Friday, April 8
Special Events and Meetings

Room and Location Names
Sessions are located in both the George R. Brown Convention Center and the Hilton Americas–Houston using the abbreviations GRB and Hilton.

WPA-GO/CSOGS Mentoring @ Cs Breakfast
GRB Convention Center, Room 351F
8:00 a.m.–9:15 a.m.

#TYCATakesAction
Hilton Grand Ballroom L, Level Four
6:30 p.m.–7:30 p.m.

Formerly known as TYCA Talks, #TYCATakesAction is a place to find your tribe and connect with colleagues who teach at two-year colleges. At #TYCATakesAction, we will share news of emerging local, regional, and national issues, celebrate our students, and use our collective voice to advocate for our open-door institutions.

The Twenty-Ninth Annual Poetry Forum
Hilton Grand Ballroom A, Level Four
7:30 p.m.–10:30 p.m.

The Poetry Forum: The Twenty-Ninth Annual Exultation of Larks will be held on Friday, 7:30–10:30 p.m. This forum has become a valued annual gathering for CCCC poets and friends of poetry. Those who write should bring original material to read for about five minutes. Those who enjoy the company of poets should come to listen, respond, and share in the pleasures of the occasion. Poet readers should contact Mary Minock (Language and Literature Department, Madonna University, 36600 Schoolcraft Rd., Livonia, MI 48150, mminock@madonna.edu) if they have questions.

CCCC Jam
Hilton Ballroom of the Americas Salon E, Level Two
9:30 p.m.–1:30 a.m.
Hosted by McGraw-Hill Education
AWARDS PRESENTATIONS

CCCC Awards/Recognition Reception
Hilton Ballroom of the Americas Salon D, Level Two
5:00–6:30 p.m.

Chair: Linda Adler-Kassner, Program Chair/CCCC Associate Chair, University of California, Santa Barbara

At this reception we announce the winners of the 2016 Outstanding Book Award, the James Berlin Memorial Outstanding Dissertation Award, the Braddock Award, the award for best article in TETYC, the Nell Ann Pickett Award, and others. Past CCCC Chairs, distinguished guests, and international participants will be recognized. A light reception follows. Please take the time to come celebrate with your colleagues.

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: Vorris Nunley, University of California, Riverside
Michelle Gibeault, University of Arkansas, Fayetteville
Mya Poe, Northeastern University, Harvard, MA
Annette Vee, University of Pittsburgh, PA
Xiaoye You, Penn State University, University Park

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: Kelly Ritter, University of Illinois at Urbana-Champaign
Aja Martinez, Binghamton University, NY
Malea Powell, Michigan State University, East Lansing
Donnie J. Sackey, Wayne State University, Detroit, MI
Wendy Sharer, East Carolina University, Greenville, NC

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: Roxanne Mountford, University of Oklahoma, Norman
Amanda Booher, University of Akron, OH
Heidi McKee, Miami University, Oxford, OH
Todd Ruecker, University of New Mexico, Albuquerque
Pamela Takayoski, Kent State University, OH

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: Laura Gurak, University of Minnesota, Minneapolis
Kristin Arola, Washington State University, Pullman
Brian McNely, University of Kentucky, Lexington
Derek Mueller, Eastern Michigan University, Ypsilanti
Raul Sanchez, University of Florida, Gainesville

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: Richard Johnson-Sheehan, Purdue University, West Lafayette, IN
Angela Haas, Illinois State University, Normal
Carol Johnson, New Jersey Institute of Technology, Newark
Keisha McKenzie, McKenzie Consulting Group
Octavio Pimentel, Texas State University-San Marcos

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: Roxanne Mountford, University of Oklahoma, Norman
Christine Alfano, Stanford University, CA
Isabel Baca, University of Texas at El Paso
David Green, Howard University, Washington, DC
William Torgerson, St. John’s University, Queens, NY

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 two Tribal College Faculty Fellowships in the amount of $1,250 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: Joyce Rain Anderson, Bridgewater State University, MA
Casie Cobos, Illinois State University, Normal
Resa Crane Bizzaro, Indiana University of Pennsylvania
Rose Gubele, University of Central Missouri, Warrensburg
Gabriela Rios, South Seattle College, WA

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: Cynthia Selfe, Ohio State University, Columbus
James Hill, Albany State University, GA
Iris Ruiz, University of California, Merced

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: David G. Holmes, Pepperdine University, Malibu, CA
Steve Parks, Syracuse University, NY
Eva Payne, Chemeketa Community College, Salem, OR

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 or 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 RHETORICIAN 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—2016 Recipients

Rachel Lewis, Northeastern University, Boston, MA
Casey Miles, Michigan State University, East Lansing
Erika M. Sparby, Northern Illinois University, DeKalb

Gloria Anzaldúa Rhetorician Award Committee

Chair: Eric Darnell Pritchard, University of Illinois at Urbana-Champaign
Samantha Blackmon, Purdue University, West Lafayette, IN
Michael J. Faris, Texas Tech University, Lubbock
Kendall Gerdes, University of Texas at Austin

For a listing of previous Gloria Anzaldúa Rhetorician Award winners, please visit http://www.ncte.org/cccc/awards/anzaldua.

CCCC LAVENDER RHETORICS AWARD FOR EXCELLENCE IN QUEER SCHOLARSHIP

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

Lavender Rhetorics Award for Excellence in Queer Scholarship Committee

Chair: Eric Darnell Pritchard, University of Illinois at Urbana-Champaign
Article Award Subcommittee

KJ Rawson, College of the Holy Cross, Worcester, MA
R. Joseph Rodriguez, University of Texas at El Paso
Rebecca Hayes, Michigan State University, East Lansing

Book Award Subcommittee

Alexandra Cavallaro, University of Illinois at Urbana-Champaign
Seth Davis, Syracuse University, NY
Serkan Gorkemli, University of Connecticut, Storrs

Dissertation Award Subcommittee

William Banks, East Carolina University, Greenville, NC
G Patterson, Miami University, Oxford, OH

For a listing of previous Lavender Rhetorics Award for Excellence in Queer Scholarship winners, please visit http://www.ncte.org/cccc/awards/lavender.

CCCG 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: Eric Darnell Pritchard, University of Illinois at Urbana-Champaign
Garrett Nichols, Bridgewater State University, MA
Rhea Estelle Lathan, Florida State University, Tallahassee

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

CCCG 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: Allison Hitt, University of Central Arkansas, Conway
Patricia Dunn, Stony Brook University, NY
Sushil Oswal, University of Washington, Tacoma
Nicole Snell, Bentley University, Waltham, MA
Amy Vidali, University of Colorado, Denver

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*, will present the award.

Best Article Award Committee

Chair: Teresa Thonney, Columbia Basin College, Pasco, WA
Dianne Fallon, York County Community College, Wells, ME
Robert Lazaroff, Nassau Community College, Garden City, NY
Rebecca Fleming, Columbus State Community College, OH
Hope Parisi, Kingsborough Community College, NY
Christie Toth, University of Utah, Salt Lake City

For a listing of previous 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: Leslie J. Roberts, Oakland Community College, Farmington Hills, MI
Sandie Barnhouse, Charlotte, NC
Laura Hammonds, South Bend, IN
Sharon Mitchler, Centralia College, WA
Shelley Rodrigo, Old Dominion University, Norfolk, VA

For a listing of previous winners, please visit http://www.ncte.org/tyca/awards/pickett.
**F Sessions: 8:00–9:15 a.m.**

### Taking Action Workshop Sessions

#### F.36 Taking Action Workshop: Naming and Narrowing
Refer to page 16 for abstract.
Hilton Grand Ballroom A, Level Four

*Speaker:* Glenda Eoyang, HSD Institute

### Poster Session

Hilton Sky Walk, Level Two

**Corpus in Action: Creating Student-Centered and Context-Specific Corpora to Increase Awareness of Students’ Literacy Practices for Course Design and Classroom Mutuality**
Creating corpora for writing courses can give insight into students’ local literacies and influence mutuality in the writing classroom.

Yasmin Rioux, University of Wisconsin-Platteville

**Curating the Research Assemblage: Methodology as Ethical Inter/action**
This poster frames research methodology as an assemblage with curatorial power, enabling ethical action through inter/active multimodality.

Elizabeth Catchings, University of California, Irvine

**Digital Mix: The Landscape of Digital Pedagogy in the Writing and Communication Classroom**
Our survey results describe attitudes, preferences, and practices regarding digital pedagogy in writing and communication classrooms.

Halcyon Lawrence, Georgia Institute of Technology
Liz Hutter, Georgia Institute of Technology
Joy Robinson, University of Alabama
Lisa Dusenberry, Armstrong State University
Disciplinography of Rhet/Comp on Social Media: What Are We Doing in Our Facebook Groups?
A content analysis of FB groups in Rhet/Comp to examine how their functions and member relationships help form disciplinary identity.
Chen Chen, North Carolina State University

Generation Hashtag: Activism and Viral Online Rhetoric in 140 Characters or Less
This presenter will show how online interaction through shortened digital rhetoric is forming a new discourse in political activism.
Kaitlyn Clark, California State University, Los Angeles

Moving between the Military and Academy
When individuals move between the military & higher education how do they recognize and negotiate contradictory expectations?
Catherine St. Pierre, Ohio State University/UPJ

Reshaping Virtual Spaces: Using the College Writing Center to Create and Deliver Information Literacy Resources to Faculty
The Writing Center created faculty-focused resources (in D2L) to promote WAC and explain information literacy to promote student success.
Nikki Borrenpohl, John A. Logan College
Matt Garrison, John A Logan College

The Self as Subject: Strategies for Acting Up and Talking Back
This poster explores using multimodal, multidisciplinary assignment design to encourage skills transfer from FYC to advanced WID courses.
Bonnie Erwin, Wilmington College
Marta Wilkinson, Wilmington College

(Un)Planning FYC: Using a Translingual Approach to Course Design, Avoiding Problematic Assumptions
The poster presentation will display results of teacher research using non-assumptive pedagogy in an American FYC course in South America.
Morgan Gross, Ball State University

Writing through Big Data: Using MassMine in the Advanced Writing Classroom
This poster displays the results of student research completed within the University of Florida class: “Writing through Big Data.”
Aaron Beveridge, University of Florida
F.01 Writing Feminism: Negotiating for Action across Public Spheres

The presenters tap into key scenes in which feminist writing scholars challenge asymmetrical power and disrupt conventional ways of arguing.

Hilton Ballroom of the Americas Salon D, Level Two

Chair: Shareen Grogan, National University
Speakers: Shirley Logan, University of Maryland
Cheryl Glenn, Pennsylvania State University
Joyce Irene Middleton, East Carolina University
Krista Ratcliffe, Purdue University

10-Professional and Technical Writing

F.02 Rhetorics of Health and Medicine: A Roundtable
Examining the Breadth and future actions of an Emerging Sub-Field

The roundtable addresses the wealth of current & future research areas in medical rhetoric and looks forward to future research actions.

GRB Room 351B, Level Three

Chair: Elizabeth Hollis, Norcross High School
Speakers: Jane Detweiler, University of Nevada, Reno, “Rhetoricizing Medical Risk/Medicalizing Rhetoric of Risk: An Intersection for “Healthier” Communications Research and Teaching across Disciplines”
Kirk St. Amant, East Carolina University, “Expanding the Rhetoric of Health and Medicine to Global Contexts”
Lora Arduser, University of Cincinnati, “Medical Rhetoric as Activism: Public Discourse on Reproductive Rights”
Barbara Heifferon, Louisiana State University, “Expanding the Rhetoric of Health and Medicine to Global Contexts”
Drew Holladay, University of Louisville, “The Rhetoric of Mental Health: Psychiatry, Disability, and Neurorhetorics”
Amy Koerber, Texas Tech University, “Medical Rhetoric as Activism: Public Discourse on Reproductive Rights”
Erin A. Frost, East Carolina University, “Complicating Standard Care: Changing Public Discourses through Medical Digital Imaging Technologies”
11-Research

F.03 Beyond Fundamentalism: Pedagogical Implications from Three Empirical Studies of Overlooked Christian Rhetorics
Christian rhetorics—jeremiad, secular, and aspirational—that shape student writing in surprising ways. Implications for teaching.
Hilton Room 327, Level Three

Chair: Steffen Guenzel, University of Central Florida
Speakers: Jeffrey Ringer, University of Tennessee
Will Penman, Carnegie Mellon
Emily Cope, York College of Pennsylvania
Roxanne Mountford, University of Oklahoma

14-Writing Programs

F.04 Supporting the Future of the Field: A Roundtable on Graduate Digital Pedagogy
This roundtable offers strategies for supporting graduate digital pedagogy by describing an experimental peer-led practicum.
Hilton Ballroom of the Americas Salon F, Level Two

Chair: Anna Gurley, University of Oklahoma
Speakers: Lauren Hall, University of Pittsburgh
Carrie Hall, University of Pittsburgh
Jean Ferguson Carr, University of Pittsburgh
Kelsey Cameron, University of Pittsburgh
Kerry Banazek, University of Pittsburgh
Noel Tague, University of Pittsburgh
Katie Bird, University of Pittsburgh

11-Research

F.05 Race and Writing Methods: Investigating Racism through Autoethnography, History, and Technology
Our panel investigates racial methodology, emphasizing autoethnography, historiography, and technology.
Hilton Room 335C, Level Three

Chair: Christopher Carter, University of Cincinnati
Speakers: Iris Ruiz, University of California Merced
James Chase Sanchez, Texas Christian University
Alexandria Lockett, Spelman College
1-First-Year and Advanced Composition

F.06 **Beyond the Workshop: Experiments in Big Comp**
We describe four approaches to teaching writing in large classes, arguing that the small workshop need not be the default format for comp.

Hilton Room 335A, Level Three

*Chair:* Joleen Hanson, University of Wisconsin-Stout

*Speakers:* Kim Jaxon, California State University, Chico, “Epic Composition”
Tom Fox, California State University, Chico, “Epic Composition”
David Kellogg, Coastal Carolina University, “Leveraging Student Expertise in a Scientific Writing Class”
Laura Field, Montclair State University, “Space, Flexibility, Spontaneity: A Writing Studio Pilot Model”
Joseph Harris, University of Delaware, “The Large Class as Teaching Clinic”
Jessica Restaino, Montclair State University, “Space, Flexibility, Spontaneity: A Writing Studio Pilot Mode”

8-Taking Action

F.07 **Taking Action to Connect the Classroom and the Community**
In this session, panelists describe how to develop and sustain meaningful community-based literacy partnerships.

Hilton Room 329, Level Three

*Chair:* Brian Harrell, University of Akron

*Speakers:* Emily Yasonia, California State University, Los Angeles, “The 826LA Project: Incorporating a Service Learning Component into the English Classroom”
Petger Schaberg, University of Colorado, Boulder, “Learner-centered Strategies for Community Engaged Writing”
David Marquard, The University of North Carolina at Pembroke, “Blending the Binaries and Crossing the States: Connecting and Growing a University-Based Literacy Organization from One Academic Institution to Another”
Michael Shirzadian, The Ohio State University, “‘Pedagogies of Belonging’: University Collaborators in the Underprivileged High School Space”
8-Taking Action

F.08 Activating Access: Disability in Campus, Classroom, and Online Spaces
How can we learn from the rhetoric of disability activism and engage it in our own work as writing teachers and administrators?

Hilton Ballroom of the Americas Salon E, Level Two

Chair: Holly Hassel, University of Wisconsin, Marathon County
Speakers:
- Ruth Osorio, University of Maryland, “Toward Accessible Futures: Disability and Racial Justice Coalition-Building”
- Andrew Lucchesi, The Graduate Center, CUNY, “Disrupting Ability: Student Disability Activist Rhetoric in Action”
- Amy Vidali, University of Colorado Denver, “If They Can’t Get In: Rhetorical Advocacy in College Admissions”
- Dale Katherine Ireland, The Graduate Center, CUNY, “Disabled Students and the Rhetoric of Verification in Online Writing Classes”
Respondent: Susan Naomi Bernstein, Arizona State University, Tempe

F.09 Imagining Literate Lives: Drawing Lessons from Narrative, Memory, and Mobility
Considers how embodied practices of imagining and remembering inform the actions of writing students and teachers.

Hilton Room 335B, Level Three

Chair: John Duffy, University of Notre Dame, South Bend
Speakers:
- Rachel Gramer, University of Louisville
- Brice Nordquist, Syracuse University
- Bronwyn T. Williams, University of Louisville

F.10 Changing Demographics: No Longer a Monolingual Nation
This panel discusses the importance of dual-language issues within composition, technical communication, and the workplace.

GRB Room 340A, Level Three

Chair: Angela M. Haas, Illinois State University
Speakers:
- Octavio Pimentel, Texas State University San Marcos, “Opening the Gateway: The Power of Dual Language Composition Courses”
- Kendall Leon, Portland State University

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

Alyssa Crow, University of Utah, “Beyond the Literacy Narrative: Promoting Critical Language Awareness and Positive Language Attitudes in First-Year Writing”

Isabel Baca, University of Texas at El Paso, “English-Spanish Workplace Writing: Its Many Benefits”

**1-First-Year and Advanced Composition**

**F.11 Asking Students to Do and to Be**
Eportfolios and embedded reflection allow insight into student thinking about who they are becoming as scholars, professionals, and citizens.

**Hilton Room 338, Level Three**

*Chair:* Barbara Blakely, Iowa State University

*Speakers:* Eric York, Iowa State University
Bryan Lutz, Iowa State University, “Complementing the Web-sensible Model: Towards a Post-postmodern Understanding of Identity Construction through ePortfolio Composition”
Kathy Rose, Iowa State University, “Encouraging Deep Learning through Eportfolios”
Barbara Blakely, Iowa State University, “Student Reflections on the E in Eportfolio: Beyond Browsers to Producers”

**14-Writing Programs**

**F.12 We Know Where the Action Is: It’s in Writing Fellows (and We Got the Data to Prove It)**
This session reports on a year-long quantitative empirical study of Writing Fellows at a large, public, Masters-comprehensive university.

