Chair: Gita DasBender, Seton Hall University, NJ
Speakers: Margaret Weaver, Missouri State University, Springfield, MO,
“Counteracting the Notion of Fixed Intelligence: An Exercise in Collaborative Problem-Solving between Basic Writers and Presidential Scholars”
Bruce Kovanen, Knox College, Galesburg, IL, “Freedom to Flourish or Freedom to Flounder: The Risky Business of Assessment and Response”

Language

B.24 The Erasure and Presence of Language in Composition Studies
This panel explores the current status of language in composition, as motivated by calls to re-center language in the field.

Tampa CC, Room 5, First Level

Chair: Zak Lancaster, Wake Forest University, Winston-Salem, NC
Speakers:
Laura Aull, Wake Forest University, Winston-Salem, NC
Zak Lancaster, Wake Forest University, Winston-Salem, NC
Language

B.25 Globalizing Englishing: Challenges and Opportunities
The panel presents 3 different cases of teaching English deploying different resources.

Tampa CC, Room 10, First Level

Chair: Precious McKenzie, Rocky Mountain College, Billings, MT
 Speakers: Pearl Pang, Yonsei University, South Korea, Seoul, “Are you more like Fan Shen or Min-zhan Lu? And does it matter?” Attempting Translingual Practice where Monolingual Beliefs Rule
Xiaoqiong You, University of New Hampshire, Durham, “Rhetorical Education in the Age of New Media: Oral Presentation in College English Classrooms in China”

Professional and Technical Writing

B.26 Risk Visualization and Simulation: Moving beyond the Information Deficit Model
Panel engages with visualization learning tools related to environmental sustainability. Attendees should bring Internet device.

Tampa CC, Room 11, First Level

Chair: Daniel Richards, Old Dominion University, Norfolk, VA
Speakers: Daniel Richards, Old Dominion University, Norfolk, VA
Megan McKittrick, Old Dominion University, Norfolk, VA
Lauren Cagle, University of South Florida, Tampa

Professional and Technical Writing

B.27 Audience Work in Technical Communication: Developing and Testing New Directions
Speakers propose and test new conceptual directions and heuristics for teaching and performing audience work in technical communication.

Tampa CC, Room 12, First Level

Chair: Ann Blakeslee, Eastern Michigan University, Ann Arbor
Speakers: Rhonda McCaffery, University of Michigan, Ann Arbor
Sarah Burcon, University of Michigan, Ann Arbor
Rachel Spilka, University of Wisconsin-Milwaukee
Ann Blakeslee, Eastern Michigan University, Ann Arbor
Research

B.28 Research on Responding and Document Assessment
Assessing writing and responding using traditional and big data methods.
Tampa CC, Room 13, First Level

Chair: Conan Griffin, Florida Gulf Coast University, Fort Meyers
Speakers: David Martins, Rochester Institute of Technology, NY, “Pragmatic Approaches to Assess Writing and Improve Instruction across Language and Cultural Difference”
Sandy Vandercook, New Orleans, LA, “Am I wasting my time? Teachers’ Beliefs about Written Response and Their Actual Written Response Practices”
Seth Long, Syracuse University, NY, “Losing the Individual Text: The Risks and Rewards of Quantitative Methods and Corpus Linguistics for Composition Studies”

Research

B.29 The Genre Project: An Interim Research Report on Genres in FYC and the Potential for Transfer
This interactive roundtable reports on research about genre and the problem of transfer from FYC to disciplinary writing courses.
Tampa CC, Room 14, First Level

Chair: Jordynn Jack, University of North Carolina, Chapel Hill
Speakers: E. Ashley Hall, Alma College, Lansing, MI
Jane Danielewicz, University of North Carolina, Chapel Hill, “Making Genre Explicit: WPA and Faculty Collaborations”
Emily Bunner, University of North Carolina, Chapel Hill, “Genre Variation and the Use of Evidence”
Sarah Singer, University of North Carolina at Chapel Hill, “Designing First-Year Composition to Promote Transfer”

Research

B.30 Risks and Rewards of Teaching Information Literacy: Suggestions from the LILAC Project
The Learning Information Literacy Across the Curriculum Project studies behaviors students employ through inquiry and research.
Tampa CC, Room 19, First Level

Chair: Elizabeth Kelly, Coastal Pines Tech, GA
Speakers: Elizabeth Kelly, Coastal Pines Tech, GA
Janice Walker, Georgia Southern University, Statesboro
B.31 **Big Data and FYC: Assessing Student Motivation, Composing Styles, and Peer Review**

Big data in FYC and testing Lisa Ede’s “Composing Styles”.

Marriott, Grand Ballroom E, Level Two

*Chair:* Michelle Gibeault, University of Arkansas, Little Rock

*Speakers:* Jordan Loveridge, Arizona State University, Tempe, “Exploring Student Motivation and Productivity with a ‘Big Data’ Research Methodology”

Thomas Reynolds, Northwestern State University, Natchitoches, LA, “Testing Lisa Ede’s ‘Composing Styles’”

Elizabeth Keating, University of Houston, TX, “Bigger Data, Better Peer Review: Utilizing Text Analysis Program to Examine Trends in Corpus of Student Response Letters”

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B.32 **Reflecting on Representation, Positionality, and Identity in Research**

Research on/with disability, online writing, and identity.

Tampa CC, Room 16, First Level

*Chair:* Scott Wagar, Miami University of Ohio, Oxford

*Speakers:* Pamela Saunders, University of Illinois at Urbana-Champaign, “TAB Talk: Reflections on Qualitative Research Methods and the Ethics of Representing Disability”

Drew Holladay, University of Louisville, KY, “Contested Positions: Ethics, Disability, and Identity in Online Writing Research Methodology”

Chase Bollig, The Ohio State University, Columbus, “First in My Family: Identity Politics and Rhetorical Subjection of First-Generation College Student”

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B.33 **Staying Rooted in Composition while Branching out to STEM**

A forum to explore ideas for STEM-specific FYC courses within the requirements of standardized curricula.

Tampa CC, Room 18, First Level

*Chair:* Greg Hazleton, University of Texas, San Antonio

*Speakers:* Lindsay Ratcliffe, University of Texas, San Antonio, “Forget the Polar Bears: Harnessing Data to Support Sound Environmental Arguments”

*continued on next page*
Mark Gifford, University of Texas, San Antonio, “Walking the Dark Path”
Greg Hazleton, University of Texas, San Antonio, “Engineering Composition through Quantitative Literacy”

First-Year Composition

B.34 Living with Vampires: The Discourse of Disciplinarity in First-Year Composition
This panel revisits the vexed question of disciplinarity in FYC, exploring its status and its consequences for the field.

Marriott, Grand Ballroom A, Level Two

Chair: Faye Halpern, University of Calgary, Alberta, Canada
Speakers: Gabriel Cutrufello, York College of Pennsylvania, “First-Year Seminars and Writing Studies: Teaching, Learning, and Faculty Development”
Andrea Scott, Pitzer College, Claremont, CA, “Partnering with Vampires: Reframing Curricular Debates Around Common Ground”
Faye Halpern, University of Calgary, Alberta, Canada, “Disciplinarity and Transdisciplinarity in FYC”

First-Year Composition

B.35 Getting to Step 2: Pushing beyond a Skills-Based Approach to Critical Reading in FYC
In skills-based #criticalreading, students fail to engage ideas dialogically. We must push reading to #step2: dynamic engagement!

Marriott, Grand Ballroom B, Level Two

Chair: Carolyne King, University of Delaware, Newark
Speakers: Janel Atlas, University of Delaware, Newark, “Reading Diversity, Writing Diversity: Enhancing Literacy Narratives with Critical Reading Assignments in the Composition Classroom”
Carolyne King, University of Delaware, Newark, “What to Read?: Negotiating between Skill and Content”
Kiley Dhatt, University of Delaware, Newark, “Between Theory and Practice: FYC Critical Reading from an Institutional Angle”

First-Year Composition

B.36 Engaged Students, Engaging Writing
Speakers present qualitative research on student engagement and explore its connections to affect, identity, genre, and agency.

Marriott, Grand Ballroom C, Level Two

Chair: Jennifer Trainor, San Francisco State University, CA
Speakers: Nicole Turnipseed, San Francisco State University, CA, “Genre Pedagogies in WID: How Rhetorical Situations Foster Student Engagement”
Mary Soliday, San Francisco State University, CA, “Engaging Genres”
Kory Ching, San Francisco State University, CA, “Engaging Interest: Student Blogging at the Intersection of Inquiry and Play”
Jennifer Trainor, San Francisco State University, CA, “Discourses of Dis/Engagement: How Students Talk about School”

First-Year Composition

B.37 Risk into Reward: Enacting Translingual, Transcultural Pedagogies among Diverse Student Learners
This panel examines translingual and transcultural pedagogies as enacted with diverse learners in first-year writing courses.
Marriott, Grand Ballroom D, Level Two

Chair: Joyce Meier, Michigan State University, East Lansing
Deborah Carmichael, Michigan State University, East Lansing, “Using Familiar Genres to Explore Localized Cultural Experiences”
Joyce Meier, Michigan State University, East Lansing, “Risks and Rewards: Experimenting with a Translation Assignment”

Theory

B.38 Centering Language Diversity: Innovations in Literacy Research
Drawing from qualitative studies in a range of settings, this panel argues for language diversity as a norm in literacy research.
Marriott, Grand Ballroom G, Level Two

Chair: Rebecca Lorimer Leonard, University of Massachusetts, Amherst
Amy Wan, Queens College, City University of New York, Flushing, “When the Local is Global: Literacy Learning, Language Diversity, and the Persistence of Monolingual Policy”
Angela Rounsaville, University of Central Florida, Orlando, “Supralinguistic Writing Systems as Translation Practice”
Rebecca Lorimer Leonard, University of Massachusetts, Amherst, “Literate Resources and the Value of Language”
Theory

B.39 Risky, Risqué, and Relevant: Queer Epistemologies and Pedagogies in Writing Studies
The importance of queer epistemologies and pedagogies beyond identity politics and limited range of technological possibility.

Marriott, Grand Ballroom H, Level Two

Chair: Matthew Cox, East Carolina University, Greenville, NC
Speakers: Matthew Cox, East Carolina University, Greenville, NC,
“Beyond Simple Representations: Intersectionality and Identity in the Writing Classroom”
Caroline Dadas, Montclair State University, NJ, “Does X mark the spot? Queer and Digital Intersections”
Michael Faris, Texas Tech University, Lubbock, “Geoffrey Sirc as Composition’s Symptom: The Anti-Social Thesis in Queer Theory and Digital Composition”

Theory

B.40 New Conjugations of Gender and Genre: Investigations into Promiscuity, Anxiety, and Idiosyncrasy
This panel revisits the conjunction of gender and genre, using queer insights into embodiment to invigorate conceptions of genre.

Marriott, Grand Ballroom I, Level Two

Chair: Risa Applegarth, University of North Carolina at Greensboro
Speakers: Lindsay Russell, University of Illinois at Urbana-Champaign,
“The Queer Art of Genre Invention: Genre Beginnings, Gendered Typifications, and Rhetorical Promiscuity”
Risa Applegarth, University of North Carolina at Greensboro, “‘The Ideal Female Employee is Noiseless’: Embodying Public Anxiety through Professional Performances”

Theory

B.41 Ambience, Innovation, Invention
This panel demonstrates invention that responds to current changes in ambience seen through memory, bodies, and writing processes.

Marriott, Grand Ballroom J, Level Two

Chair: Amanda Booher, University of Akron, OH
Speakers: Joshua Hilst, Utah Valley University, Orem
Jason Helms, Texas Christian University, Fort Worth
Amanda Booher, University of Akron, OH
Thursday, 12:15–1:30 p.m.

**Theory**

**B.42 Rhetoric in the Flesh: Embodiment Discourse**
Addresses embodiment rhetoric in four different, but related, examples.
Tampa CC, Room 20, First Level

*Chair:* Rachel Adams-Goertel, The Pennsylvania State University, State College

*Speakers:* Ben Sword, Tarleton State University, Stephenville, TX, “The New Disability Rhetoric: Chaim Perelman’s Theory of Audience and Presence Applied to Disability Studies”
Amanda Swenson, Louisiana State University, Baton Rouge, “The Birth of Stigma in Antiquity: Phaedrus as Disabling Text”
A. Abby Knoblauch, Kansas State University, Manhattan, “Risking the Body: Embodied Rhetoric and the Fat Acceptance/BODY-Positive Movement”
Heather Hughes, University of Central Missouri, Warrensburg, “Bodies in Motion, Language in Motion”

**Writing Programs**

**B.43 “Making the Lifeless Living”: Style Pedagogy in the FYC Classroom, the Writing Center, and the Basic Writing Studio**
This panel explores style pedagogy in the FYC classroom, the basic writing studio, and the writing center.
Tampa CC, Room 21, First Level

*Chair:* Kerrie Carsey, York College of Pennsylvania
*Speakers:* Angela Glotfelter, York College of Pennsylvania
Jennifer Follett, Temple University, Philadelphia, PA
Kerrie Carsey, York College of Pennsylvania

**Writing Programs**

**B.44 Risking Writing Knowledge: Investigating Writing Transfer across the Curriculum and in the Disciplines**
This panel explores how a junior writing portfolio requirement affords the opportunity to improve writing transfer.
Tampa CC, Room 22, First Level

*Chair:* Wendy Olson, Washington State University, Vancouver
*Speakers:* Brooklyn Walter, Washington State University, Pullman
Matthew Frye, Washington State University, Pullman
Wendy Olson, Washington State University, Vancouver
*Respondent:* Victor Villanueva, Washington State University, Pullman
C Sessions: 1:45–3:00 p.m.

Dialog on OWI, MOOCs, and Distance Education
Considers distance education and writing, including OWI and MOOCs, grounded in the position statements “Teaching, Learning, and Assessing Writing in Digital Environments” and “Principles for Online Writing Instruction.”

Tampa CC, Ballroom A, First Level

Speakers: Kelli Cargile Cook, Texas Tech University
Beth Hewett, Defend and Publish, LLC
Paul LeBlanc, President of Southern New Hampshire University
Scott Warnock, Drexel University

Advanced Writing

C.01 From Learning Communities to Professional Communities: Negotiating Identities through Research-Based Bizcomm Program Redesign
This innovative-format session describes results of three linked research projects on a business communication course redesign.

Tampa CC, Room 13, First Level

Chair: David Russell, Iowa State University, Ames
Speakers: Abhi Rao, Iowa State University, Ames
Danica Schieber, Iowa State University, Ames
Jenny Aune, Iowa State University, Ames
David Russell, Iowa State University, Ames

Basic Writing

C.02 Gauging Preparedness for College-Level Writing: An Investigation of Student Writers’ Development in a Range of Developmental English Course Offerings at One Two-Year College
We will share results of a study of the effectiveness of three approaches to developmental writing at one two-year college.

Tampa CC, Room 15, First Level

Chair: Jean-Paul Nadeau, Bristol Community College, Fall River, MA
Speakers: Debra Anderson, Bristol Community College, Fall River, MA,
“‘You Can’t Take It With You . . . Or Can You?’”
Thursday, 1:45–3:00 p.m.

Tom Grady, Bristol Community College, Fall River, MA, “When Developmental and College-Level Work Collide”

Elizabeth Kemper French, Bristol Community College, Fall River, MA, “Between the Lines: The Perception and Reality of Developmental Reading Skills in the College Classroom”

Brian McGuire, Bristol Community College, Fall River, MA, “Between the Lines: The Perception and Reality of Developmental Reading Skills in the College Classroom”

Linda Mulready, Bristol Community College, Fall River, MA, “Are Strategies to Address Both Writing Skills and Affective Issues Effective in Basic Composition?”

Carolyn Kenney, Bristol Community College, Fall River, MA, “Are Strategies to Address Both Writing Skills and Affective Issues Effective in Basic Composition?”

Jean-Paul Nadeau, Bristol Community College, Fall River, MA, “When Developmental and College-Level Work Collide”

Community, Civic & Public

C.03 Understanding and Designing Digital Interfaces for Cultural and Community Change

This session offers ideas and examples for designing digital interfaces which support cultural and community change.

Marriott, Grand Ballroom A, Level Two

Chair: Lori De Hertogh, Washington State University, Pullman
Speakers: Lori De Hertogh, Washington State University, Pullman
Leigh Gruwell, Miami University, Oxford, OH
Jonathan Bradshaw, Miami University, Oxford, OH

Community, Civic & Public

C.04 Writing as Resistance: Disrupting Norms of Genre and Identity

Women in prison, LGBTQ scholars, and youth, challenge externally imposed identity categories through written genres.

Marriott, Florida Ballroom I, Level Two

Chair: Anushka Peres, University of Arizona, Tucson
Speakers: Madelyn Tucker, University of Arizona, Tucson, “Listening to Life Behind Bars: Imagining Alternatives to Justice through Inmate Zines”
Casely Coan, University of Arizona, Tucson, “Queering the Narrative: Coming Out and Breaking Open LGBTQ Identity Disclosure”
Anushka Peres, University of Arizona, Tucson, “Youth Participatory Action Research in Action: Youth Subject Positions in YPAR Reports”
Thursday, 1:45–3:00 p.m.

Community, Civic & Public

C.05 Engaging Publics beyond the Classroom: Invention and Pedagogies of Place
Intersecting invention and place in pedagogy is essential for student writing that addresses community partners and publics.

Marriott, Florida Ballroom II, Level Two

Chair: Rachael Wendler, University of Arizona, Tucson
Speakers: Rosanne Carlo, University of Arizona, Tucson, “Student as Wanderer: A Pedagogical Heuristic for Place-Based Writing”
Rachael Wendler, University of Arizona, Tucson, “Learning to Think WITH Non-Profits: Distributed Cognition in Professional Writing Service-Learning”
Ashley Holmes, Georgia State University, Decatur, “Reclaiming Public Space through Digital Mapping: A Place-Based Approach to Mobile Composition”

Creative Writing

C.06 Student Blogging as a Real-World Enterprise: The Risks and Rewards of Writing beyond the Classroom
This panel examines ways writing teachers can use blogging to effectively connect students and communities outside the classroom.

Marriott, Grand Ballroom B, Level Two

Chair: Megan Fulwiler, The College of Saint Rose, Albany, NY
Speakers: Tenaya Darlington, St. Joseph’s University, Philadelphia, PA, “From Student to Super Blogger: The Wired Road to Opportunity”
Jenny Spinner, St. Joseph’s University, Philadelphia, PA, “The Cow, The Free Milk, and Other Conundrums in Personal Blogging”
Aimee Knight, St. Joseph’s University, Philadelphia, PA, “Into the Wild: Students Co-Creating Blogging Strategies with Organizations”

History

C.07 Assessment’s Historical Dismissal of Writer and Reader Experience
Panelists will explore the historical causes and contemporary consequences of writing assessment’s dismissal of experience.

Tampa CC, Room 10, First Level

Chair: Maja Wilson, University of Maine, Farmington
Speakers: Richard Haswell, Texas A&M University, Corpus Christi
Chris Gallagher, Northeastern University, Boston, MA
Maja Wilson, University of Maine, Farmington
Thursday, 1:45–3:00 p.m.

History

C.08 Historiographies of Risk: Missed Encounters with Islamic Rhetorics
Attention to missed encounters with the legacy of Islamic rhetoric opens up a space for new intellectual thought in composition.

Marriott, Grand Ballroom C, Level Two

Chair: Richard Johnson-Sheehan, Purdue University, West Lafayette, IN
Speakers: Priya Sirohi, Purdue University, West Lafayette, IN, “Mujadila: Women in the Hadith as Rhetorical ‘Weavers’ of Emergent Islam”
Trevor Meyer, University of South Carolina, Columbia, “Jihad of Risk and Struggle: Rhetorical Analysis of a Multiple Object in the Golden Age of Islam”
Erin Cromer, Purdue University, West Lafayette, IN, “Translation as Invention: Inheriting the Legacy of Medieval Arabic Rhetorical and Philosophical Traditions”

Information Technologies

C.09 Risky Discourse in the Digital Public Sphere: Embodiment, Audience, and Intersectionality
Explores the changing perceptions of digital voice, community, audience, and message.

Marriott, Grand Ballroom D, Level Two

Chair: Carrie Grant, Purdue University, West Lafayette, IN
Speakers: Liz Lane, Purdue University, West Lafayette, IN, “Exhuming the Past, Subverting the Future: Historical Traces of Bodily Ethos and Female Speech on the Activist Web”
Mary McCall, Purdue University, West Lafayette, IN, “What would Aristotle tweet?: Twitter, the Imagined Audience, and Message Reception”
Carrie Grant, Purdue University, West Lafayette, IN, “Are we blogging in circles?: Ecologies of Online Intersectional Feminism”

Institutional and Professional

C.11 “FWIW—For What It’s Worth . . .”: Ignoring Conventional Wisdom on the Tenure Track
What happens when tenure-track faculty ignore conventional wisdom and make risky choices in research, teaching, and service?

Marriott, Grand Ballroom G, Level Two

Chair: Lisa Shaver, Baylor University, Waco, TX
Speakers: Jen Cellio, Northern Kentucky University, Highland Heights
Cristy Beemer, University of New Hampshire, Durham
Sarah Blomeley, Belmont University, Nashville, TN
Lisa Shaver, Baylor University, Waco, TX
Institutional and Professional

C.12 Diversity in Writing Programs: Rewarding, Yet Risky
Panel addresses issues of diversity across WPA.

Marriott, Grand Ballroom H, Level Two

Chair: Tricia Serviss, Santa Clara University, CA
Speakers: Leigh Harris, University of California, Los Angeles, “The Outsider as Academic Insider: Directing an American Writing Program Abroad”
Judith Livingston, Columbus State University, GA, “Kung Fu and Mapping the Dynamics of Hierarchy in a Deliberate Collaboration among Writing Programs”
Eliot Rendleman, Columbus State University, GA, “Kung Fu and Mapping the Dynamics of Hierarchy in a Deliberate Collaboration among Writing Programs”
Ming Fang, Florida International University, Miami, “Rewarding, Yet Risky: Training the Mainstream Composition Faculty to Work with Multilingual Students”

Institutional and Professional

C.13 Pushing for Change: Positive and Innovative Change in WPA
Panel presents information on the needed changes for WPAs

Marriott, Grand Ballroom I, Level Two

Chair: Amy Ratto Parks, University of Montana, Missoula
Speakers: Entisar Elsherif, Indiana University of Pennsylvania, “YouTube in the Libyan English Language Teacher Education Programs: A Potential Gap-Bridging Tool”
Fatma Dreid, University of Tripoli, Libya, “YouTube in the Libyan English Language Teacher Education Programs: A Potential Gap-Bridging Tool”
Christopher Kilgore, University of Texas, Arlington, “Writing in the Social Work Discipline: A Comparison of Student and Educator Views”
Beth Burmester, Georgia State University, Decatur, “Innovative Risks for New Rewards in Writing Program Administration: Public Scholarship and Insights from Critics in Medicine, Law, and Finance”

Institutional and Professional

C.14 Developing Teacher Knowledge in Composition: Risks and Rewards of a Practice-Based Approach
In this panel, we assess the risks and rewards of practice-based orientations to developing teacher knowledge for multilingual writing.

Marriott, Grand Ballroom J, Level Two
Thursday, 1:45–3:00 p.m.

Chair: Suresh Canagarajah, The Pennsylvania State University, State College

Speakers: Natalia Guzman, University of Maryland, Arlington, VA, “The Role of Teaching Practice in Developing Teacher Knowledge”
Michelle Kaczmarek, The Pennsylvania State University, State College, “Writing to Become the Teacher: The Teaching Philosophy Leap”
Eunjeong Lee, The Pennsylvania State University, State College, “From the Past to the Future: Literacy Narratives in Developing Teacher/Writer Identity”

Respondent: Dorothy Worden, The Pennsylvania State University, State College

Innovation and Taking Risks

C.15 Compassionate Composition: Using Mindfulness and Compassion to Teach and Assess Writing
This panel offers three perspectives for using mindfulness and compassionate practices to teach and assess writing.