**Hilton Grand Ballroom I, Level Four**

*Chair:* Thomas Moriarty, San Jose State University

*Speakers:* Michelle Hager, San Jose State University, “Writing Centers and Writing Fellows: Forging Complementary Paths for Writing Support Services”
Thomas Moriarty, San Jose State University, “Measuring What Matters in Writing Fellows Programs”
Cindy Baer, San Jose State University
Richard McNabb, San Jose State University, “Writing Fellows as Instruments of Institutional Change”
Shane Diven, San Jose State University, “On the Front Lines: Embedded Instruction and the Developing Writer”
13-Theory

F.13 New/Now Cognitivism: Strategies for Theory and “Literate Action”

Five researchers draw distinctions between cognitive models of writing on one hand and neuroscientific models on the other hand.

Hilton Ballroom of the Americas Salon B, Level Two

Chair: Peter Elbow, University of Massachusetts, Amherst

Speakers: Jose Gomez, University of Texas at El Paso, “Connections between Memory, Neuroplasticity, and Writing: Implications for the Field of Rhetoric and Writing Studies”

Airlie Rose, University of Massachusetts, Amherst, “Audible Voice in Written Text”

Erin Williams, University of Saint Francis, “Toward a Second-Generation Cognitive Rhetoric”

Deborah Rossen-Knill, University of Rochester, “Relevance and Sentence Flow”

Brian Larson, Georgia Institute of Technology, “Relevance, Cognitive Environment, and Audience”

2-Basic Writing

F.14 Truth or Consequences: When Project-based Pedagogy Pushes Back on Process

The approach in this panel allows students to draw from within a rhetorical ecology toward outcomes that cannot be determined in advance.

Hilton Room 330, Level Three

Chair: Joshua Hilst, Utah Valley University

Speakers: Jacqueline Preston, Utah Valley University, “Consequences and Connections: Writing as Assemblage”

Joshua Hilst, Utah Valley University, “Notes toward a Consequentialist Pedagogy”

Benjamin Goodwin, Utah Valley University, “Pro-Crastination: Revising the Consequences for “Zero-Hour” Writers”

Elena Garcia, Utah Valley University
Friday, 8:00–9:15 a.m.

**12-Writing Pedagogies and Processes**

**F.15  Re-Actions: A Closer Look at Student Invention across Different Sites**
Qualitative research into how students recognize influence and generate ideas across their writing processes.

Hilton Room 332, Level Three

*Chair:* Cassie Hemstrom, University of California, Davis  
*Speakers:* Jason Wirtz, Hunter College  
Patricia Medved, St. John’s University  
Michael Reich, St. John’s University

**3-Community, Civic & Public**

**F.16  Everyday Authors and Acts of Writing**
This panel considers how economic and technological upheaval have motivated the spread of “authorial consciousness.”

Hilton Room 336A, Level Three

*Chair:* Beth Daniell, Kennesaw State University  
*Speakers:* Deborah Brandt, University of Wisconsin, Madison  
Kim Donehower, University of North Dakota  
Timothy Laquintano, Lafayette College

**1-First-Year and Advanced Composition**

**F.17  Student Voices: Learning Styles and Transitional Rhetorics**
This panel looks at different forms of student voices.

Hilton Room 336B, Level Three

*Chair:* Thomas Henry, Utah Valley University  
*Speakers:* Talitha May, Ohio University, “Transitional Rhetorics: An Ontological Pedagogy for the Composition Classroom”  
Margaret Gonzales, Texas Lutheran University, “Un-Learning How to Write: Metacognition and Transformation in Advanced Composition”  
Nuwar Mawlawi Diab, Lebanese American University, “Engagement, Error Revision, and Reflection: Tools to Reduce Learners’ Lexical Errors”

**8-Taking Action**

**F.18  Taking Action through the News Media**
The focus will be on gaining access to public media by 3 presentations on strategies followed by audience participation in breakout groups.

Hilton Ballroom of the Americas Salon A, Level Two
Speakers: Millie Davis, National Council of Teachers of English, “Strategies and Tactics for Speaking to the Wider Public about Writing”
Les Perelman, Massachusetts Institute of Technology, “Show Don’t Tell: The Rhetoric of Effective Presentations and Pitches to the Media”
David Slomp, University of Lethbridge, “Engaging Media in the Pursuit of Action: Strategies for Reframing Public Discourse on Writing Assessment”

13-Theory

F.19 Don’t Get Emotional: Teaching Writing and the Study of Emotional States
This panel explores the need to consider emotion and well-being in the teaching of writing.
Hilton Room 337B, Level Three
Chair: Roberta Henson, Indiana Wesleyan University
Speakers: Courtney Patrick, Bay Path University, “Cultural Pre/Postmemory and Empathy: Why We Need to Embrace Trauma Writing”
Summer Dickinson, Mid-Plains Community College, “Sensation and Writing: Action for Somatic Minded Writing Instruction”
Jill Belli, New York City College of Technology, CUNY, “Writing Well-Being into our Pedagogy, Scholarship, & Discipline”

5-History

F.20 Women and the Development of Composition Studies
This panel examines the role that Ann Berthoff, Janet Emig, Andrea Lunsford, and Geneva Smitherman played in shaping composition studies.
Hilton 339B, Level Three
Chair: Christina LaVecchia, University of Cincinnati
Speakers: Russel Durst, University of Cincinnati, “Creating an Academic Field with a Political Agenda: Janet Emig and Composition Studies”
Christina LaVecchia, University of Cincinnati, “Examining Ann E. Berthoff’s Philosophical Method”
Janine Morris, University of Cincinnati, “Reclaiming Composition and Rhetoric: Andrea Lunsford’s Feminist Historicizations”
Albertina Walker-Hughey, Texas Southern University, “Revolution at Its Core: Geneva Smitherman’s Perennial Authority in Rhetoric and Composition”
Respondent: Laura Micciche, University of Cincinnati
8-Taking Action

F.21 Taking Action in WAC Work: The Student Anthology on Race
This panel describes a grassroots WAC effort at one university to compile, edit, and publish an anthology of student writings about race.

Hilton Room 339A, Level Three

Chair: Jennifer Hewerdine, Arizona Western College
Speakers: Megan Schoen, La Salle University
Karen Reardon, La Salle University
Jaime Longo, La Salle University
Elizabeth Allan, Oakland University

6-Information Technologies

F.22 Critical Praxis in Action: Discovering New Modes of Resistance in Digital Publics
Theoretical approaches and applications for resistance, activism, and citizenship in digital public spheres.

Hilton Room 337A, Level Three

Chair: Lee Hibbard, University of Alabama in Huntsville
Speakers: Laura Williams, Georgia State University, “Epistemology as Activism: Cooperative Meaning-Making and Critical CyberCitizenship”
Clarissa Walker, University of Rhode Island, “The Second Field Site of Cyberactivism: Modes of Critical Praxis in Blogging Public Spheres”

8-Taking Action

F.23 Writing for Action, Writing for Change
This panel offers strategies for engaging in public conversations about education policy.

Hilton Room 343A, Level Three

Chair: Lyra Hilliard, University of Maryland
Patricia Dunn, Stony Brook University, “What Makes Legislators Listen? Means of Persuasion Outside the Academy”
12-Writing Pedagogies and Processes

F.24 Glitches as (Re)Action: Creating, Learning from, and Responding to Moments of Rhetorical Failure

Reframing failure as (re)action, this panel seeks to explore and challenge moments when we don’t achieve our intended rhetorical objective.

Hilton Room 340A, Level Three

Chair: Titcha Ho, Indiana University of Pennsylvania/Baruch College, CUNY

Speakers: Rory Lee, Ball State University, “Why am I Getting Downvoted?: The Yakarma of Rhetorical Failure”
Morgan Leckie, Miami University, “Why am I Getting Downvoted?: The Yakarma of Rhetorical Failure”
Kevin Rutherford, Miami University, “’Glitch’ing Our Way to Collaborating with Technology”
Elizabeth Saur, Miami University, “Feeling It Out: Normalizing Pedagogical Failure as (Re)Action”

1-First-Year and Advanced Composition

F.25 Writing Program Administration in an Age of Reform

Evidence-based discussion of political conditions affecting writing programs, with background, stakeholder review, and assessment strategies.

Hilton Room 342, Level Three

Chair: Amy Hodges Hamilton, Belmont University

Speakers: Fredrik deBoer, Purdue University
Tristan Abbott, Salem State University
Laurie Cubbison, Radford University

8-Taking Action

F.26 Environmental and Scientific Rhetoric in Action

This panel addresses environmental and scientific controversies and their extensive networks as well as methods for active engagement.

Hilton Room 340B, Level Three

Chair: Tanya Zarlengo, University of South Florida

Speakers: Ryan Blank, University of South Florida, “Rhetoric as Taking Action: The Laguna Atascosa National Wildlife Refuge and the Challenges of Conservation”
Tiffany Wilgar Boyles, University of South Florida, “Seeing Stardust: Class, Culture, and The Nevada Test Site”
Stephanie Phillips, University of South Florida, “GMOsquitoes: Controversy over the Release of Genetically Modified Mosquitoes in the Florida Keys”
9-Language

F.27 We Are Not Color Blind: Empowering Spanglish and Other Types of Code Switching
This panel looks at code switching and the benefits it brings to the composition student.
Hilton Room 343B, Level Three

Chair: Jessica Shumake, University of Arizona
Speakers: Maria Carvajal, University of Illinois at Urbana-Champaign, “Spanglish in the Composition Class: Leveraging Students’ Rhetorical Code-Switching Practices for Academic Writing”
Alyssa Cavazos, The University of Texas Rio Grande Valley, “Multilingualism in Composition Studies: Future Writing Educators Enact Multilingual Writing Strategies in Academic Research and Writing Pedagogies”
Bethany Davila, University of New Mexico, “Taking Responsibility: Identifying and Challenging Colorblindness in Talk about Student Writing”

10-Professional and Technical Writing

F.28 Results of a Study on the Status of the Multi-major Professional Writing Course in U.S. Institutions of Higher Education
The research team reports on a national survey on the status of the multi-major professional writing course in 2- and 4-year colleges.
Hilton Room 333, Level Three

Chair: Alice Horning, Oakland University
Speakers: Sarah Read, DePaul University
Mike Michaud, Rhode Island College, Kingston
Theresa Bailey, DePaul University

11-Research

F.29 Research in Multimodal Composition, Literacies, and Assessment
Panelists will present their research on the impact of multimodality on our disciplinary research methods and our students’ composing practices.
Hilton Room 328, Level Three

Chair: Gavin Hurley, Lasell College
Speakers: Sharon Sieber, Idaho State University, “The Great Multimodal Methodological Beatdown: Defending Composition’s Disciplinary Identity in Interdisciplinary Departments of English”
Cynthia Mitchell, University of Central Florida, “New Literacies in Action: Broadening the Possibilities for Transfer”
Francis Macarthy, Illinois State University, “Write, Type, Record: The Effects of Multimodality on Student Composing Processes and Outcomes”
Kathleen Baldwin, University of Massachusetts Amherst, “Multimodal Assessment in Action: ‘What We Really Value’ in New Media Texts”
Angela Petit, GLC Solutions, “The Great Multimodal Methodological Beatdown: Defending Composition’s Disciplinary Identity in Interdisciplinary Departments of English”

12-Writing Pedagogies and Processes

F.30 Teaching Reading for Writing: Action-Oriented Approaches
We introduce specific pedagogical strategies & processes to help students develop & demonstrate skills for successful reading & writing.
GRB Room 351E, Level Three

Chair: Beth Hewett, Defend & Publish
Speakers: Gregory Adams, University of Nebraska Omaha, “New Assessments for New Reading”
Michael Bunn, University of Southern California, Los Angeles, “Promoting Transfer: Teaching Students to Read Like a Writer”
Beth Hewett, Defend & Publish, “Reading to Learn in Online Writing Settings”

13-Theory

F.31 Challenging the Rhetoric of Non-Neurotypicality: Documents, Stories, Memories
This panel challenges our terms and conceptions of non-neurotypicality through and analysis of medical documents and storytelling.
GRB Room 351A, Level Three

Chair: Amy Wrobel Jamieson, Bowling Green State University
Speakers: Diane Scrofano, Moorpark College, “Memoirs of Mental Illness as Illuminated by Illness and Disability Narrative Theory”
Dirk Remley, Kent State University, “Calling the Brain to Action: Neural Attributes of Multimodal Persuasive Messages”
Elisabeth Miller, University of Wisconsin - Madison, “‘I left the writing behind”: Aphasia, “Good” Writing, and Resisting Accommodation”
4-Creative Writing

F.32 Creative Nonfiction: Exploring the History and Imagining the Future of an Active Genre
Creative nonfiction shapes and reflects the social and political dimensions of both disciplinary conversations and classroom pedagogy.

Hilton Ballroom of the Americas Salon C, Level Two

Speakers: Irene Papoulis, Trinity College
Melissa Goldthwaite, Saint Joseph’s University, “The Literary, Feminist, and Pedagogical Roots of Creative Nonfiction in Composition Studies”
Jenny Spinner, Saint Joseph’s University, “Will Creative Nonfiction Please Stand Up? Creative Nonfiction and Composition Studies”

13-Theory

F.33 Networking the Discipline: Theorizing Assumptions, Offering Change
This panel explores how theories of circulation, ecology, and networks can add to our understandings of the field.

GRB Room 351D, Level Three

Chair: Darin Jensen, Metropolitan Community College
Speakers: Dan Ehrenfeld, UMass Amherst, “Material Circulation and the Networked Public Sphere: Rethinking the Social and Spatial Politics of the “Public Turn””
Amy Williams, University of Utah, Salt Lake City, “Reading Is Still the Path: Theorizing Literacy through Metaphors of Movement”
Kristopher Lotier, Hofstra University, “How to Not Teach Writing: Postprocess Theory, Individualism, and Student Learning”

3-Community, Civic & Public

F.34 “Listen!” The Legend of the Social Justice Warrior, or Games and Social Advocacy
We explore three ways games have become powerful political-rhetorical artifacts that create social change and open doors for activism & advocacy.

Hilton Grand Ballroom L, Level Four

Chair: Samantha Blackmon, Purdue University
Speakers: Alex Layne, Purdue University, “Not Your Mama’s Social Justice Warriors: On Advocacy and Activism in the Age of #GamerGate”
Samantha Blackmon, Purdue University, “Not Your Mama’s Social Justice Warriors: On Advocacy and Activism in the Age of #GamerGate”
Lauren Woolbright, Clemson University, “Designs That Play: Why Scholars Should Design Games”
Katherine Hanzalik, Clemson University, “Setting an (Activist) Place at the Table: TRPGs as Tools of Political Subversion”
Alisha Karabinus, Purdue University, “Not Your Mama’s Social Justice Warriors: On Advocacy and Activism in the Age of #GamerGate”

**8-Taking Action**

**F.35 From Analysis to Action: The NCTE Policy Analysis Initiative’s Role in Promoting Policy Change**

Roundtable explores the consequences/limitations of NCTE’s Policy Analysis Initiative, ending with time for local strategy development.

**GRB Room 340B, Level Three**

**Chair:** D. Alexis Hart, Allegheny College

**Speakers:**
- Janice Walker, Georgia Southern University, “Analysts and Advocates: Knowledge and Action”
- Clancy Ratliff, University of Louisiana at Lafayette, “Starting a Local Discussion: Policy Analysis for the People”
- Katherine V. Wills, Indiana University Purdue University, Columbus, “Policy Analysts: The Personal, the Political, and the Professional”
- Susanmarie Harrington, University of Vermont, “Policy Analysis as a Habit of Mind”

**Respondents:** Michele Eodice, University of Oklahoma
Michael Gos, Lee College
**G Sessions: 9:30–10:45 a.m.**

### Taking Action Workshop Sessions

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**1-First-Year and Advanced Composition**

**G.01 The Purposes of Required Writing?**
Should required writing courses serve students, institutions, “society,” or “the discipline?” 3 positions, with complex implications.

Hilton Ballroom of the Americas Salon A, Level Two

**Chair:** Cheryl Glenn, Pennsylvania State University

**Speakers:**
- Kathleen Blake Yancey, Florida State University, “Requiring All the Available Resources: Designing the Visual into First-year Composition (FYC) Curricula and Programs”
- Charles Bazerman, University of California, Santa Barbara, “Required Writing: Institutional Logics and Imperatives meet Student Development”
- Douglas Hesse, The University of Denver, “Required Writing as a Liberal Art, in the Twilight of the Liberal Arts”

**Respondent:** Howard Tinberg, Bristol Community College

**9-Language**

**G.02 Theory, Research, and Action: New Strategies for Students’ Right to Their Own Language**
This panel will examine, strategize, and theorize new possibilities for addressing language diversity in Writing classrooms.

Hilton, Ballroom of the Americas Salon C, Level Two

**Chair:** Sarah Z. Johnson, Madison Area Technical College

**Speakers:**
- Bonnie Williams, California State University Fullerton, “Teaching Language Diversity in ‘Official English’ States: Using Improvisation in Composition Instruction to Inspire Change in the ‘O.C.’”
Sherita Roundtree, The Ohio State University, “Are We Better Citizens Yet?: Language Politics, Diversity Requirements, and Student Citizens in the Writing Classroom”

April Baker-Bell, Michigan State University, “Writing While Black: Cultural and Linguistic Mismatch, Dehumanization, and Resistance in a Basic Writing Classroom”

Kedra James, North Carolina Wesleyan College, “You Don’t Know My Story: Valuing Life Experience and African American Language in Basic Writing Courses”

10-Professional and Technical Writing

G.03 Taking Action, Building Community, and Sponsoring Literacy with Stanford’s Notation in Science Communication

The panel uses Notation, an upper-division ePortfolio WAC initiative called the Notation in Science Communication (NSC), as an example of the challenges and obstacles of taking action to create opportunities for students to write beyond the required composition sequence in ways that support multimodal writing and learning in situated scientific contexts.

Hilton Room 328, Level Three

Chair: Christine Alfano, Stanford University
Speakers: Marvin Diogenes, Stanford University
Jennifer Stonaker, Stanford University
Cassie Wright, Southern New Hampshire University

13-Theory

G.04 Listening Strategies for Feminist and Queer Action: Encountering an Erotic Ethics

This panel brings Ratcliffe’s 2005 work on rhetorical listening into contact with scholarship on ethics and affect in feminist-queer theory.

Hilton Room 329, Level Three

Chair: Elizabeth Ellsworth, The New School for Liberal Arts
Speakers: Devon Kehler, University of Arizona, “Becoming Responsibly Respond-able: Voice Events and Generative Listening”
Meridith Kruse, University of Southern California, “Foucault’s Queer Ethical Ear”
Oren Whightsel, Lincoln College, “She Was Spinning: Rhetorical Listening and Queer Disidentification”
Friday, 9:30–10:45 a.m.

8-Taking Action

G.05 Better Learning Technologies: Taking Action to Reframe Educational Technology Development for Writers and Writing Teachers
An action agenda to create better technologies that support learning in writing classrooms.

Hilton Grand Ballroom I, Level Four

Chair: Erika Johnson, Texas Woman’s University
Speakers: Melissa Graham Meeks, Gordon State College, “What Is Excellent Service and How Do We Know It When We See It?”
Michael McLeod, Michigan State University, “Engineering Better Writing Experiences for Teachers and Learners”
William Hart-Davidson, Michigan State University, “What Is a Learning Technology and How Do We Know One When We See One?”

II-Research

G.06 Long-Term Research Collaborations: Strategy, Identity, Failure, and Moves toward Future Action

Hilton Ballroom of the Americas Salon E, Level Two

Chair: Margaret Price, The Ohio State University
Speakers: Andrea Riley-Mukavetz, Bowling Green State University, “Writing as Collective Making: On Failure and Listening for What Needs to Be Told”
Margaret Price, Spelman College, “Shiny Happy Disabled People Holding Hands”
Malea Powell, Michigan State University, “Writing as Collective Making: On Failure and Listening for What Needs to Be Told”
Staci Perryman-Clark, Western Michigan University, “When Projects Fail and Succeed: Negotiating Publication Acceptances and Rejections in Collaborative Projects”
Cindy Selfe, The Ohio State University, “Tactics for Long-term Collaborations”
Collin Craig, St. John’s University, “When Projects Fail and Succeed: Negotiating Publication Acceptances and Rejections in Collaborative Projects”
G.07 Action Research, Active Reflection: Interrogating the Threshold Concepts of Teaching First-Year Writing

In this session, instructors explore how a threshold concepts approach informed their (and their students’) experiences in the classroom.

Hilton Room 335B, Level Three

Chair: Jay Jordan, University of Utah

Speakers: Heidi Estrem, Boise State University, “A Threshold Concepts Framework for Learning to Teach First-Year Writing”
Marcel Brousseau, University of California, Santa Barbara, “Border Troubles: Teaching and Learning with Threshold Concepts in Two Disciplines”
Colin Johnson, Boise State University, “Expectations and Authority: Using Threshold Concepts to Recalibrate Student-Instructor Dynamics in the First-Year Writing Classroom”
Cheryl McKell, Boise State University, “When Identities Converge at the Border: Examining the Approach to Threshold Concepts from Numerous Positions as a Learner”
Shannon Brennan, University of California, Los Angeles, “Standing on the Threshold: Teaching (about) Disciplinary Knowledge”

G.08 Negotiating Perception/Deception: Strategies toward Promoting Active Citizenry in the Community College Composition Classroom

Panelists explore ways to teach rhetorical premises that promote critical engagement and active citizenry.

GRB Room 351D, Level Three

Chair: Jordan Molina, Santa Barbara City College

Speakers: Calin Anderson, Saddleback College
Monica Rodriguez, Palomar College
Chad Kelly, San Diego Mesa College
**12-Writing Pedagogies and Processes**

**G.09 The ContAct Zone: Lived Experience as Pedagogy for Action**

Using contact zone theory, this panel links cultural, historical, and multimodal literacies with composition students’ lived experiences.

**Hilton Room 330, Level Three**

**Chair:** April Julier, Brazosport College  
**Speakers:** Justin Vaught, University of Alabama  
Cynthia Mwenja, The University of Alabama  
Kristen Lushington, University of Alabama  
Krystin Gollihue, North Carolina State University

**14-Writing Programs**

**G.10 Advocacy through Tutor Cultural Awareness and Action**

This session explores ways in which tutors can work towards a broader understanding of cultural competencies in writing centers.

**Hilton Room 336A, Level Three**

**Chair:** Seth Kahn, West Chester University of Pennsylvania  
**Speakers:** Michael Turner, Northeastern University, “When Emotions are Centered: Tutor Reflexivity and Writing Center Culture”  
John Marinan, Georgia Gwinett College, “Where Are We Now? The Emergence and Consequences of the Generative Metaphor in Writing Center Research on Students with ASD”  
Jennifer Maloy, Queensborough Community College, “The Role of Single-Sex Tutoring Sessions in ESL Students’ Writing Journeys”  
Mohamad Mazyar Nikoui-Tehrani, Rutgers University, “The Role of Single-Sex Tutoring Sessions in ESL Students’ Writing Journeys”

**8-Taking Action**

**G.11 Taking Activist Action: Identity, Community, Pedagogy**

Teachers of writing discuss activist classrooms where the practice of writing is intimately bound to the politics of identity & community.

**Hilton Ballroom of the Americas Salon D, Level Two**

**Chair:** Stacey Waite, University of Nebraska-Lincoln, “This Seems Queer: Writing against Conventions”  
**Speakers:** Jennifer Perrine, Drake University, “Who Is the Activist Here?: Students Writing for Change”  
Rachael Wendler Shah, University of Nebraska-Lincoln, “Activism from the ‘Other Side’: Community Members’ Perspectives of Collaborating with College Students”
Brandon Som, University of Southern California, “Citation as Activism: Listening and Writing in the Present Moment”

13-Theory

G.12 Writing’s Wreckage: What Happens When Writing Fails
This panel explores the less-than-successful moments of writing. What does it mean when writing is abandoned, wrecked, lost, or broken?
Hilton Room 335C, Level Three

Chair: Christine Kervina, Northern Virginia Community College-Annandale

Speakers: Jenny Rice, University of Kentucky, Lexington, “Archival Wreckage: The Case of Oyneg Shabbos”
Casey Boyle, University of Texas, Austin, “In Defense of Nothing”
Michael Bernard-Donals, University of Wisconsin-Madison, “Writing with Abandon”
Victor Vitanza, Clemson University

5-History

G.13 Archiving Actions: Recasting Women’s Rhetorical Spaces
These presentations examine four sites of women’s activist rhetorics in political, religious, and community spaces.
Hilton Room 336B, Level Three

Chair: Brian Fehler, Texas Woman’s University

Speakers: Liane Malinowski, University of Massachusetts Amherst, “Women Rewriting Home and Neighborhood on Chicago’s West Side, 1889-1915”
Tiffany Kinney, University of Utah, “Colliding Radicalism and Religion: Mobilizing Feminism for Women in the Mormon Church”
Erin Banks-Kirkham, La Sierra University, “Reagan, Rhetoric, and Women Voters: Women’s Representation through Language in the 1980 Reagan Campaign for President”
Brian Fehler, Texas Woman’s University, “Archives of Action: Toward Pedagogies of Feminist Rhetorical Historiography”
12-Writing Pedagogies and Processes

G.14 A New Prescription for Dialogic Action: Reframing the Writing Conference as a Contact Zone
Framing the writing conference as a contact zone enables evaluation of how to include student perspectives in fostering writing knowledge.

Hilton Room 337B, Level Three

Chair: Carrie Kilfoil, University of Indianapolis, IN
Speakers: Angie Carter, Utah Valley University & IUP, “A New Prescription for Dialogic Action: Reframing the Writing Conference as a Contact Zone”
Aaron Gates, Utah Valley University, “A New Prescription for Dialogic Action: Reframing the Writing Conference as a Contact Zone”
Christopher Lee, Utah Valley University, Orem, “A New Prescription for Dialogic Action: Reframing the Writing Conference as a Contact Zone”

II-Research

G.15 Using Research as a Writing Strategy to Promote Literacy Acquisition and Advocacy of Writing Instruction across Geographic and Disciplinary Contexts
This panel presents 4 empirical projects located in South America, US, and Hawai‘i focused on writing and disciplinary literacy practices.

Hilton Room 338, Level Three

Chair: Lisa King, University of Tennessee-Knoxville
Speakers: Violeta Molina-Natera, Pontificia Universidad Javeriana Cali-Colombia, “Empowering Engineering Faculty for Teaching Writing”
Georganne Nordstrom, University of Hawaii at Manoa, “Qualitative Research as Critical Pedagogy: Working with Students as Co-Researchers to Promote Agency and Critical Literacy”
Elizabeth Narvaez-Cardona, University of California, Santa Barbara, “Latin-American Writing Initiatives in Engineering”
Charlyne Sarmiento, Univeristy of California, Santa Barbara, “Writing in the Science Lab: A Longitudinal Study of Undergraduates Developing Their Scientific Literacy”
**1-First-Year and Advanced Composition**

**G.16 After the Essay: Multimodal Revisions to FYC**

These speakers embrace recent calls to rethink the essay in FYC through video, gamification, and hybrid pedagogies.

Hilton Room 337A, Level Three

*Chair:* Russell Kirkscey, Texas Tech University  
*Speakers:* Jennifer Fallas, UMass Dartmouth, “Meaning-Making in Student-Produced Video Interviews: Rhetorical and Narrative Analyses of Explorations and Reclamations of Identities in FYC Courses”  
Sarah Dwyer, Valdosta State University, “Using Student Co-Research to Investigate Gamification in First-Year Composition”  
Nathan Wagner, Georgia State University, “The Academic Essay Is Dead (and It Needs to Stay Buried)”

**11-Research**

**G.17 The Archival Turn in Rhetoric and Composition: Avenues for Research and Methodology**

This panel highlights technological as well as rhetorical considerations of producing and/or working with an archive.

GRB Room 351B, Level Three

*Chair:* Frederick-Douglass Knowles II, Three Rivers Community College  
*Speakers:* Tatjana Schell, North Dakota State University  
Miriam Mara, North Dakota State University  
Jennifer Jacovitch

**12-Writing Pedagogies and Processes**

**G.18 Student Identities in Classroom Contexts: Negotiating Subjectivity and Power**

This panel offers four composition perspectives on transformative action-based pedagogies that engage the politics of location of students.

Hilton Room 339A, Level Three

*Chair:* Kirsten Komara, Our Lady of the Lake University  
*Speakers:* Chad Seader, Syracuse University  
Crystal Hendricks, Syracuse University  
Rachael Shapiro, Syracuse University  
Kate Navickas, Syracuse University
9-Language

G.19 Uncovering the Hidden: Composition Scholarship as Language Activism
This panel calls for language activism that uncovers covert implications in genre uptake, reflective writing, and institutional rhetoric.
GRB Room 340B, Level Three

Chair: Asao Inoue, University of Washington Tacoma
Speakers: Mandy Macklin, University of Washington, Seattle
Alison Cardinal, University of Washington Tacoma
Holly Gilman, South Seattle Community College

8-Taking Action

G.20 Resistance to Standardization: Taking Action in Curriculum and Assessment
Panelists share methods for unsetting preconceived notions of students and standardized curriculum.
Hilton 339B, Level Three

Speakers: Jason McIntosh, New Mexico Highlands University, “Placing Action: Place-based Writing as Resistance to Top-down Education Reform”
Stacy Day, Georgetown University, “Taking Action through Institutional Ethnography: Assessing What Students Are (or Aren’t) Learning about Writing as Work”
Sara Cooper, University of Houston, “Recovering the Poetry of Form amidst the Drift toward Formula: A Case Study of a Collaboration”
Erin Wecker, University of Montana, “Roots and Wings: Balancing Hybrid Sources of Knowledge in the Composition Classroom”

10-Professional and Technical Writing

G.21 Studies in Public Writing & Entrepreneurship: Shared Value, Design Thinking, and User Experience
Panelists examine theories and methods to enrich student engagement in writing practices at the heart of entrepreneurship and innovation.

Hilton Room 340A, Level Three

Chair: Lance Langdon, University of California-Irvine
Speakers: Scott Wible, University of Maryland
John Spartz, University of Wisconsin-Stout
Jonathan Maricle, University of South Carolina
11-Research

G.22  Build-Up, Movement, and Surprise in Cross-Border Research: A Networked Approach
This panel explores a networked methodological approach that emerged out of a survey-based project of 111 Canadian writing studies scholars.

Hilton Ballroom of the Americas Salon B, Level Two

Chair: Andrea A. Lunsford, Stanford University
Speakers: Jennifer Clary-Lemon, University of Winnipeg, “How Interdependencies Travel: Events and Temporality”
Derek Mueller, Eastern Michigan University, “Chreodic Build-up: Planning and Enacting a Networked Methodological Approach”
Louise Wetherbee Phelps, Old Dominion University, “Surprised by Research: Learning from a Cross-Border Study”
Andrea Williams, University of Toronto, “Surprised by Research: Learning from a Cross-Border Study”
Respondent: Roger Graves, University of Alberta

7-Institutional and Professional

G.23  Decolonizing Retention: Indigenous Methodologies, SRTOL, and Contrastive Rhetoric in Composition Pedagogy and Program Design
Critiques of retention discourse (Reichert Powell) are used to situate critical literacies/pedagogy initiatives at an R1 institution.

GRB Room 351A, Level Three

Chair: Pegeen Reichert Powell, Columbia College Chicago
Speakers: Rachel Sanchez, Washington State University, “An Experimental Writing Center as Retention Strategy”
Beth Buyserie, Washington State University, “SRTOL Pedagogy as a Retention Strategy”
Anna Plemons, Washington State University, “The Colonial Rhetoric of Progress in Retention Initiatives”
**1-First-Year and Advanced Composition**

**G.24 Disrupting Composition: Rhetorical and Activist Pedagogies for Change**
These panelists explore methods for bringing black, queer, feminist, and indigenous activism to the writing classroom.

Hilton Room 340B, Level Three

*Chair:* Erica Lange, Ohio University

*Speakers:* Danielle Slaughter, Georgia State University, “How Composition Classrooms Can Use Student-Led and Black Feminist Pedagogy for a New Generation of Activists in a Global and Multicultural Context”

Adam Ferguson, Tompkins-Cortland Community College, “Integrated Queer Theory in the Two-Year College Class Structures and Field Observations”

Yavanna Brownlee, Ohio University, Athens, “Indigenous Rhetorics and Awareness in the Writing/Composing Classroom”

Keely Mohon, Miami University, “They Say What?: Teaching Comparative Rhetoric in First-Year Composition to Combat Racism against International Students”

8-Taking Action

**G.25 Assessing Learning in Scenes of Discovery: Projection, Reflection, and (Social) Action**
We introduce a pedagogy of projection and reflection designed to discover, assess, and address the needs of diverse learners.

Hilton Grand Ballroom L, Level Four

*Chair:* Jenn Fishman, Marquette University

*Speakers:* Julie Lindquist, Michigan State University, “Directing by Following: Operationalizing the Curriculum for Diverse Learners”

Bump Halbritter, Michigan State University, “Cultivating Projections to Enact Reflection: Making the Most of Making Mistakes”

*Respondent:* Jenn Fishman, Marquette University, “Framing the Actions of Preflection”

**1-First-Year and Advanced Composition**

**G.26 Developing Institution-Wide Strategies for Graduate Writing Support in Tough Economic Times**
We describe institutional supports created for L1/L2 graduate writers, then engage the audience to capture action items for their contexts.

Hilton Room 342, Level Three

*Chair:* Thomas Lavelle, Stockholm School of Economics
Speakers: Talinn Phillips, Ohio University, “Reimagining a Writing Center for Graduate Students’ Needs”
Steve Simpson, New Mexico Tech, “Strategic Partnerships for Graduate Writing Support: Building a Campus-wide Support Network for L1 and L2 Graduate Student Writers”
Ghanashyam Sharma, Stony Brook University, “It Takes a Village: Situating Graduate Writing and Communication for International Students in the Context of Academic Transition and Success”

9-Language

G.27 Multilingualism: The New Power Language
This session discusses the importance of multilingualism in the classroom.

Hilton Room 332, Level Three

Chair: Jessica Lee, University of Houston

Speakers: Hem Paudel, University of Iowa, “Bridging the Gap between Multilingualism and Multimodality through Developing a Theory of Techno-Linguistic Mediations”
Mehtap Kocatepe, Zayed University, University College “The Impact of Digital Out-of-Class Peer Interaction on Developing Second Language Learners’ Information Literacy Skills”

10-Professional and Technical Writing

G.28 Technical Communication and Professionalization on- and Off-line
This panel presents strategies for professionalizing technical communication students for virtual and face-to-face workplaces.

Hilton Room 343B, Level Three

Chair: Megan Levad, University of Michigan

Speakers: Vincent Robles, Iowa State University, “Fostering Symbolic-Analytic Editing Values in Advanced Communication Students”
Dauvan Mulally, Writing Professor, “The Invisible Office: Preparing Writing Students for the Virtual Workplace”
Scott Kowalewski, Saginaw Valley State University, “Strategic Articulation and Knowledge Management, Assessing Forward in TPC: Internships and Advisory Boards”
Steve Benninghoff, Eastern Michigan University, Ypsilanti, “Strategic Articulation and Knowledge Management, Assessing Forward in TPC: Internships and Advisory Boards”
Matt Baker, Iowa State University, “Fostering Symbolic-Analytic Editing Values in Advanced Communication Students”
II-Research

G.29 Uncovering Students’ Dispositions toward Writing: Taking Action on Stereotype Threat in Writing Classes through New Research

Discusses cross-institutional empirical research on writing dispositions in order to counter stereotype threat in writing classrooms.

GRB Room 340A, Level Three

Chair: Paul Feigenbaum, Florida International University
Speakers: Andrew Suralski, University of Wisconsin-Eau Claire, “Identifying Conditions for Stereotype Threat in First-Year Composition: The Connection between Dispositions and Mindsets”
Vanessa Kraemer Sohan, Florida International University, “I ____ Writing”: Measuring Students’ Dispositions at a Hispanic Serving Institution”
Shevaun Watson, University of Wisconsin-Milwaukee, “Studying Stereotype Threat: Methodological Concerns and Action-Oriented Advice”

II2-Writing Pedagogies and Processes

G.30 Respecting Rhetorical Choices: Coding as a Way of Reading L2 Writing

Four WPAs examine the benefits and limitations of using rhetorically-based coding practices to read and assess L2 student writing.