Marriott, Grand Ballroom E, Level Two

Chair: John Duffy, University of Notre Dame, IN

Speakers: Vicki Tolar Burton, Oregon State University, Corvallis, “The Mindful Dissertation Writer”
Asao Inoue, University of Washington, Tacoma, “Compassionate Writing Assessment: Using Mindfulness Practices to Understand Labor, Failure, and Suffering in the Classroom”
Barry Kroll, Lehigh University, Bethlehem, PA, “Arguing Mindfully: A Compassionate Approach”

Respondent: Peter Elbow, University of Massachusetts, Amherst

Innovation and Taking Risks

C.16 Multimodal Teaching and Composing
Presentations explore ancient and contemporary multimodalities in teaching writing.

Marriott, Meeting Room 1, Level Two

Chair: James Goertel, Pennsylvania State University, Erie

Speakers: Brian Patterson, Yakima Valley Community College, WA, “Multiple Objectives: A Multimodal Approach to a Multiliteracies Course”
Bill Endres, University of Kentucky, Lexington, “Echoes and Light: Understanding Multimodal Composing through the Art of Illumination”
Nikki Agee, University of Texas at El Paso, “Composing 3D Animation”
**Innovation and Taking Risks**

**C.17 Racism and White Privilege in the Writing Classroom: Tactics, Risks, Rewards**

An interactive and multimodal review of innovative tactics for addressing racism and white privilege in the writing classroom.

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

*Chair:* Scott Gage, Colorado State University-Pueblo  
*Speakers:*  
Scott Gage, Colorado State University-Pueblo, “The Archive, the Image, the Memory: Challenging White Supremacist Memories of Lynching in the Writing Classroom”  
Earl Brooks, The Pennsylvania State University, State College, “Revisiting Race in the Composition Classroom: Reflections on the Trayvon Martin Case”  
David Green, Howard University, Washington, D.C., “Risk, Race, and Memory in the Composition Classroom”  
*Respondent:* Ersula Ore, Arizona State University, Phoenix

**Innovation and Taking Risks**

**C.18 Program Politics: The Professional Risks and Rewards of Program Innovation**

This session addresses the varied experiences of English departments navigating the difficult politics of program innovation.

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

*Co-Chairs:* Maria Cahill, Husson University, Bangor, ME  
Scott Ortolano, Florida Southwestern State College, Ft. Myers  
*Speakers:*  
Paul Dahlgren, Georgia Southwestern State University, Americus, “Can It Really Work? Reviving a Master’s Program in the Rural South”  
Scott Ortolano, Florida Southwestern State College, Ft. Myers, “Staying on Course: Navigating Legislative, Administrative, and Departmental Minefields”  
Stephen Raynie, Gordon State College, Barnesville, GA, “Climbing the Administrative Ladder with Hands Tied Behind My Back”  
Rod Zink, Penn State-Harrisburg, “Facing the Elephant in the Room: The Risks and Rewards of Addressing Grammar and Usage Issues at Penn State-Harrisburg”  
Maria Cahill, Husson University, Bangor, ME, “Staying on Course: Navigating Legislative, Administrative, and Departmental Minefields”
Innovation and Taking Risks

C.19 Taking Risks in the “Contact Zone”: Personal, Political, and Professional Narratives in Surgery Education, Academic Medical Journals, and War Trauma
Narratives from medical education, war trauma communication, and academic medical publications re-envision the “contact zone.”

Marriott, Meeting Room 6, Level Two

Chair: Susan Sample, University of Utah, Salt Lake City
Speakers: Susan Chaudoir, University of Alberta, Edmonton, Canada, “‘Don’t let the emotional get in the way’: A Case Study of Students’ Reflective Writing and Hidden Curriculum in Medical Education”
Jessie Richards, University of Utah, Salt Lake City
Susan Sample, University of Utah, Salt Lake City, “Perspective Writing as Contact Zone: Where Narrative Contests Medicine’s Moral Enculturation”

Innovation and Taking Risks

C.20 Rhetorical Adjacency: Composing Disability Narratives as the Near, Dear, or Peer
With this panel, we advance a model of “rhetorical adjacency” as a way to theorize composing alongside disabled writers.

Marriott, Meeting Room 8, Level Three

Chair: Katie Rose Guest Pryal, University of North Carolina, Chapel Hill
Speakers: Elizabeth Donaldson, New York Institute of Technology, NY, “Risking Rhetorical Adjacency in the Bioethics Classroom”
Catherine Prendergast, University of Illinois at Urbana-Champaign, “Collaborative Writing and Disability: Rhetorically Adjacent or Rhetorically Prosthetic?”
Katie Rose Guest Pryal, University of North Carolina, Chapel Hill, “Coming ‘into’ Adjacency in Disability Studies”
Kimberly Elmore, Texas Tech University, Lubbock, “Autistic Women’s Experiential Expertise as Diagnostic Intervention and Innovation”
Jeannie Bennett, Texas Tech University, Lubbock, “Autistic Women’s Experiential Expertise as Diagnostic Intervention and Innovation”
Innovation and Taking Risks

C.21 **Border Crossing: Interdisciplinary Vulnerability in the Composition Classroom**
The panel assesses the risks of an interdisciplinary program that pairs NTT faculty in a WID-based program with STEM scholars.

Marriott, Florida Ballroom III, Level Two

*Chair:* Casie Fedukovich, North Carolina State University, Raleigh  
*Speakers:* Anne Auten, North Carolina State University, Raleigh  
Susanna Klingenberg, North Carolina State University, Raleigh  
Laura Waldrep, North Carolina State University, Raleigh

Innovation and Taking Risks

C.22 **Composition and Gaming**
Applies games and game theory to the writing classroom and writing instruction.

Marriott, Meeting Room 7, Level Two

*Chair:* John McKinnis, Buffalo State College, Irving, NY  
*Speakers:* Tim Jensen, Oregon State University, Corvallis, “The Composition Course as Habit Lab”  
Jennifer Williams, Chandler-Gilbert Community College, AZ, “Enter the Groves: Applying Gamification in Higher Education”  
Margaret Brown, Elizabethtown Community and Technical College, KY, “Compocalypose Now: The Rhetoric of Survival in the Gamified Writing Classroom”  
Matthew Wiles, Elizabethtown Community and Technical College, KY, “Compocalypose Now: The Rhetoric of Survival in the Gamified Writing Classroom”

Innovation and Taking Risks

C.23 **You Can’t Do That with/in Writing!**
Presentations take seriously enacting writing in innovative ways: spiky keyboards, improv, and entrepreneurship.

Marriott, Meeting Room 12, Level Three

*Chair:* Anita L. August, Sacred Heart University, Fairfield, CT  
*Speakers:* Elizabethada Wright, University of Minnesota, Duluth, “Fa La Lo(Fair Labor and/or Local): A Writing Professor Takes on a Fair Trade and Local Retail Shop (and Learns about Teaching, Writing, and Social Justice in a Capitalistic World)”  
Steven LeMieux, University of Texas at Austin, “Writing Machines: Assisted Stupidity”  
Chris Kreiser, Slippery Rock University, PA, “Thank-you! I’ll be here all semester: The Teacher as Improv Performer, or, What I Learned from My First, Awkward Attempts at Improv Theater”
Innovation and Taking Risks

C.24 Innovative Pedagogies for Students on the Margins: Developmental and Multilingual Writers

Presenters focus on three innovative strategies for supporting Generation 1.5 and ELL, developmental, and probationary students.

Marriott, Meeting Room 2, Level Two

Chair: Jessica Slentz, Case Western Reserve University, Cleveland, OH
Speakers: Rebecca Fremo, Gustavus Adolphus College, Saint Peter, MN, “Business as (Un)usual: A Grassroots Approach to Supporting Multilingual Students”
Rochelle Gregory, North Central Texas College, Gainesville, “‘Project Xtreme’: Transforming At-Risk Students’ Academic Behaviors and Creating Contextual Learning Environments Composition I”
Zarah Moeggenberg, Washington State University, Pullman, “Transgendering the Developmental Writing Classroom”

Language

C.25 Recomposing the History of the English Language for Writing Instruction, Teacher Education, and Translingual Pedagogies

With the rise of global English, it’s vital to connect composition and teacher education with courses in the history of English.

Marriott, Meeting Room 3, Level Two

Chair: Justin Sevenker, University of Pittsburgh, PA
Speakers: Elizabeth Matway, University of Pittsburgh, PA, “The Child in School: Why Primary Teachers Need History of English”
Marylou Gramm, University of Pittsburgh, PA, “Beyond the Monolingual”
Justin Sevenker, University of Pittsburgh, PA, “Literacy, Language Policy, and the History of English”

Language

C.26 Composing Risk: “Alternative” Discourses in Composition

This panel examines linguistic and stylistic diversity, and discusses ways SRTOL could be revised to promote further inclusion.

Tampa CC, Room 11, First Level

Chair: Rose Gubele, University of Central Missouri, Warrensburg
Speakers: Rose Gubele, University of Central Missouri, Warrensburg
Resa Crane Bizzaro, Indiana University of Pennsylvania
Staci Perryman-Clark, Western Michigan University, Kalamazoo
Respondent: Victor Villanueva, Washington State University, Pullman
Professional and Technical Writing

C.27 The Risks and Rewards of Collaboratively Teaching Scientific Writing
This panel examines the risks and rewards of teaching scientific writing collaboratively in three contexts.
Tampa CC, Room 12, First Level

Chair: Jonathan Buehl, The Ohio State University, Columbus
Speakers: Katherine Schaefer, University of Rochester, NY, “A Biologist as an Embedded WID Specialist: Standing with a Foot in Two Disciplines”
Maria Gigante, Western Michigan University, Kalamazoo, “Developing Writing Workshops with/for Science Faculty: The Risks and Rewards of Popularizing the Rhetoric of Science”
Christopher McCracken, Kent State University, OH, “Co-Teaching across the Great Divide: Weaving Content and Rhetorical Process in a Graduate Scientific Communication Course”

Professional and Technical Writing

C.28 Visual Ethics and Engagement in Public Technical Communication: Images for Mass Consumption
This panel explores the visual ethics embedded in four distinct public sites of technical communication.
Marriott, Meeting Room 9, Level Three

Chair: Timothy Elliott, Texas Tech University, Lubbock
Speakers: Sara Doan, Iowa State University, Ames, “Digital Classrooms, Public Profiles”
Ian Weaver, Texas Tech University, Lubbock, “Ethics of Visuals in Risk Communication: Real vs. Symbolic Weather”
Kristen Moore, Texas Tech University, Lubbock, “Engaging Publics through Interactive Visuals”
Timothy Elliott, Texas Tech University, Lubbock, “Mapping Cities, Imagining Communities”

Research

C.29 Memory, Materiality, Media: Re-Composing Unknowable Pasts
We explore the potentials of using the lives, memory artifacts, and secrets of others as the basis for multimodal composition.
Marriott, Meeting Room 10, Level Three

Chair: Jody Shipka, University of Maryland, Baltimore
Speakers: Jody Shipka, University of Maryland, Baltimore
Alexandra Hidalgo, Michigan State University, East Lansing
Erin Anderson, University of Massachusetts, Boston
C.30 No Answers Barred: A (F)risky Roundtable on Teacher/Administrator Status and Student Learning

This roundtable examines what we know and don’t know about the connection between employment conditions and student learning.

Marriott, Florida Ballroom IV, Level Two

Chair: Dayna Goldstein, Kent State University, OH

Speakers: Amy Lynch-Biniek, Kutztown University, PA
Bob Samuels, University of California, Santa Barbara
Meaghan Rand, University of North Carolina, Charlotte
Randall McClure, Miami University, Oxford, OH
Risa P. Gorelick, Research Network Forum, Summit, NJ
Dayna Goldstein, Kent State University, OH

C.31 Risks and Rewards of Participant Engagement in Health Communication Research Design

This panel explores methodological risks and rewards of utilizing participant engagement in health communication research.

Marriott, Meeting Room 11, Level Three

Chair: Patrick Thomas, University of Dayton, OH

Speakers: Briana Bruce, Creighton University, Omaha, NE, “Reflections on Working with Transnational Health Communication Research as a Medical Student”
Laura Kolaczkowski, University of Dayton, OH, “Reflections on Working with Health Communication Researchers as a Patient”
Rachel Bloom, University of Kansas, Lawrence, “Utilizing Member Checks in Transnational Health Communication Research”
Patrick Thomas, University of Dayton, OH, “A Reciprocal Approach to Patient Engagement in Health Communication Research”

C.32 Translingual Practice: Rethinking, Responding, Enacting


Tampa CC, Room 1, First Level

Chair: Rachel Griffo, Indiana University of Pennsylvania


continued on next page
Kathleen Hynes, Indiana University of Pennsylvania, “Rethinking the Rubric: Assessment in the Translingual Composition Classroom”
Rachel Griffo, Indiana University of Pennsylvania, “Translingual Practice: From Theory to Pedagogy, a Response”

First-Year Composition

C.33 Starting Again: Re-Imagining the Role of FY Writing in the General Education Curriculum
What are the risks and rewards involved in “re-imagining” a first-year writing curriculum? Three USC professors explore this question.
Tampa CC, Room 3, First Level

Chair: Jeffrey Chisum, University of Southern California, Los Angeles
Speakers: Farida Habeeb, University of Southern California, Los Angeles, “Pushing the Cognitive Limits of Conceptual Agility in Freshman Writing”
Eric Rawson, University of Southern California, Los Angeles, “The Case for Confusion: Modeling Risk in the Freshman Writing Course”
Jeffrey Chisum, University of Southern California, Los Angeles, “Re-Centering Composition: Core Literacies and the Importance of Writing”

First-Year Composition

C.34 Rhetorics of Doubt and Students of Faith: Risking Engagement with Skeptical Readers
Presentations on pedagogical attitude and students engaging difference and friction in their religious discourse.
Tampa CC, Room 5, First Level

Chair: Bradley Siebert, Washburn University, Topeka, KS
Speakers: Mark Williams, Houston, TX, “Engaging Friction and Making Differences through Student Acts of Religious Discourse”
John MacLean, Illinois State University, Normal, “Risks, Rewards and Faith: Students Engaging across Faith and Worldview Difference”
Bradley Siebert, Washburn University, Topeka, KS, “Inviting Risky Faithful Writing: Sympathetic-but-Skeptical Appreciation as Pedagogical Attitude”
**First-Year Composition**

**C.35  Common Core State Standards, Meet the Framework for Success in Postsecondary Writing: A Risky, Rewarding Tale of Course Re-Design**

We will share the process we used to shift the focus from the Common Core to the WPA Framework in a state-initiated FYC re-design.

Tampa CC, Room 7, First Level

*Chair:* Lauren Ingraham, University of Tennessee-Chattanooga  
*Speakers:* Jen Litton, University of Tennessee-Chattanooga
Heidi Blaisdell, Nashville State Community College, TN
Endora Feick, Nashville State Community College, TN
Lauren Ingraham, University of Tennessee-Chattanooga

**First-Year Composition**

**C.36  Connecting STEM to FYC**

Discusses ways to approach STEM-themed FYC courses through readings and narrative.

Tampa CC, Room 9, First Level

*Chair:* Gretchen Rumohr-Voskuil, Aquinas College, Grand Rapids, MI  
*Speakers:* Carole Center, Lasell College, Newton, MA, “Reading in the Disciplines: Science Writing”
Aaron Kerley, University of Cincinnati, OH, “Writing for the Future: Narrative Ethos for First-Year Students in STEM”
Glenn Lester, Park University, Parkville, MO, “I Don’t Do ‘I’: Risking Narrative Pedagogy in a Nursing-Themed First-Year Writing Course”

**First-Year Composition**

**C.37  Teaching Academic Writing to Non-Native English**

**Netalanguage, Formulas, and Feedback**

Analyzes metalanguage, feedback, and formulas in the contexts of EFL instruction.

Tampa CC, Room 14, First Level

*Chair:* Sandra Schroeder, Yakima Valley Community College, WA  
*Speakers:* Damian Finnegan, Malmö University, Malmö, “EFL Students’ Acquisition of Metalanguage for Academic Writing”
Anna Wärnby, Malmö University, Sweden, Malmö, “EFL Students’ Acquisition of Metalanguage for Academic Writing”
Asko Kauppinen, Malmö University, Sweden, Malmö, “EFL Students’ Acquisition of Metalanguage for Academic Writing”

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Robin Sulkosky, Auburn University Alum, AL, “Teaching English to Speakers of English: Acknowledging and Teaching Formulaicity in First-Year Composition”
Gabriel Rauhoff, Missouri State University, Springfield, “Reactions of Graduate Teaching Assistants to the Academic Writings of Native and Nonnative English-Speaking Students”

Theory

C.38 Memory and Innovation in Context: Resuscitating the Canon of Memoria
The panel highlights new approaches to studying “memory” (broadly defined) in composing in school and workplace contexts.
Tampa CC, Room 16, First Level

Chair: Stewart Whittemore, Auburn University, AL
Speakers: Eric Sentell, Southeast Missouri State University, Cape Girardeau
Julia Romberger, Old Dominion University, Norfolk, VA
Stewart Whittemore, Auburn University, AL

Theory

C.39 Locating, Resisting, and Disrupting Spaces of Composition: Queer Rhetorics’ Risks and Rewards
This panel addresses how various spatial metaphors and concerns allow us to illustrate queer rhetorics’ landscape differently.
Tampa CC, Room 18, First Level

Chair: Don Unger, Purdue University, West Lafayette, IN
Speakers: Don Unger, Purdue University, West Lafayette, IN, “Locating Queer Rhetorics: The Risks/Rewards of Mapping Disciplinary Landscapes”
Nicholas Marino, Purdue University, West Lafayette, IN, “Space, Literacy, and Gender: The Risks and Rewards of Disrupting Hegemonic Masculinity in the Writing Classroom”

Theory

C.40 Risks, Rewards, and Speculative Thought
How does the speculative figure in rhetorical invention and processes of composing?
Tampa CC, Room 19, First Level
Chair: David Grant, University of Northern Iowa, Cedar Falls
Speakers: Marc Santos, University of South Florida, Tampa, “Speculative
Invention: Maira Kalman’s Empty Brain and the Chora”
Nathaniel Rivers, Saint Louis University, MO, “Speculative Deliberation:
Deciding with Science Fiction”
Brooke Rollins, Lehigh University, Bethlehem, PA, “Speculative Agency:
Rhetorical Practice as Action Gambling”
David Grant, University of Northern Iowa, Cedar Falls, “Speculative
Economies and the Distribution of Risk”

Theory

C.41 Theorizing Feminist Rhetorics: Professionalism, Invention,
and Social Movements
Offers three perspectives on feminist rhetorical practices.
Tampa CC, Room 20, First Level

Chair: Andreas Herzog, University of South Carolina, Columbia
Speakers: Rachel Chapman, Oklahoma State University, Stillwater,
“Marks of Professionalism: Invisible Guidelines, Identity, and the
Academic Gaze”
Christina LaVecchia, University of Cincinnati, OH, “Toward a Relational
Theory of Invention”
Melissa Toomey, University of Cincinnati, OH, “Theorizing Feminist
Rhetorics within the Women’s Trade Union League (WTUL): Taking
the Risk of Extrapolating the Value of Emotion”

Writing Programs

C.42 Enacting CCCC Position Statements: Risks and Rewards
This panel examines complications from enacting CCCC position state-
ments for teaching in digital times and environments.
Tampa CC, Room 23, First Level

Chair: Michael Faris, Texas Tech University, Lubbock
Speakers: Stuart Selber, The Pennsylvania State University, State College,
“Enacting the CCCC Position Statement for Online Writing Instruction:
Risks and Rewards”
Kate Latterell, The Pennsylvania State University, State College, “Writing
Centers”
Anne Wysocki, University of Wisconsin, Milwaukee, “Blow It the Fuck
Up: Composition after Writing”
Johndan Johnson-Eilola, Clarkson University, Potsdam, NY, “Blow It the
Fuck Up: Composition after Writing”

CCCC CONVENTION, TAMPA 2015
Thursday, 1:45–3:00 p.m.

Writing Programs

C.43 Cohorts and Risk Management
This panel explores how and why cohort systems work, and consider the possibility of both negative as well as positive outcomes.

Tampa CC, Room 21, First Level

Chair: James Rovira, Tiffin University, OH
Speakers: Krista Petrosino, Tiffin University, OH, “Cohorts and Network Theory”
James Rovira, Tiffin University, OH, “Pragmatics, Cohorts, and Risk Management”
Steven Wexler, California State University, Northridge, “Reason-Risk-Cohort”
Eric Kufs, California State University, Northridge, “Cohorts: Crossing Thresholds Together”

Writing Programs

C.44 International Writing Centers Association: The Teenage Years (Sponsored by the International Writing Centers Association)
Writing center professionals discuss the risks and rewards of creating new and adapting old structures within our organization.

Tampa CC, Room 22, First Level

Chair: Shareen Grogan, National University, Carlsbad, CA
Speakers: Shareen Grogan, National University, Carlsbad, CA
Andrew Jeter, The Idea Lab, Chicago, IL
Jaimie Crawford, University School of NSU, Ft. Lauderdale, FL
Amber Jensen, Thomas A. Edison High School, Alexandria, VA
D Sessions: 3:15–4:30 p.m.

**Dialogs on Key Issues**

**Dialog on Success in Postsecondary Writing**
Considers issues of success in postsecondary writing, grounded in the NCTE, WPA, and NWP’s “Framework for Success in Postsecondary Writing” and the NCTE and CCCC’s position statements on writing assessment.

Tampa CC, Ballroom A, First Level

*Moderator:* Les Perelman, Massachusetts Institute of Technology  
*Speakers:* David Coleman, President and CEO, The College Board  
Linda Adler-Kassner, University of California Santa Barbara  
Elyse Eidman-Aadahl, Co-Director, National Writing Project  
John Williamson, Executive Director, AP Curriculum Development, The College Board  
Kathleen Yancey, Florida State University

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**Poster Sessions**

1. **Academic Posters, or: How I Learned to Stop Worrying and Love the Outreach**
   This poster details the outreach work that sold multimodal composition ideas to STEM majors and faculty through academic posters.
   Casey Rudkin, Western Connecticut State University, Danbury, CT

2. **Breaking down the Walls: How A Writing Center’s Service Learning Project Inspires Disadvantaged Youth**
   Monmouth University’s Writing Services pen pal project inspires disadvantaged young writers in the local community.
   Neva Lozada, Monmouth University, West Long Branch, NJ

3. **Composing Certainty: Ethical Advantages of a Nonmodern Approach to Pharmaceutical Communication Design**
   Poster considers drug label redesign based on nonmodern understanding of science that acknowledges lab uncertainty.
   Julie Gerdes, Texas Tech University, Lubbock, TX
   This poster utilizes information visualization to display a pedagogy for communicating technical information on the environment.  
   Joshua Lenart, University of Utah, Salt Lake City

5. **Hospitable Course Design and Student Diversity: Reading and Writing about War in the FYC Classroom**  
   Poster presentation posing provocative questions about course design of a FYC course themed around war literature.  
   Joanna Want, University of Michigan, Ann Arbor

6. **Risk in Representation: West Virginians Responding to the Freedom Industries Chemical Spill of 2014**  
   West Virginians’ responses following the 2014 chemical spill must be examined through local political and social contexts.  
   Tabetha Adkins, Texas A&M University-Commerce

   Establishing that legislation shapes public discourse surrounding political issues through content analysis and audience theory.  
   Alexis Catanzarite, University of Kansas, Lawrence

8. **Taking Risks to Help At-Risk Students in Academic Writing in a University in Jamaica: Transnational Connections to the 2013 NCTE-Sponsored Listening Tour**  
   This poster presents risks and rewards in course development in Jamaica and supports listening to students’ voices in education.  
   Marilyn Hall Ricketts, The University of the West Indies, Mona, Jamaica  
   Carmeneta Jones, The University of the West Indies, Mona, Jamaica  
   Deidrea Dwyer Evans, The University of the West Indies, Mona, Jamaica  
   Annife Campbell, The University of the West Indies, Mona, Jamaica  
   Vivette Milson-Whyte, The University of the West Indies, Mona, Jamaica

10. **Writing Class: How Class-Based Culture Affects Student Experience in College Writing**  
    This project explores findings from an ethnographic inquiry into student experience in college writing.  
    Myla Morris, Community College of Philadelphia, PA
Advanced Writing

D.01 A Risky Proposition: Reanimating the Critical Discourses of Advanced Composition
This panel seeks to further the goals and utility—both for teachers and for students—of advanced writing courses.

Marriott, Grand Ballroom A, Level Two

Chair: David Tomkins, University of Southern California, Los Angeles
Speakers: Indra Mukhopadhyay, University of Southern California, Pasadena, “Teaching Advanced Writing: Completing the Circle of General Education”
James Condon, University of Southern California, Los Angeles, “Thinking It Through: Advanced Writing and the Balkanization of the University”
David Tomkins, University of Southern California, Los Angeles, “Risk Analysis: ‘What exactly do we mean by advanced writing, and should we fear the answer?’”

Basic Writing

D.02 Empowering Basic Writers through Grammar: A New Idea
Using grammar, the presenters think up creative ways to develop BW assignments.

Marriott, Grand Ballroom B, Level Two

Chair: Katherine H. Adams, Loyola University, New Orleans, LA
Speakers: Erin Boade, University of Southern Mississippi, Hattiesburg, “Staking a Meaningful Claim: (Caution!) Developing Writers and Their Instructor Playing in the Language Sandbox”
Alyson Leitch, University of Rhode Island, Kingston, “The Rhetorical Impact of Error: Empowering Students and Teachers”
Travis Holt, Liberty University, Lynchburg, VA, “Getting It Wrong to Make Them Write: Avoiding Errors through Error”

Basic Writing

D.03 Resistance and Participation: Innovative Adaptations to Florida’s SB 1720
In Florida, SB 1720 radically affects open access colleges. How does one community college react?

Marriott, Grand Ballroom C, Level Two

Chair: Christopher Janus, Seminole State College, Sanford, FL
Speakers: Rochelle Swiren, Seminole State College, Sanford, FL, “Risky Business: Incorporating Technology into the Developmental Writing Classroom”

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Thursday, 3:15–4:30 p.m.

Anne Riecken, Seminole State College, Sanford, FL, “Risk and Reward: Connecting with Under-Prepared Students through Poetry in English 2”
Michael Mendoza, Seminole State College, Sanford, FL, “Hybrid Learning: Risk and Reward in the Online Setting”
Christopher Janus, Seminole State College, Sanford, FL, “Rigorous Revisions: Upping Expectations in Developmental Writing”

Community, Civic & Public

D.04 Imperialism and White Supremacy: A System of Risks and Unequal Rewards
Imperialism, white supremacy, and institutionalized racism construct discursive limits to identity and safety.
Marriott, Grand Ballroom D, Level Two

Chair: Reymond Levy, Indiana University of Pennsylvania
Sherita Roundtree, The Ohio State University, Columbus, “Risk and Reward of ‘Stand Your Ground’”
Alan Peleaz-Lopez, Fairfield University, CT, “(Un)documented: The Hegemonic Power of Paper in Transnational Identity”
Pamela Chisum, Fairfield University, CT, “(Un)documented: The Hegemonic Power of Paper in Transnational Identity”

Community, Civic & Public

D.05 Grant Writing Pedagogy: Risks, Rewards, and Returns on Public Writing Investments
A discussion of grant writing’s civic dimensions, the partnerships that define the genre, and pedagogies for teaching the craft.
Marriott, Grand Ballroom G, Level Two

Chair: Barbara L’Eplattenier, University of Arkansas-Little Rock
Speakers: Ashley Patriarca, West Chester University of Pennsylvania, “Finding a Place for Grant Writing Pedagogy at a Teaching-Intensive University”
Karen Gulbrandsen, University of Massachusetts, Dartmouth, “Giving It All Away: Trends and Issues in Philanthropy”
Brian Gogan, Western Michigan University, Kalamazoo, “Guesswork and Grant Writing Pedagogy”
Community, Civic & Public

D.06 From Fire to Fire: Examining The Complexity of Learning for Refugee Adult English Learners
Unique case studies of adult, refugee English Language Learners who work through displacement, pain, and distractions to learn.

Marriott, Grand Ballroom H, Level Two

Chair: Kevin Brooks, North Dakota State University, Fargo
Speakers: Jill Motschenbacher, Fargo, ND, “Is it safe in America?”
Physical and Emotional Pain as Barriers to Learning”
Theresa Gaumond, North Dakota State University, Fargo, “We Don’t Understand the Challenges: A Review of Scholarship on Adult Refugee ELLs”
Ibtissem Belmihoub, North Dakota State University, Fargo, “Barriers vs. Motivation: Tutoring with New Dimensions”

Creative Writing

D.07 Meaning Is in the Making: Three Responses to Shipka and Her Response
This panel answers Jody Shipka’s call to make new maps of communicative practice by attending to rhetorical aspects of her work.

Marriott, Grand Ballroom I, Level Two

Chair: Frank Farmer, University of Kansas, Lawrence, KS
Speakers: Frank Farmer, University of Kansas, Lawrence, “By Any (Mediational) Means Necessary: The Bricoleur and the Multimodal Writing Classroom”
Kristin Prins, University of Wisconsin-Milwaukee, “Rhetorical Remediation: A Multimodal Consideration of Audience”
Jason Luther, Syracuse University, NY, “No More ‘Moneypeople’: Politicizing Multimodality through Zines”
Respondent: Jody Shipka, University of Maryland, Baltimore

History

D.08 Genre, Technology, and Rhetorical Histories: Opening New Spaces for Composition and Pedagogy
Historical challenges to the boundaries of genres, disciplines, and technologies open up new possibilities for composition in and out of the classroom.

Tampa CC, Room 10, First Level

Chair: Dani Weber, University of Pittsburgh at Bradford
Speakers: Alex Nielsen, Cleveland State University, OH, “Cities Covered In Lines—Print, Process, and the Implications of Historical Publishing

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Technology in Urban Academies”
Michael Trice, Massachusetts Institute of Technology, Newton, “Game Design and Professional Writing: How Nintendo Power, the Open Gaming License, and Wikia Changed Instruction”
Jacob Tootalian, University of Wisconsin, Madison, “Rhetoric, Science, and Literary Expression: The Case of Margaret Cavendish”
Michael Pemberton, Georgia Southern University, Statesboro, “Rhetorical Spaces and the 1939 World’s Fair: Normalizing Progress and Objectifying the Other”

History

D.09 Risking Propriety, Disrupting Society: Reconsidering the Rhetorical Strategies of 19th Century Female Activists
Disrupting divided spheres with the Grimke sisters, Stanton’s Bible, and literate practices of the Tucson Woman’s Club.
Marriott, Grand Ballroom J, Level Two

Chair: Rachel Buck, University of Arizona, Tucson
Speakers: Rachel Buck, University of Arizona, Tucson
Elizabeth Bentley, University of Arizona, Tucson,
Shersta Chabot, Arizona State University, Tempe

Information Technologies

D.10 CCCC Committee for Effective Practices in Online Writing Instruction: Faculty Matters
The CCCC Online Writing Instruction committee discusses three specific aspects of faculty support for OWI.
Tampa CC, Room 1, First Level

Chair: Lisa Meloncon, University of Cincinnati, OH
Speakers: Jason Snart, College of DuPage, Glen Ellyn, IL, “Using the Online Writing Instruction Open Resource to Support Innovation”
Scott Warnock, Drexel University, Riverton, NJ, “Taking a Stand for Online Writing Faculty: WPAs’ Use of OWI Principles”
Mahli Mechenbier, Kent State University/ Regional Academic Center, OH, “Putting the ‘Temp’ in Template: Molding Contingent Faculty into Uniform Online Course Shells”

Information Technologies

D.11 Writing in the Age of Algorithms
This panel explores how algorithms shape digital writing through studies of web analytics, hypertext, metacognition, and software.
Marriott, Meeting Room 1, Level Two

Chair: Annette Vee, University of Pittsburgh, PA
Thursday, 3:15–4:30 p.m.

Speakers: Quinn Warnick, Virginia Tech, Blacksburg, “All Watched Over by Machines of Better Prose”
Derek Van Ittersum, Kent State University, OH, “Reflection in Action: Automating Writing through Macros”
Timothy Laquintano, Lafayette College, Easton, PA, “How Online Writers Respond to Web Analytics”

Information Technologies

D.12 The Risky Red Bird: Creating University of Louisville’s Cardinal Compositions, a Print and Digital Journal of Undergraduate Student Work
This panel will discuss creating print and digital venues to collect and display undergraduate student work.

Marriott, Meeting Room 4, Level Two

Chair: Stephen Cohen, University of Louisville, KY
Speakers: Travis Rountree, University of Louisville, KY, “Pedagogical Risks and Rewards: Designing a Curriculum that Incorporates Student Work”
Elizabth Chamberlain, University of Louisville, KY, “Devil, Details: Designing and Supporting an Institutional Space for Digital Student Work”
Stephen Cohen, University of Louisville, KY, “Production Value: How Recognizing Student Compositions Can Contribute to a Culture of Writing”

Institutional and Professional

D.13 Contingent Faculty and Academic Work off the Tenure Track
This roundtable offers contingent faculty strategies for engaging in scholarly work, even without department support.

Marriott, Florida Ballroom V, Level Two

Chair: Letizia Guglielmo, Kennesaw State University, GA
Speakers: Bridget Kozlow, North Carolina State University, Raleigh
Leslie Worrell Christianson, Marywood University, Scranton, PA
Julie Watson, Marywood University Library, Scranton, PA
Christopher Blankenship, Emporia State University, KS
Matthew Herrmann, Coastal Carolina Community College, Jacksonville, NC
Kimberly Harrison, Florida International University, Miami
Ben Lauren, Michigan State University, East Lansing
Lynee Gaillet, Georgia State University, Atlanta
Letizia Guglielmo, Kennesaw State University, GA
Thursday, 3:15–4:30 p.m.

**Institutional and Professional**

**D.14 Mapping the Future of Doctoral Programs in Rhetoric and Composition (Sponsored by the Consortium of Doctoral Programs in Rhetoric and Composition)**
This roundtable explores how challenges facing Rhet/Comp PhD can provide opportunities for change and innovation.

Tampa CC, Room 11, First Level

*Chair:* Carrie Leverenz, Texas Christian University, Fort Worth  
*Speakers:* Mara Holt, Ohio University, Athens  
Jean Ferguson Carr, University of Pittsburgh, PA  
Malea Powell, Michigan State University, East Lansing  
Doris Warriner, Arizona State University, Phoenix  
Shirley Rose, Arizona State University, Phoenix  
Kelli Cargile-Cook, Texas Tech University, Lubbock

**Institutional and Professional**

**D.15 It Takes a Village: The Rewards of Intra-Institutional Collaboration in Multimodal Composition Teaching**
This panel argues for the importance of fostering intra-institutional collaborations in teaching multimodal composition.

Marriott, Florida Ballroom I, Level Two

*Chair:* Michael McCamley, University of Delaware, Newark  
*Speakers:* Barb Lutz, University of Delaware, Newark  
Rachael Zeleny, Alvernia University, Shrewsbury, PA  
Hannah Lee, University of Delaware, Newark  
Michael McCamley, University of Delaware, Newark

**Innovation and Taking Risks**

**D.16 Risking Destruction: Queer Approaches to Writing, Teaching, and Evaluating**
This roundtable explores questions of queerness and risk as they connect to the ways we teach writing in the 21st century.

Marriott, Florida Ballroom IV, Level Two

*Chair:* Stacey Waite, University of Nebraska-Lincoln  
*Speakers:* Kate Benchoff, Hagerstown Community College, MD, “The Politics of Queering Gender in a Community College Context”  
Alex Malanych, University of Pittsburgh, PA, “Diagramming Is a Drag, or Teaching Grammar Queerly”
Thursday, 3:15–4:30 p.m.

David Daniels, University of Denver, CO, “Queering Assessment the Tim Gunn Way”
Zachary Beare, University of Nebraska-Lincoln, “The Perverse Pleasures of Doing It All Wrong: Failure, Play, and the Absurd”
Stacey Waite, University of Nebraska-Lincoln, “Write in Your Queer Voice”

Innovation and Taking Risks

D.17 Translingual Pedagogies and the Promise of Translanguaging the Curriculum
This panel proposes a series of translingual pedagogies with a focus on language diversity and culturally sustainable writing.
Marriott, Florida Ballroom VI, Level Two

Chair: Christiane K. Donahue, Dartmouth and Université de Lille III, VT
Speakers:
Ligia Mihut, Barry University, North Miami Beach, FL, “Escritura en y con las comunidades | Writing in and with Communities| Crisul Cu Si in Comunitati”
Brian Ray, University of Nebraska at Kearney, “‘Oni one english meh?’ Student Research and Writing on WE and Translingualism”
Steven Alvarez, University of Kentucky, Lexington, “‘Mexington, Kentucky’: Toward a Culturally Sustaining Composition Pedagogy”
Geeta Aneja, University of Pennsylvania, Philadelphia, “Disinventing the Native Speaker and Reconstituting Language in TESOL Teacher Education”

Innovation and Taking Risks

D.18 The Rhetoric of Sustainability within and outside the University
This panel investigates the rhetoric of sustainability within and outside of the university.
Tampa CC, Room 12, First Level

Chair: Christian Weiss, Penn State Berks, Reading
Speakers:
Gesa E. Kirsch, Bentley University, Waltham, MA, “The Turn from a Rhetoric of Sustainability to a Rhetoric of Adaptation: A Case Study”
Carl Herndl, University of South Florida, Tampa, “The Rhetoric of Sustainability: What does it take to be interdisciplinary?”
Peter Goggin, Arizona State University, Mesa, “‘Dear Future Generations’: A Model for Sustainability Pedagogy”
Christian Weiss, Penn State Berks, Reading, PA, “Defining Sustainability in Higher Education: A Rhetorical Analysis”
Thursday, 3:15–4:30 p.m.

Innovation and Taking Risks


Panelists examine the risks and rewards of international collaboration and composition.

Marriott, Florida Ballroom II, Level Two

Chair: Amanda Fields, University of Arizona, Tucson
Speakers: James Austin, University of California, Santa Barbara,
University of Arizona, Tucson, “Many Englishes, One Classroom: Developing Critical Literacy in International Students at a North American University”
Melanie Carter, American University in Cairo, New Cairo, Egypt, “‘But is it revolutionary?’: The Politics of Risk in an Egyptian Classroom”
Amanda Fields, University of Arizona, Tucson, “Risking Love: Composing Multimodal, Revolutionary Artifacts in an International Collaboration”

Innovation and Taking Risks

D.20 Complicating Risk: First-Generation Self-Identification, Pedagogies, and Programmatic Support

Panel members challenge neutral assumptions of risk for first-generation students, repositioning agency in critical pedagogies.

Marriott, Florida Ballroom III, Level Two

Chair: Tialitha Macklin, Washington State University, Pullman
Speakers: Tialitha Macklin, Washington State University, Pullman, “Risky Pedagogy: Using Dialogic Feedback to Encourage Student Voice in the Writing Classroom”
Rachel Sanchez, Washington State University, Pullman, “Complicating Identity: Moving beyond the Risk of Teacher Self-Identification”
Beth Buyserie, Washington State University, Pullman, “Rewarding Partnerships: Dialogue between Student Support Programs and First-Year Composition”

Innovation and Taking Risks

D.21 Risking our Foundations: Transnational Research and Teaching at an IBC in the Middle East

This interactive session explores the risks and rewards of researching and teaching in borderlands-transnational-hybrid spaces.

Marriott, Meeting Room 5, Level Two

Chair: Nancy Small, Texas A&M at Qatar/Texas Tech University, Lubbock
Speakers: Amy Hodges, Texas A&M at Qatar  
Mysti Rudd, Texas A&M University at Qatar  
Leslie Seawright, Texas A&M University at Qatar  
Nancy Small, Texas A&M at Qatar/Texas Tech University, Lubbock

Innovation and Taking Risks

D.22 Rhetorics of Disclosure: Disability in Writing, Publishing, Teaching and Promotion
This panel discusses the rhetorics and risks of disability disclosure in classrooms settings, graduate study, and faculty tenure.

Tampa CC, Room 23, First Level

Chair: Hilary Selznick, Illinois State University, Normal
Speakers: Craig A. Meyer, Texas A&M, Kingsville  
Amy Vidali, University of Colorado, Denver  
Sushil Oswal, University of Washington, Tacoma  
Hilary Selznick, Illinois State University, Normal

Innovation and Taking Risks

D.23 The Risks and Rewards of Improvisation in the Writing Classroom
Drawing from a variety of disciplines, this panel explores the risks and rewards of improvisation as a mode of composing.

Marriott, Meeting Room 2, Level Two

Chair: Christian Smith, Coastal Carolina University, Conway, SC
Speakers: Christian Smith, Coastal Carolina University, Conway, SC  
Anthony Stagliano, University of South Carolina, Columbia  
Steven Hammer, Saint Joseph’s University, Philadelphia, PA

Innovation and Taking Risks

D.24 Digital Talkback: Circumventing Conventions with/in Digital Spaces
How can digital spaces provide opportunities for agency in different ways?

Tampa CC, Room 3, First Level

Chair: Natalie Dorfeld, Florida Institute of Technology, Melbourne
Speakers: Christina Boyles, Baylor University, Waco, TX, “Dare to be Digital: Digitization and Graduate Education”  
Meng Yu, Georgia State University, Atlanta, “The Resisted Code from China”
Thursday, 3:15–4:30 p.m.

**Language**

**D.25 The Place of Ethnic Identity in Translingual Practice: Are They Compatible in Composition?**
This panel will explore the theory and praxis of a translingual orientation in relation to identity and heritage languages.

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

_Chair:_ Steven Alvarez, University of Kentucky, Lexington  
_Speakers:_ Shakil Rabbi, The Pennsylvania State University, State College, “‘Fake It Till You Make It’: Multilingual Graduate Students’ Translingual Tactics and Identity-Based Legitimation Practices”  
Sara Alvarez, University of Louisville, KY, “Shuttling Identities and Linguistic Repertoires: A Case Study of Two Middle-School-Age Emerging Bilinguals in the Nuevó New South”  
_Respondent:_ Suresh Canagarajah, The Pennsylvania State University, State College

**Professional and Technical Writing**

**D.26 Risks, Rewards, and Scientific Publishing: From Mentoring Undergraduate Research to Metrics of Success**
Panel analyzes the arc of writing in STEM fields from undergraduate studies to professional practice as a rewards-based system.

**Tampa CC, Room 15, First Level**

_Chair:_ William FitzGerald, Rutgers Camden, Ardmore, PA  
_Speakers:_ Jennifer Mallette, University of Arkansas, Fayetteville, “Gatekeeper or Key: Women’s Writing and Success in Engineering”  
Michelle Sidler, Auburn University, AL, “Five Ways Science Rewards Good Research—and Writing Studies Should Do Them, Too”  
William FitzGerald, Rutgers Camden, Ardmore, PA, “‘Let me take you aside’: Undergraduate Mentoring in STEM (and Beyond)”


**Professional and Technical Writing**

**D.27 Welcoming the Complications of Community Partnerships: Building Risk and Reward into the Business and Technical Communication Classroom**

We discuss the complications of service and client-based projects, exploring the risk and reward to students and organizations.

Marriott, Meeting Room 8, Level Three

*Chair:* Elisabeth Kramer-Simpson, New Mexico Tech, Socorro  
*Speakers:* Joleen Hanson, University of Wisconsin, Stout  
Elizabeth Tomlinson, West Virginia University, Morgantown  
Steve Simpson, New Mexico Tech, Socorro  
Elisabeth Kramer-Simpson, New Mexico Tech, Socorro

**Research**

**D.28 When We Shoot a Story, We Inhabit It (An Argument for Composition-By-Film)**

2 film directors + 2 compositionists = 1 thriving community partnership + 1 composition course centered on film production.

Tampa CC, Room 16, First Level

*Chair:* Cory Holding, University of Pittsburgh, PA  
*Speakers:* Brenda Whitney, University of Pittsburgh, PA  
Colin MacCabe, University of Pittsburgh, PA  
John Cantine, Pittsburgh Filmmakers, PA

**Research**

**D.29 Complicating Transfer**

Writing beyond class, teaching style and transfer, and complicating our understanding of transfer.

Marriott, Meeting Room 3, Level Two

*Chair:* Josie Walwema, Oakland University, Rochester, MI  
*Speakers:* Nicole Papaioannou, St. John’s University, Colts Neck, NJ,  
“The Value of ‘Risking It’: Exploring When and How Undergraduates Take Assigned Writing beyond Class”  
Valerie Ross, University of Pennsylvania, Philadelphia, “The Role of the Teacher in Writing Transfer”  
Amy Stornaiuolo, University of Pennsylvania, Philadelphia, “The Role of the Teacher in Writing Transfer”  
Joshua Kutney, Lakeland College, Sheboygan, WI, “Rhetoric, Transfer, and the Students We Actually Teach”
Research

D.30 A Look Inside: A Three-Pronged Research Approach to First-Year College Writing
This presentation aims to examine three aspects of the first year college writing classroom in terms of assessment.

Marriott, Meeting Room 7, Level Two

Chair: Christine Olding, Dayton, OH
Speakers: Megan Brenneman, Kent State University, OH
Jamie Peterson, Kent State University, OH
Christine Olding, Dayton, OH

First-Year Composition

D.31 Issues in Dual Enrollment: Rigor, Credentials, Pedagogies, Transitions
This presentation explores current issues surrounding student and teacher success in dual-credit composition courses.

Marriott, Meeting Room 12, Level Three

Chair: Deborah Bertsch, Columbus State Community College, OH
Speakers: Kelsey Williams, Northern Illinois University, DeKalb,
“Heading the Transition: Dual Enrollment Homeschooled Students in the Two-Year College FYC Classroom”
Heidi Thoenen, University of Akron, OH, “Practical Pedagogy: A Pragmatic Approach to Teaching Dual Enrollment in a First-Year Composition Classroom”
Brian Harrell, University of Akron, OH, “Practical Pedagogy: A Pragmatic Approach to Teaching Dual Enrollment in a First-Year Composition Classroom”
Kristen Weinzapfel, North Central Texas College, Gainesville, “Positive Pedagogy: Maintaining Rigor in the Dual-Credit First-Year Composition Classroom”
Deborah Bertsch, Columbus State Community College, OH, “Supporting ‘Non-Credentialed’ High School Teachers in Dual Enrollment Classes: Digital Learning Objects, Web-Enhanced Curriculum, and Mentoring Initiatives”

First-Year Composition

D.32 Testing Metacognition: The Risks and Rewards of Reflecting on Revision Practices
This session mines the concept of metacognition, exploring its effectiveness in enabling successful student revision.

Marriott, Meeting Room 9, Level Three
**Chair:** Martin Camper, Loyola University Maryland, Baltimore  
**Speakers:** Lindsay Dunne Jacoby, University of Maryland, College Park, “Pedagogical Implications of Our Study of Reflection and Revision”  
Heather Lindenman, University of Maryland, College Park, “Troubling Metacognitive Reflection: When Misalignment Occurs”  
Martin Camper, Loyola University Maryland, Baltimore, “The Rewards of Metacognitive Reflection: When Alignment Occurs”  
**Respondent:** Jessica Enoch, University of Maryland, College Park

*First-Year Composition*

**D.33 Process, Plagiarism, and Pedagogy: Exploring the Benefits of Sampling for Composition Studies**  
Process, Plagiarism, and Pedagogy: Sampling toward a better understanding of writing instruction and pedagogy.  
Marriott, Meeting Room 10, Level Three  

**Chair:** Gabriel Green, Eastern Michigan University, Ypsilanti  
**Speakers:** Chvonne Parker, Old Dominion University, Norfolk, VA, “Free Samples: Redefining Plagiarism and Originality through Digital Culture and Sampling”  
Sherie Mungo, Old Dominion University, Norfolk, VA, “Embracing Our Own Priorities: Critical Pedagogy, Composition Pedagogy, and Sampling”  
Gabriel Green, Eastern Michigan University, Ypsilanti, “The Show Was Yesterday: Redefining the Writing and Learning Process through Sampling”

*First-Year Composition*

**D.34 Approaches to Teaching L2 Writers in First-Year Writing and ESL Composition Courses**  
This panel explores approaches to teaching L2 writers in FYC and ESL composition.  
Marriott, Meeting Room 11, Level Three  

**Chair:** Natasha Chenowith, Kent State University, OH  
**Speakers:** Mary Ellis Glymph, University of Tennessee, Knoxville, “Making the Game Plan: A Study of Multilingual Writers’ Genre and Audience Perceptions during the Planning Stage of the Writing Process”  
Ling He, Miami University, Oxford, OH, “Teaching English Composition for Second Language Writers”  
Kevin Risner, Cleveland Institute of Art, OH, “Bringing Philosophy into the First-Year ESL Composition Classroom”
First-Year Composition

D.35 Risky Writing and Rewarding Pedagogies
Examines the ways that instructors respond to students who are writing in emotionally complex situations
Tampa CC, Room 5, First Level

Chair: Krista Mallo, Trinity College of Florida, New Richey
Patty Wilde, University of New Hampshire, Durham, “Risky Writing, Rewarding Pedagogy: Students Who Write about Addiction and How Composition Instructors Respond”
Diane Davis, Johnson County Community College, Overland Park, KS, “Analysis of a Protest Group: Teaching First-Year Composition Students to Stay Focused on Evaluation when They Would Rather Write about Their Own Positions on a Controversial Topic”

Theory

D.36 Feminist Rhetoric and Pedagogy: Risks, Rewards, and (Sadly) Failures
This panel will address key issues in feminist rhetoric, pedagogy, and cross-cultural communication.
Marriott, Grand Ballroom E, Level Two

Chair: Joyce Irene Middleton, East Carolina University, Greenville, NC
Speakers: Joyce Irene Middleton, East Carolina University, Greenville, NC
Krista Ratcliffe, Marquette University, Milwaukee, WI
Shirley Logan, University of Maryland, College Park
Cheryl Glenn, The Pennsylvania State University, State College

D.37 Sensory Rhetorics: Bodily Experiences in Ambient Environments
This panel will explore the significance of and possibilities for cultivating critical approaches to the senses in rhet/comp.
Tampa CC, Room 9, First Level

Chair: Steph Ceraso, University of Maryland, Baltimore County
Speakers: Katie Zabrowski, St. Louis University, MO
Melissa Helquist, Salt Lake Community College, UT
Lisa Phillips, Illinois State University, Normal
Steph Ceraso, University of Maryland, Baltimore County
Theory

D.38 The Rhetoric of Projection in/of Composition
The presenters examine different ways “projection” as a trope and analogy can enhance the writing classroom.