GRB Room 351E, Level Three

Chair: Holly Bauer, University of California, San Diego
Speakers: Madeleine Picciotto, University of California, San Diego, “Coding and Code-Switching: Tutor Training and L2 Writers”
Holly Bauer, University of California, San Diego, “Coding and Its Limitations: FYC and the L2 Writer”
Karen Gocsik, University of California, San Diego, “Coding as a Way of Reading”
Jeff Gagnon, University of California, San Diego, “Reading L2 Papers in a Writing-Intensive Content Course”

II4-Writing Programs

G.32 Alumni in Action: Showing the Value of Degree Programs in Writing by Reflecting on the Work of Their Alumni

Reports on research about paths taken by alumni of degree programs in writing and the implications for program design.

GRB Room 351C, Level Three
**Chair:** Jennifer Light, Indiana Wesleyan University  
**Speakers:** Ellen Schendel, Grand Valley State University  
Christopher Toth, Grand Valley State University  
Laurence Jose, Grand Valley State University

**5-History**

**G.33 Composing Activist Historiographies**  
This panel explores the rhetorical, interventionist, and activist work of historiography.

Hilton Room 343A, Level Three

**Chair:** Ellen Cushman, Northeastern University  
**Speakers:** KJ Rawson, College of the Holy Cross, Worcester  
Elizabeth Ellis, University of Maryland  
Jessica Enoch, University of Maryland

**13-Theory**

**G.34 Rhetorics of Disruption**  
This panel explores resistance to the terminologies associated with power and power structures.

Hilton Room 333, Level Three

**Chair:** Erika Lindemann, University of North Carolina at Chapel Hill  
**Speakers:** Joshua Barsczewski, University of Massachusetts, “Grinding Rhetorics: Embodiment and Agency in Geosocial Networks”  
Justin Hatch, University of Texas at Austin, “Civility as Suppression: COINTELPRO and Responding to Black Power”  
Elizabeth Bentley, University of Arizona, “Shaking up the Grid: Reimagining Peace as Play through #JewsAndArabsRefuseToBe Enemies”

**13-Theory**

**G.35 Re-Imagining the Student-Subject of Composition**  
Composition has too narrowly defined its subject as a student looking to succeed in college writing tasks.

Hilton Room 335A, Level Three

**Chair:** Ann-Marie Lopez, McMurry University  
**Speakers:** Geoffrey Sirc, University of Minnesota  
Brooke Rollins, Lehigh University  
Jeff Rice, University of Kentucky  
Thomas Rickert, Purdue University
H Sessions: 11:00 a.m.–12:15 p.m.

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<th>Taking Action Workshop Sessions</th>
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<td><strong>H.36</strong> Taking Action Workshop: Framing Messages</td>
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<td>Speaker: Jenna Fournel, National Council of Teachers of English</td>
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<td><strong>H.37</strong> Taking Action Workshop: Influencing Policy</td>
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<td>Speakers: Lori Shorr, Temple University</td>
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<td>Carolyn Calhoon-Dillahunt, Yakima Valley Community College</td>
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<td>Hilton Sky Walk, Level Two</td>
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<tr>
<td>An Argument for Empathy in the Teaching of Writing</td>
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<td>Teaching empathy in composition in an effective means to precipitate action.</td>
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<td>Katlyn Firestone, Michigan State University</td>
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<td>Answering Malinowitz’s Call: Finding Out about Rhetoric &amp; Composition’s LGBTQ Students</td>
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<tr>
<td>This poster focuses on how LGBTQ students’ sexuality and sexual identity impact their writing and literacy practices.</td>
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<tr>
<td>Hillery Glasby, Ohio University</td>
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<td>Branding and Promoting Writing Programs at STEM Colleges</td>
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<td>The WPA and WC director collaborated using the Boston Consulting Group Matrix to brand Writing Studies to STEM colleagues.</td>
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<tr>
<td>Justin Everett, University of the Sciences</td>
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<tr>
<td>Patricia Egbert, University of the Sciences</td>
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Digital Counterpublics: Writing Action through Augmented Reality Criticisms (ARCs)
This poster showcases several augmented reality projects that demonstrate how writing with AR tools can promote social awareness and action.
Melissa Bianchi, University of Florida
Jacob Greene, University of Florida

Engaging and Empowering Diverse Learners through Visual and Digital Tools
This poster illustrates how digital tools and multimodal pedagogies can be used to make writing more accessible for diverse learners.
Diantha Smith, Idaho State University

Multimodal Communication in the Disciplines: A Snapshot and Implications for Strategic Action in WAC/WID
This poster addresses the scholarly/pedagogical roles of multimodal communication across disciplines and implications for WAC/WID programs.
Robin Snead, University of North Carolina-Pembroke

New Black Boxes: Technologically Mediated Intercultural Rhetorical Encounters
Presentation explores using Activity Theory and Actor-Network Theory for writing and analysis in digital intercultural rhetorical situations.
Beau Pihlaja, The University of Texas at El Paso

Reading in the Studio: Taking Research-Based Action to Teach Disciplinary Reading Practices
I will present research findings about writing studio courses as potential sites for identifying and addressing reading problems.
Nicole MacLaughlin, University of Notre Dame

Taking Action on a Traditional Writing Strategy: Revising Peer Response for the Millennial Generation
This poster outlines how peer response revised into group conferencing increases its effectiveness among the Millennial Generation.
Crystal Bickford, Southern New Hampshire University

Writing for Transfer across General Education
This poster details preliminary results of a longitudinal study that traces transfer in students’ writing across Gen Ed and WID classes.
Morgan Gresham, University of South Florida St. Petersburg
2-Basic Writing

H.01 Articulation and Transfer from High School through College
These speakers discuss the challenges and promises of transfer between institutions, and from program to program within an institution.

Hilton Room 327, Level Three

Chair: Elizabeth Lopez, Georgia State University
Speakers: Brandie Bohney, Indiana University Purdue University Indianapolis, “Encouraging Transfer in Basic Writers Through Discovery”
James Pacello, Berkeley College, “Three Critical Methods for Teaching Basic Writing to Foster Transfer of Learning”

3-Community, Civic & Public

H.02 #Activism: Literacies, Resistance, and Transhumanism
In this session, panelists analyze the intersections of technologies and writing practices.

Hilton, Room 335A, Level Three

Chair: Kim Brian Lovejoy, Indiana University Purdue University Indianapolis
Speakers: Jessie Casteel, University of Houston, “Publicity Without End: the Transhuman Future of Publics and Counterpublics”
Elizabeth Losh, University of California, San Diego, “The Metadata Is the Message: Hashtag Activism and Social Movements”

5-History

H.03 Revisiting, Recovering, and Revising Literacy
These speakers historicize definitions of Literacy on both national and regional scales, particularly as focused on activism and advocacy.

Hilton Room 328, Level Three

Chair: Peter Mortensen, University of Illinois at Urbana-Champaign
Speakers: Areti Sakellaris, Northeastern University, “(Shadow) Literacy Sponsorship in the Archive: Woody Guthrie’s Correspondence with Alan Lomax at the Archive of American Folk Song”
Ryan Skinnell, San Jose State University, “Conceding Composition: How FYC Helped Reorient Higher Education in the GI Bill Era”
Samantha NeCamp, University of Cincinnati, “The Newspaper as Archive: Recovering Literacy Sponsorship in Central Appalachia”
Peter Mortensen, University of Illinois at Urbana Champaign, “Revisiting Assumptions in Historical Research on Literacy: A Necessary Prelude to Activism”

6-Information Technologies

H.04 Multimodal Literacy in Academic Discourse: The Question of Teaching Technology in Online Composition Classes
We seek to answer the question: How important is it to teach technology when implementing multimodal composition?
Hilton Room 329, Level Three

Chair: Elizabeth Loyer, University of South Florida
Speakers: Andrew Bourelle, University of New Mexico
Maya Alapin, University of New Mexico
Tiffany Bourelle, University of New Mexico

1-First-Year and Advanced Composition

H.05 Teaching through Strategic Troubling: Fostering Flexible Learning across Writing Curriculum Contexts
We discuss how to foster transfer and flexible knowledge through a variety of instructional approaches in the classroom and writing center.
Hilton Room 330, Level Three

Chair: Ryan Roderick, Carnegie Mellon
Speakers: Ana Cooke, Carnegie Mellon University, “‘Troubling’ Meta-awareness: Fostering Transfer through Strategic Reflections”
Jessica Harrell, Carnegie Mellon University, “‘Troubling’ Instructor Feedback: Fostering Transfer Through Strategic Commenting”
Nisha Shanmugaraj, Carnegie Mellon University, “Building the Bridge: Fostering Transfer from First-Year Writing to STEM Contexts”
Danielle Wetzel, Carnegie Mellon University, “Teaching Writing for the Wheelhouse: Students’ Perceptions of Their Learning”
1-First-Year and Advanced Composition

H.06 Writing in the Global: Case Studies from WID and WAC Work
We explore the articulation between the globalization of the academy, and WAC and WID pedagogies and curricula, using three US case studies.

Hilton Room 335B, Level Three

Chair: Andrew Lucchesi, The Graduate Center, CUNY
Speakers: Rebecca Dingo, University of Massachusetts, “Engaging the Globe through Writing Human Rights”
Rachel Riedner, George Washington University, “Translocal Writing Pedagogies and Literacies in Ireland and South Africa”
Jonathan Dueck, The George Washington University, “Live and Face-to-Face: Engaging the Local through Performance in the Writing Classroom”
Respondent: Jennifer Wingard, University of Houston

H.07 The Translingual Writing Center
This session explores language diversity as a central component of writing center work.

Hilton Room 336A, Level Three

Chair: Terese Thonus, University of Kansas
Speakers: Nancy Alvarez, St. John’s University, “Tutoring while Latina: Making Space for Nuestras Voces in the Writing Center”
Adam Gray, Fashion Institute of Technology, SUNY, “Translingual (Re)Actions to Writing Situations: Peer Writing Tutors as Language and Genre Diplomats”
Marino Fernandes, University of New Hampshire, “Now You’re Speaking My Language: Non-Native English Speakers H.E.L.P.ing Peer Multilingual Writers”
Tzu-Shan Chang, Wenzao Ursuline University of Languages, “What Risks Is a Writing Center Ready to Confront? A Case Study of an Adapted Writing Center in L2 Context”

1-First-Year and Advanced Composition

H.08 No Longer “Experimental”: Collage as Normative Practice, from First-Year Writing to Dissertation
Collage is not an “experimental” rhetorical choice but one that should be taught and accepted at all levels of writing instruction.

Hilton Room 335C, Level Three
Chair: Tara Roeder, St John’s University
Speakers: Sharon Marshall, St. John’s University
Dan Collins, Manhattan College
Derek Owens, St. John’s University
Nathalie Virgintino, St. John’s University
Respondent: Roseanne Gatto, St John’s University

3-Community, Civic & Public

H.09 Neuroqueer Rhetorics, Neuroqueering Rhetoric
Caucus and SIG members discuss intersectionality, oppression, & social justice in CCCC & build a coalition to enact change. #alliance4action
Hilton Grand Ballroom I, Level Four

Chair: Garrett Nichols,
Speakers: Melanie Yergeau, University of Michigan, “Rhetoric - Not Otherwise Specified”
Elizabeth Grace, National Louis University, “Neuroqueer Warrant”
Elizabeth Hassler, Humboldt State University, “Online Community Moderation Meets Universal Design?: NeuroQueer Leadership and Facilitation Rhetorics”
Bridget Allen, Autonomous Press, The Octans Partnership, “Neuroqueering Constructs within the Lived Experience”

6-Information Technologies

H.10 Theorizing Rhetoric and Language in Digital Gaming Spaces
Using rhetorical and cultural theories, this panel investigates writing and second language practices in digital gaming spaces.
Hilton Room 336B, Level Three

Chair: Michael Lueker, Our Lady of the Lake University
Speakers: Jennifer England, New Mexico State University, “Using Virtual Game Spaces to Stimulate Critical Thinking, Rhetorical, and Reflective Writing Skills in the College Composition Classroom”
Erica Baumle, Texas Tech University, “Taking Action: Examining the Digital as Composition Instruction”
Matthew Kelly, University of Pittsburgh, “The Game of Writing, the Writing of Games: Creating Functional Epistemologies in the Composition Classroom”
Sonia Sharmin, University Of Georgia, “Second Language Writing: A Rhizomatic Approach through Gaming Forums”
Friday, 11:00 a.m.–12:15 p.m.

7-Institutional and Professional

H.11 Strategies of New Writing Faculty: A Discussion on the Construction of Professional Identity
A discussion of the study “Faculty Identity Construction through Language,” funded by the 2015 CCCC Research Initiative grant.

Hilton Room 337A, Level Three

Chair: Ryan Madan, WPI
Speakers: Brittany Salin Tilley, Nova Southeastern University
Claire Lutkewitte, Nova Southeastern University
Molly Scanlon, Nova Southeastern University
Juliette Kitchens, Nova Southeastern University

13-Theory

H.12 Queering Rhetorics: Rethinking Archival History and Multimodality
This panel uses queer theory as a framework for rereading archival and multimodal methods.

Hilton Room 337B, Level Three

Chair: Marcela Hebbard, University of Texas-Pan American
Speakers: Benjamin Zender, University of Massachusetts Amherst,
“‘Dear Lou’: Archival Orientations, Queer Performances, and the Sexual Minorities Archives”
Gerald Jackson, University of South Carolina, “Performance and Disidentification: Towards a Theory of Queer Modalities and Networked Communication”
Michael Baumann, University of Louisville, “Taking Action to Avoid Apathy: Theorizing Queer Histories”

8-Taking Action

H.13 Writing and (Re)Action: RTTP and Composition
Our panel will demonstrate Reacting to the Past in action and will present, perform, and embody the pedagogy as a composition best practice.

Hilton Room 342, Level Three

Chair: Elizabeth Grbavcich, University of Wisconsin-Superior
Speakers: Rachel Bowser, Georgia Gwinnett College, Atlanta,
“(Re)Action to Darwin: Pedagogy of Problem-Solving”
Allison Belzer, Armstrong State University, “(Re)Action to Rousseau and Cicero: Transformation and Communication across the Curriculum”
Elizabeth Howells, Armstrong State University, “(Re)Action to Socrates: Retention, Progression, and Composition”
1-First-Year and Advanced Composition

H.14 Getting around What Gets in the Way: Strategies for Success in FYC
These presenters explore critical, reflective strategies to support writers in FYC.
Hilton Room 333, Level Three

Speakers: Martha Schaffer, Case Western Reserve University, “A Theory of Self-Assessment: Writing One’s Own Potential”
Jennifer Gray, College of Coastal Georgia, Brunswick, “‘I’m a procrastinator because…’: Adding Student Voices to the Conversations about Procrastination in First-Year Writing Courses”
Bret Zawilski, Appalachian State University, “Managing the Materials: Roadblocks, Workarounds, and Dispositions in Digital Remediations”

12-Writing Pedagogies and Processes

H.15 Bringing Tacit Writing Knowledge to Light: On The Possibilities and Limitations of Fostering Explicit Awareness of Disciplinary Writing Practices
In 3 case studies, we discuss the benefits of and obstacles to developing writers’ explicit knowledge of their writing practices.
Hilton Room 338, Level Three

Chair: Zak Lancaster, Wake Forest University
Speakers: Zak Lancaster, Wake Forest University, “Turning Up the Volume on Valued Argumentative Moves in Philosophy”
Andrea Olinger, University of Louisville, “When Self-report Contradicts Practice: Understanding the Tenacity of Writers’ Beliefs”
Megan Callow, University of Washington, “The Universal vs. the Particular: How Discipline Shapes faculty Conceptions of Writing”

11-Research

H.16 Digital Research
This panel provides ethical strategies and practices for researching and coding digital writing and digital spaces.
Hilton Room 343A, Level Three

Chair: Keith Rhodes, Hastings College
Speakers: Benjamin Miller, Graduate Center, CUNY, “Climbing the Writing Studies Tree: Profiles of Mentorship”

continued on next page
Naomi Silver, University of Michigan, “Coding ePortfolios for Web-Sensibility: Putting Multimodality into Action in Qualitative Research Analyses”
Cristy Beemer, University of New Hampshire, “Honoring the Avatar: Acting Responsibly in Online Research Methodology”
Katelyn Burton, University of Rhode Island, “Obscurity, Obsolescence, and Deletion, Oh My! Coping with Ephemerality in Digital Writing Research”

7-Institutional and Professional

H.17 What New Second Language Writing Professionals Are Doing to Break the Mold: Opportunities, Responsibilities, and Challenges
Panelists explore opportunities and challenges untended L2 writing professionals face as administrators, teachers, and scholars.
GRB Room 351A, Level Three

Chair: Gail Shuck, Boise State University
Speakers: Katherine Silvester, Indiana University, “Entering the Fray: A Multilingual Writing Coordinator’s First-Year Experience”
Lindsey Ives, Embry-Riddle Aeronautical University, “Inventing This Position: SLW Administration at a Private Technical University”
Tanita Saenkhum, University of Tennessee, “Working toward a Tenured WPA: Researching, Teaching, and Administrating”
Missy Watson, The City College of New York, CUNY, “Pushing Back at Pushback: Ideological Constraints Facing SLW Administrators”

8-Taking Action

H.18 New Thoughts on Writing and First-Language Teaching
Recognizing the political character of writing and language use, what new actions shall we take in classrooms, universities, and at large?

Hilton Ballroom of the Americas Salon B, Level Two

Chair: Jaime Mejia, Texas State University
Speakers: Christine Farris, Indiana University
David Bleich, University of Rochester
Deborah H. Holdstein, Columbia College Chicago
Todd Craig, Medgar Evers College, CUNY
Keith Gilyard, Pennsylvania State University
Respondent: Kelly Ritter, University of Illinois at Urbana Champaign
H.19 **The Genre Project: An Interim Report on Collaborations between WPAs and Disciplinary Faculty about Genre and the Problem of Transfer**

This interactive roundtable reports on research involving collaborations between WPAs and faculty about genre and the problem of transfer.