Tampa CC, Room 7, First Level

Chair: Christopher Justice, University of Baltimore, MD
Speakers: Christopher Justice, University of Baltimore, MD
Lynn Tomlinson, University of Baltimore, MD
Craig Saper, University of Baltimore, MD

Theory

D.39 Rhetorics and Ecologies of Scale: Composing across Environments and Disciplines
From “nanocomposition” to affective ecologies to environmental writing, these panels interrogate the compositionist possibilities of space.

Tampa CC, Room 18, First Level

Chair: Elizabeth Allan, Oakland University, Rochester, MI
Speakers: Daniel Cryer, University of New Mexico, Albuquerque, “Uniting the Households of Genre: Ecology and Economy in the Writings of Aldo Leopold”
Jessica Ouellette, University of Massachusetts Amherst, “Rhetorical Circulation as Affective Ecologies: Theorizing Rhetorical Action on the Web”

Theory

D.40 More than Meets the Eye: Rhetoric and Aesthetics
Found photographs, interpersonal writing, aesthetic practice, and the visual rhetoric of anti-Catholic literacy sponsors.

Tampa CC, Room 19, First Level

Chair: Sheila Morton, Tusculum College, Greeneville, TN
Speakers: Christopher Brown, University of Arizona, Tucson, “A Beauty that Wounds: Rhetoric, Aesthetics, and the Will to Know”
Michael Sobiech, Carson-Newman University, Louisville, KY, “Hate as a Literacy Sponsor: The Visual and Verbal Rhetoric of Prejudice in the Anti-Catholic Comics of Jack Chick”
Jason Kalin, DePaul University, Chicago, IL, “Lost in Found Photography: The Weird Ontography of Digital Visual Culture”
Irvin Peckham, Drexel University, Philadelphia, PA, “Writing for the Love of It”
Thursday, 3:15–4:30 p.m.

Writing Programs

D.41 106-State University Study of Writing Programming: Bird’s Eye View with Local Contextualization
Empirical 106-state institution study of writing instruction will be followed by representatives’ varied, localized responses.

Tampa CC, Room 14, First Level

Chair: Emily Isaacs, Montclair State University, NJ
Speakers: Amy Woodworth, Rowan University, Glassboro, NJ
Teresa Burns, University of Wisconsin-Platteville
Brenda Helmbrecht, California Polytechnic State University, San Luis Obispo
Alan Church, Dickinson State University, ND
Emily Isaacs, Montclair State University, NJ
John Gooch, University of Texas at Dallas
Aviva Taubenfeld, State University of New York-Purchase

Respondents: Sarah Arroyo, California State University, Long Beach
Jackie Cason, University of Alaska, Anchorage

Writing Programs

D.42 Crafting a University-Wide General Education Writing Rubric: Taking on Thorny Public Practices in the Rose Garden
Discussing topics related to university-wide assessment: WAC, rubrics, power dynamics, student involvement, culture of assessment.

Tampa CC, Room 20, First Level

Chair: Libby Miles, University of Rhode Island, Kingston
Speakers: Jenna Morton-Aiken, University of Rhode Island, Kingston, “Future Implications”
Bridget Heaney, University of Rhode Island, Kingston, “Data Collection and Findings”
Eileen James, University of Rhode Island, Kingston, “Participant Recruitment and Rubric Development”
Ashton Foley, University of Rhode Island, Kingston, “Exigency and Preparation”
Writing Programs

D.43  Out of Sight, Out of Mind: Weighing the Risks (and Rewards) of a Culturally-Relevant HBU Writing Center
This panel addresses the question: What insight is gained in negotiating students’ language and identity in a HBU writing center?

Tampa CC, Room 13, First Level

Chair: Veronica Yon, Florida A&M University, Tallahassee
Speakers: Kendra Mitchell, Florida State University, Tallahassee, “Writing Intersections and Interventions: African American Multilingual Learners in the HBU Writing Center”
Carvetta Young, Florida A&M University, Tallahassee, “When Helping Hurts: The Risks and Rewards of Tutoring”
Monique Thomas, Florida A&M University, Tallahassee, “Tell the Truth and Shame the Devil: The Use of Black English in an HBU Writing Center”
Lauren Gregory, Florida A&M University, Tallahassee, “Re-Imagining ‘Standard’ Writing Center Practice at an HBU”

Writing Programs

D.44  Digitizing WAC through Informatics, Games, and Engaging “Digital Humanities”
Exchanges and connections between WAC/WID and DH.

Tampa CC, Room 21, First Level

Chair: Abigail Scheg, Elizabeth City State University, NC
Speakers: Tom Moriarty, San Jose State University, CA, “New Measures That Matter: Theorizing An Informatics for Writing Across the Curriculum Programs”
Matt Beale, Old Dominion University, Norfolk, VA, “Navigating Unseen Writing Risks: The Learning-2-Learning Game and Writing Assignments”
Dominique Zino, City University of New York Graduate Center, NY, “Programmatic Risks, Tactical Rewards: Common Goals and Shared Vulnerabilities across WAC and the Digital Humanities”
**E Sessions: 4:45–6:00 p.m.**

### Dialogs on Key Issues

**Dialog on Writing Teachers Writing Software**

Revisits LeBlanc’s book 20 years after its publication and examines the role of coding in our discipline by comparing composition software developers in the 80’s and 90’s with those of today.

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

*Moderator:* Joyce Carter, Texas Tech University  
*Speakers:* Hugh Burns, Texas Woman’s University  
Fred Kemp, University of Texas, San Antonio  
Paul LeBlanc, President of Southern New Hampshire University  
Caitlan Spronk, Purdue University  
Karl Stolley, Illinois Institute of Technology

### Poster Sessions

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

1. **Art+Meta+Write: Visuality and Second Language Writers**
   
   This poster demonstrates how L2 writers use visuals to connect denotative and connotative meanings—and discover a writing voice.  
   Jan Wiezorek, Northeastern Illinois University, Chicago, IL

2. **Grammar as Epistemic: Re-Conceptualizing Grammar as a Set Of Arbitrary Rules into Grammar as a Resource for Making Meaning**
   
   Display and sample-testing of systemic functional grammar as a meaning-making tool in the presenter’s composition classrooms.  
   Daliborka Crnkovic, University of Texas at El Paso

3. **Grammar Checkers and Prescriptivism**
   
   Corpus analysis and a review of handbooks suggests that grammar checkers are an important influence on standard usage.  
   Beth Young, University of Central Florida, Orlando
4. **Monolingual Ideology and Translingual Practice in Multimodal Classroom Spaces**
   This poster showcases students’ representation of monolingual ideology and translingual practice in a transcultural blog project.
   Zsuzsanna Palmer, Old Dominion University, Norfolk, VA

6. **The Rhetorical Impact of Error: Empowering Students and Teachers**
   Focusing upon written errors, I will show that the historical context and audience is as important as the lexical context.
   Alyson Leitch, University of Rhode Island, Kingston, Canterbury, CT

7. **Unruly Grammar and Difficult Knowledge: Writing through Evocative, Arts-Informed Inquiry**
   Poster presents case study of new graduate writing course offered in a School of Art located within a Research I institution.
   Vittoria Daiello, University of Cincinnati, School of Art, OH

8. **The Risks and Rewards of Online Writing Instruction: A Longitudinal Study of Student Retention**
   This is a retrospective, longitudinal study examining student retention in online, on-ground and hybrid courses, 2000-2013.
   Natalie Stillman-Webb, University of Utah, Salt Lake City

9. **Integration of an Embedded Librarian Function into an Online First-Year Composition Class: Risk-Taking and Success**
   Details online collaboration between library and composition divisions at state college and explains value of “embedding” faculty.
   Mark Shealy, Texas Tech University, Lubbock

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**Advanced Writing**

**E.01 The Rhetoric of Advanced College Writing**
Classical rhetoric provides insight into invention, arrangement, theses, and hedging, as well as the very nature of college writing.

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

**Chair:** Patti Poblete, Iowa State University, Ames

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Thursday, 4:45–6:00 p.m.

**Speakers:** Sarah Banting, Mount Royal University, Calgary, Alberta, Canada, “Questioning the Rhetorical Situations of ‘College Writing’”
Eric Detweiler, The University of Texas at Austin, “Risking Uncertainty: Questioning Thesis Statements”
Matt Baker, Iowa State University, Ames, “Outlining as Invention or Arrangement? Perceptions from Advanced Communication”

**Basic Writing**

**E.02 From Basic Writers to Self-Regulated Writers:**
**An Experimental Study of a Curriculum**

A basic writing curriculum focused on self-regulation had large effects on writing quality and motivation. How did it work?

**Marriott Grand Ballroom B, Level Two**

**Chair:** Charles MacArthur, University of Delaware, Newark

**Speakers:** Ilknur Sancak-Marusa, West Chester University of Pennsylvania, “Writing Boot Camp: Basic Writers Need Extensive Preparation to Write Well in the Academy”
Michelle Blake, West Chester University, PA, “Self-Regulation and Development of a Sense of Control”
Shannon Mrkich, West Chester University, PA, “Coping Models and Mastery Models: The Role of Think-Aloud Modeling”
Charles MacArthur, University of Delaware, Newark, “Self-Regulated Strategy Instruction: Curriculum Design and Results”

**Community, Civic & Public**

**E.03 Risks and Rewards of Community-Based Research:**
**Determining How (or if) We Make a Difference with Civic Engagement**

This panel addresses assessment in civic engagement and explores ways of fostering positive change in local communities.

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

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

**Speakers:** Karen Kaiser Lee, Youngstown State University, OH, “‘But my mom really liked the brochure I made for her’: A Professional Writing Program’s Problematic but Promising Encounter with Client-Based Service Learning”
Allen Brizee, Loyola University, Baltimore, MD, “Data Weaving: A Dappled Methodology for Community-Based Research”
Cindy Mooty, Oakland University, Rochester, MI, “A Recursive Service-Learning Collaboration: Critical and Activist Pedagogy for Empowering Students of Color”
Community, Civic & Public

E.04 Community Literacies, Learning Communities, and Activist Spaces
Examines the impact of service-learning curricula on community literacies in prisons, African-centered independent schools, and youth activist organizations.

Marriott, Grand Ballroom D, Level Two

Chair: Kimberly Miller, Grove City College, PA
Speakers: Jessica Barros, Bunker Hill Community College, MA, “Ain’t Nothing New Under the Sun: Building an African-Centered Independent School of Literacy”
Melissa Larabee, University of Illinois at Urbana-Champaign, “Putting Words in Their Mouths: Incarcerated Students, Their Literacy Sponsors, and the Trouble with Providing a Voice”

History

E.05 Risking Empathy: Ida B. Wells Barnett’s and Jane Addams’ Affectionate Interpretation as Pragmatic Promise
The pragmatic methods Ida B. Wells Barnett and Jane Addams brought to their collaboration based on “affectionate interpretation.”

Marriott, Grand Ballroom G, Level Two

Chair: Kate Ronald, Miami University, Oxford, OH
Speakers: Hephzibah Roskelly, University of North Carolina, Greensboro Lisa Blankenship, Baruch College, City University of New York, NY
Kate Ronald, Miami University, Oxford, OH

Information Technologies

E.06 Risky Composition: Games as Argumentation in Theory and Pedagogy
This panel explores videogame composition as a form of research argumentation and pedagogical practice.

Tampa CC, Room 1, First Level

Chair: Samantha Blackmon, Purdue University, West Lafayette, IN
Speakers: Glen Southgill, Montana Tech of the University of Montana, Butte, “Memory Plays: Gaming the Archive”
Steve Holmes, George Mason University, Fairfax, VA, “Counter-Gaming in the Era of DIY”
Lauren Woolbright, Clemson University, SC, “Transmediating the Vampire in the Videogame”
Thursday, 4:45–6:00 p.m.

**Information Technologies**

**E.07 21st-Century Spaces: Rethinking the Rewards of Moodle, Collaboration, and Twitter**
Panel on rethinking the rewards of 21st-century spaces via Moodle and multimodality, online collaboration, and teaching with Twitter.

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

*Chair:* Timothy Briggs, Oakland University, Rochester, MI  
*Speakers:*  
- Brianna Mauk, Bowling Green State University, OH, “Teaching with Twitter: A Tweet-Along Talk”  
- Shelly Danko, Bowling Green State University, OH, “Designing Digital Chatter: Transferring F2F Collaborative Learning to an Electronic Environment”  
- Timothy Briggs, Oakland University, Rochester, MI, “Digital Writing Spaces Matter: Moving Outside the Course Management System”

**Information Technologies**

**E.08 Pedagogy, Multimodality, and Digital Technology**
Online writing instruction, a technologized writing pedagogy, freeware, and multi modal studio support.

**Tampa CC, Room 3, First Level**

*Chair:* Leslie Salas, Full Sail University, Winter Park, FL  
*Speakers:*  
- Peter Khost, Stony Brook University, New York, “Using Freeware to Foster and Research Writing Transfer across the Curriculum and beyond Graduation”  
- Gwendolynne Reid, North Carolina State University, Raleigh, “A Technologized Writing Pedagogy: Teaching the Writer’s Tools in FYC”  
- Geoffrey Sauer, Iowa State University, Ames, “A Risky Effort: Building a Studio for New Media to Support Multimodal Composition Research/Instruction”

**Information Technologies**

**E.09 Multimodal Composition, Online Instruction, and Portfolio Assessment Software**
Integrating multimodal composition assignments/computerized assessment to improve accessibility.

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

*Chair:* Jonathan Maricle, University of South Carolina, Columbia  
*Speakers:*  
- Rebecca Hallman, University of Houston, TX, “Merging Pedagogies: Online Writing Instruction, Multimodality, and Access”  
- Yumani Davis, University of Central Florida, Orlando, “Multimodal Composition Courses for More Inclusive Curricula”
Duncan Buell, University of South Carolina, Columbia, “First-Year Composition as Big Data: Natural Language Processing and Portfolio Assessment”

Chris Holcomb, University of South Carolina, Columbia, “First-Year Composition as Big Data: Natural Language Processing and Portfolio Assessment”


Lindsey Harding, University of Georgia, Athens, “The Assessment Design Feedback Loop: A Collaborative, Multimodal Approach”

**Information Technologies**

**E.10 Multimodal Program for L2 Students: Risks/Rewards**

We explore how Intensive English Programs, Composition classes, and writing centers use multimodal strategies with L2 learners.

**Marriott, Grand Ballroom I, Level Two**

*Chair:* James Britton, University of Miami, FL

*Speakers:* Kimberly McGrath Moreira, University of Miami, FL, “Communicative Competence for International Students/L2 Learners: Multimodal by Nature”

Samantha Phillips, University of Miami, FL, “Writing by Design”

April Mann, University of Miami, FL, “Who is the ‘You’ in YouTube?: Addressing Audience in a Multimedia, Multilingual Writing Center Tutorial”

**Institutional and Professional**

**E.11 From Wyoming (Resolution) to Indiana (Resolution): A Working Session on a Work in Progress (Sponsored by the Labor Caucus)**

The roundtable continues work of the Labor Caucus workshop on The Indiana Resolution, a re-imagining of The Wyoming Resolution.

**Marriott, Florida Ballroom V, Level Two**

*Chair:* Tracy Donhardt, Indiana University-Purdue University Indianapolis

*Speakers:* Mitzi Jones, University of Arkansas-Fort Smith

Seth Kahn, West Chester University of Pennsylvania

Stephen Fox, Indiana University-Purdue University Indianapolis

Michelle LaFrance, George Mason University, Springfield, VA

Jessica Philbrook, University of Missouri-Columbia

Vandana Gavaskar, Elizabeth City State University, Virginia Beach, VA

*Respondent:* Amy Lynch-Biniek, Kutztown University, PA
Thursday, 4:45–6:00 p.m.

Institutional and Professional

E.12 Pursuing Work in a Two-Year College: Risk and Reward
This interactive roundtable session will examine the risks and rewards of pursuing work in a two-year college.

Tampa CC, Room 15, First Level

Chair: Philip Sloan, Oakton Community College, Des Plaines, IL
Speakers: Lisa Roy-Davis, Collin College, Plano, TX
Malkiel Choseed, Onondaga Community College, Syracuse, NY
Ashlee Brand, Cuyahoga Community College, Westshore, OH
Robert Jenkins, Georgia Perimeter College, Decatur

Institutional and Professional

E.13 Beyond the Humanities: Offering a Bachelor of Science in Writing
We report on national trends regarding B.A. and B.S. degrees in writing and why we made the innovative choice to offer both.

Marriott, Grand Ballroom J, Level Two

Chair: Ellen Schendel, Grand Valley State University, Allendale, MI
Speakers: Amorak Huey, Grand Valley State University, Allendale, MI, “B.A. and B.S.: Innovating beyond Our Humanities Roots”
Christopher Toth, Grand Valley State University, Allendale, MI, “B.A. or B.S.: Who Offers Which?”
Ellen Schendel, Grand Valley State University, Allendale, MI, “B.A. or B.S.: What’s the Difference?”

Innovation and Taking Risks

E.14 Risking Reflection: Experimental Stories of Writing Teachers’ Risks and Rewards
Panelists and attendees together share multimodal, multi-genre stories of pedagogical risks in the writing classroom.

Marriott, Meeting Room 1, Level Two

Chair: Ann Amicucci, University of Colorado, Colorado Springs
Speakers: Toni D’Onofrio, The Art Institute of New York City, NY, “Frankenstein’s Creature Taught Me This”
Kristen Getchell, Curry College, Milton, MA, “You Can Do Better (I Hope)”
Ann Amicucci, University of Colorado, Colorado Springs, “A Book, a Blog, and a Ukulele on a Table: The Risk of Multimodal Composition”
Innovation and Taking Risks

E.15 The Promises and Pitfalls of Feminist Frameworks as Responsive Practice: Conversations on Risk and Reward
Pedagogical moves—(class, program, conference planning) and/as enactments of feminist principles.

Marriott, Florida Ballroom IV, Level Two

Chair: Lee Nickoson, Bowling Green State University, OH
Speakers: Mary P. Sheridan, University of Louisville, KY
Sue Carter Wood, Bowling Green State University, OH
Lee Nickoson, Bowling Green State University, OH
Stacy Kastner, Mississippi State University, MS
Kristine Blair, Bowling Green State University, OH

Innovation and Taking Risks

E.16 The Risks and Rhetorics of Universal Design
How is Universal Design invoked on college websites, in composition programs and classrooms, and in conversations with students?

Tampa CC, Room 7, First Level

Chair: Jay Dolmage, University of Waterloo, Ontario, Canada
Speakers: Dale Katherine Ireland, The Graduate Center, City University of New York, NY, “What We Teach Students When We Don’t Teach Universal Design as Composition”
Allison Hitt, Syracuse University, NY, “What would a universally designed writing classroom look like? Talking with Students about Accessibility”
Jay Dolmage, University of Waterloo, Ontario, Canada, “Mapping the Rhetorics of Universal Design Online”

Innovation and Taking Risks

E.17 Sink or Swim with Long-Term, Linked Projects: Charting a Course through 21st-Century Communication in the Classroom
While risky, using linked, long-term projects in courses creates community and deep collaboration and promotes strategic learning.

Marriott, Florida Ballroom I, Level Two

Chair: Lisa Dusenberry, Georgia Institute of Technology, Atlanta
Speakers: Lisa Dusenberry, Georgia Institute of Technology, Atlanta,
“Strategic Learning through Alternate Reality Games: The Reward of Risking a Semester with Linked Multimodal Projects”

continued on next page
Joy Robinson, Georgia Institute of Technology, Atlanta, “Community-Building with Video Games: Using World of Warcraft to Underpin Workplace Communication”

Liz Hutter, Georgia Institute of Technology, Atlanta, “Developing Undergraduate Research Competencies: Using Linked Projects to Communicate about Health and Wellness”

### Innovation and Taking Risks

**E.18 Reconsidering Reflective Writing Across the College Curriculum: Promoting Individual Growth, Knowledge Transfer, and Social Connections**

This panel examines how reflective assignments enhance identity development, cognitive processing, and social connections.

**Marriott, Florida Ballroom II, Level Two**

**Chair:** Lisa Eckert, Northern Michigan University, Marquette  
**Speakers:** Kia Richmond, Northern Michigan University, Marquette, “Reflective Blogging and Social Connections in the Humanities”  
Lori Nelson, Northern Michigan University, Marquette, “Reflective Journaling and Identity Development in Speech-Language Therapy”  
Matthew Kilian McCurrie, Columbia College, Chicago, IL, “Reflective Writing and Knowledge Transfer in Cultural Studies”

### Innovation and Taking Risks

**E.19 Risky Writing in Public Places: Four Studies of Cultural Re-Presentation**

Writing projects that cross cultural boundaries challenge “inclusiveness” in public settings, shaping writers’ identities.

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

**Chair:** Bonnie Sunstein, University of Iowa, Iowa City  
**Speakers:** Ellen Gibson, University of Chicago Press, IL  
Arthur W. Hunsicker, Revere High School, MA  
Amanda Gallogly, University of Iowa, Iowa City, “Latino Writers Translate Creatively”  
Rossina Liu, University of Iowa, Iowa City, “Homeless Veterans Revise a Town’s Literary Identity”  
Bonnie Sunstein, University of Iowa, Iowa City, “College Students Revise ‘Americans’”
Innovation and Taking Risks

E.20 Interdisciplinary and International Writing across the Curriculum
Explores Writing across the Curriculum and writing centers in national and international settings.

Marriott, Florida Ballroom VI, Level Two

Chair: Tammy Winner, University of North Alabama, Florence
Speakers: Jack Thomas, Medical University of South Carolina, Charleston, “Free Writing to Assess Graduate Students’ Preferred Ways to Learn Anatomical Science”
Diana Mónica Waigandt, Universidad Nacional de Entre Ríos, Argentina, Paraná, “ESP Hat Trick: Reading, Writing, and Entrepreneurial Skills for Engineering and Technology Undergraduates”
Darsie Bowden, DePaul University, Chicago, IL, “International Writing Centers and Writing Programs: Report on Research”

Language

E.21 ¿Cómo se llama?: The Symbolic Risk of Naming Tropes for Latinidad
This panel examines the risk and reward in the language of self-identification by scholars and instructors negotiating Latinidad.