**Hilton Ballroom of the Americas Salon D, Level Two**

**Chair:** Jordynn Jack, University of North Carolina at Chapel Hill  
**Speakers:**  
Emily Bunner, University of North Carolina at Chapel Hill, “Reading and Genre Based Writing”  
Jennifer Stockwell, University of North Carolina at Chapel Hill, “The Genre Project: Studying Transfer from FYC to Disciplinary Courses”  
Ashley Hall, Alma College, “Activating Transfer beyond FYC”  
Sarah Singer, University of North Carolina at Chapel Hill, “Identifying Genres to Encourage Transfer”  
Jane Danielewicz, University of North Carolina Chapel Hill, “Faculty Expectations of Student Writing in Disciplinary Courses”

H.20 **Civil Discourse and the Writing Center: Code-Meshing, Euphemizing, and Troubling Correctness**

This presentation explores the possibilities and possible pitfalls of teaching and engaging in civil discourse in and for writing centers.

**Hilton Room 339A, Level Three**

**Chair:** Lilian Mina, Miami University  
**Speakers:** Tatiana Glushko, Jackson State University  
Douglas Kern, University of Maryland, “Teaching Truths in Tutor Training”  
Kathi Griffin, Jackson State University, “Negotiating”  
Molly Parsons, University of Michigan, “I Wouldn’t Call It Conflict”

H.21 **WAW, Reconsidered**

Avenues for expanding WAW and facilitating discussions on WAW 2.0 aspirations for action in our teaching, research, and administration.

**Hilton Ballroom of the Americas Salon C, Level Two**

**Chair:** Paige Mitchell, University of Maine  
**Speakers:** Kelly Wavering, St. Louis Community College  
Christina Grant, University of Alberta  
Heather Camp, Minnesota State University, Mankato  
Jan Rieman, University of North Carolina, Charlotte  
Rebecca Block, Daytona State University  
Barbara Bird, Taylor University
**1-First-Year and Advanced Composition**

**H.22 Hostile Writing: A Need to Explore These Forbidden Spaces**
This panel explores various forms of hostile writing spaces and its need to explore those spaces.

Hilton 339B, Level Three

*Chair:* Michele Moragne e Silva, St. Edward’s University  
*Speakers:* Ashley Ludewig, University of Louisville, “The Military Meets the University: Understanding Literacy Practices and Patterns of Sponsorship among First-Year Military Students and Student Veterans”  
PJ Vierra, University of Texas, El Paso, “The University and the Porn Star”  

**8-Taking Action**

**H.23 Roles for Writing Studies in Graduate Writing Support: Three Sites for Action**
This panel offers approaches, tools, and critical perspectives for comp/rhet scholars to support grad student writers.

Hilton Room 343B, Level Three

*Chair:* Jenae Cohn, University of California, Davis  
*Speakers:* Heather Blain Vorhies, University of North Carolina, Charlotte  
Linda Macri, University of Maryland  
Kate Mangelsdorf, University of Texas at El Paso

**1-First-Year and Advanced Composition**

**H.24 Troublesome Contexts for Writing Transfer**
These panelists explore the “trouble” of transfer in multiple contexts and other research-based responses for making transfer work.

Hilton Room 340A, Level Three

*Chair:* Renee Moreno, California State University, Northridge  
*Speakers:* Lisha Daniels Storey, University of Massachusetts Amherst, “Standardized Testing and Students’ Prior Knowledge: Implications for “Transfer””
Mariam Kushkaki, Arizona State University, Tempe, “Unapologetically Embrace the General Education Function: Reconciling Transfer and Writing about Writing with First-Year Composition”
Sandie Friedman, George Washington University, “Concepts of Transfer in Multidisciplinary First-Year Composition Programs”

7-Institutional and Professional

H.25 Risky Business: Neoliberalism, Corporate Culture, and Higher Education
This panel examines the ways neoliberalism influences both the action and inaction of writing teachers, students, and administrators.

Hilton Room 340B, Level Three

Chair: Joan Mullin, University of North Carolina Charlotte
Speakers: Paige Hermansen, University of Arkansas
Zachary Beare, University of Nebraska-Lincoln, “But Will This Get Me a Job?”
Marcus Meade, University of Nebraska-Lincoln, “Do We Lead or Follow?: Leadership and Management in Teacher Development”
Darin Jensen, Metropolitan Community College, “Neoliberalism and the Community College”
Respondent: Shari Stenberg, University of Nebraska-Lincoln

H.26 Breathe, Move, and Write: Embodied Thinking Creates Engaged Writers
This panel offers contemplative pedagogies to help our students connect with all texts, the world & each other, using breath, mind, and body.

GRB Room 351C, Level Three

Chair: Asao Inoue, University of Washington Tacoma
Speakers: Emily Beals, California State University, Fresno, “The Contemplative Writing Class: A Mindfulness Based Approach toward Ontological Meaning-Making”
Donna Strickland, University of Missouri, “Composing with Relational Mindfulness”
Jennifer Consilio, Lewis University, “Let’s Get Moving: Using Mind, Movement, and Imagination in the Writing Classroom”
**14-Writing Programs**

**H.27 Embrace the Funk: Rhetorically Repositioning Two-Year College WPA Work as Social Justice**  
A dialogue on how rhetorically repositioning two-year college writing program development as social justice requires embracing the funk.

GRB Room 340A, Level Three

*Chair:* Caitlin Elliott, Liberty University  
*Speakers:*  
Kirsten Higgins, Green River Community College, “Speaking the Language of Two-Year College Faculty”  
Jeffrey Klausman, Whatcom Community College, “The Funk of WPA Work at the Two-Year College”  
Anthony Warnke, Green River Community College, “Speaking the Language of Two-Year College Faculty”

**11-Research**

**H.28 Transnational Ethnography in Action: An Updated Framework for Studying the Global Circulation of People and Writing**  
This session examines methodological frameworks for transnational literacy ethnography.

GRB Room 351D, Level Three

*Chair:* Melissa Nivens, Midwestern State University  
*Speakers:*  
Eileen Lagman, University of Illinois at Urbana Champaign, “Literacy Remains: Transnational Ethnography and Literacy as Loss”  
Kate Vieira, University of Wisconsin-Madison, “Fieldwork with a Five-Year Old: Transnational Literacy Research on Three Continents”  
Steven Alvarez, University of Kentucky, “A Translocational Orientation to Transnational Ethnography and Translingual Literacies”

**2-Basic Writing**

**H.29 Redefining Behaviors and Quality: Course Contracts and the Negotiation of “Good Writing” in a First-year Basic Writing Course**  
Four graduate instructors will discuss how the use of course contracts in a basic writing course can lead to increased student success.

GRB Room 340B, Level Three

*Chair:* Tony Scott, Syracuse University
Speakers: Olivia Bushardt, University of Southern Mississippi, “Risk and Improvement: Basic Writers and Course Contracts”
Allison Tharp, The University of Southern Mississippi, “Student-Teacher Negotiation of Quality Writing with Course Contracts”
Emily Martin, University of Southern Mississippi, “Continuous Revision, Course Contracts, and ‘Good Writing’”
Missy Wallace, University of Southern Mississippi, “Negotiating Student-Teacher Anxiety with Course Contracts”

7-Institutional and Professional
H.30 GED to College Degree: Nontraditional Students & Alternative Pathways to College
High school equivalency courses are pathways to college and important sites of learning for graduate students preparing to teach writing.
Hilton Room 332, Level Three

Chair: Christine O’Keefe, University of New Hampshire
Speakers: Maria Vint, City College of New York, “The Bridge to Success: GED Program at LaGuardia Community College”
Wynne Ferdinand, John Jay College/LaGuardia Community College, CUNY, “GED to College Degree: Supporting Transitions to College Writing Classrooms”
Barbara Gleason, City College of New York, City University of New York, “Expanding the Boundaries of Composition Graduate Education to Include Adult Learning & Adult Education”

3-Community, Civic & Public
H.31 “Stories That Change You”: Birth Stories as Rhetorical Action
This panel explores how the composition and sharing of stories facilitate or suggest possible actions.
GRB Room 351B, Level Three

Chair: Carolyn Ostrander, Syracuse University
Speakers: Marika Seigel, Michigan Technological University
Lori De Hertogh, Washington State University
Sheri Rysdam, Utah Valley University
6-Information Technologies

H.32 Multimodal Literacies: Sonic Pedagogies and Robot Languages
The panelists consider the relationships between sonic pedagogy, multimodal literacies, and natural language generation software.

GRB Room 351E, Level Three

Chair: Sushil Oswal, University of Washington
Speakers: Michael Harker, Georgia State University, “Don’t Just Do Something, Sit There: Listening for the Resurgence of Expressivism and the New Action(s) of Literacy”
Matthew Sansbury, Georgia State University, “Taking Action by Transferring Literacy across Multimodal Contexts: ‘Visual Languages That Interface Many Kinds of Discourses’”

II-Research

H.33 Conundra of Tracing Learning Transfer: Methodological Reflections and Data Early in a Longitudinal Study
We examine methodological confounds in identifying transfer of learning from FYC to later writing as sources of insight themselves.

Hilton Ballroom of the Americas Salon A, Level Two

Speakers: Miles Nolte, Montana State University, “Writing in the Student Learning Experience: Student Perceptions of the Role of Writing in Their Classes”
Kim Hoover, Montana State University, “Transferring Concepts without Vocabulary: Nonlinguistic Metacognition”
Mark Schlenz, Montana State University, “Heisenberg and the Learning Transfer Interview”
Doug Downs, Montana State University, “Do We Know *Anything*? On Designing Fault-Probable Methods”
2-Basic Writing

H.34 Basic Writing at the Edges of Feasibility: A Cross-Institutional Comparison of Shifting Demographics, Assessment as Praxis, and Curricular Reform

Inspired by calls to move basic writing to the “leading edge,” we explore the potential that arises when BW-as-usual is no longer feasible.

GRB Room 351F, Level Three

Chair: Susan Naomi Bernstein, Arizona State University, Tempe

Speakers:
Andrew Anastasia, Frostburg State University, “Frayed Edges: Negotiating the Affective Dimensions of Basic Writing Program Assessment and Reform”
Joyce Meier, Michigan State University, “From Edge to Center: Re-Framing a Preparation-for-College-Writing Course”

Respondent: Susan Naomi Bernstein, Arizona State University, Tempe

8-Taking Action

H.35 Writing as Making; Making as Writing

This panel will explore what’s possible in our research and practice when we position writing as making, and making as writing, and the ways that it can support taking action and countering systemic inequities as well as the questions and challenges raised.

Hilton Grand Ballroom L, Level Four

Chair: Elyse Eidman-Aadahl, National Writing Project

Speakers:
Mia Zamora, Kean University Writing Project
Peter Kittle, Northern California Writing Project
Jennifer Beradino, Museum of Fine Arts
Lil Brannon, University of North Carolina, Charlotte
I Sessions: 12:30–1:45 p.m.

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<td>Glenda Eoyang, HSD Institute</td>
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3-Community, Civic & Public

I.01 The Company We Keep: Taking Action with Partners in the Study of Religion and Rhetoric
This panel examines resources within religious rhetorics for taking institutional and pedagogical action.
GRB Room 340A, Level Three

Chair: Beth Daniell, Kennesaw State University
Speakers: TJ Geiger, Lamar University, “‘Speaking Christian’: Writing Teachers’ Religious Vocabularies”
Heather Thomson-Bunn, Pepperdine University, “‘He Who Keeps Them Awake’: A Native American Rhetor Addresses the Composition Classroom”
Vicki Tolar Burton, Oregon State University, “Spiritual Climate Change at a Land Grant University: Marcus Borg’s Rhetorical Legacy”

Respondent: Beth Daniell, Kennesaw State University

12-Writing Pedagogies and Processes

I.02 Between the Lines: Exploring Difference in Students’ Response to Feedback
This session reports on the results of two research projects that explore how students understand and respond to feedback on their writing.
Hilton Ballroom of the Americas Salon C, Level Two
Chair: Lindee Owens, University of Central Florida

Speakers: Bridget Wagner, DePaul University
Lauri Dietz, DePaul University, “What Do We Talk about When We Talk about Writing: Writing Fellows”
Darsie Bowden, DePaul University, “Responding to Writing: Student Perspective”
Amanda Gaddam, DePaul University, “Perceptions and Reality of Students’ Revisions”

Respondent: Nancy Sommers, Harvard University

11-Research

I.03 By the Tutors, For the Tutors: Undergraduate Research in the Writing Center

This panel argues for a writing center in which the research agenda is carried forward by the primary stakeholders: the tutors themselves.

Hilton Room 327, Level Three

Chair: Melissa Ianetta, University of Delaware
Speakers: Rachael Zeleny, Alvernia University, “Creating a (Tiny) Army: Undergraduate Research as an Agent of Institutional Change”
Michael McCamley, University of Delaware, “To Be Real: Harnessing the Benefits of Undergraduate Research in Tutor Training”
Melissa Ianetta, University of Delaware, “Strange Angels and Stranger Angles: Genre Transformation in Undergraduate Research”

8-Taking Action

I.04 Resocializing Writing Assessment: Articulating Social Justice Perspectives in Writing Assessment Practice

We frame social justice theory for the purposes of writing assessment and describe three models of assessment as social action.

Hilton Grand Ballroom L, Level Four

Chair: Asao Inoue, University of Washington Tacoma
Speakers: Matthew Gomes, Michigan State University, “Decolonizing Methodologies for Writing Program Assessment”
Mya Poe, Northeastern University, “Articulating the Possibilities of Social Justice Theory”
Irvin Peckham, Drexel University, “Redistributing Power in Writing Assessment”
David Green, Howard University, “Using Writing Assessment at HBCUs to Address Racial Injury”
3-Community, Civic & Public

I.05 Renegotiating the Public Imagination of American War: Masculinist Tropes of Veterans, War, and Trauma
This panel reconfigures masculinist tropes about military service in veterans’ writing, military rhetorics, and the composition classroom.

Hilton Room 328, Level Three

Chair: Liam Corley, U.S. Naval Academy
Speakers: Mariana Grohowski, Massachusetts Maritime Academy, “The Trope of the Female Veteran in Military Women’s War Writing”
Lydia Wilkes, Idaho State University, “Deliberating across Difference in the Composition Classroom”
April Cobos, Old Dominion University, “The Trope of the Warrior: Negotiating Warrior Ethos as a Female in a Combat Related Military Community”

8-Taking Action

I.06 Ready, Set . . . Action? Stories as a Means of Going Public
Speakers on this panel offer an appreciative critique of narrative as composition’s primary means of going public amidst reform.

Hilton Room 329, Level Three

Chair: Donald Pardlow, Claflin University
Speakers: Merrilyne Lundahl, University of Nevada, Reno
Katrina Miller, University of Nevada, Reno
Jim Webber, University of Nevada, Reno

13-Theory

I.07 Acting by Design: Multimodal Activism on the Streets, in the Classroom, and through the Writing Center
This panel examines multimodality’s power as an agent of activism across three sites: the streets, the classroom, and the writing center.

Hilton Room 330, Level Three

Chair: Kristie Fleckenstein, Florida State University
Speakers: Katherine Bridgman, Texas A&M University-San Antonio, “In the Heart of Multimodal Activism: Crafting a Visible Community of Writers through the Writing Center”
Kristie Fleckenstein, Florida State University, “Synaesthetic Persuasion: Multimodal Activism as a Rhetoric of the Senses”
Scott Gage, Colorado State University-Pueblo, “A Pedagogy of Multimodal Activism: Resisting the Multimodal Message in the Classroom”
10-Professional and Technical Writing

I.08 Global Contexts of Scientific Literacies
Panelists will bring diverse global contexts (China and Mexico) for considering scientific literacies in the pedagogy and practice of technical communication.

Hilton Ballroom of the Americas Salon F, Level Two

Chair: Joanna Paull, Lakeland Community College
Speakers: Laura Vazquez, Benémerita Universidad Autónoma de Puebla, “Scientific Disciplines and Literacy: Communication in Second Language Challenge of Mexican Doctoral Students”
Suresh Canagarajah, Pennsylvania State University, “Multimodal Resources of Multilingual Professionals in STEM Writing: An Activity-based Orientation”
Xiaoli Li, University of Dayton, “Technical Translation as Bridge Course for Technical Communication in ESL Contexts: A Case Study of Technical Translation in China”
Baotong Gu, Georgia State University, “East Meets West on Flat Design: The Convergence and Divergence of Chinese and American Rhetorical Principles”
Meng Yu, Georgia State University, “East Meets West on Flat Design: The Convergence and Divergence of Chinese and American Rhetorical Principles”
Huiling Ding, North Carolina State University, “Technical Translation as Bridge Course for Technical Communication in ESL Contexts: A Case Study of Technical Translation in China”

I.09 Do the Right Thing: Ethics as Classroom Action
This panel offers pedagogical strategies for supporting ethical awareness in the writing classroom.

GRB Room 340B, Level Three

Chair: Bronwyn T. Williams, University of Louisville
Speakers: John Duffy, University of Notre Dame, South Bend, “Enactments of Virtue”
Paula Mathieu, “Mindful Inquiries: Stillness as Ethical Social Action”
Lois Agnew, Syracuse University, “Language Ethics: Revitalizing Style in the Writing Classroom”
Friday, 12:30–1:45 p.m.

10-Professional and Technical Writing

I.10 Collaborative Teaching and Integration—Where Writing Positions Itself between STEM Education and Professional Accreditation
Problem-based learning for engineering students in an activity-based, collaborative environment with integrated assignments for project work.

Hilton Room 332, Level Three

Chair: Les Perelman, Massachusetts Institute of Technology
Speakers: Tatiana Teslenko, The University of British Columbia
          Hongxing Qi, The University of British Columbia
          Michael Schoen, The University of British Columbia

13-Theory

I.11 Re-Reading Appalachia: Literacy, Place, and Cultural Resistance
This panel argues that theories of Appalachian literacies must account for the specific regional history and uses of the term “literacy.”

Hilton Room 336A, Level Three

Chair: Kim Donehower, University of North Dakota
Speakers: Joshua Iddings, Virginia Military Institute, “Re-reading Appalachian Literacy: A Functional Linguistics Approach”
          Emma Howes, Coastal Carolina University, “Libraries and Living Rooms: An Exploration of Where Archives and Communities Meet”
          Sara Webb-Sunderhaus, Indiana University-Purdue University Fort Wayne, “Re-shaping Literacy Studies: A Theory of—and for—Appalachia”

13-Theory

I.12 Decolonizing Writing, Writing as Decolonization
Challenging and unsettling Eurocentric approaches through indigenous rhetorics and decolonial activism.

Hilton Room 336B, Level Three

Chair: Laurie Pinkert, University of Central Florida
Speakers: Gail MacKay, University of Saskatchewan
          Qwo-Li Driskill, Oregon State University
          Chelsea Murdock, University of Kansas
I.13 Disability Studies and Transformative Access
Transforming access in graduate seminars, writing processes, and classroom technologies.
Hilton Room 337A, Level Three

Chair: Patricia Poblete, Iowa State University
Speakers: Carly West, University of Missouri-St. Louis, “Transforming Technology”
Lauren Terbrock, University of Missouri-St. Louis, “Transforming Process”
Lauren Obermark, University of Missouri-St. Louis, “Transforming Graduate Education”

I.14 Transfer: Strategies for Action, Strategies for Trouble?
These panelists explore the often trouble work of threshold concepts in order to rethink current notions of transfer.
Hilton Room 337B, Level Three

Chair: Gardner Pottorff, University of Central Missouri
Speakers: David Gugin, University of Guam, “Strategic Action: A New Look at Transfer”
Pegeen Reichert Powell, Columbia College Chicago, “Threshold to What? Teaching Transient Knowledge about Writing”
Hilary Sarat-St. Peter, Columbia College Chicago, “Threshold to What? Teaching Transient Knowledge about Writing”
Ruth Mirtz, Kansas Wesleyan University, “Troublesome or Just Trouble?: Mapping Composition Threshold Concepts and the ACRL Information Literacy Framework”

I.15 Queering Composition: Pedagogy for Activism, Identity, and Change
This panel gives examples of writing pedagogies for change.
Hilton Room 339A, Level Three

Chair: Amanda Pratt, University of Nevada, Reno
Speakers: Rachael Ryerson, Ohio University, “Queer(i)ed Composition: Taking Action against the Violence of (Hetero)Normativity”
Janine Butler, East Carolina University, “Composing through a Different Lens: Write Your Identity in the _____”
Matthew Boedy, University of North Georgia, “Writing as Renaming: How to Move the Conversation via Isocrates”
8-Taking Action
I.16 Challenges of Large-Scale Writing Assessment: Portfolios, Through-Course Assessments, and Other Emerging Innovations
This roundtable presents perspectives on developing writing assessments from psychometricians, WPAs and first-year composition instructors.
Hilton Ballroom of the Americas Salon D, Level Two

Chair: Brandon Abdon, College Board
Speakers: Michael Neal, Florida State University
Cassandra Love, College Board
Marisa Klages, LaGuardia Community College, CUNY
Carl Whithaus, University of California, Davis
Sheila Carter-Tod, Virginia Tech
Bob Broad, Illinois State University
Patrick Clauss, University of Notre Dame

I.17 Redefining Narrative Writing as a Strategy for Action
Demonstrates the benefits of using narrative in new ways to introduce students to academic writing tasks and to incorporate digital genres.
Hilton Room 338, Level Three

Chair: Janet Auten, American University
Speakers: Karen Shaup, Georgetown University
Janet Auten, American University
Alison Klein, University of Massachusetts, Dartmouth

8-Taking Action
I.18 Partnering with the Status Quo: Theories, Histories, and Cases of Problematic Partnerships for Action-Oriented Practitioners
This panel investigates problematic partnerships, or relationships with organizations whose interests may not align clearly with our own.
Hilton Room 335A, Level Three

Chair: Lan Wang, West Virginia State University
Speakers: Sarah R. Robbins, Texas Christian University, “Composing Collaborations: Setting Problematic Partnerships in Historical Context”
Jeff Grabill, Michigan State University, “From the Lab to the World: The Problematic Partnerships of Engagement”
Todd DeStigter, University of Illinois at Chicago, “Unsettling Arguments: Preparing Writing Teachers in the Age of School Reform”
Tyler Branson, University of California Santa Barbara, “Situating Problematic Partnerships in the Field of Composition”

I.19 Localized Sites of Assessment, Action, and Transformation
This session explores curriculum and assessment in local contexts.
Hilton 339B, Level Three

Chair: Brandon Katzir, Louisiana State University
Speakers: Logan Bearden, Florida State University, “A Model for Multimodal Curricular Transformation”
Natalie Szymanski, University of Hawaii-West O’ahu, “‘Auamo Kuleana: Calling Learning Community Students to Writerly Action through Culturally Relevant Practices”
David Giovagnoli, Illinois State University, “What If They Get the Wrong Values?: Localism and Writing Assessment”

I.20 Tasting the Golden Waters: Exploring Different Writing Rhetorics
The panel looks at different ways to view and improve writing.
Hilton Room 340A, Level Three

Chair: Laura Nissley, Lindsey Wilson College, “A WAC Call to Action: Using Writing to Increase Learning in Human Physiology Courses”
Speakers: Erin Wais-Hennen, Lindsey Wilson College, “A WAC Call to Action: Using Writing to Increase Learning in Human Physiology Courses”
Sarah Summers, Rose-Hulman Institute of Technology, “Reflection as Action: Reflective Writing in the STEM Classroom”
Amelia Herb, Massachusetts Institute of Technology, “(En)acting the Discipline: Decoding the Visual Rhetoric of Physics”
12-Writing Pedagogies and Processes

I.21 Instructor Feedback as an Interactive Process: Using Qualitative Data to Develop Effective Feedback Strategies
Present results of qualitative studies exploring the function of feedback in face-to-face and online settings at two public universities.

Hilton Room 340B, Level Three

Chair: Clancy Ratliff, University of Louisiana
Speakers:
Laura Gabrion, Oakland University, “Navigating New Discourses: Raising Students’ Self-Efficacy through Interactive Feedback Practices”
Justine Neiderhiser, Ohio Northern University, “Discourses of (Dis)Engagement: Interpreting Students’ Responses to Instructor Feedback to Promote Engagement in the Writing Process”
Jennifer Coon, Oakland University, “Building Relationships and Writers: Conferencing with F2F and Online Students”

I-First-Year and Advanced Composition

I.22 Initiatives for Non-Traditional Students
Pedagogical initiatives for helping students to be engaged with and through writing practices beyond classrooms.

Hilton Room 342, Level Three

Chair: Kristina Reardon, College of the Holy Cross
Speakers:
Joan Wedes, University of Houston-Downtown, “Making Writing Relevant and Essential to First-year, Career-track Students”
Scott Lasley, University of New Hampshire, “In Different Time Zones: Public Discourse and Third-Shift Workers in the FYC Classroom”
Genevieve Garcia de Mueller, University of New Mexico, “Transcultural Linguistic Migration: Migrant Activist Genres as a Mode of Rhetorical Transfer”

I-First-Year and Advanced Composition

I.24 L2 Writing Practices
Presentations that explore factors related to prior genre knowledge and genre practices mainly related to non-traditional students.

Hilton Room 343B, Level Three

Chair: Jan Rieman, University of North Carolina, Charlotte
Speakers:
Saveena Veeramoothoo, University of Maine, “International Students in the Translingual Class Transfer from High School to FYC to WID”
Amanda Brooks, Florida State University, “The Effect of Prior Genre Knowledge on Students’ Self-Efficacy”
Soo hyon Ji, Purdue University, “Placement of L2 Writers: A Judgment Call?”
Xinqiang Li, Michigan State University, “Texts We Live By–One More Dimension of Chinese Writing Culture”

I.25 Identifying and Eliciting Students’ Metacognitive Development
A report on our research on evidence of metacognition in ePortfolios with structured interaction for participants to find applications.

Hilton Room 343A, Level Three

Chair: Mary Rist, St. Edward’s University
Speakers: Sarah Brown, DePaul University, “Coding ‘Assignments’ versus Coding ‘Connective Tissue’”
Michelle Navarre Cleary, DePaul University, “Guiding Faculty toward Developing Metacognition”
Julie Bokser, DePaul University, “Metacognitive Markers across ePortfolios: Results of Research with the Inter/national Coalition on ePortfolio Research (INCEPR)”
Kathryn Wozniak, DePaul University, “Coding as a Method for Identifying Metacognitive Markers in Student Work”

8-Taking Action

I.26 Acting as If: The De-centered Writing Program as a Framework for Success in Community College Writing Programs
This panel demonstrates how a de-centered community college writing program generates student as well as faculty agency and autonomy.

GRB Room 351A, Level Three

Chair: Rochelle (Shelley) Rodrigo, University of Arizona
Speakers: Lori Ungemah, Guttman Community College, CUNY
Nate Michelson, Guttman Community College
Jane E Hindman, Guttman Community College
13-Theory
I.27 Negotiating Interactions around Difference: Identity and Responsibility in Communities, Workplaces, and Classrooms
What communicative responsibilities do people claim? How are power and agency distributed in cross-racial and cross-disability interactions?
Hilton Grand Ballroom I, Level Four

Chair: Victor Villanueva, Washington State University
Stephanie Kerschbaum, University of Delaware, “Cultivating Disability Awareness: The Responsibilities of Disabled Faculty Members at Work”
Respondent: Victor Villanueva, Washington State University

I-First-Year and Advanced Composition
I.28 Academic Integrity and the International Student: Supporting Multilingual Writers
The recent surge in international enrollment has challenged writing programs to develop new forms of support for multilingual writers.
GRB Room 351B, Level Three

Chair: Jorge Gomez, El Paso Community College
Speakers: Jonathan Hunt, University of San Francisco, “Ghostwriting and the Credibility of Students and Writing Programs”
Julie Sullivan, University of San Francisco, “Ghostwriting Human Rights and the First-Year Experience”
Brij Lunine, University of California, Santa Cruz, “Making the Analytical Personal by Design”
Brenda Rinard, University of California, Davis, “Preventing Plagiarism: How WAC Programs Can Help”

11-Research
I.29 Research with/from/about Underrepresented Communities
This panel presents research, composing, and pedagogical practices for studying and recovering difference as it pertains to race, women, STEM, and the Deaf community.
GRB Room 351E, Level Three
Chair: Kenneth Ronkowitz, New Jersey Institute of Technology
Speakers: Edward Hahn, University of Minnesota, “Reviewing Writing, Rethinking Race: A Tale of Practice and Persuasion”
Cristyn Elder, University of New Mexico, “Increasing Success among Underrepresented Students with a ‘Writing to Learn’ Approach in STEM Gateway Courses”
Henrietta Shirk, Montana Tech of The University of Montana, “The Invisible Woman in the Archives: New Perspectives on Historical Research Methods”

7-Institutional and Professional
I.30 WPAs in Action: Navigating Institutional Infrastructures, Cultivating Relevant Textual Practices
Panelists explore the affordances and constraints of creating, sustaining, and archiving FYW genres of teaching and learning.
GRB Room 351C, Level Three

Speakers: Allison Kranek, University of Illinois at Urbana Champaign, “In a Writing Habit of Mind: College Mission Statements and the WPA Framework for Success”
Ellery Sills, Purdue University, “Disciplining the Digital: The CWPA Outcomes Statement as Infrastructure for Emerging Genres”
Amanda Girard, Michigan Technological University, “Archival Action: Best Practices for Writing Program Administrator’s Digital Archives”

6-Information Technologies
I.31 From Posturing to Positioning: Encouraging Rhetorical Sophistication through Multimodal Pedagogies
Presenters illustrate multi-modal writing for social action in first-year composition, service-learning, capstones, and the public sphere.
GRB Room 351D, Level Three

Chair: Lillian Bridwell-Bowles, Louisiana State University
Speakers: Christina Armistead, Louisiana State University, “Where the Edges Meet: Cultural Clashes in Multi-Modal Writing for Service-Learning”
Lindsay Head, Louisiana State University, “‘Counterpublic” Writing for Grown-ups: WikiLeaks as a Case Study for Digital Action”
Lillian Bridwell-Bowles, Louisiana State University, “Citizenship in a Digital Future: Multimodal Writing in a Rhetoric, Writing, & Culture Capstone”
Christine Jeansonne, Louisiana State University, “First-Year Facebook: Demonstrations in Taking Action versus Digital Posturing”

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7-Institutional and Professional

I.32 Feminist Action for Women Writing Program Administrators: Movements for Change in the Academy
A roundtable taking up feminist activism through issues women writing program administrators face in a dynamic yet still patriarchal academy.

Hilton Ballroom of the Americas Salon B, Level Two

Chair: Krista Ratcliffe, Purdue University
Speakers: Melissa Nicolas, Drew University
Anna Sicari, St. John’s University
Roxanne Mountford, University of Oklahoma
Elizabeth Boquet, Fairfield University
Respondents: Michele Eodice, University of Oklahoma
Cheryl Glenn, Pennsylvania State University

7-Institutional and Professional

I.33 Demystifying the Job Market: Taking Action toward Transparency through Data and Narrative
Data-driven reports & narrative experiences depict the current comp/rhet job market, giving job seekers & their advisors insights/guidance.

Hilton Ballroom of the Americas Salon E, Level Two

Chair: Lynn Rudloff, St. Edward’s University
Speakers: Carrie Leverenz, Texas Christian University, “Finding a Fit: An Assessment of Job Seekers’ Experiences of the Job Market in Rhetoric and Composition”
Andrea Rosso Efthymiou, Hofstra University, “The Sustainable WPA: A Contingent Dissertator becomes a Tenure-track Faculty Member”
Caroline Dadas, Montclair State University, “Interview Practices as Accessibility”
Christopher Friend, University of Central Florida, “From Mickey Mouse to Cigar City: What Flexibility, Interdisciplinarity, and a Two-Hour Drive Can Do for Employability”
Amanda Licastro, The Graduate Center, CUNY
Respondent: Jim Ridolfo, University of Kentucky
7-Institutional and Professional

1.34 Fostering Academic Collaborations: Co-Mentoring as Strategic Action in Rhetoric and Composition
We investigate aspects of co-mentoring to ask how the practice can support the pedagogical values and professional careers of R/C scholars.

Hilton Room 333, Level Three

Chair: Risa P. Gorelick, Research Network Forum
Speakers: Janice Walker, Georgia Southern University, Statesboro
Patricia Ericsson, Washington State University, “Re-seeing the ‘Boss Compositionist’ through a Compound Lens of Co-mentoring”
Jennifer Stewart, Indiana Purdue University Fort Wayne, “Co-Mentoring via Intentional Interaction: Or How I Learned to Stop Feeling Isolated and Use Social Media for More Than Quizzes”
Michael Day, Northern Illinois University, “Taking Action by Paying It Forward: As We Were Mentored, so Shall We Co-mentor”

11-Research

1.35 Applying for a CCCC Research Grant: A Mentoring Session
Experienced researchers and members of the CCCC Research Committee will be available to talk with those interested in drafting proposals for CCCC research awards.

Hilton Room 344A, Level Three

Speakers: Margaret Price, The Ohio State University
Karen Lunsford, University of California-Santa Barbara
Rebecca Rickly, Texas Tech University
Christiane K. Donahue, Dartmouth and Université de Lille III
Ben McCorkle, The Ohio State University
Friday, 2:00–3:15 p.m.

**J Sessions: 2:00–3:15 p.m.**

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<th>J.35</th>
<th>Taking Action Workshop: Framing Messages</th>
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<td><em>Speaker:</em> Jenna Fournel, National Council of Teachers of English, Washington, DC</td>
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<th>J.36</th>
<th>Taking Action Workshop: Building Alliances</th>
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<td><em>Speaker:</em> Sarah Scanlon, Arkansas State Director for Bernie 2016</td>
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**Poster Sessions**

**Hilton Sky Walk, Level Two**

**A History of Hotdogs: Critical Eating in an Age of Foodieism**
Interrogating the history & rhetoric of foods via the modern hotdog; an ancient Roman sausage recipe grants insight into a lost discourse.
Samuel Fuller, Clemson University

**Becoming Style Chameleons: How Well Do Students Give Teachers “What They Want”?**
This poster investigates the ability of students to adjust their writing styles to local rhetorical situations, i.e., teachers.
William FitzGerald, Rutgers University-Camden
Brynn Kairis, Rutgers University-Camden

**Coadyuvante as Program Development Paradigm: Using Activist Strategies in WAC/WID Faculty Development**
The activist strategy of coadyuvante is remediated as administrative and pedagogical heuristics aiding WAC/WID faculty development efforts.
Tricia Serviss, Santa Clara University
English Language Teacher Education in Libya: Affordances and Constraints
The presenter discusses a case study that explored a Libyan English language teacher education program’s affordances and constraints.
Entisar Elsherif, Indiana University of Pennsylvania

FYC Student Perceptions of Writing and Learning Disabilities
Data compiled over two years on the perception of writing abilities of students with learning disabilities in FYC.
Peter Elliott, Anderson University

Identifying and Demonstrating Genre Knowledge: A Preliminary Assessment Heuristic in FYC Classrooms
Assessment created for FYC focused on genre theory that enabled instructors and students to identify specific goals and purpose for course.
Laurenn Jarema, Illinois State University
Kayla Bruce, Arizona State University

Posted: Too Teaching Intensive!
A recent trend in hiring temporary “teaching-intensive” faculty ignores professional guidelines to ensure quality writing instruction.
Frost McLaughlin, Lord Fairfax Community College

Reframing Rhetoric in the Workplace: A Socio-Epistemic Pedagogical Approach for Professional Writing
A professional writing curriculum centered on socio-epistemic rhetoric, aiming to improve rhetorical knowledge transfer into work settings.
Holly Fulton, Arizona State University/Mesa Community College

Strategic Writing Support in Courses through Collaboration
A poster on strategies to tailor writing sessions to contextualize the writing process for university students in courses.
Nancy C. Johnston, University of Toronto
**II-Research**

**J.01 Methods, Models, and Means of Undergraduate Research in Rhetoric and Composition: A Roundtable Discussion**

Undergraduates can be-and are-researchers in rhet/comp. This roundtable addresses the hows and whys of UG research pedagogy in our field.

**Hilton Ballroom of the Americas Salon D, Level Two**

*Chair:* Alissa Russell, George Mason University  
*Speakers:*  
Dominic DelliCarpini, York College of Pennsylvania, “The Writing Center as Lab for Authentic Undergraduate Research”  
Wendy Hayden, Hunter College, CUNY, “Providing “Wiggle Room”: How Designing Inquiry-Based Assignments Encourages Undergraduate Research”  
Heather Adams, University of Alaska Anchorage, “Thinking Like a Researcher: Using Key Terms to Cultivate Undergraduate Research Dispositions”  
Jack Selzer, Penn State University, “How First-Year Students Research the Rhetoric of the Civil Rights Movement”  
J.R. Collins, University of Alaska Anchorage, “Including the Undergraduate Perspective in Pedagogy: A Community Engaged Model for Undergraduate and Faculty Collaborative Research”

**5-History**

**J.02 Uncovering and Recovering Actors in Rhetorical Instruction**

These presentations uncover four important figures in writing studies and rhetorical education from the 19th and 20th centuries.