Tampa CC, Room 23, First Level

Chair: Cruz Medina, Santa Clara University, CA
Speakers: Iris Ruiz, University of California, Merced, “Risky Identity Politics: Decolonial Agency as Indigenous Consciousness”
Cristina Kirklighter, Texas A&M University, Corpus Christi, “Where are we @ in the academic conversations of Honduran identities?”
Octavio Pimentel, Texas State University San Marcos, “Buena Gente, Buen Trabajador, and Bien Educado: Giving Voice to the Mexican Counter-Story”
Cruz Medina, Santa Clara University, CA, “Poch@ Pop Culture: How a ‘Cultural Traitor’ Resists Mainstream Representations”
Thursday, 4:45–6:00 p.m.

**Language**

E.22 Acknowledging and Addressing the Language Deficit Model; Strategies for Faculty and Multilingual Students in Secondary and Postsecondary Contexts

Translingual and deficit model discourses of MLWs and faculty across the disciplines are juxtaposed in this interactive panel.

Marriott, Meeting Room 4, Level Two

Chair: Todd Ruecker, University of New Mexico, Albuquerque

Speakers: Mariya Vladimirovna Tseptsura, University of New Mexico, Albuquerque
Elizabeth Leahy, University of Arizona, Tucson
Lindsey Ives, Embry-Riddle Aeronautical University, Daytona Beach, FL
Michael Schwartz, St. Cloud State University, MN

**Professional and Technical Writing**

E.23 Risky Bodies, Risky Rhetorics: Constructing and Instructing Fat Bodies through Technical Communication

This panel critiques how fat, “risky” bodies are constructed through social, technical discourses related to health and disease.

Marriott, Meeting Room 5, Level Two

Chair: Erin A. Frost, East Carolina University, Greenville

Speakers: Katie Manthey, Michigan State University, East Lansing, “How to Dress the Fat Body: Fat Fashion Bloggers and Consumer Culture”
Marie Moeller, University of Wisconsin-La Crosse, “Risky Representations: Embodied Obesity Infographics, Visual Ethics, and Expediency”
Michelle Eble, East Carolina University, Greenville, “Risky Reductions: Obesity, Weight Loss Surgery, and Communicating Risk”

**Professional and Technical Writing**

E.24 The Risks and Rewards of a Writing-about-Writing Approach to Teaching Professional Writing

We explore the issues of a Writing-about-Writing pedagogy for the introductory, multi-major professional writing course.

Marriott, Meeting Room 6, Level Two

Chair: Sarah Read, DePaul University, Chicago, IL

Speakers: Joy Arbor, Kettering University, Flint, MI, “WAW-PW for STEM Students?”
Sarah Read, DePaul University, Chicago, IL, “What Would a WAW-PW Textbook Look Like?”
Research

E.25 Transparency in Research: Messiness, Rigor, and Ethics in the Conduct of Writing Research
A prominent scholar discusses transparency in research methods; researchers and editors respond, leading to an audience discussion.

Marriott, Grand Ballroom E, Level Two

Co-Chairs: Christiane K. Donahue, Dartmouth and Université de Lille III, VT
Rebecca Rickly, Texas Tech University, Lubbock

Speaker: Peter Smagorinsky, The University of Georgia, Athens

Respondents: Christina Haas, University of Minnesota, Minneapolis
Christiane K. Donahue, Dartmouth and Université de Lille III, VT
Pamela Takayoshi, Kent State University, OH
Carl Whithaus, University of California, Davis
Rebecca Rickly, Texas Tech University, Lubbock

Research

E.26 New Directions for Disability-Studies Research: Using Mixed Methods to Appeal to Wider Audiences in Higher Education
We report on three mixed-methods studies of disability in higher education and discuss audience as it pertains to methodology.

Tampa CC, Room 16, First Level

Chair: Rebecca Moore Howard, Syracuse University, NY

Speakers: Andrew Lucchesi, City University of New York, NY, “Memories of ‘Subtle Triage’: Histories of Academic Disability and Institutional Practice”
Margaret Price, Spelman College, Atlanta, GA, “Disabled Faculty: Disclosure, Identity, Access”
Thursday, 4:45–6:00 p.m.

**Research**

**E.27 The Risks and Rewards of a Large-Scale Data Project: Results from the WPA Census**
A presentation of the WPA Census data that helps us better understand the complex organizational logic of writing programs.

Marriott, Meeting Room 7, Level Two

*Chair:* Rita Malenczyk, Eastern Connecticut State University, Willimantic

*Speakers:* Jennifer Wells, Florida State University, Tallahassee, “A WPA-Census-Driven Formula For Writing Center Health”
Brandon Fralix, Bloomfield College, NJ, “First-Year Writing at Minority Serving Institutions”
Dara Regaignon, New York University, NY, “The Course(s) that Define(s) a Field”
Jill Gladstein, Swarthmore College, Aston, PA, “The Leadership Configurations of Today’s Writing Programs and Centers”

**Research**

**E.28 Researching Genre Change: Methods and Their Consequences**
Analyzing genre change, how can interview-based studies go beyond genre users’ explicit commentary to grasp tacit dynamics?

Marriott, Meeting Room 2, Level Two

*Chair:* Katja Thieme, University of British Columbia, Vancouver, Canada

*Speakers:* Anneke van Enk, University of British Columbia, Vancouver, Canada, “Writing about Method in Philosophy of Education”
Michelle Riedlinger, University of the Fraser Valley, Abbotsford, British Columbia, Canada, “Affect and the Situated Work of Meta-Generic Commentary in Social Workers’ Talk about Language”
Shurli Makmillen, University of British Columbia, Vancouver/University of Fraser Valley, Abbotsford, British Columbia, Canada, “Genre Change in Indigenous Studies Courses: The Writing Scholar vis-à-vis Her Colleagues”
Katja Thieme, University of British Columbia, Vancouver, Canada, “Genre Change in Indigenous Studies Courses: The Writing Scholar vis-à-vis Her Colleagues”
E.29 Research/Approaches
Teaching graduate methods, methodological “letting go,” and feminist approaches to methodology.

Marriott, Meeting Room 3, Level Two

Chair: Denna Iammarino, Case Western Reserve University, University Heights, OH
Speakers: Barrie Olson, University of North Carolina Blue Ash, “‘What-up, Creeper’: Re-imagining the Role of the Participant-Observer”
Ashly Bender, University of Louisville, KY, “‘What-up, Creeper’: Re-imagining the Role of the Participant-Observer”
Jennifer Burgess, The Ohio State University, Columbus, “Examining Breast Cancer Illness Narratives: The Affordances of a Mixed-Methods Approach”
Jessica Restaino, Montclair State University, Nutley, NJ, “Surrender as Method: ‘Getting Lost’ in Research, Writing, Rhetoric, and Love”
Morgan Leckie, Miami University, Oxford, OH, “Delivery Risk: How a (Cyber)feminine Research Methodology Yields Big Returns”

First-Year Composition

E.30 Information Literacy Learning in First-Year Writing: Perspectives from National and Campus Research
This panel discusses insights from national and local studies on information literacy learning in first-year writing courses.

Marriott, Meeting Room 9, Level Three

Chair: Libby Miles, University of Rhode Island, Richmond
Speakers: Libby Miles, University of Rhode Island, Richmond, “Assessment in Action: Voices from a National Information Literacy Project”
Nickki Davis, University of Wisconsin-Eau Claire, “Case Studies of Information Literacy Learning: Four Basic Writers”
Shevaun Watson, University of Wisconsin-Eau Claire, “How Assessing Information Literacy Learning Changed a Writing Program: Insights and Recommendations”
Robin Miller, University of Wisconsin-Eau Claire, “The Campus Perspective: Information Literacy Skills among First-Year Writers”
Respondent: Shevaun Watson, University of Wisconsin-Eau Claire
First-Year Composition

E.31 Comfortable but out of Your Comfort Zone: Creating Risky and Rewarding Pedagogical and Material Safe Spaces in First-Year Composition
Framed by activity/discussion, this panel explores risks/rewards of teaching/learning in novel pedagogical and material spaces.

Marriott, Meeting Room 10, Level Three

Chair: Laura Giovanelli, Wake Forest University, Winston-Salem, NC
Speakers: Laura Giovanelli, Wake Forest University, Winston-Salem, NC
Robin Snead, University of North Carolina-Pembroke
Dana Gierdowski, Elon University, Raleigh, NC

First-Year Composition

E.32 High-Tech, Low-Tech, No-Tech?: Divergent Implementations of Technology and the Risks and Rewards for Student Writing
Explores whether high-tech, low-tech, or no-tech pedagogical strategies create a broader path to literacy in First-Year Writing.

Marriott, Meeting Room 11, Level Three

Chair: Melanie Gagich, Cleveland State University, Cleveland Heights, OH
Speakers: John Brentar, Cleveland State University, Cleveland Heights, OH
Emilie Zickel, Cleveland State University, Cleveland Heights, OH
Jessica Schantz, Cleveland State University, Cleveland Heights, OH

First-Year Composition

E.33 Rethinking Course Design for First-Year Composition
Taking risks in FYC: Graphic novels, activism, wilderness treks, and long-term communities

Marriott, Meeting Room 12, Level Three

Chair: Christina Grant, University of Alberta, Edmonton, Canada
Speakers: Chris Cormier Hayes, Simmons College, Boston, MA, “The Rewards and Challenges of Reading and Designing Comics”
Jacqueline Kerr, University of Tennessee-Knoxville, “Writing for Social and Environmental Change: Using Activism to Enhance Student Learning in the First-Year Composition Classroom”
Carrie Wastal, University of California, San Diego, “Wild Writing: An Experiential Writing Class in the Desert”
Karla Knutson, Concordia College, Moorhead, MN, “The Risks and Rewards of a First-Year Composition Learning Community”
First-Year Composition

E.34 The Politics and Pragmatics of Space, Place, and Location in First-Year Composition
This panel interrogates the physical and geographical locations of composing bodies in first-year composition.

Tampa CC, Room 9, First Level

Chair: Christopher Dickman, University of North Texas at Dallas
Speakers: Kati Fargo Ahern, Long Island University, Post Campus, Oyster Bay, NY, “Soundscaping Shared Writing Spaces”
Robyn Tierney, New Mexico State University, Las Cruces, NM, “Engaging Politics of Location as a Teachable Concept in First-Year Composition”
Nathan Shepley, University of Houston, TX, “The Strange Case of Students Analyzing Appalachia from the Central United States: Critical Regionalism and Place-Conscious First-Year Composition”

Theory

E.35 Confronting Race in the Academy: Whiteness, Islamophobia, and Academic Borderlands
Offers novel approaches to confronting race in the academy and in the classroom.

Tampa CC, Room 10, First Level

Chair: Xiaobo Wang, Georgia State University, Atlanta
Meagan Rodgers, University of Science and Arts of Oklahoma, Oklahoma City, “Considering White Privilege: A Dialogue on Pedagogical Risks”
Lana Oweidat, Ohio University, Athens, “The Muslim Other as the West’s New Racial Other: Mapping an Anti-Islamophobia Rhetoric and Pedagogy”

Theory

E.36 Troubling Queer Visual Media: The Complex Rhetorical Implications of Queer Visuality in Mass Media
This panel aims to examine and complicate the rhetorical power of queer visual media.

Tampa CC, Room 11, First Level

Chair: Kimberly Thompson, East Carolina University, Greenville
Speakers: Kristi Wiley, East Carolina University, Greenville, “The History of LGBTQ Visuals”

continued on next page
Thursday, 4:45–6:00 p.m.

Wonderful Faison, Michigan State University, East Lansing, “Black Lesbians: Blurring Gender Roles and Reinforcing Heterosexual Tropes”
Kimberly Thompson, East Carolina University, Greenville, “Queer Visuals: Disrupting Time-Space in a Kairotic Queer Moment of Unbecoming”

Theory

E.37 Writing in and beyond the Senior Year: Capstones and Internships
We should reinvision the writing that students do in capstones and workplaces.
Marriott, Room 12, First Level

Chair: Julianna Griffin, Florida Gulf Coast University, Fort Myers
Speakers: Brian Hendrickson, University of New Mexico, Albuquerque, “Mapping Ecologies of Citizen Scholarship to Design Metadisciplinary, Writing-Intensive Capstone Courses across the Curriculum”
David Fleming, University of Massachusetts, Amherst, “Senior-Year Writing: The Third Tier of College Composition”
Dauvan Mulally, Rockford, MI, “Listening to the Public: Surveying Internship Work Sites to Determine Students’ Postgraduate Readiness”

Writing Programs

E.38 New Ways of Looking Back as We Look Forward: Innovative Perspectives on Writing Assessment’s History and Future
Building on Yancey (1999), this panel shares new critical perspectives on writing assessment history and its future.
Tampa CC, Room 13, First Level

Chair: Keith Harms, University of Arizona, Tucson
Speakers: Kathleen Blake Yancey, Florida State University, Tallahassee
Kim Ballard, Western Michigan University, Kalamazoo
Katrina Miller, University of Nevada, Reno
Keith Harms, University of Arizona, Tucson
E.39 \textbf{Learning to See Learning: Assessing the Impacts of Service Learning in Writing Classes}\n
This session reports methods and results from a yearlong empirical study of students and instructors in service-learning courses.

\textbf{Tampa CC, Room 14, First Level}\n
\textit{Chair:} Laurie A. Pinkert, Humboldt State University, Arcata, CA  
\textit{Speakers:} Kendall Leon, Portland State University, OR  
Laurie A. Pinkert, Humboldt State University, Arcata, CA  
Kathryn Trauth Taylor, Miami University, Oxford, OH

E.40 \textbf{Doubling Down on Academic Writing: Moving from a Second-Semester to a Second-Year Requirement}\n
This roundtable discussion addresses the practical and theoretical implications of a curricular shift to second-year writing.

\textbf{Marriott, Meeting Room 8, Level Three}\n
\textit{Chair:} Joe Letter, University of Tampa, FL  
\textit{Speakers:} Mark Putnam, University of Tampa, FL  
Gina Vivinetto, University of Tampa, FL  
Lisa Suter, University of Tampa, FL  
David Reamer, University of Tampa, FL  
Bill Doyle, University of Tampa, FL  
Joe Letter, University of Tampa, FL

E.41 \textbf{The Risk and Reward of Using Screencasting for Peer Review: A Multi-Institutional Pilot}\n
This panel will focus on a multi-institutional pilot study designed to examine how students appropriate screencasting technology.

\textbf{Tampa CC, Room 18, First Level}\n
\textit{Chair:} Angela Clark-Oates, Arizona State University, Tempe  
\textit{Speakers:} Allison Walker, High Point University, NC, “FYC Students Screencast in Classrooms”  
Angela Clark-Oates, Arizona State University, Tempe, “Writing Fellows Screencast in Online FYC Courses”  
Dagmar Scharold, University of Houston-Downtown, TX, “Writing Tutors Screencast in a Writing Center”
Thursday, 4:45–6:00 p.m.

Writing Programs

E.42 Motivation, Values, and Rhetoric in the Writing Center
Four papers on writing center praxis. Topics include student motivation, risk taking, and perceptions of tutors and centers.

Tampa CC, Room 19, First Level

Chair: Marjorie Stewart, Glenville State College, WV
Speaker: Aimee Jones, Florida State University, Tallahassee, “The Role of Motivation in Multilingual Students’ Engagement with Writing at the University Writing Center”
Hidy Basta, Antioch University, Seattle, WA, “Risk-Taking and Creativity in Students’ Writing: The Role of Peer Tutoring Sessions”
Jo Ann Griffin, University of Louisville, KY, “The ‘Cool Dude’ and the ‘Student Writer’: How Complexities of ‘Face’ Can Affect Writer Ownership of Text”
Margaret Herb, Stetson University, DeLand, FL, “Addressing ‘Lower Order Concerns’ in Writing Centers: The Risks—and Rewards—of Investigating Negative Writing Center Rhetoric”

Institutional and Professional

E.43 Publishing in CCCC’s “Studies in Writing and Rhetoric”
Making the submission and review process of the CCCC SWR monograph series transparent.

Tampa CC, Room 20, First Level

Chair: Victor Villanueva, Washington State University, Pullman
Speaker: Anna Plemons, Washington State University, Pullman
Stephanie Kerschbaum, University of Delaware, Newark
Respondent: Deborah H. Holdstein, Columbia College, Chicago, IL

E.44 Risks, Writing, and Recursive Learning: The Role of Writing’s Threshold Concepts in Navigating “Risky” Transitions
This panel explores how using a “threshold concepts” framework can foster writing and literacy development that addresses risk.

Tampa CC, Room 21, First Level

Chair: Linda Adler-Kassner, University of California, Santa Barbara
Speaker: Liane Robertson, William Paterson University, Wayne, NJ, “Critical Incident and Risk in Writing across Contexts”
Heidi Estrem, Boise State University, ID, “Graduate Student Learning and Conceptual Stasis: Encountering Threshold Concepts”
Nicolette Mercer Clement, University of Central Florida, Orlando, “Navigating Consequential Transitions”
Kara Taczak, University of Denver, CO, “Key Terms and Threshold Concepts”
Linda Adler-Kassner, University of California, Santa Barbara, “TAs and TCs: Risky Crossings”
Elizabeth Wardle, University of Central Florida, Orlando, “Navigating Consequential Transitions”
Special Interest Groups

6:30–7:30 p.m.

TSIG.01 Appalachian Rhetoric, Composition, and Literacy Special Interest Group
Our session will open with a business meeting and conclude with opportunities for collaboration and support.
Marriott, Grand Ballroom A, Level Two

Co-Chairs: Krista Bryson, The Ohio State University, Columbus
Sara Webb-Sunderhaus, Indiana University Purdue University, Fort Wayne

TSIG.02 Cognition and Writing Special Interest Group:
“A Conversation with Duane Roen: The Eight Habits of Mind”
The Cognition and Writing Group is designed to foster a research community within CCCC focused on cognitive science and writing.
Marriott, Grand Ballroom B, Level Two

Co-Chairs: J. Michael Rifenburg, University of North Georgia, Gainesville
Patricia Portanova, Northern Essex Community College, MA

TSIG.03 2015 Council on Basic Writing Special Interest Group
This meeting of the CBW SIG will provide networking opportunities for basic writing faculty.
Marriott, Grand Ballroom C, Level Two

Co-Chairs: Michael Hill, Henry Ford Community College, Dearborn, MI
Sugie Goen-Salter, San Francisco State University, Richmond

TSIG.04 Digital Humanities and the Fifth C
Marriott, Grand Ballroom D, Level Two

Chair: John Walter, Saint Louis University, Washington, DC
TSIG.05 ENGICOMM Special Interest Group
EngiComm provides an important venue for teachers and researchers to share teaching and research in engineering communication.
Marriott, Grand Ballroom G, Level Two

Co-Chairs: Mya Poe, Northeastern University, Boston, MA
Jennifer Craig, Massachusetts Institute of Technology, Cambridge
Stephen Bucher, University of Southern California Viterbi School of Engineering, Los Angeles
Jennifer Mallette, University of Arkansas, Fayetteville
Robert Irish, University of Toronto, Ontario, Canada
Neal Lerner, Northeastern University, Boston, MA
Marie Parreti, Virginia Tech, Blacksburg
Speaker: Kathleen MacArthur, Massachusetts Institute of Technology, Cambridge

TSIG.06 Faculty Development and Composition
This Special Interest Group is open to all who wish to explore the intersections of Comp/Rhet and Faculty Development.
Marriott, Grand Ballroom H, Level Two

Co-Chairs: Jane Hindman, Queensborough Community College, New York, NY
Gretchen Voskuil, Aquinas College, Grand Rapids, MI
Susan K. Hess, Hobart and William Smith Colleges, Geneva, NY
Gina Merys, St. Louis University, MO
Donna Evans, Eastern Oregon University, La Grande
Andrew Kinney, Ohio State University at Mansfield
Melody Bowdon, University of Central Florida, Orlando

TSIG.07 International Writing Centers Association: A Gathering of Like Minds, and Maybe Not-So-Like Minds
Writing center professionals will discuss risks and rewards of creating new and adapting old structures within our organization.
Marriott, Grand Ballroom I, Level Two

Chair: Shareen Grogan, National University, Carlsbad, CA
Thursday, 6:30–7:30 p.m.

**TSIG.08 Kenneth Burke Society at CCCC**
Annual gathering for Kenneth Burke Society members attending CCCC to discuss KBS business, scholarly trends, and future projects.
Marriott, Grand Ballroom J, Level Two

*Chair:* Ethan Sproat, Utah Valley University, Orem

**TSIG.09 Klal Rhetoric: Jewish Approaches to Rhetoric and Composition**
Klal Rhetorica Special Interest Group–explore Jewish approaches to rhetoric, composition, discourse, culture, identity.
Marriott, Florida Ballroom II, Level Two

*Chair:* Janice Fernheimer, University of Kentucky, Lexington

**TSIG.10 Language, Linguistics, and Writing**
Examines how learning and teaching language, including grammar, conventions, and usage, relate to learning and teaching writing.
Marriott, Florida Ballroom III, Level Two

*Co-Chairs:* Deborah Rossen-Knill, University of Rochester, NY
Craig Hancock, University at Albany, NY

*Speakers:* Bruce Maylath, North Dakota State University, Fargo
Joseph Salvatore, The New School, New York, NY
Daniel Kies, College of DuPage, Glen Ellyn, IL
Sandra Gollin-Kies, Benedictine University, Lisle, IL
Laura Aull, Wake Forest University, NC
Stella Wang, University of Rochester, NY
Beth Rapp Young, University of Central Florida, Orlando
Lora Mendenhall, Indiana University of Pennsylvania
Sigurour Konraosson, University of Iceland, Vesturbaer, Reykjavik
Nora Bacon, University of Nebraska at Omaha
Maria Gapotchenko, Boston University, MA

**TSIG.11 Medical Rhetoricians Special Interest Group**
This Special Interest Group of the Medical Rhetoricians will celebrate its 20th anniversary in 2015.
Marriott, Meeting Room 1, Level Two

*Co-Chairs:* Barbara Heifferon, Louisiana State University, Baton Rouge, “20th Anniversary Retrospective”
Elizabeth L. Angeli, Towson University, Baltimore, MD, “Social Media/Facebook”
Lisa Meloncon, University of Cincinnati, OH, “Conferences and CFPs”
TSIG.12 **National Archives of Composition and Rhetoric**
Scholars interested in preserving artifacts or conducting historical research gather at CCCC to discuss the rhet-comp archives.

Marriott, Meeting Room 2, Level Two

*Co-Chairs:* Robert Schwegler, University of Rhode Island, Kingston
O. Brian Kaufman, Quinebaug Valley Community College, Danielson, CT

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TSIG.13 **Non-Western Rhetorical Traditions**

Marriott, Meeting Room 3, Level Two

*Co-Chairs:* Maha Baddar, Pima Community College, Tucson, AZ
Tamara Bassam Issak, Syracuse University, NY
Nicole Khoury, American University of Beirut

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TSIG.15 **Race and Technology in Composition and Rhetoric**
A special interest group designed to look specifically at racial diversity and technology in our field.

Tampa CC, Room 1, First Level

*Chair:* Phill Alexander, Miami University, Oxford, OH

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TSIG.16 **Rhetoric's Histories: Traditions, Theories, Pedagogies, and Practices**
Sponsored by the Rhetoric Society of America, this Special Interest Group fosters connections among scholars interested in rhetoric’s histories.

Tampa CC, Room 3, First Level

*Co-Chairs:* David Gold, University of Michigan, Ann Arbor
Jessica Enoch, University of Maryland, College Park
Roxanne Mountford, University of Kentucky, Lexington
Lois Agnew, Syracuse University, NY

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TSIG.17 **The Role of Reading in Composition Studies**
This Special Interest Group meeting is an opportunity to discuss the role of reading within the field of Composition Studies.