**GRB Room 351C, Level Three**

*Chair:* John Dunn, Eastern Michigan University  
*Speakers:*  
Lindy Briggette, University of Rhode Island, Providence, “Rhythm, Repetition, and Response as Strategic Action: Evidence of Embodied Rhetoric in Julia Child’s Production of Multimodal Texts”  
Anita August, Sacred Heart University, “She the People! Frances E. Willard’s ‘Do Everything Policy’ as Logos Politikos at the 1893 World’s Columbian Exposition”  
Henrietta Wood, University of Missouri-Kansas City, “Confronting Injustice: Mary McLeod Bethune and the “Persistent Protest” for African American Rights, 1936-1942”  
6-Information Technologies

J.03 Digital Activism toward Social Justice
This panel negotiates rhetorical resistance and resilience in the contexts of contemporary digital social justice movements.

Hilton Room 327, Level Three

Chair: Carol Rutz, Carleton College
Speakers: Melissa Larabee, University of Illinois at Urbana Champaign, “Best Unfriends: Ferguson, Facebook, and the Perils of Knowing Thy Enemy”
LauraAnne Carroll-Adler, University of Southern California, “The Digital Activists Are Coming: Social Media and the Rhetoric of Public Discourse after Ferguson”
Leigh Gruwell, Auburn University, “Feminist Rhetorical Resilience: Taking Action against Gendered Hate Online”

1-First-Year and Advanced Composition

J.04 Flipped Professional Development for Hybrid Courses: Preparing Graduate Student Instructors to Teach in a Contemporary First-Year Writing Program
The session discusses implementation and assessment of a flipped instructor development initiative for a large first-year writing program.

Hilton Room 328, Level Three

Chair: Emmett Ryan, Indiana University of Pennsylvania
Speakers: RayChel Lowrance, Texas Tech University, “Meeting Instructors Face-to-Face”
Monica Norris, Texas Tech University, “Flipping the Development Program”
Susan Lang, Texas Tech University, “Setting the Context for Contemporary Professional Development Programs”

12-Writing Pedagogies and Processes

J.05 The Value of Presence: Strategic Uses of Contemplative Practices in the Writing Classroom
The panel explores how to address broad challenges by working with contemplative practices for writing process and pedagogy.

Hilton Room 329, Level Three

Chair: Rebecca Babcock, University of Texas Permian Basin
Speakers: John Guelcher, “Moving Meditation, Flow, and the Writing Process in the Composition Classroom”

continued on next page
Friday, 2:00–3:15 p.m.

Eberly Barnes, University of California San Diego, “Adventures in Mindfulness at the University: Visions and Realities for Contemplative Practices in TA Training and Writing Programs”

Leah Anderst, Queensborough Community College, “Meditation, Mindfulness, Metacognition, and High-Stakes Testing in the Basic Writing Classroom”

Respondent: Barry Kroll, Lehigh University

J.06 Assembling Composition
Panel will examine the role of assemblage in three settings: postcard production, indigenous gathering practices, and the FYC classroom.

Hilton Room 335B, Level Three

Chair: Andrea Scott, Pitzer College, Claremont

Speakers: Stephen McElroy, Florida State University, “‘Greetings from Asbury Park’: The Persistent Legacy of the Large Letter Postcard”
Kristin Arola, Washington State University, “Assemble with Care: An Indigenous Approach to Assemblage”
Travis Maynard, Florida State University, “Copy, Combine, Transform: Assemblage in First-Year Composition”

Respondent: Kathleen Blake Yancey, Florida State University

J.07 Translation as Action: Finding the Words for Cross-Language Community Action
After sharing case studies in cross-language settings, we invite audience members to design a heuristic for deploying translation as action.

Hilton Room 330, Level Three

Chair: Karen Wink, U.S. Coast Guard Academy

Speakers: Jennifer Clifton, University of Texas at El Paso, “Low-Riders in Action: Creating a Borderland Aesthetic, Invoking a Gift Economy through Tecno-Sovereignty”
Elizabeth Kimball, Drew University, “Confianza in Action: Finding New Terms for Assessment”
Elenore Long, Arizona State University, “Makhada in Action: Cultivating Rhetoricity among Strangers Otherwise Divided by Difference”
9-Language

**J.08 Transnational Composition: (Geo)Political Considerations for Writing Research, Publication, and Pedagogy**
Roundtable bringing together writing teacher-researchers working and studying across a range of geographic and institutional locations.

**Hilton Grand Ballroom I, Level Four**

*Chair:* Brice Nordquist, Syracuse University  
*Speakers:* Julia Kiernan, Michigan State University  
Chenchen Huang, Pennsylvania State University  
Lisa Arnold, North Dakota State University  
Natalia Smirnova, Nat’l Research Univ. Higher School of Econ  
Vivette Milson-Whyte, The University of the West Indies, Mona  
*Respondents:* Min-Zhan Lu, University of Louisville  
Bruce Horner, University of Louisville

8-Taking Action

**J.09 Four Strategies for Writing In/Action**
Drawing from four strategies for in/action, this panel explores the pedagogical possibilities of enacting receptive writing practices.

**Hilton Room 332, Level Three**

*Chair:* Sonia Sharmin, University Of Georgia  
*Speakers:* Christian Smith, Coastal Carolina University  
Paul Cook, Indiana University Kokomo  
Lisa Bailey, University of South Carolina  
Lindsay McManus, University of South Carolina

7-Institutional and Professional

**J.10 Independent Writing Departments and Programs: The Dynamics of Independence**
Presenters engage with the changing nature of independence in the context of broad and ongoing economic and structural changes in higher ed.

**Hilton Ballroom of the Americas Salon C, Level Two**

*Chair:* Leslie Werden, Morningside College  
*Speakers:* Dara Regaignon, New York University, “Collaborative Writing Program (Re)Design”  
Brian McNely, University of Kentucky, “When Hanging Your Shingle Isn’t Enough: Recruitment in Independent Writing Programs”  
Heidi McKee, Miami University, “One Major? No, Thank You: Navigating an Independent Writing Degree in an English Department”
13-Theory

J.11 Practices of Rhetorical Invention
This panel frames practices and strategies for rhetorical invention to discuss the role of repetition and unoriginality.

Hilton Room 336A, Level Three

Chair: Ryan Skinnell, San Jose State University
Speakers: Bradfield Dittrich, University of New Hampshire, “Those Who said Our Things Before Us: The Role of Unoriginality in Invention”
Erika Strandjord, Concordia College, “Repetition as the Embodiment of Memory in Craft Rhetorics”
Kendra Fullwood, College of the Holy Cross, “Rhetorical Invention as Cultural Invention”

12-Writing Pedagogies and Processes

J.12 Practicing Writing as Social Act: Writing Group Pedagogy in the Context of the Writing Center
This panel explores writing group pedagogy within writing centers as a means to disrupt authority and promote writing as social act.

Hilton Room 336B, Level Three

Chair: Michelle Miley, Montana State University
Speakers: Jess Carroll, Montana State University, “Peer Tutor Writing Group”
Michelle Miley, Montana State University, “Writing Studio”
Zack Bean, Montana State University, “Creative Writing Workshop”

1-First-Year and Advanced Composition

J.13 Challenges and Opportunities of Technological Environments
This panel analyses different scenarios for teaching FYC through digital-technology environments.

Hilton Room 337A, Level Three

Chair: Emily Standridge, University of Texas Tyler
Speakers: Emily Isaacs, Montclair State University, “Assessing FYC Course Redesigns under Pressure”
Sarah Prasad, AANAPISI Project, San Jose State University, “Making the Case for Hybrid First-Year Composition in a SJSU Post-MOOC World: One Lecturer’s Journey”
10-Professional and Technical Writing

J.14 Second Generation ABET: Bridging the Gap between Engineering Communication Curricula and Professional Identities
This panel offers qualitative studies of the links between engineering communication curricula and the work and public lives of engineers.
Hilton Grand Ballroom L, Level Four

Chair: Mya Poe, Northeastern University
Speakers: Jennifer Mallette, Boise State University
Elane Wisniewski, University of Michigan

11-Research

J.15 Translating Data into Action: Coordinating University and Program-Specific Writing Assessment
This panel will explore how WPAs and assessment coordinators can make standardized survey data relevant to local writing programs.
Hilton Room 337B, Level Three

Chair: Kristiane Stapleton, University of Houston
Speakers: Darci Thoune, University of Wisconsin-La Crosse
Bryan Kopp, University of Wisconsin-La Crosse
Patrick Barlow, University of Wisconsin-La Crosse

14-Writing Programs

J.16 If You Build It, Will They Come? Extending the Writing Center Inside and Outside Our Walls
This panel focuses on how writing centers can increase inclusivity and support Native American students’ rhetorical sovereignty.
Hilton Room 343B, Level Three

Chair: Heather Bruce, University of Montana
Speakers: Heather Flute, North Dakota State University
Kelly Sassi, North Dakota State University
Phillip Bode, North Dakota State University
14-Writing Programs

J.17 Power, Politics, and Accreditation: Effecting Culture Change with Writing-Focused QEPs
How writing faculty can take action, overcome resistance, and instigate change with a writing-focused Quality Enhancement Plan.

Hilton Room 338, Level Three

Chair: Kendra Andrews, North Carolina State University
Speakers: Michael Pemberton, Georgia Southern University, “Elbowing Your Way to the Head Table: Taking Action when a QEP Ignores the Writing Center”
Meghan Dykema, Florida State University, “Accountability, Assessment, Advocacy: Writing-Focused QEPs as Strategies for Action”
Frances Crawford, University of Mary Hardin-Baylor, “Taking Your QEP-Sweet Time: For Every Action...”
Toby Coley, University of Mary Hardin-Baylor, “Taking Your QEP-Sweet Time: For Every Action...”

12-Writing Pedagogies and Processes

J.18 Understanding Our Habits of Mind: Clarifying Disciplinarity, Assessment, and Transfer
This panel presents a discussion about how the field and unique institutions can better discuss terms and requirements for transfer and assessment.

Hilton Room 339A, Level Three

Chair: Sarah King, University of Toronto Scarborough
Speakers: Sarah King, University of Toronto Scarborough, “Could Habits be a Threshold Concept-or Practice-for Writing Pedagogy?”
Laura Tabor, Earlham College, “Teaching for Rhetorical and Civic Transfer: Using Iterative Definition Building to Promote Key-Terms Transfer”
Denise Krane, Santa Clara University, “Rubrics and Transfer: Do Product Rubrics Interfere with the Transfer of Learning, and Are Process Rubrics a Solution?”

14-Writing Programs

J.19 WPA Work as Strategic Action
This panel seeks to disrupt the idea that WPA work is strictly bureaucratic: instead explores contextualized means of action.

Hilton 339B, Level Three

Chair: Kathleen Cassity, Hawaii Pacific University
Speakers: Amy Nichols, University of Louisville, “The WPA Course: Pursuing Miller’s Intellectual Bureaucrat”
Nathaniel Street, University of South Carolina, “Affirming Connectivity: Towards a New Mode of WPA Identity Production”
Amy Heckathorn, California State University, Sacramento, “Know when to Fold ‘Em: When Walking Away Is the Only Action Left”

12-Writing Pedagogies and Processes

J.20 Enacting New Theories of Revision
Theories of rhetoric, backward transfer, and the gestalt provide new insight into the integrative nature of revision as a threshold concept.

Hilton Room 335A, Level Three

Chair: Paul Butler, University of Houston
Speakers: Bruce Ballenger, Boise State University, “The Gestalt of Revision”
Kelly Myers, Boise State University, “Metanoic Revision: Turning toward Emotion in Writing and Revision”
Donna Qualley, Western Washington University, “Mapping a Conceptual Topography of Revision as a Process of Backward Transfer”

1-First-Year and Advanced Composition

J.21 Albert E. Krahn Debates Peter Elbow at the 2016 CCCC Convention
Punctuate with voice or eye? Two speakers will debate-ceding the remaining time to the “third speaker,” the audience, for discussion.

Hilton Room 343A, Level Three

Chair: Peter Elbow, University of Massachusetts Amherst
Speakers: Peter Elbow, University of Massachusetts Amherst
Albert Krahn, University of Wisconsin-Milwaukee

8-Taking Action

J.22 Mobilizing Tenure-Track Faculty for Adjunct Equity
We describe successful adjunct-equity activism in multiple contexts and offer recommendations for TT/T faculty to use in their own efforts.

Hilton Ballroom of the Americas Salon A, Level Two

Chair: Mark Sursavage, University of Houston
Speakers: Seth Kahn, West Chester University
Amy Lynch-Biniek, Kutztown University
Tonya Ritola, University of California, Santa Cruz
Respondent: Mitzi Jones, University of Arkansas-Fort Smith
Friday, 2:00–3:15 p.m.

**1-First-Year and Advanced Composition**

**J.23  **  
*Martin, Ministers, and Music: Listening to African American Rhetorics in the Writing Classroom*  
These writers revisit classic African American texts and contexts to explore new ideas about engaging writers.

Hilton Room 340A, Level Three

*Chair:* Terese Thonus, University of Kansas  
*Speakers:*  
- Brittney Boykins, Tallahassee Community College, “Venacular (Community) Workshop: Black Church Literacy Practices Working in the Composition Classroom”  
- Kristen Miller, Tuskegee University, “’To, CC’ or ‘To, BCC’: Lessons in Audience and Medium from King’s ‘Letter from a Birmingham Jail’”  
- Clark Moreland, University of Texas of the Permian Basin, “The Hegemonic Ascendancy of Martin Luther King Jr.’s ‘Letter from Birmingham Jail’ in FYC Anthologies”

**12-Writing Pedagogies and Processes**

**J.24  **  
*Visual Rhetoric for Social Change in the Writing Classroom*  
This panel looks at the possible ways various visual texts can expand our definitions of writing and social change.

GRB Room 340A, Level Three

*Chair:* Heather Graves, University of Alberta  
*Speakers:*  
- Rosanne Carlo, College of Staten Island (CUNY), “Students as Actors, Not Consumers: Toward a Heuristic for the Production of Graphic Novels in the Composition Classroom”  
- Brenda Hardin Abbott, Bay Path University, “Challenging Gendered Scripts in Education through Movie Trailers: The Critical Potential of iMovie”  

**6-Information Technologies**

**J.25  **  
*Just Going to Leave This Here: Empirical Study of Social Media*  
A panel of five flash presentations on empirical studies of social media practices and a discussion of digital literacy and research methods.

GRB Room 340B, Level Three

*Chair:* Kristen Moore, Texas Tech University  
*Speakers:*  
- Ehren Pflugfelder, Oregon State University, “Technical Writing in the Wild: Redditing and Writing”
Michael Faris, Texas Tech University, “Professional Use of Social Media in Writing Studies”
Randall Monty, University of Texas Rio Grande Valley, “Where and How It Goes: Multimodal Transfer among Transnational Students”
Stephanie Vie, University of Central Florida, “What’s Going On?: Challenges and Opportunities for Social Media Use and Research”
Amber Buck, University of Alabama, “A Life Lived Socially: Longitudinal Studies of Social Media Use”

3-Community, Civic & Public

J.26 The Pleasures of Writing for New Audiences: A Tribute to Sondra Perl
Three veteran teacher/writers share experiences writing for public audiences and reflect on the implications for teaching and learning.
Hilton Ballroom of the Americas Salon B, Level Two

Chair: Sondra Perl, Lehman College, City University of New York
Speakers: Nancy Sommers, Harvard University, “Blogging for The Huffington Post: Finding a Public Voice”
Chris Anson, North Carolina State University, “The Genre of the Public Review: Expeditions into the Wilds of TripAdvisor”
Eli Goldblatt, Temple University, “‘Rome Notes’: Poetic Data along the Appian Way”

8-Taking Action

J.27 Digital Technologies as Agents for Change
In this session, panelists examine how online media are used to affect change in local and global contexts.
Hilton Room 340B, Level Three

Chair: Xiaobo Wang, Georgia State University
Speakers: Baotong Gu, Georgia State University, “Situated Free Speech and Democracy: Design of WeChat and Activism”
Jessica Ouellette, University of Massachusetts Amherst, “The Viability of Digital Spaces as Sites for Transnational Feminist Action and Engagement: A Study of Rhetorical Circulation”
Carrie Grant, Purdue University, “What’s the Power of an All-Girls Tech Camp?: A Study of Feminist Intervention”
Jennifer Williams, Chandler-Gilbert Community College, “Social Media Action: Using FaceBook to Fight YouTube”
Xiaobo Wang, Georgia State University, “Situated Free Speech and Democracy: Design of WeChat and Activism”
14-Writing Programs

J.28 Threshold Concepts and the Two-Year College: Reshaping Writing Courses, Writing Programs, and Writing Centers
This panel explores the generative potential of threshold concepts in two-year colleges.

Hilton Room 342, Level Three

Chair: Joyce Walker, Illinois State University
Speakers: Marlena Stanford, Salt Lake Community College, “What Must Transfer to Transfer-Level Writing Courses?: Developing a Pre-Transfer Level Writing Curriculum Using Threshold Concepts”
Terry Peterman, Texas Christian University, “Interrogating Subject Landscapes: Writing Centers as Threshold Concepts of Learning”
Justin Jory, Salt Lake Community College, “Minimalistic Design: Threshold Concepts and Writing Program Development at the Two-Year College”

1-First-Year and Advanced Composition

J.29 Research as Action: Studying Metacognition in the Writing Classroom
This panel will share the results of two studies about metacognition and transfer in writing classrooms.