Tampa CC, Room 5, First Level

*Co-Chairs:* Debrah Huffman, Indiana University Purdue University, Fort Wayne
Ellen Carillo, University of Connecticut, Storrs-Mansfield
Mike Bunn, University of Southern California, Los Angeles
TSIG.19 Senior, Late-Career, and Retired Professionals in Rhet/Comp/Writing Studies
We’ll discuss a survey distributed by the X-Gen Task Force and develop new Special Interest Group goals and potential cross-generational projects.
Tampa CC, Room 9, First Level

Co-Chairs: Louise Wetherbee Phelps, Old Dominion University, Norfolk, VA
Erika Lindemann, University of North Carolina, Chapel Hill

TSIG.20 Teachers who are Non-Native Speakers of English
This Special Interest Group is aimed at faculty and graduate students teaching college writing who are themselves non-native speakers of English.
Tampa CC, Room 10, First Level

Co-Chairs: Judith Szerdahelyi, Western Kentucky University, Bowling Green
Tatjana Schell, North Dakota State University, Fargo

TSIG.21 Teaching in Prison: Pedagogy, Research, and Literacies
This Special Interest Group provides opportunities for current and future prison literacy instructors and researchers to share models and agendas.
Tampa CC, Room 11, First Level

Co-Chairs: Tobi Jacobi, Colorado State University, Fort Collins
Laura Rogers, Albany College of Pharmacy and Health Sciences, NY

TSIG.22 Untenured Writing Program Administrators
A group of untenured writing program administrators navigating teaching and research while administering diverse writing programs.
Tampa CC, Room 12, First Level

Co-Chairs: Christopher Basgier, University of North Dakota, Grand Forks
Thomas Sura, West Virginia University, Morgantown

TSIG.24 Women’s Network
Open to all CCCC attendees, this Special Interest Group is a participant-led sharing session on gender, professional labor, and workplace equity.
Tampa CC, Room 14, First Level

Chair: Heather Adams, University of Alaska Anchorage
TSIG.25 Writing-about-Writing Development Group—Standing Group Meeting
Meeting of the Writing-about-Writing Development Group, formerly the Writing about Writing Special Interest Group.
Tampa CC, Room 15, First Level

Co-Chairs: Rebecca Babcock, University of Texas Permian Basin, Odessa
Doug Downs, Montana State University, Bozeman

TSIG.26 Business Meeting of Assembly for Expanded Perspectives on Learning
Tampa CC, Room 16, First Floor

Co-Chairs: Nathan Mickelson, The New Community College at City University of New York, NY
Sharon Marshall, St. John’s University, New York, NY

TSIG.27 Disability Studies
Tampa CC, Room 23, First Floor

Co-Chairs: Amy Vidali, University of Colorado Denver
Tara Kathleen Wood, Rockford University, IL
Thursday Evening Events

Scholars for the Dream Reception
Marriott, Il Terrazzo, Lobby Level
6:00 p.m.–7:00 p.m.

Anzaldúa Awards Reception
Marriott, Il Terrazzo, Lobby Level
7:00 p.m.–8:00 p.m.

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.
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.
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
Beth Huber, Western Carolina University, Candler, NC, “Addressing ‘Low-Effort’ and ‘Ideaological’ 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. Delagrange, Ohio State University, Stillwater
Madeleine Sorapure, University of California, Santa Barbara
Information Technologies

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
Speakers:
- 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”

Information Technologies

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”

Institutional and Professional

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
Friday, 8:00–9:15 a.m.

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 Curricular 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”
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 Multicultural 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
Chair: Angela Haas, Illinois State University, Normal
Speakers: Flourice W. Richardson, Illinois State University, Normal, “A Time to Kill: The Use of Deliberative Rhetoric in Risk Communication”
Donnie Johnson Sackey, Wayne State University, Detroit, MI, “The Challenge of Mapping Environmental Justice”
Erin A. Frost, East Carolina University, Greenville, NC, “System Error: An Apparent Decolonial Feminist Response to the Co-Option of Risk”
Angela Haas, Illinois State University, Normal, “System Error: An Apparent Decolonial Feminist Response to the Co-Option of Risk”

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
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:
- 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”

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 Kozee, 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 Kozee, 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”

continued on next page
Jessica Pisano, University of North Carolina at Asheville, “Innovative Connections: Two Service-Learning-Based Approaches to Freshman Composition”


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”

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’”

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”
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”

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

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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

Community, Civic & Public

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

Community, Civic & Public

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”

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**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.

**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”
- 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

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**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.

**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’: Administering, 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
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”

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Innovation and Taking Risks

**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”

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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 Internationalization Policy”
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, Parana, “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”

Elizbeth 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”

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

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 Disidentifica-
tion 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”

**Theory**

**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

**Theory**

**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, “Spatio-
temporal Politics and the Wendy Davis Filibuster”  
Elizabeth Powers, University of Maine at Augusta, “Swamps in Stereo-
scope: 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”
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.

Dialog on Language

Consider 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

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.
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?”

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

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 Stuckey, Towson University, MD  
*Speakers*: Wei Cen, Bowling Green State University, OH, “Lessons for Whom? Lessons from Whom?: A Second Look at Pan Chao and Lessons for Women”  
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
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

continued on next page
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, “Multimodal 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
Presenters 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 Harassment: 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”

*continued on next page*
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

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”

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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.

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

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
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 AnimalCraft 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.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
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
Friday, 12:30–1:45 p.m.

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
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  
*Speakers:* Susan Rauch, Texas Tech University, Lubbock, “Rhetoric and Economics of eHealth Records: The Risk and Value of Economizing Language in the Electronic Patient Narrative”  
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 Hunag, 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
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”
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

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”

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?
Explains 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
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, Tallahasee, 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.**

**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”
Friday, 2:00–3:15 p.m.

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
Friday, 2:00–3:15 p.m.

**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.

Mariott, 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.

Mariott, 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”

**CCCC CONVENTION, TAMPA 2015**
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 VanHaitmsma, 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
Respondent: Jenn Fishman, Marquette University, Milwaukee, WI
Friday, 2:00–3:15 p.m.

Research

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”

Research

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 Odrcic, University of Wisconsin-Milwaukee
Speakers: Vicki Bott, Justus Liebig Universitat, Giessen, Germany
Adam Andrews, University of Wisconsin-Milwaukee
Liana Odrcic, 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”

**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  
*Speakers:* Brad Lucas, Texas Christian University, Euless, “Subterranean Home, Sick Blues: Weatherman, Black Power, and the Paradox of Whiteness”  
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”

Institutional and Professional

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”

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Friday, 3:30–4:45 p.m.

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 Sociability: 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

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”

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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”

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”

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

**Writing Programs**

**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
**CCCC 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

**CCCC 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
**CCCC RESEARCH IMPACT AWARD**

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

**CCCC LUIZ ANTONIO MARCUSCHI TRAVEL AWARDS**

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

**CCCC GLORIA ANZALDÚA RHETORICIÁN AWARD**

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

CCCEECC  LAVVVEENNNDDDEERR  RREEHHTTOORRIIICS  AAWWARRDD  FFORR  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 Adsnatham, 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.
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, CCCCs-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 School-craft 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.
Saturday, March 21

REGISTRATION, 8:00 a.m.–1:00 p.m.
Tampa CC, Ballroom C/D, First Level

Exhibits, 10:00 a.m.–1:00 p.m.
Tampa CC, Ballroom C/D, First Level

Computer Connection
Tampa CC, Ballroom B, First Level

Meet the CCCC Committees, 9:30 a.m.–10:30 a.m.
Tampa CC, Ballroom B, First Level

Movie Screening: Nontraditional, 9:30 a.m.–12:15 p.m.
Marriott, Florida Ballroom VI, Level Two
(Sponsored by the Veterans Task Force)

Meet the CCCC Policy Analysts, 10:45 a.m.–11:30 a.m.
Tampa CC, Ballroom B, First Level

Making and Sharing Knowledge, 11:30 a.m.–1:00 p.m.
Tampa CC, Ballroom B, First Level

A Discussion about the 2022 CCCC Vision Statement, 1:00 p.m.–2:00 p.m.
Tampa CC, Ballroom A, First Level

TWO-YEAR COLLEGE SATURDAY PROGRAM
SPONSORED BY THE TWO-YEAR COLLEGE ENGLISH ASSOCIATION (TYCA)

TWO-YEAR COLLEGE ENGLISH ASSOCIATION ANNUAL BREAKFAST AND AWARDS
Grand Ballroom F, First Floor
7:00 a.m.–8:00 a.m.
Admission is by advance registration only.
TYCA FAME AWARD

The Award acknowledges the best mention of the two-year college appearing in any media during the previous year. The award gives credit to those reporters, writers, filmmakers, and others who seek out and publicize exemplary students, faculty, programs, campuses, and/or recognize the two-year college system. For more information, please visit: http://www.ncte.org/tyca/awards/fame.

Winners are to be announced at the TYCA Breakfast.

Fame Award Committee

Chair: Joy Barber, Montana State University, Billings
Carmen Carrasquillo, Miramar College, San Diego, CA
Michael Dinielli, Chaffey College, Alta Loma, CA
Bruce Henderson, Fullerton College, CA
Martha Henning, Portland Community College, OR
Paul Humann, Cabrillo/Evergreen Valley Community Colleges, San Jose, CA
Jeffrey Klausman, Whatcom Community College, Bellingham, WA
Mandana Mohsenzadegan, Evergreen Valley College, San Jose, CA
Renee Nelson, DeAnza College, Cupertino, CA
Meg O’Rourke, Norco and Fullerton College, CA
Howard Tinberg, Bristol Community College, Fall River, MA
Sterling Warner, Evergreen Valley College, San Jose, CA

Previous Award Winners


2012  Grace Chen, Community College Review, North Carolina State University, Raleigh


DIANA HACKER TYCA OUTSTANDING PROGRAMS IN ENGLISH AWARDS FOR TWO-YEAR TEACHERS AND COLLEGES

The awards are given annually to honor two-year teachers and their colleges for exemplary programs that enhance students’ language learning, helping them to achieve their college, career, and personal goals. For more information, please visit: http://www.ncte.org/tyca/awards/programs.

Winners are to be announced at the TYCA Breakfast.

Outstanding Programs Award Committee

Chair: Jeff Andelora, Mesa Community College, AZ
Judy Angona, Ocean County College, Tom’s River, NJ
Sravani Banerjee, Evergreen Valley College, San Jose, CA

Previous Award Winners

2014  Reaching Across Borders
“Writers’ Community”
Aims Community College, Greeley, CO
Enhancing Developmental Education
“Publishing in Developmental Writing”
Helena College/University of Montana
Fostering Student Success
“Developing a Writing Across the Curriculum Program for a Two-Year Nursing College”
The Christ College of Nursing and Health Sciences, Cincinnati, OH
Enhancing Literature and Cultural Arts
“Writers@Work”
Chattanooga State Community College, TN

2013  No awards were given.

2012  Reaching Across Borders
“The Program of Global Distinction”
Howard Community College, Columbia, MD and Community College of Baltimore County, MD
“Interdisciplinary Service-Learning: Making Connections in Art and Writing for Community Concerns”
Kenai Peninsula College, Soldotna, AK
Honorable Mention
“Community College–High School Portfolio Connection”
Northeast Iowa Community College, Peosta
**Fostering Student Success**
“Increasing Achievement and Program Completion through Curricula Reform”
Passaic County Community College, Paterson, NJ

2011 **Reaching Across Borders**
“The College-Level Writing Collaborative-Navigating the Gap”
Johnson & Wales University, Providence, RI
**Honorable Mention**
“Reaching Across Borders: The Benefits of Blending Full and Part-Time Faculty”
Madison Area Technical College, WI
**Honorable Mention**
“Service Learning and Learning Service: Technical Writing Classes Partner with Farmers’ Markets”
Zane State College, Zanesville, OH
**Fostering Student Success**
“Step UP: Improving Student Success and Retention and Transforming the College Culture”
Howard Community College, Columbia, MD
**Honorable Mention**
“Basic Writing/English 100”
Whatcom Community College, Bellingham, WA
**Enhancing Developmental Education**
**Honorable Mention**
“Rural Comp”
Abraham Baldwin Agricultural College, Tifton, GA

2010 **Enhancing Developmental Education**
“The Accelerated Learning Program (ALP)”
Community College of Baltimore County, Baltimore, Maryland
**Honorable Mention**
“Portfolio Assessment and Mentoring Program”
Camden County College, Blackwood, New Jersey

2009 **Category 1: Reaching Across Borders**
“Writing in the Disciplines”
Montgomery College, Takoma Park, MD
“SLCC Community Writing Center”
Salt Lake Community College, Salt Lake City, UT
**Honorable Mention**
“Ready or Not Writing”
Minnesota State Community and Technical College, Fergus Falls, MN
**Special Acknowledgment/Most Unique Initiative**
“Intercultural Literacy through Reflection: Rural Students Meet the Urban Experience”
State Fair Community College, Sedalia, MO

Category 2: Fostering Student Success
“ESSAI The College of DuPage Anthology of Academic Writing Across the Curriculum”
College of DuPage, Glen Ellyn, IL
Honorable Mention
“Building Community Online: Discussion Boards in a Two-Year College Online Writing Center”
Century College, White Bear Lake, MN

Category 3: Enhancing Developmental Education
“Serving the Literacy Goals of At-Risk Students through an Integrated Approach to Faculty Development and Course Design”
Kingsborough Community College, Brooklyn, NY
Honorable Mention
“Bursting the Bubble: Using Learning Communities to Create Authentic College Learning and Instruction”
Front Range Community College, Westminster, CO

Category 4: Enhancing Literature and Cultural Arts
No Entries
Concurrent Sessions Presented by Two-Year College Faculty

L.01 Christian Bednar, North Shore Community College, Danvers, MA, “Danvers Theory, Context, Practice: On Developing and Implementing a Rhetorically-Oriented Basic Writing Program at a Public, Open-Access, Community College”

L.01 Jeremy Branstad, North Shore Community College, Danvers, MA, “Danvers Theory, Context, Practice: On Developing and Implementing a Rhetorically-Oriented Basic Writing Program at a Public, Open-Access, Community College”

M.05 Farah Habib, Bristol Community College, Fall River, MA, “Risks and Rewards of Writing Narrative Non-Fiction: Lessons for Composition Courses”

M.17 Jennifer Maloy, Queensborough Community College, NY, “A Tale of Two Placements: Generation 1.5 Students in ESL and NSE Writing Classes”

M.17 Kerstin Petersen, State University of New York, Binghamton, “The Challenges of a First-Year Writing Classroom Including Monolingual and Bilingual Speakers”
Saturday, 7:00–8:00 a.m.

CCCC ANNUAL BUSINESS/TOWN MEETING
AND
CONCURRENT SESSIONS
ANNUAL BUSINESS/TOWN MEETING

Marriott, Grand Ballroom E, Level Two
8:00 a.m.–9:15 a.m.

All members and newcomers of CCCC are invited to attend and vote at the business meeting.

CCCC Chair: Adam J. Banks, University of Kentucky, Lexington
CCCC Associate Chair: Joyce Locke Carter, Texas Tech University, Lubbock
CCCC Assistant Chair: Linda Adler-Kassner, University of California, Santa Barbara
CCCC Immediate Past Chair: Howard Tinberg, Bristol Community College, Fall River, MA
CCCC Secretary: Dominic DelliCarpini, York College of Pennsylvania
CCCC Executive Secretary/Treasurer: Kent Williamson, NCTE, Urbana, IL
CCCC Parliamentarian: Erika Lindemann, University of North Carolina, Chapel Hill

Established Rules for Conduct of the Annual Business Meeting

1. All voting members should be properly identified, and only members in good standing may vote in the business meeting.
2. A quorum of seventy-five members of CCCC in good standing is required for the transaction of business in this meeting.
3. Anyone wishing the floor should go to a microphone and give his or her name and institution when recognized by the chair.
4. If procedural rules are adopted by a majority vote of the members present, a two-thirds vote will be required to suspend or amend them.
5. Members may offer for discussion and action a sense-of-the-house motion, as specified in item 4 in the “Basic Rules for the Handling of Resolutions.” Such motions, if passed, will be broadcast to the members, not as an official CCCC statement, but as the wish of the majority of the members voting at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or another appropriate CCCC body, and can become the substance of a resolution at the next annual convention.
6. Sturgis’s Standard Code of Parliamentary Procedure applies on all questions of procedure and parliamentary law not specified in the Constitution, Bylaws, or other rules adopted by CCCC.
7. The Parliamentarian interprets the rules on parliamentary procedures.
8. A secret ballot will be ordered by a motion to vote by secret ballot and an affirmative vote of at least ten members.

Procedural Rules Proposed for Adoption at the Annual Business Meeting

In discussion of resolutions and all other items of business except sense-of-the-house motions:
Saturday, 8:00–9:15 a.m.

a. Three minutes will be allowed for each speaker each time.
b. No one may speak a second time on a subject until all who wish to speak have been heard.
c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.
d. Discussion will be limited to no more than fifteen minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in ten-minute increments by consent of the body.
e. Discussion of an amendment to a motion or resolution will be limited to no more than ten minutes; this time may be extended in six-minute increments by consent of the body.
f. Amendments to amendments will not be accepted, in order to avoid confusion.

In discussion of sense-of-the-house motions:

a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted to the chair in three copies before the call for the adoption of the agenda at the beginning of the business meeting. (Brief prefatory statements in explanation of the motion are not part of the motion and need not be submitted in writing.)
b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.
c. Speakers on sense-of-the-house motions shall be limited to two minutes each, except by dispensation of the chair.
d. Discussion of sense-of-the-house motions shall be limited to ten minutes, except by dispensation of the chair.

Basic Rules for the Handling of Resolutions at the Annual Business Meeting

1. A call for resolutions will appear in the February issue of College Composition and Communication. Proposed resolutions received by the chair of the Resolutions Committee two weeks before the conference require the signature of only five conference members; however, additional signatures are welcome as a means of indicating the base of support for the resolution.

2. The function of the Resolutions Committee is to review all resolutions presented and to prepare resolutions of its own in areas in which it or the Executive Committee believes conference action is needed. Special attention will be given to including areas covered in sense-of-the-house motions passed at the last Annual Business Meeting. In reviewing resolutions, the Resolutions Committee is responsible for combining all resolutions that duplicate one another in substance and for editing all resolutions.
The Resolutions Committee will report all properly submitted resolutions to the Annual Business Meeting with a recommendation for action.

Resolutions that call for conference action in the areas in which the CCCC Constitution assigns authority to the officers or the Executive Committee will be clearly labeled as advisory to the officers or the Executive Committee.

Resolutions of appreciation may be prepared by the CCCC officers and may be presented by the Resolutions Committee.

The Resolutions Committee will hold an open meeting during the Special Interest Group time period to clarify and discuss these resolutions with concerned conference members. It is especially urgent that the authors of resolutions or their delegates come to this meeting. Although no new resolutions may be added at this time, members suggesting additional resolutions will be informed that they may introduce sense-of-the-house motions at the Annual Business Meeting in accordance with the rule given in item 4 below. The Resolutions Committee will also have a closed meeting after the open meeting to make such editorial and substantive changes as the deliberations of the open meeting may suggest.

3. As necessary, resolutions will be retyped so that complex changes will be incorporated into the copies of the resolutions distributed at the Annual Business Meeting.

During the report of the Resolutions Committee at the Annual Business Meeting, one member of the Committee will read the “resolved” portion of each resolution and move its adoption. Adoption will require only a simple majority of members present. Action will be taken on each resolution before the next resolution is presented.

The CCCC officers at their post-convention session will determine the dissemination of, and the action to be taken on, all resolutions adopted.

4. Members may offer sense-of-the-house motions for discussion and action. Such motions, if passed, will be announced to CCCC members, not as official CCCC statements, but as the will of the majority of members at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or by another appropriate CCCC body, as well as become the substance of a resolution at the next annual convention. In order to be considered, sense-of-the-house motions of no more than 50 words must be presented in writing (three copies) to the chair of the Annual Business Meeting before the adoption of the agenda.

TYCA Executive Committee Meeting
Marriott, Meeting Room 5, Level Two
9:00 a.m.–5:00 p.m.
L Sessions: 9:30–10:45 a.m.

Meet Your CCCC Committees

What are the CCCC Committees? They are the heart of action at the CCCC. It is because of committees that we have position statements, award programs, and even the conference itself. We have nearly 20 committees that deal with issues like language, globalization, diversity, intellectual property, assessment, women in the profession, and more. Come talk to your committee members; you can also do some preliminary research on the committees’ activities at www.ncte.org/cccc/committees.

Tampa CC, Ballroom B, First Level
9:30–10:30 p.m.

FILM SCREENING

Nontraditional

Marriott, Florida Ballroom VI, Second Level
9:30 a.m.–12:15 p.m.

Sponsored by: The CCCC Task Force on Veterans
Basic Writing

L.01 Rethinking Basic Writing: New Ideas and Perspectives
This panel addresses contemporary issues in basic writing.
Tampa CC, Room 1, First Level

Chair: LauraAnne Carroll-Adler, University of Southern California, Los Angeles
Speakers: Christian Bednar, North Shore Community College, Danvers, MA, “Theory, Context, Practice: On Developing and Implementing a Rhetorically-Oriented Basic Writing Program at a Public, Open-Access, Community College”
Jeremy Branstad, North Shore Community College, Danvers, MA, “Theory, Context, Practice: On Developing and Implementing a Rhetorically-Oriented Basic Writing Program at a Public, Open-Access, Community College”
Joyce Inman, University of Southern Mississippi, Hattiesburg, “Queering the Thirdspace of Composition”
Margaret Hamper, University of Wisconsin-Madison, “From ‘Hostile Mental Children’ to ‘Strangers in a Strange World’: Basic Writers in the Looking Glass from 1969 to 2013”

Community, Civic & Public

L.02 Forceful Rhetoric, Violent Exclusions: The Ethical Risks of (Trans)National Rhetorical Alliances
Bridging transnational and public rhetoric, we examine three cases across borders when violence and rhetoric combine to sustain injustice.
Tampa CC, Room 3, First Level

Chair: Timothy R. Dougherty, West Chester University, PA
Speakers: Rachael Shapiro, Syracuse University, NY, “Advocating for Others: Flattened Narratives and Failed Alliances”
Timothy R. Dougherty, West Chester University, PA, “Skirmishing and Settling: The Exclusions of Moral Violence in The Irish World, 1874–1877”
Tamara Bassam Issak, Syracuse University, NY, “Gitmo, the Muslim Male, and Torture: A Transnational Feminist Reading”
Respondent: Jennifer Wingard, University of Houston, TX

Community, Civic & Public

L.03 Circulate, Amplify, and ‘Selfia’: Digital Moments of Risk and Identity Production
Digital circulation, amplification, and risk.
Tampa CC, Room 5, First Level

Chair: Dev Bose, University of Arizona, Tucson
Saturday, 9:30–10:45 a.m.

Speakers: Steven Kapica, Northeastern University, Boston, MA, “‘Accept or Reject’: Obscene Art, Digital Circulation, and Kairos”
Jennifer Nish, American University of Beirut, Lebanon, “The Risky Genre of the ‘Selfie’: Creativity and Conformity in Public Performances of Identity”
Kerri Hauman, Transylvania University, Lexington, KY, “Feminist Rhetoric in Digital Spaces: Considering Risks and Rewards via Visibility and Amplification”

Community, Civic & Public

L.04 The Risks and Rewards of Feminist Methodology in Community-Based Learning and Research
Feminist research methodology manifests in community-based writing/research. Is it being practiced effectively in these spaces?
Tampa CC, Room 7, First Level

Chair: Molly Scanlon, Nova Southeastern University, Fort Lauderdale, FL
Speakers: Megan O’Neill, Virginia Tech, Blacksburg
Allison Brimmer, Nova Southeastern University, Fort Lauderdale, FL
Kelly Concannon, Nova Southeastern University, Fort Lauderdale, FL
Molly Scanlon, Nova Southeastern University, Fort Lauderdale, FL

L.05 Mutha Werk: The Risk, the Struggle, the Tools of Saving and Honoring Black Women’s Lives
This panel lays bare the risks, rhetorics, and realities of being a Black woman.
Marriott, Meeting Room 1, Level Two

Chair: Elaine Richardson, The Ohio State University, Columbus
Speakers: Carmen Kynard, St. John’s University, NY
Ersula Ore, Arizona State University, Phoenix
Gwendolyn Pough, Syracuse University, NY

Information Technologies

L.06 Rewarding Visual Creativity through Production Mode Risks: Using Infographics and Comics to Teach Visual Literacy and Creativity
Our panel attempts to see what affordances exist in teaching production of infographics and comics.
Tampa CC, Room 9, First Level

Chair: Robert Watkins, Iowa State University, Ames
Speakers: Jim Haendiges, Dixie State College of Utah, St. George
Curtis Newbold, Westminster College, Salt Lake City, UT
Robert Watkins, Iowa State University, Ames
Information Technologies

L.07 The Machines Are Reading Our Texts!: Authorship and Life on the Digital Margins
Writing for machines and life in the marginalia.
Tampa CC, Room 10, First Level

Chair: Candace Epps-Robertson, Michigan State University, East Lansing
Speakers: Chris Gerben, Stanford University, CA, “A Graveyard of Words: Authorship, Ownership, and Abandoned Lives of Online Writing”
Jeff Naftzinger, Florida State University, Tallahassee, “Life on the Margins: A Case Study of Digital Marginalia in Kathleen Fitzpatrick’s Planned Obsolescence”
Heather Lang, Florida State University, Tallahassee, “Life on the Margins: A Case Study of Digital Marginalia in Kathleen Fitzpatrick’s Planned Obsolescence”
Kristin Ravel, University of Wisconsin-Milwaukee, “How (and Why) to Write for Machines”

Information Technologies

L.08 Risks and Rewards of Teaching Writing on a Global Stage: Wikipedia Collaborations, Under-Representations, and Lingering Doubts
The speakers in this presentation discuss the risks and rewards for composition students engaged in Wikipedia writing projects.
Tampa CC, Room 11, First Level

Chair: Matthew Vetter, Ohio University, Athens
Speakers: Robert Cummings, University of Mississippi, “A Longitudinal Review of Wikipedia in the Composition Classroom”
Frances Di Lauro, University of Sydney, Australia, “Transformations in Students’ Experience of Writing with Wikipedia”
Matthew Vetter, Ohio University, Athens, “Making the Local Global: Cultural-Critical Student Projects in Wikipedia”

Institutional and Professional

L.09 Risks and Rewards of University-Wide Professional Development on Teaching Writing
We explore professional development initiatives designed to promote a campus-wide cultural shift in practices of teaching writing.
Tampa CC, Room 12, First Level

Chair: Wendy Sharer, East Carolina University, Greenville
Saturday, 9:30–10:45 a.m.

**Speakers:** Christina Bethel, East Carolina University, Greenville, “A Shifting Professional Development Landscape from a Queered ‘Pre’-Professional Perspective”
Kerri Flinchbaugh, East Carolina University, Greenville, “Somebody’s Pet Project? Creating Meaningful Writing and Learning Communities”
Tracy Ann Morse, East Carolina University, Greenville, “Using Professional Development Opportunities to Achieve Harmony”
Wendy Sharer, East Carolina University, Greenville, “Fostering Collaborative Professional Development through a Writing Liaisons Program”

**Institutional and Professional**

**L.10 Mentoring and Training: A Critical Time for Graduate Students**
Panel looks at the mentorship and training of graduate students.

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

**Chair:** Bill Doyle, University of Tampa, FL

**Speakers:** Rachel Yeatts, University of North Texas, Denton, “Embedding a Mentoring Culture through Writing Program Administration”
Mike Bunn, University of Southern California, Los Angeles, “Transitioning from ‘Training’ to ‘Mentoring’: Fostering Collaboration with Graduate Student Instructors”
Ken Gillam, Missouri State University, Springfield, “Ethical Citizenship, Phronesis, and Modern Relativism in Graduate Teaching Assistant Training”

**Innovation and Taking Risks**

**L.11 Twenty-Five Years after the “Troubles at Texas”: Learning from Linda Brodkey and the Risks of Writing Pedagogy**
This panel reflects on writing pedagogy 25 years after the “Troubles at Texas,” Linda Brodkey’s censorship case at UT Austin.

**Tampa CC, Room 14, First Level**

**Chair:** Paul Butler, University of Houston, TX

**Speakers:** Tyler Branson, Texas Christian University, Fort Worth, “Dangerous Documents: ‘Writing about Difference’ and Risk-Taking in Rhetoric and Composition”
David Bleich, University of Rochester, NY, “University Censorship of the Teaching of Language”
Libby Allison, Texas State University, San Marcos, “The Risk of Teaching Writing in Context: The Lost Rewards of Writing about Difference”
Mary Boland, California State University, San Bernardino, “‘A Hero Ain’t Nothin’ but a Sandwich’: What We Risk When We Call Linda Brodkey a Hero”

**Respondent:** Shelli Fowler, Virginia Tech, Blacksburg
Innovation and Taking Risks

L.12 Digitization and Its Discontents
Presenters consider pedagogical potential and professional consequences of digital assignments, courses, and scholarship.

Tampa CC, Room 15, First Level

Chair: Rochelle (Shelley) Rodrigo, Old Dominion University, Norfolk, VA
Speakers: Cassandra Bishop, Southern Illinois University, Carbondale, “‘Possimpible’ to Probable: Digital Rhetoric in the Technical Writing Classroom and the Video Résumé”
Emily Yasonia, California State University, Los Angeles, “The Storying Wyvernwood Project: Using Digital Archiving to Teach Composition and Rhetoric”
Michael Neal, Florida State University, Tallahassee, “Risking Digital Writing and Research: Blending the Familiar with the Unfamiliar in Digital Scholarship and Teaching”

Innovation and Taking Risks

L.13 Building Interdisciplinarity through Critical Thinking Assessment: A Report from Five Disciplines
Faculty from five disciplines reflect on promises/pitfalls of redesigning courses on common, unique critical thinking instruments.

Tampa CC, Room 16, First Level

Chair: Steven Pearlman, University of Saint Joseph, West Hartford, CT
Speakers: Doreen Soldato, University of Saint Joseph, West Hartford, CT
Andrea Levy, University of Saint Joseph, West Hartford, CT
Irene Reed, University of Saint Joseph, West Hartford, CT
Jennifer Cote, University of Saint Joseph, West Hartford, CT
David Carillo, University of Saint Joseph, West Hartford, CT
Steven Pearlman, University of Saint Joseph, West Hartford, CT

Language

L.14 Translation as Writing, Writing as Translation
Argues for seeing translation as a specific form of writing and a model for writing in composition teaching and scholarship.

Tampa CC, Room 18, First Level

Chair: Bruce Horner, University of Louisville, KY
Speakers: Bruce Horner, University of Louisville, KY, “Translating Writing, (Re)Writing Translation”
Saturday, 9:30–10:45 a.m.

Christiane K. Donahue, Dartmouth and Université de Lille III, VT, “Words for Other Words and the Nature of Composing”
Nancy Bou Ayash, University of Washington, Seattle, “(Re)Writing as Critical Translation: Reflections on the Concrete Labor of Translingual Meaning-Making”
Laura Tetreault, University of Louisville, KY, “Translation as Negotiation: Theorizing the Translation Process in Composition”

**Language**

**L.15 Making Space for Multilingual Risk-Taking: Authenticating Teacher and Student Experience in Technical and Digital Environments**
A consideration of multilingual student engagement and success in terms of digital composition, technical writing, and narrative.

**Tampa CC, Room 19, First Level**

*Chair:* Kiernan Julia, Michigan State University, East Lansing  
*Speakers:* Justin Whitney, The University of Utah, Salt Lake City  
Heather Stone, University of Utah, Salt Lake City  
Jeffrey Moore, Bowling Green State University, OH  
Ellen Cushman, Michigan State University, East Lansing  
Kiernan Julia, Michigan State University, East Lansing

**Language**

**L.16 Risky Business: Responding to Different Composing Practices**
Risks and rewards in developing different approaches toward composing.

**Tampa CC, Room 20, First Level**

*Chair:* Jennifer Eidum Zinchuk, University of Washington, Seattle  
*Speakers:* Kedra James, North Carolina Wesleyan College, Rocky Mount, “Risky Business: Grading African American English in First-Year Writing Students’ Essays”  
Helena Hall, University of Illinois at Springfield, “Taking a Risk: Using Indirect Feedback in the ESL Graduate Composition Classroom”
Professional and Technical Writing

L.17 Dangerous Writing: Addressing Multicultural and “Other” Risky Topics
This panel discusses dangerous topics like multiculturalism, postmodern theory, and “other” risky topics.
Tampa CC, Room 21, First Level

Chair: Jessie Moore, Elon University, NC
Speakers: Robin Gosser, Auburn University, AL, “The Risks of Dangerous Writing in Technical Communication”
Joseph Bartolotta, University of New Mexico, Albuquerque, “Assessing and Writing about the Myriad of Complex Ethical Issues of Risk and Relationships in Professional Writing Internships”
Gregory Wilson, Texas Tech University, Lubbock, “The Modern Technical Communicator as (Post-Postmodern) Discourse Worker”

Research

L.18 Transfer and Student Agency: The Risk and Rewards of Negotiation
This panel examines the role of student agency in negotiating transfer in basic and first-year writing and WID courses.
Tampa CC, Room 22, First Level

Chair: Ann Shivers-McNair, University of Washington, Seattle
Speakers: Misty Anne Winzenried, University of Washington, Seattle, “Negotiating Writing in the Disciplines: Transfer of Learning, New Majors, and Gateway Courses”
Alison Cardinal, University of Washington-Tacoma, “Redefining ‘Failures’ of Transfer as Negotiated Local Practices”

Research

L.19 Medical Imaging and Images: The Visual Culture of Healthcare
This panel employs rhetorical analysis of images produced both within and about the medical and health-related communities.
Tampa CC, Room 23, First Level

Chair: Michael Klein, James Madison University, Harrisonburg, VA
Speakers: Debra Burleson, Baylor University, Waco, TX, “Understanding the Hospitalist Model: Comparing and Contrasting Information through Internal and External Images”
Michael Klein, James Madison University, Harrisonburg, VA, “Mind Reading Made (Un)Easy: Debating fMRI Research and Scholarship”

Research

L.20 Acquiring a Scholar’s Voice: Findings from Two Student Corpora
Discussing the acquisition of hypotaxis, the expansion of nominal groups, and learning strategies based on corpus analyses.

Marriott, Grand Ballroom A, Level Two

Chair: Olga Lambert, Benedictine University, Lisle, IL
Speakers: Daniel Kies, College of DuPage, Glen Ellyn, IL, “The Acquisition of Hypotactic Structures in First-Year Composition”
John Stasinopoulos, College of DuPage, Glen Ellyn, IL, “Using Learner Corpora in the ESL Writing Classroom”
Sandra Gollin-Kies, Benedictine University, Lisle, IL, “Development of Specificity in First-Year Writing through Elaboration of the Nominal Group”

First-Year Composition

L.21 Examining, Valuing, and Applying Theories of Composition in FYC
Theorizes composition using frames of cyborgs, object-oriented ontology, and creative writing.

Marriott, Grand Ballroom B, Level Two

Chair: J. Michael Rifenburg, University of North Georgia, Dahlonega
Speakers: Kevin Rutherford, Miami University, Oxford, OH, “Risky Things: Toward an Object-Oriented Composition Pedagogy”
Alana Baker, East Carolina University, Greenville, “‘Creative’ is Not a Bad Word: The Value of Creative Writing Theory in First-Year Composition”

First-Year Composition

L.22 Researching Controversy: The Rhetorics of Stereotyping, Protest, Art, and Apology
This panel presents four community-based rhetorics that task students to research a range of local to global issues.

Marriott, Grand Ballroom C, Level Two

Chair: Diane Mooney, Ball State University, Muncie, IN
Speakers: Sandra Ross, University of Southern California, Los Angeles
JoAnne Ruvoli, Ball State University, Muncie, IN
Jeff Frawley, Ball State University, Muncie, IN
Diane Mooney, Ball State University, Muncie, IN
First-Year Composition

L.23 Intentions and Revisions: A Workshop in Responding to Student Writers
A workshop in responding to student writers.
Tampa CC, Ballroom A, First Level

Chair: Nancy Sommers, Harvard University, Cambridge, MA
Discussion Leaders: Chris Anson, North Carolina State University, Raleigh
Nancy Sommers, Harvard University, Cambridge, MA
Respondent: Howard Tinberg, Bristol Community College, Fall River, MA

Theory

L.24 Teaching Rhetorical Theory and Analysis: Risks and Rewards
This session examines the challenges and benefits of teaching rhetorical theory and rhetorical analysis in composition classes.
Marriott, Grand Ballroom D, Level Two

Chair: Keith Walters, Portland State University, OR
Speakers: David Jolliffe, University of Arkansas, Fayetteville
Beth Daniell, Kennesaw State University, GA
Roger Cherry, Ohio State University, Columbus

Theory

L.25 Making and Doing: Multimodal Reading and Digital Compositions
Pushes beyond traditional literacy practices to explore the distinct affordances of multimodal texts.
Marriott, Grand Ballroom J, Level Two

Chair: Jeff Rice, University of Kentucky, Lexington
Speakers: Logan Bearden, Florida State University, Tallahassee, “Toward a Theory of Multimodal Reading”
Bonnie Lenore Kyburz, Lewis University, Naperville, IL, “DIY Digital Composing and/as Optimistic Failure”
Yavanna Brownlee, Ohio University, Athens, “The Identity Shop: An Instructor and Student Resource Website to Support Identity Pedagogy in the Composition Classroom”
Writing Programs

L.26 Negotiating Values in Professional Writing Master’s Programs
Creatives and Technicals enrolled in same class: balancing programmatic risk in M.S. Professional Writing.

Marriott, Meeting Room 2, Level Two
Chair: Michele Simmons, Miami University of Ohio, Oxford
Speakers: Sarah K. Gunning, Towson University, MD, “Working with Students to Develop a Flexible Program Format”
Elizabeth L. Angeli, Towson University, MD, “Professional Writing Graduate Education and Community Engagement”
Zosha Stuckey, Towson University, MD, “A Disciplinary and Programmatic History of Professional Writing”

Innovation and Taking Risks

L.27 Nothing Personal: Objective/Subjective Scholarship
This panel asks how scholarly work may also be open to the risk of including the personal.

Marriott, Meeting Room 3, Level Two
Chair: Jeff Rice, University of Kentucky, Lexington
Speakers: Brian McNely, University of Kentucky, Lexington, “Objects, Ambience, Autoethnography”
Jackie Grutsch McKinney, Ball State University, Muncie, IN, “Anonymous Subjects”
Jeff Rice, University of Kentucky, Lexington, “Authentic Writing”
Respondent: Doug Hesse, University of Denver, CO

Creative Writing

L.28 Creative Writing in America: Considering the Past, Imagining the Future
This panel imagines bold possibilities for creative writing’s future in light of past and present disciplinary challenges.

Marriott, Grand Ballroom H, Level Two
Chair: Anne Ruggles Gere, University of Michigan, Ann Arbor
Speakers: Stephanie Vanderslice, University of Central Arkansas, Conway, “Composition, Creative Writing and the Shrinking Professoriate”
Rebecca Manery, University of Michigan, Ann Arbor, “Revisiting the Pedagogy and Theory Corral: The Education of the Creative Writing Teacher”

continued on next page
Dianne Donnelly, University of South Florida, Tampa, “Embracing the Learning Paradigm: How Assessment Drives Creative Writing Pedagogy”

Graeme Harper, Oakland University, Rochester, MI, “A 21st-Century Cartography: Mapping the Age of Creative Writing”

**Respondent:** Joe Moxley, University of South Florida, Tampa
Meet Your CCCC Policy Analysts

10:45 a.m.–11:30 p.m.

You should meet your state’s CCCC policy analyst. Policy Analysts are volunteers who provide CCCC members with analyzed information about state policies. This knowledge helps educators participate in the policymaking process that affects them, their students, their institutions, and their communities. You can meet them in person on Saturday, and take a deeper look at www.ncte.org/policy-analysis-initiative.

Tampa CC, Ballroom B, First Level

Making and Sharing Knowledge

11:30 a.m.–1:00 p.m.

How does our field find good ideas and get them into circulation? This dialog considers the risks and rewards of myriad ways we disseminate our ideas, including through university presses, for-profit publishers, multimodal and conventional journals, and self-publishing.

Speakers: Cynthia Selfe, Computers and Composition Digital Press and Ohio State University
Nick Carbone, Macmillan Education
Wendy Gordon, Pearson
Brigeth Rivera, McGraw-Hill
Jonathan Alexander, College Composition and Communication and University of California, Irvine
Kelly Ritter, College English and University of Illinois
Josh Shanhoffzer, Pittsburgh University Press
David Blakesley, Parlor Press and Clemson University
Marc Bousquet, Emory University

Tampa CC, Ballroom B, First Level
Advanced Writing

M.01 Making the Tacit Explicit: A Risky Yet Rewarding Collaboration with Faculty in the Disciplines
This panel reports on a conversation about writing in the disciplines with a focus on designing explicit writing assignments.

Tampa CC, Room 1, First Level

Chair: Jackie Cason, University of Alaska Anchorage

Speakers:
- James Rudkin, University of Alaska Anchorage, “Writing Expert Insider Prose: Analysis of Writing Assignments with Disciplinary Faculty”
- Patricia Jenkins, University of Alaska Anchorage, “Analyzing and Designing Writing Assignments via Knowledge Domains”
- Jackie Cason, University of Alaska Anchorage, “Agents of Integration: Positioning Students to Identify Field-Specific Threshold Concepts That Foster Active Learning”

Basic Writing

M.02 The Power of the Assignments: Developing the Basic Writing Assignment
This panel presents data on creating assignments for basic writers.

Tampa CC, Room 3, First Level

Chair: Joyce Irene Middleton, East Carolina University, Greenville, NC

Speakers:
- Mary Ellen Kubit, University of Arkansas at Little Rock, “Breaking It Down”
- J. Bradley Minnick, University of Arkansas at Little Rock, “Breaking It Down”
- Heather Pavletic, Auburn University at Montgomery, AL, “Instituting Instructional Use of Creative Nonfiction in College Level Basic Composition Courses”
- Robert Cole, Auburn University at Montgomery, AL, “Instituting Instructional Use of Creative Nonfiction in College-Level Basic Composition Courses”
- Adnan Salhi, Henry Ford College, Dearborn, MI, “Remedial Students Beat the Odds with Personal Narratives”

Community, Civic & Public

M.03 Making a Place for Risk: Teaching and Writing Tactics for Destabilizing Space
The panel explores the risks subaltern peoples have taken to rework everyday practices, which offer new pedagogical applications.

Tampa CC, Room 5, First Level

Chair: Ezekiel Choffel, Michigan State University, East Lansing, MI
Saturday, 11:00 a.m.–12:15 p.m.

Speakers: Phillip Bratta, Michigan State University, Lansing, “Making Decolonial Spaces through Activist Ritual and Embodied Writing”
Sam Hamilton, University of Pittsburgh, PA, “Writing ‘Stratagems’ in North American Slave Narratives and Instruction Reconstruction”
Ezekiel Choffel, Michigan State University, East Lansing, “Reconsidering Space: Decolonial Options and Indigenous Considerations in Cartography”

Community, Civic & Public

M.04 Community Identities and Literacy Practices: Culture, Risk, and Resistance
Marginalized communities assert their cultural and literacy practices by engaging multimodal forms.
Tampa CC, Room 7, First Level

Chair: Jessica Philbrook, University of Missouri-Columbia
Speakers: Serkan Gorkemli, University of Connecticut, Stamford, “Literacy on Film: Risks and Rewards of Parental LGBT Activism in Turkey”
Tika Lamsal, University of San Francisco, CA, “Multilingual and Multimodal Literacy Practices of the Bhutanese Refugees in the U.S.”
Rachel Tofteland-Trampe, University of Minnesota, Minneapolis, “Intersections of Networked Learning, Multimodality, and Acculturation in Community Technology Centers”

Creative Writing

M.05 Creative Writing and Composition: Lessons for Teaching and Learning
Creative Writing and Composition Pedagogies have much to learn from one another.
Tampa CC, Room 9, First Level

Chair: Ann Amicucci, University of Colorado, Colorado Springs
Speakers: Farah Habib, Bristol Community College, Fall River, MA, “Risks and Rewards of Writing Narrative Non-Fiction: Lessons for Composition Courses”
Kate Ristau, Independent Scholar, Tigard, OR, “‘Knock-Knock. Who’s there?’ Humorous Approaches to Grammar Instruction”
Maren Anderson, Western Oregon University, Monmouth, “‘Knock-Knock. Who’s there?’ Humorous Approaches to Grammar Instruction”
John Chrisman, University of Central Florida, Daytona Beach, “A Closer Look at Creative Writing Lore: A Composition-Based Research Approach to the Workshop”
Sara Kelm, Baylor University, Waco, TX, “A Dangerous Liaison: Creative Nonfiction and Spiritual Identity in the Composition Classroom”
Information Technologies

M.06 4 R's of Teaching YouTube Composition: Risk, Rhetoric, Reflection, Reward
Using teacher and student reflections to offer YouTube composition pedagogies, from 4 different university and course contexts.

Tampa CC, Room 12, First Floor

Chair: Laurie McMillan, Marywood University, Scranton, PA
Speakers: Adam Perzynski, Case Western Reserve University, Cleveland, OH, “Composing Backwards: Video Challenges to Process Composition Pedagogy”
Daniel Wuebben, University of California, Santa Barbara, “From YouNiversity to Viral EDU: Write Yourself, Broadcast Ideas”
Matthew Boody, University of South Carolina, Columbia, “Watching the Professional/Student Divide as Students Create Professional Videos for YouTube”
Lindsey Wotanis, Marywood University, Scranton, PA, “Thinking Rhetorically, Composing Messily: YouTube Creator Playbooks and Beyond”
Laurie McMillan, Marywood University, Scranton, PA, “Thinking Rhetorically, Composing Messily: YouTube Creator Playbooks and Beyond”
Mark Pedretti, Case Western Reserve University, Cleveland, OH, “Composing Backwards: Video Challenges to Process Composition Pedagogy”

Innovation and Taking Risks

M.08 The Innovative and Eclectic Legacy of Thomas Newkirk: Teacher, Mentor, Scholar, Reader, Writer
A cross-generational group of scholars explore the implications of the eclectic research and pedagogical work of Thomas Newkirk.

Tampa CC, Room 14, First Level

Co-Chairs: Donna Qualley, Western Washington University, Bellingham Mike Michaud, Rhode Island College, Kingston Bronwyn T. Williams, University of Louisville, KY
Speakers: Megan Fulwiler, The College of Saint Rose, Albany, NY, “Responsive Faculty Development: Making Time for Talk”
Cinthia Gannett, Fairfield University, CT, “Looking for Trouble’: Tom Newkirk, Agency, Inquiry, and Essaying”
Bruce Ballenger, Boise State University, ID, “Newkirk as Lazarus: Bring Montaigne’s Essay Back from the Dead”
Innovation and Taking Risks

M.09 Sound and Ambience: Investigating Thomas Rickert’s Ambient Rhetoric
This panel seeks to build off of Thomas Rickert’s work on ambience, especially the intersection between rhetoric and music.
Tampa CC, Room 10, First Level

Chair: Sean Conrey, Syracuse University, NY
Speakers: Thomas Rickert, Purdue University, West Lafayette, IN
           Robert Leston, City University of New York-New York City College of Technology, Brooklyn
           Geoffrey Carter, Saginaw Valley State University, University Center, MI
           Sean Conrey, Syracuse University, NY

Innovation and Taking Risks

M.10 Listening For Laughter: Revealing the Humorous Subtext of Composition
As fraught with risk as it may seem, considering humor in composition can lead to valuable theoretical and pedagogical insight.
Tampa CC, Room 11, First Level

Chair: Daniel Liddle, Purdue University, West Lafayette, IN
Speakers: Michael Smith, Purdue University, West Lafayette, IN,
         “Assigning The Onion in Introductory Composition: Who Sides with the Humorist?”
         Tony Bushner, Purdue University, West Lafayette, IN, “Trending on Twitter: Contextual Considerations for Digital Rhetoric”
         Daniel Liddle, Purdue University, West Lafayette, IN, “Latent Humor: An Examination of How and Why Instructors Use Humorous Texts in First-Year Composition”
Innovation and Taking Risks

**M.11 Student Anxiety and the Role of Risk in Academic Writing**
This panel advocates the role of productive risk-taking in helping students explore and address their academic writing anxieties.

**Tampa CC, Room 15, First Level**

*Chair:* Amber Buck, College of Staten Island, City University of New York, NY

*Speakers:*
- Erin Dietel-McLaughlin, University of Notre Dame, South Bend, IN, “Multimedia Writing: Techno-Torment, or Anxiety Anodyne?”
- Rebecca Brittenham, Indiana University, South Bend, “Economic Pressure and the Role of Student Employment in Addressing Academic Writing Anxiety”
- Krysia Michael, Graduate Center, City University of New York, NY, “Student Writing and Anxiety: A View from across the Curriculum”
- Hildegard Hoeller, City University of New York Graduate Center, NY, “Student Writing and Anxiety: A View from across the Curriculum”

Innovation and Taking Risks

**M.12 Pedagogical Risks for Student Investment: Constructing Agency through Voice in First-Year Writing**
This panel discussion will investigate student voice and agency in the first-year writing classroom.

**Tampa CC, Room 16, First Level**

*Chair:* Tammie M. Kennedy, University of Nebraska at Omaha

*Speakers:*
- Amber Rogers, University of Nebraska at Omaha, “Disrupting the Conventional: Critical Engagement with the Anthologized Narrative”
- Jessica Thomsen, University of Nebraska at Omaha, “Embodied Voice in Disembodied Academia: A Risk for Agency through Jesuit Educational Values and Critical Pedagogy”
- Caitlin Ray, University of Nebraska at Omaha, “Transforming the Structure: Universal Design in Conflict with Critical Pedagogy”
- Meg Marquardt, University of Nebraska at Omaha, “The Stories We Tell: Using Informal Pre-Writing to Tackle Complex Topics”
Innovation and Taking Risks

**M.13** **(Re)Mediating Authority in Composition Classrooms:**
The Unassuming and Unfamiliar
Can technologies remix Authority and remediate Aura in classrooms? New forms, new pedagogies, & new collectives # riskandre/words

Tampa CC, Room 18, First Level

*Chair:* Anastasia Kozak, University of Florida, Gainesville
*Speakers:* Kendra Hare, University of Florida, Gainesville, “Hypertextualities: From Print to the Holodeck”
Shannon Butts, University of Florida, Gainesville, “Re:Re:Re:Mixing Tautologies and Technologies”
Jacob Greene, University of Florida, Gainesville, “Challenging the Aura of Textual Authority”
Anastasia Kozak, University of Florida, Gainesville, “Departures from the Source: Translation and Digital Media”

Innovation and Taking Risks

**M.14** **Cultivating Liminality: Threshold Practices at the Boundaries of First-Year Composition**
“Cultivating Liminality” explores modes of troublesome learning across four extracurricular sites within the university.

Tampa CC, Room 19, First Level

*Chair:* Benjamin Stewart, New York University, NY
*Speakers:* Benjamin Stewart, New York University, NY
Nicole Brown, New York University, NY
William Morgan, New York University, NY
Ethan Youngerman, New York University, NY

Innovation and Taking Risks

**M.15** **Chaos and Kairos: Testing Time and Play in Writing Classrooms, Digital Spaces, and Outcomes Assessment**
Embracing kairos means harnessing chaos, the ever-shifting, ever-crucial context of any given rhetorical situation.

Tampa CC, Room 20, First Level

*Chair:* Katelyn Burton, University of Rhode Island, Kingston
*Speakers:* Jamie Remillard, University of Rhode Island, Kingston
Marcy Isabella, University of Rhode Island, Kingston
Katelyn Burton, University of Rhode Island, Kingston
Innovation and Taking Risks

M.16 Making Composition: The Maker Movement, Materiality, Multimodality
Maker Movement and writing: (material) composition, materiality, and multimodality in print and digital environments.

Tampa CC, Room 21, First Floor

Chair: John Walter, Saint Louis University, Washington, D.C.
Speakers: John Sherrill, Purdue University, East Lafayette, IN, “How to Cite Your Robot: Critical Consciousness in Material Composing”
John Walter, Saint Louis University, Washington, D.C., “Making and/as Composition”

Language

M.17 New Direction in Transligualism: From Helping Students to Improving Composing Platforms
Taking translingual approaches to engaging multilingual students and to critiquing composing platforms.

Tampa CC, Room 22, First Level

Chair: Clarissa N. West-White, Bethune-Cookman University, Daytona Beach, FL
Speakers: Jennifer Maloy, Queensborough Community College, NY, “A Tale of Two Placements: Generation 1.5 Students in ESL and NSE Writing Classes”
Kerstin Petersen, State University of New York, Binghamton, “The Challenges of a First-Year Writing Classroom including Monolingual and Bilingual Speakers”
Susan Dinitz, University of Vermont, Burlington, “Risking Change for Multicultural Classrooms: Writing Centers and Changing Faculty Attitudes and Practices around Language Diversity”
Susanmarie Harrington, University of Vermont, Burlington, “Risking Change for Multicultural Classrooms: Writing Centers and Changing Faculty Attitudes and Practices around Language Diversity”
**Language**

**M.18 Oral and Non-Prestige Languages in a New Culture of Literacy: Excellence Updated**
Original research into non-prestige and oral languages challenges old assumptions for a new culture of literacy.

Tampa CC, Room 23, First Level

*Chair:* Jessica Yood, The City University of New York, NY

*Speakers:*
- Nichole Stanford, City University of New York Graduate Center, NY, “Decolonizing the Cajun Mind: U.S. Language Myths that Undermine Students’ Rights to Their Own Languages”
- Robert Danberg, Binghamton University, NY, “The Dialects of Their Nurture: Post-Vernacular Yiddish and the Idea of a Language I Have the Right To”
- Peter Elbow (VIA Skype), University of Massachusetts, Amherst, “Excellent Writing and the Linguistic and Rhetorical Power of Vernacular Speech”

**Language**

**M.19 Multilingual Students’ Experiences: Perceptions, Syntheses, and Responses**
Understanding multilingual students’ experiences through their perceptions, synthesis, and responses.

Marriott, Meeting Room 2, Level Two

*Chair:* Julia Romberger, Old Dominion University, Norfolk, VA

*Speakers:*
- Alyssa Cavazos, The University of Texas-Pan American, Edinburg, “First-Year Composition Multilingual Students: Perceptions of Language Difference and Academic Writing Experiences”
- Ruiyan Zhao, The Ohio State University, Columbus, “Understanding Multilingual Students’ Experiences with Academic Synthesis Writing: From a Translingual Approach”
- Carolina Pelaez-Morales, Columbus State University, GA, “Faculty Response to the Presence of Multilingual Writers in the Composition Classroom”
Professional and Technical Writing

M.20 Democratizing Medical Data, Writing the Body
Case studies of medical data democratization help us theorize the risks and rewards afforded by new approaches to writing the body.

Marriott, Grand Ballroom A, Level Two

Chair: John Jones, West Virginia University, Morgantown
Speakers: Angela Eng, Old Dominion University, Norfolk, VA, “‘My Doctor told me I have HPV, what’s next?’: HuffPost Live, Participation, and Empowerment”
Christa Teston, The Ohio State University, Columbus, “Composing Medical Evidence: From FitBits to Saliva Kits”
Catherine Gouge, West Virginia University, Morgantown, “Critical Making: Writing the Body with Wearable Monitoring Technologies”
John Jones, West Virginia University, Morgantown, “Critical Making: Writing the Body with Wearable Monitoring Technologies”

Research

M.21 The Risks and Rewards of Transnational Digital Research: Methodological Challenges and Maneuvers
This panel focuses on ethical and methodological challenges of conducting research in transnational digital spaces.

Marriott, Grand Ballroom B, Level Two

Chair: Kate Mangelsdorf, University of Texas at El Paso
Speakers: Kate Mangelsdorf, University of Texas at El Paso, “Inquiry Practices in Transnational Contexts”
Audrey Cisneros, University of Texas at El Paso, “Micro-Level Movements Matter: Rhetorical Agency and Resistance within the Digital Discourse of Arab Women during the Egyptian Arab Spring”
Sara Large, University of Texas at El Paso, “Globalization and Identity Performance: A Transnational Digital Research Study of Mongolian Youth on Facebook”

Research

M.22 Writing on the Same Page: Exploring Digital Collaboration with Student Co-Researchers
Digital co-research: Giving students agency by researching WITH them to explore digital collaboration on Google, wikis, and more!

Marriott, Grand Ballroom C, Level Two

Chair: Angela Sheets, Illinois State University, Normal
Saturday, 11:00 a.m.–12:15 p.m.

 Speakers: Julie Bates, Illinois State University, Normal, “Investigating the Wiki as a Virtual Learning Space in the Writing Classroom”
Sarah Dwyer, Valdosta State University, GA, “Examining the Use of Google Docs for Collaborative Writing, Revision, and Reflection in a Professional Writing Class”
Angela Sheets, Illinois State University, Normal, “Exploring Collaborative Platforms in an Online Writing Research Course”

Research

M.23 Minor, Middle, Major: Zooming In and Out on Writing Assessment Research
Data analysis and findings reports from different aspects of the writing assessment scene in three different studies.
Marriott, Grand Ballroom D, Level Two

Chair: William Morris, Kent State University, OH
 Speakers: Elliot Knowles, Kent State University, OH
 Curt Greve, Kent State University, OH
 William Morris, Kent State University, OH, “What Makes a Field: Surveying Writing Assessment Corpus”

Respondent: Brian Huot, Kent State University, OH

First-Year Composition

M.24 Transfer, Metacognition, and Revision: Teaching the Writing Process with Digital and Visual Technologies
This panel offers three perspectives on teaching process using digital and visual tools.
Marriott, Grand Ballroom J, Level Two

Chair: Jennifer Forsthoefel, Georgia State University, Atlanta
 Speakers: Erin Workman, Florida State University, Tallahassee, “Teaching for Transfer: Using Visual Mapping Exercises to Scaffold Prior and New Knowledge Integration”
 William Christian, Westfield State University, MA, “Risking Revision through Writing and Photography”
 Joseph Harris, University of Delaware, Newark, “Revision 2.0”
M.25 Accommodating Access: the Theory, Practice, and Pitfalls of Accommodation in Composition and Beyond

By unpacking the rhetorics of accommodation, this panel analyzes how these rhetorics materialize in the writing classroom.

Marriott, Grand Ballroom H, Level Two

Chair: Brenda Brueggemann, University of Louisville, KY
Chad Iwertz, The Ohio State University, Columbus, “Pedagogies of ‘Independent Living’: Bodily Agency in Disability Rights Activism and the Writing Classroom”
James Hammond, University of Michigan, Ann Arbor, “Counter-Eugenics in the Composition Classroom: Towards a Universal Design of Writing Assessment”

M.26 The Hand that Feeds: Textbooks, Publishers, and Us

Examines how composition textbooks are currently shaping the field financially, materially, ideologically, and intellectually.

Marriott, Grand Ballroom G, Level Two

Chair: Jenny Rice, University of Kentucky, Lexington
Speakers: Nate Kreuter, Western Carolina University, Cullowhee, NC, “Writing Textbooks: Resisting or Facilitating the Instrumentalization of the University?”
Trish Roberts-Miller, University of Texas at Austin, “Pushback on Seeing Textbooks as Scholarship: Why the ‘Textbooks As Scholarship’ Argument Doesn’t Work”
Joe Moxley, University of South Florida, Tampa, “Assuming Agency: The Advantages of Publishing Our Own Books and Developing Our Own Learning Management Tools”
Jenny Rice, University of Kentucky, Lexington, “Sponsors of Composition”
Institutional and Professional

M.27 The Risks and Rewards of Motherhood in the Academy: Making Various Perspectives Visible

This roundtable presents multiple views on motherhood in academia: pregnancy, adoption/fostering, parenting as graduate students.

Marriott, Meeting Room 1, Level Two

Chair: April Baker-Bell, Michigan State University, East Lansing

Speakers: April Baker-Bell, Michigan State University, East Lansing, “‘Hmmm . . . so you can have it all, huh?’: A Black Woman’s Perspective on Negotiating Motherhood and Graduate School”
Alma Villanueva, Texas A&M University, College Station, “Mama Grad Student: Maneuvering between and beyond Eurowestern Feminism and Neoliberal Postfeminism”
Jennifer Sano-Franchini, Virginia Tech, Blacksburg, “Motherhood in Transition: From the PhD to the Job Market to the Tenure Track”
Trixie Smith, Michigan State University, East Lansing, “Heteronormativity and Classism in and around the University: Whose ‘extra-curricular’ is it?”
Andrea Riley-Mukavetz, Bowling Green State University, OH, “Making the Baby Bump (In)Visible within the Institution: Stories from a 2nd-year TT Faculty Member”
LaToya Sawyer, Syracuse University, NY, “My Sister’s Keeper: Black Feminist Theory and Praxis as Resources for Scholar-Mothers”

Respondent: Staci Perryman-Clark, Western Michigan University, Kalamazoo
A Discussion about the 2022 CCCC Vision Statement

1:00–2:00 p.m.

What will our organization look like in 2022? Where is our organization headed? What actions do we need to take to achieve that vision? This discussion will consider the CCCC Strategic Governance Vision Statement of November 2012:

By 2022, CCCC will be a clear, trusted public voice for the teaching and learning of writing, composition, rhetoric, and literacy in all higher education contexts. We will advocate for a broad definition of writing (including composition, digital production, and diverse language practices) that emphasizes its value as a human activity that empowers individuals and communities to shape their worlds. We will be the leading voice in public discussions about what it means to be an effective writer and to deliver quality writing instruction. We will provide conditions under which teachers and scholars can discuss, build, and practice sustainable, relevant, and ethical models of teaching and learning. We will encourage and support a wide and vibrant range of scholarship at the leading edge of knowledge about writing, composition, rhetoric, and literacy. To support this work, CCCC will enhance participation by members who represent a diversity of races, cultures, languages, identities, institutions, and institutional roles.

Speakers: Linda Adler-Kassner, University of California, Santa Barbara
Adam Banks, University of Kentucky, Lexington
Malea Powell, Michigan State University
Howard Tinberg, Bristol Community College, Fall River, MA
Moderator: Joyce Carter, Texas Tech University

Tampa CC, Ballroom A, First Level
### CCCC Past Chairs

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An issue of Pedagogy (vol. 15, issue 1)
Leonard Cassuto, special issue editor

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#weheartcomp

Events at CCCC 2015

**Celebration of Multimodal Composition: A Showcase of Student Work**
Friday, March 20th, 3:30 p.m. to 6:30 p.m. in Ballroom B at the Convention Center

**Ask an Expert Q&A sessions**
Authors, editors, and curriculum designers answer questions about integrating multimodal composition, digital tools, writing in the disciplines, developmental redesign and more. Stop by our booth or visit macmillanhighered.com/CCCC for a schedule of topics.

**Tech Demos**
Want to find ways to improve your students writing skills outside of class? Looking for an online reference tool for your students to use throughout their academic career? See LearningCurve, LaunchPad Solo for Readers and Writers, and Writer’s Help 2.0 in action at our booth.
Because teaching is central to composition

Bedford/St. Martin’s is committed to supporting the work that teachers do, with something for everyone—from the first-time teaching assistant to the program director.

At macmillanhighered.com/teachingcentral, you’ll find a full list of print and online resources that include landmark works of reference, award-winning collections, and practical advice for the classroom, along with materials to download and adapt as needed. Best of all, the professional resources are free to instructors.

Request a free Adjunct Kit at macmillanhighered.com/adjunctcentral. Receive your choice of professional resources in a Bedford book bag, and learn more about our free, quality teaching materials.

The Online Writing Conference
A Guide for Teachers and Tutors
Beth L. Hewett

Reading to Learn, and Writing to Teach
Literacy Strategies for Online Writing Instruction
Beth L. Hewett

The Bedford Bibliography for Teachers of Basic Writing
Fourth Edition
Chitralekha Duttagupta, Robert J. Miller

Informed Choices
A Guide for Teachers of College Writing
Tara Lockhart, Mark Roberge
LaunchPad Solo for Readers and Writers offers units on reading, writing, research, and grammar. Units support skill development through three activities and several study aids. By tracking improvement across a pre-test, an adaptive LearningCurve quiz, and a post-test, LaunchPad Solo for Readers and Writers helps students develop mastery.

**Featured in LaunchPad Solo:**

**Pre-built units make class prep easy.**
LaunchPad Solo for Readers and Writers includes multimedia content and assessments organized into pre-built, curated units for easy assigning and monitoring of student progress.

**Video Introduction.**
The introduction offers a quick overview of the topic, with a short video that uses simple images to illustrate the concepts.

**Adaptive Quizzing.**
Most units include LearningCurve, game-like adaptive quizzing that motivates students to engage with their course materials.

**Easy to customize.**
You can create quizzes and customize the pre- and post-tests, as well as add your own materials, then assign and mix our resources with yours.

**Monitor student progress.**
Use our gradebook to see which students are on track and which students need additional help, and what topics are causing problems.

www.launchpadworks.com
www.learningcurveworks.com
Students find help. You see progress.

Writer’s Help 2.0

Available in versions based on either the Hacker or Lunsford handbooks, Writer’s Help 2.0 combines “the simplicity and usability of Google” (according to one student) with the trusted content and instruction that free online resources lack. Using smart search, students can get expert advice quickly, whether for coursework or their own writing. Assignment and tracking features make it easy for instructors and administrators to monitor student progress individually, as a class, or program-wide.

Now available with any Bedford/St. Martin’s title for $10.00

Writer’s Help 2.0 for Hacker Handbooks
writershelp.com/hacker

Diana Hacker, late of Prince George’s Community College
Stephen A Bernhardt, University of Delaware
Nancy Sommers, Harvard University

Writer’s Help 2.0 for Lunsford Handbooks
writershelp.com/lunsford

Andrea A. Lunsford, Stanford University
Because writing is the core of all academic work

**Hacker Handbooks**

*hackerhandbooks.com*

More than 12 million students have trusted Hacker handbooks for straight answers to questions about writing. That’s an entire generation of college writers gaining confidence, building skills, and succeeding with a tool designed for quick access. For a new generation looking for writing help, Hacker Handbooks provide the reliable and comprehensive instruction needed to meet today’s writing challenges, a clear advantage over the hit-or-miss information found on the free Web.

With author Nancy Sommers, we’re developing content and tools for students who’ll need to compose multimodally; read critically and reflectively; participate in digital learning communities; and become responsible contributors to research conversations. The tool to get them off to a good start? A Hacker handbook.

**A Writer’s Reference**

Eighth Edition  
Diana Hacker  
Nancy Sommers, Harvard University

For success in college, no skill is more critical than writing; it’s the very core of a student’s academic experience. Tested and trusted, *A Writer’s Reference* is an essential tool for students who are strengthening habits and skills that will support them throughout college.
Andrea Lunsford knows student writing

Lunsford Handbooks
lunsfordhandbooks.com

One of the nation’s foremost experts in the field of composition and rhetoric, Andrea A. Lunsford has conducted studies of student writing for decades, collecting thousands of pieces of academic and informal writing from students across the nation and throughout their college careers. Her latest research shows that there’s a literacy revolution going on. Students are writing more than ever—in classrooms, workplaces, and social spaces—and they’re using all kinds of tools—from pencils to phones to video cameras—to interact with audiences.

As a teacher with decades of experience, Andrea knows how to help students channel their energy, experience, and media savvy into creating effective writing. With Andrea as a guide, students will understand how much they already know about writing—and they’ll be able to move toward what they need to do to succeed as writers, in composition courses and beyond.

The St. Martin’s Handbook
Eighth Edition
Andrea A. Lunsford, Stanford University

Andrea Lunsford’s comprehensive advice in The St. Martin’s Handbook, Eighth Edition, supports students as they move from informal, social writing to both effective academic writing and to writing that can change the world.

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Seventh Edition
The Bedford Handbook
Ninth Edition
Rules for Writers
Seventh Edition
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  A College Reader
  Second Edition

- From Inquiry to Academic Writing
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Be prepared for any writing situation

How to Write Anything
A Guide and Reference with Readings
Third Edition
John J. Ruszkiewicz, The University of Texas at Austin
Jay T. Dolmage, University of Waterloo

Instructors at hundreds of colleges and universities have turned to How to Write Anything for clear, focused writing advice that gives students just what they need, when they need it. And students love it—because John Ruszkiewicz’s tone makes writing in any genre approachable, and the book offers a flexible rhetorical framework for a range of common academic and real-world genres and a reference with extra support for writing, research, design, style, and grammar. The new edition features more help for working with the concept of genre, support for writing portfolios, and increased emphasis on critical reading and writing.

Hands-on support for all writers

Successful College Writing
Skills, Strategies, Learning Styles
Sixth Edition
Kathleen T. McWhorter, Niagara County Community College

Combining a signature visual approach with Kathleen T. McWhorter’s expertise in both reading and writing, Successful College Writing meets students where they are and helps them become better writers.

The new edition is enhanced by LaunchPad for Successful College Writing, an online course space with pre-built units featuring adaptive LearningCurve activities that help students hone their understanding of reading and writing.
A rhetorical road map for any genre

The Bedford Book of Genres
A Guide
Amy Braziller, Red Rocks Community College
Elizabeth Kleinfeld, Metropolitan State College of Denver

The Bedford Book of Genres offers students a simple rhetorical framework for analyzing writing in multiple genres: from finding a topic and sources, to choosing a genre, presenting the work, and creating an author’s statement about composing choices. With striking full-color visuals, students are introduced to compelling examples of genres we all use to tell stories, report information, and persuade our audiences. They learn to unpack how genres work — so they can experiment with their own compositions, not only through writing, but through photography, sketching, audio recording, and other creative forms.

Give students the tools they need to create change

Changing Writing
A Guide with Scenarios
Johndan Johnson-Eilola, Clarkson University

What if students left composition knowing they could change the world through their writing? Informed by Johndan Johnson-Eilola’s research, Changing Writing is a brief guide with online scenarios that gives students the rhetorical tools they need in order to respond to and create change with their own writing.

Also available:

The Concise St. Martin’s Guide to Writing
Rise B. Axelrod, University of California, Riverside
Charles R. Cooper, University of California, San Diego
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Love literature, teach argument

Arguing about Literature
A Guide and Reader
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The Bedford Shakespeare

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Stories and Contexts
Compact Edition
Reading and writing in a real-world context

Real Reading and Writing
Paragraphs and Essays
Susan Anker, Lord Fairfax Community College
Miriam Moore, Lord Fairfax Community College

Anker’s new textbook puts both reading skills and writing skills in a real-world context, showing students that good writing, reading, and thinking skills are both achievable and essential to their success in college and beyond. Students connect reading and writing to their own lives through practical examples, model writing pieces, and engaging readings. To keep students from getting overwhelmed, the book focuses first on the most important concepts in each area.

For the integrated developmental reading and writing course

Focus on Reading and Writing
Essays
Laurie G. Kirszner, University of the Sciences
Stephen R. Mandell, Drexel University

Kirszenr and Mandell’s new textbook for the redesigned course helps students make the connection between the reading and writing processes. Students are asked to read and write first, then learn essential concepts, and ultimately apply those concepts while re-reading and revising. With a complete grammar guide and 23 professional reading selections, this comprehensive text gets students reading, writing, and thinking critically in preparation for academic, career, and life success.
Streamlined real-world writing instruction

The Anker Interactive Series

This new series of brief texts by Susan Anker delivers the same powerful message as her full-sized texts—that good writing, reading, and thinking skills are essential and achievable. The books in this series are shorter, more affordable, and interactive, with built-in access to LearningCurve—Bedford/St. Martin’s new adaptive quizzing system that reinforces what students learn in the book and lets them learn more at their own pace. All the books in the collection are also available in e-book format.

Help students build a foundation for writing success

Foundations First with Readings
Sentences and Paragraphs
Fifth Edition

Empower your students to write first!

Writing First with Readings
Paragraphs and Essays
Sixth Edition

Showing students the power of language choices

Language Power
Tutorials for Writers
The bestselling technical communication text, always in step with the changing course

Technical Communication
Eleventh Edition
Mike Markel, Boise State University

Mike Markel's Technical Communication, Eleventh Edition meets students where they are, delivering clear, accessible instruction on the communication skills they will need to succeed in their professional lives. The text is now accompanied and enhanced by LaunchPad for Technical Communication, an online course space with an interactive e-book, multimedia sample documents for analysis, tutorials on digital writing tools, a new test bank, Learning Curve adaptive quizzes that give students more ways to master the material, and much more.

Clear advice + useful models = the complete guide to business writing today

The Business Writer's Handbook
Eleventh Edition
Gerald J. Alred, University of Wisconsin – Milwaukee
Charles T. Brusaw
Walter E. Oliu

The complete guide for today's technical writers

The Handbook of Technical Writing
Eleventh Edition
Gerald J. Alred, University of Wisconsin – Milwaukee
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Letter–number combinations after names indicate sessions. MW-Morning Workshop, W-All day workshop, AW-Afternoon workshop, TSIG-Thursday Special Interest Group, FSIG-Friday Special Interest Group, CWS-Coalition of Women Scholars, IP-Intellectual Property Caucus, QRN-Qualitative Research Network, F&S-Fame Award, DP-Consortium of Doctoral Programs, RFP-Rhetoricians for Peace, PF-Poetry Forum

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