GRB Room 351A, Level Three

Chair: Jennifer Johnson, University of California, Santa Barbara
Speakers: Randi Browning, University of California, Santa Barbara, “Transfer and Threshold Concepts: Developing Metacognitive Habits of Mind and Reflexive Practices in Writing Classes”
Ilene Miele, University of California, Santa Barbara, “Transfer and Threshold Concepts: Developing Metacognitive Habits of Mind and Reflexive Practices in Writing Classes”
Nicole Warwick, University of California, Santa Barbara, “Assessing Metacognition in First-Year Composition at UC Santa Barbara”
Josh Mehler, University of California, Santa Barbara, “Assessing Metacognition in First-Year Composition at UC Santa Barbara”
3-Community, Civic & Public

J.30 Ohio Farm Narratives: A Feminist Approach to Collaboration, Conversation, and Action
This presentation utilizes feminist rhetorical practices in order to explore the century-old farming narratives of rural Ohioans.
Hilton Room 333, Level Three

Chair: Jeannie Waller, University of Arkansas
Speaker: Christine Denecker, The University of Findlay

7-Institutional and Professional

J.31 Writing for Cross-National Engagement: Research, Pedagogy, Advocacy
This panel discusses work across three institutions to promote cross-national engagement in writers, writing programs, and writing centers.
GRB Room 351B, Level Three

Chair: Susan Thomas, The University of Sydney, “Turning Japanese: Writing Center Collaborations between Nagoya University and the University of Sydney”
Speakers: George Pullman, Georgia State University, “Cross-Cultural Rhetoric: The Myth of East and West”
Frances Di Lauro, The University of Sydney, “International Participatory Writing Using Mobile Technologies”
Robert Cummings, University of Mississippi, “OER and International Composition”

8-Taking Action

J.32 Hispanic-Serving Institutions: Strategies for Big Data, Intellectual Ferment, and Emotional Communities
We boost Latino completion when we contextualize big data, spark intellectual ferment, and recognize the power of emotional communities.
GRB Room 351E, Level Three

Speakers: Linda Palumbo, Cerritos College
Gilbert Contreras, Cerritos College
Frank Gaik, Cerritos College
Friday, 2:00–3:15 p.m.

8-Taking Action

**J.33 Influencing Public Policy**
Hilton Ballroom of the Americas Salon E, Level Two

*Chair:* Jennifer Foradori, Idaho State University  
*Speakers:* Emily Kirkpatrick, National Council of Teachers of English  
Douglas Hesse, The University of Denver  
Anne Ruggles Gere, University of Michigan  
Kathleen Fitzpatrick, Modern Language Association

11-Research

**J.34 Acting on Data: Corpus-Based, Computer-Aided Analysis of Student Writing**
Exploring new ways to engage the study of writing, this session uses data-driven analyses to challenge understandings of student writing.

Hilton Room 335C, Level Three

*Chair:* Sara West, University of Arkansas  
*Speakers:* Duncan Buell, University of South Carolina, “Revision as Big Data: Correlating Student Revisions with Key Situational Variables”  
Thomas Peele, The City College of New York, “Revising Revision: Big Data Analysis of Students’ Revision Practices”  
Laura Aull, Wake Forest University, “Tagging Texts to Learn How Student Writers Overstate Arguments”  
Chris Holcomb, University of South Carolina, “Revision as Big Data: Correlating Student Revisions with Key Situational Variables”
**K Sessions: 3:30–4:45 p.m.**

### Taking Action Workshop Sessions

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**2-Basic Writing**

**K.01** Helping the Academically Underserved: Reinvesting in Basic Writing at a Four-Year University

A panel that looks at the process of creating basic writing program for underserved Appalachian students at an HBCU.

Hilton Room 327, Level Three

**Chair:** Dayna Goldstein, Kent State University

**Speakers:** Jessica Barnes-Pietruszynski, West Virginia State University
              Jeff Pietruszynski, West Virginia State University
              Barbara Ladner, West Virginia State University

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**3-Community, Civic & Public**

**K.02** Visual, Online, and Geographic Spaces: Places for Social Action

Panelists investigate visual rhetorics, social media, and geographic information systems as methods for instituting social change.

Hilton Room 328, Level Three

**Chair:** Gregory Wilson, Texas Tech University

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

Speakers: Leigh Elion, University of Wisconsin-Madison, “Tactical Multi-Modality: San Francisco’s Community Muralists Respond to Gentrification”

Clayton Benjamin, University of Central Florida/USF Sarasota, “Humanities and GIS?: Situating Geographic Information Systems in Humanities Research”


1-First-Year and Advanced Composition

K.03 Writing for Real This Time: Authenticity through WID in FYC Sequence Design

The panelists seek to understand what place, if any, WID and student-directed learning objectives have in the FYC classroom.

Hilton Room 329, Level Three

Chair: Alison Witte, Trine University

Speakers: Marlene Galvan, University of Texas Rio Grande Valley, “Integrating Genre Study of Discourse Communities into the FYC Sequence”

Shoney Flores, University of Texas Rio Grande Valley, “Reflecting Forward: Students Thinking about FYC Transfer through Real Writing Assignments”

Andrew Hollinger, University of Texas Rio Grande Valley, “Build Something Awesome: Sustainable Assignment Design and Assessment”

Thomas De La Cruz, University of Texas Rio Grande Valley, “Real Research for Real Audiences”

8-Taking Action

K.04 Teaching While Black: Academic Profiling in Action

Our presentation will foreground ways to take action against oppressive institutionalized forces through teaching and mentoring coalitions.

Hilton Ballroom of the Americas Salon F, Level Two

Chair: Beverly Moss, Ohio State University, “Teaching While Black: Academic Profiling in Action”

Speakers: Telsha Curry, Syracuse University, “Teaching While Black: Academic Profiling in Action”

Joyce Hill, The University of Akron, “Teaching While Black: Academic Profiling in Action”
13-Theory

K.05 Strategies for (Ambiguous) Writing Situations: Using Kenneth Burke as/in Posthuman Writing Studies
This panel considers writing in posthuman contexts using Burke’s work. An unconventional juxtaposition as a strategy for evolving situations.
Hilton Room 336A, Level Three
Chair: Courtney Wooten, Stephen F. Austin State University
Speakers: Kellie Sharp-Hoskins, New Mexico State University, “Going through the Motions and Actions: Burke, New Materialism, and Revision”
Chris Mays, University of Nevada, Reno, “Revision as Heresy: Writing, Change, and Kenneth Burke’s Piety”
Nathaniel Rivers, Saint Louis University, “Predetermined Writing”

7-Institutional and Professional

K.06 Publishing in CCCC’s Studies in Writing and Rhetoric
Making the submission and review process of the CCCC SWR monograph series transparent.
Hilton Room 335C, Level Three
Chair: Victor Villanueva, Washington State University
Speakers: Anna Plemons, Washington State University, “Navigating the System”
Lauren Rosenberg, Eastern Connecticut State University, Willimantic, “One Author’s Experiences”
Respondents: Deborah H. Holdstein, Columbia College Chicago
Stephanie Kerschbaum, University of Delaware

12-Writing Pedagogies and Processes

K.07 Mass Education and Unbundled Access: MOOCs and the New BA
This panel analyzes MOOCs and other online-only institutions in terms of rhetoric of access and global learning initiatives.
Hilton Room 330, Level Three
Chair: David Fleming, University of Massachusetts Amherst
Speakers: David Fleming, University of Massachusetts Amherst, “Writing in the Unbundled University”
Evin Groundwater, University of Illinois at Urbana Champaign, “The Egalitarian Rhetoric of Massive Open Online Courses (MOOCs)”
8-Taking Action

K.08 Actions against Stereotype Threat: Reflection, Tutoring, and Service-Learning
This presentation discusses three actions to decrease stereotype threat: reflective writing, tutoring, and service-learning.

Hilton Room 336B, Level Three

Chair: Glenn Hutchinson, Florida International University
Speakers: Cayce Wicks, Florida International University, “Reflective Writing in the Class Taking Action against Stereotype Threat”
Darrel Elmore, Florida International University, “Service Learning in Action: Strategies for Combating Stereotype Threat through Community Engagement”
Glenn Hutchinson, Florida International University, “Dual-Enrollment Partnership: Tutoring, Mindset, & High-Stakes Testing”
Respondent: Paul Feigenbaum, Florida International University

13-Theory

K.09 Recontextualizing Writing Pedagogies
This panel offers different lenses to recontextualize composing, writing pedagogies, and Chicana student development as writers.

Hilton Room 337A, Level Three

Chair: Emily Wright, Methodist University
Speakers: Lana Oweidat, Goucher College, “Anti-Islamophobia Pedagogy: Global Citizenship, Transnational Feminism, and Rhetorical Education”
Kelly Medina-Lopez, New Mexico State University, “When I Drowned My First Words: Using the La Llorona Myth to Understand Chican@ Writerly Development”
Dhruba Neupane, University of Waterloo, “The Importance of Not Meaning: Linguistic Others and a Critique of Intention”

8-Taking Action

K.10 Strategies for Campus-Wide Change
This panel offers pragmatic, context-specific models for improving undergraduate writing education.

Hilton Room 337B, Level Three

Chair: Ti Wu, University of California, Santa Barbara
Speakers: Brad Queen, U.C. Irvine, “Taking Action on Class Size in First-Year Composition”
Deborah Marrott, Utah Valley University, “Giving Credit Where Credit Is Due: Taking Strategic Action to Secure Credit toward Graduation for a University’s Basic Writing Course”
Deborah Bertsch, Columbus State Community College, “Taking Action to Support Repeating FYC Students: The Writing Center for Credit Project”
Elizabeth Lopez, Georgia State University, “Rhetorical Curriculum Design: A Case Study in Action-Oriented Undergraduate Program Revision with Assessment for Critical Thinking”

1-First-Year and Advanced Composition

K.11 Up for Negotiation: Politics and Pedagogy in Advanced Writing Courses and Writing Centers
Speakers on this panel represent multiple responses to sites where state and institutional politics have attempted to influence pedagogy.
Hilton Room 339A, Level Three

Speakers: Jonne Akens, Texas A&M University Texarkana
Corrine Hinton, Texas A&M University Texarkana
Jesse Morrow, Texas A&M University Texarkana
Ben Lindsay, Texas A&M University Texarkana
Doc McGuire, Texas A&M University Texarkana

1-First-Year and Advanced Composition

K.12 Pathways to Success: Finding Your Academic Voice
This panel explores the different ways to succeed through writing.
Hilton 339B, Level Three

Chair: Nadia Zamin, Indiana University of Pennsylvania

Speakers: Sonya Green, Lipscomb University, “Finding an Academic Voice through Peer Review: Writing Strategies for First-Year Composition Students”
Stephanie Conner, College of Coastal Georgia, “Creating Curious Readers and Effective Responders: Using Writing Center Coaches for Peer Review in First-Year Composition”
Daniel Bernal, University of Arizona, “Meta-Genre for the Meta-Major: Writing with the Guided Pathways to Success (GPS) Movement”
Friday, 3:30–4:45 p.m.

5-History

K.13 Agency and Action in Microhistories of Composition
Panelists use the methods of microhistory to recover agencies and actions of people left unexamined by composition’s grand narratives.

Hilton Room 335A, Level Three

Chair: Bruce McComiskey, University of Alabama at Birmingham
Speakers: Bruce McComiskey, University of Alabama at Birmingham
        David Gold, University of Michigan
        Suzanne Bordelon, San Diego State University

8-Taking Action

K.14 Assessment in Disability Studies Research: Improving Research Sites to Appeal to Wider Audiences in Higher Education
We report on mixed-methods studies of disability in higher education and discuss audience as it pertains to assessment.

Hilton Room 340A, Level Three

Chair: Megan Keaton, Florida State University
Speakers: Matthew Zajic, University of California, Davis, “Exploring Clinical Writing Assessment of School-age Children with Disabilities to Inform Postsecondary Writing Research”
        Dev Bose, University of Arizona, “Rethinking Assessment Approaches in Online Writing Instruction through Composition Preceptorship”
Respondent: Brenda Brueggemann, University of Louisville

6-Information Technologies

K.15 Writing-toward-Action in Epic Open Learning: A Praxis-Oriented Approach to MOOC Design
In this panel, the presenters will share how they used praxis-oriented inquiry as a form of writing-toward-action to design a FYC MOOC.

Hilton Room 343A, Level Three

Chair: Jennifer Enoch, Florida State University
Speakers: Angela Clark-Oates, Arizona State University, “Global Academy, Local Learners: What Can MOOCs Tell Us about Writing (About) Communities?”
Mark Haunschild, Arizona State University, “Marketing Misnomers: What We Talk about When We Talk about MOOCs”
Michelle Stuckey, Arizona State University, “We’re All Novices Here: Reimagining Student-Centered Learning in MOOCs”

**Respondent:** Duane Roen, Arizona State University

**8-Taking Action**

K.16 **Taking Action at the Border: Acknowledging and Addressing Differences among the Diverse**

Data from writing students at universities on the U.S.-Mexico border help us to take action to improve writing instruction for all students.

Hilton Room 343B, Level Three

**Chair:** Jeanette Lehn, Florida State University

**Speakers:**
- Mais Al-Khateeb, New Mexico State University, “Listening to Diverse Student Voices: Student Reported Challenges and Successes in Border Writing Programs”
- Patti Wojahn, New Mexico State University, “Taking Action and Making Changes in Border Writing Programs”
- Karen Trujillo, New Mexico State University, “Listening to Diverse Student Voices: Student Reported Challenges and Successes in Border Writing Programs”
- K.T. Shaver, California State University Long Beach, “Asking Questions about Students Challenges and Successes in Border Writing Programs”
- Beth Brunk-Chavez, University of Texas at El Paso, “Asking Questions about Students Challenges and Successes in Border Writing Programs”

**7-Institutional and Professional**

K.17 **Assessing Institutions, Programs, Centers, and Spaces**

The panelists will provide strategies and tactics for researching and assessing institutions, programs, and digital studio spaces toward frameworks for supporting student success, multiliteracies, and intra-institutional partnerships.

Hilton Room 340B, Level Three

**Chair:** Rachel Efstatheon, Temple University

**Speakers:**
- Vandana Gavaskar, Ventura College, “When the Rubber Hits the Road: Writing and Institutional Assessments”
- Fernando Sanchez, Purdue University, “Of Evolutions and Mutations: Assessment as Tactics for Action in WAC Partnerships”

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II-Research

K.18 Research on Materiality and Embodiment
This panel presents frameworks and findings for investigating big data, intersectionality, and narrativity as it pertains to embodiment and materiality.

Hilton Room 335B, Level Three

Chair: Amy Cicchino, Florida State University
Speakers: Melissa Yang, University of Pittsburgh, “Progress Pigeon[hole]–Interactive Animal Rhetorics”
Kathleen Daly, University of Wisconsin-Madison, “Beyond Digital Ubiquity: Material Consequences of Big Data Rhetoric in Higher Education”
Ondrea Quiros, El Paso Community College, “Bridging the Divide: Helping College Freshmen Deal with Adversity by Bringing in the Community”
Jacob Craig, Florida State University, “What Gives Shape to Writing Practices: Investigating How Composing Environments and Writing Technologies Shape Writers’ Practices over Time”
Arturo Valdespino, El Paso Community College, “Bridging the Divide: Helping College Freshmen Deal with Adversity by Bringing in the Community”

12-Writing Pedagogies and Processes

K.19 Can You Hear Me Now?: Using Audio to Teach Writing
The panel demonstrates the valued ways sound can be effectively used to teach writing.

Hilton Room 332, Level Three

Chair: Andrew Burgess, Florida State University
Speakers: Andrew Burgess, Florida State University, “What’s That Sound?: Toward a Multimodal Understanding of Music as Mode-In-Relation”
Shannon Mrkich, West Chester University, “Dictating Student Feedback: Bring Your ‘Voice’ Alive in Print”
Jennifer Ware, Wright State University, “Sound Action: Experiential Learning with Audio Documentaries and Museum Artifacts”

1-First-Year and Advanced Composition

K.20 Rhetorical Listening: Difference, Materiality, and the Classroom
These panelists explore methods for engaging meaningfully with others and developing actions for change.

Hilton Room 342, Level Three
Friday, 3:30–4:45 p.m.

Chair: Amy Lueck, Santa Clara University  
Speakers: Esther Schupak, Bar-Ilan University, “Implications of Listening Rhetoric for the Composition Classroom”  
Shersta Chabot, Arizona State University, “Pedagogies of Strategic Action: Composition as Engagement with Women’s Material Culture”  
Jonathan Seggelke, Metropolitan State University of Denver, “Against Me! and Caitlyn Jenner: Using Rhetorical Analysis in First-Year Composition to Investigate Gender Norms”  
Christina Grimsley, Texas Woman’s University, “Gender, Multimodal Writing, and Flipped Teaching: How New Definitions of Literacy Impact Women in the Classroom”

8-Taking Action

K.21 Reclaiming Rhetorics of Resistance in the 21st Century  
Panelists in this session examine rhetorical impediments to the political effectiveness of Leftist activism in the 21st century.

GRB Room 351A, Level Three

Chair: Kainat Abidi, St. John’s University  
Speakers: Valerie Smith, University of Waterloo, “Activism That Endures: Idle No More v Conservative Tactical Rhetoric”  
Chitra Karki, University of Waterloo, “The Third Gaze: Intracultural Conflict and the Fracturing of Solidarity among Transnational Migrant Communities”  
Frankie Condon, University of Waterloo, “Right-wing Rhetoric and Social Media in an Age of Repressive Tolerance”

1-First-Year and Advanced Composition

K.22 Getting Involved: Civil and Legal Literacy  
This panel explores civic and legal writing as possible ways to engage with the community.

GRB Room 340B, Level Three

Chair: Robert Gilmor, University of Denver  
Speakers: Joe Wagner, Bowling Green State University Firelands, “Taking Legal Action in the First-Year Composition Class”  
Drew Loewe, St. Edward’s University, “Threshold Concepts for Legal Writers”  
Christopher Foree, Texas Christian University, “A Civil Tone and a Critical Eye: Encouraging Dual-Credit Students to Think Like College Students and Act Like Citizens”
12-Writing Pedagogies and Processes

K.23 Build It and They Won’t Come: Action Plan for the Stealth Veteran
Effective pedagogies for invisible veterans who disaffiliate but are still marked by military literacies and experience.
GRB Room 351B, Level Three

Chair: Mariana Grohowski, Massachusetts Maritime Academy
Speakers: A. R. Mallory, Iowa State University, “Respecting Veterans’ Desire for Invisibility in the Writing ClassPedagogical Theory and Practice That Supports without Labeling”
Liam Corley, U.S. Naval Academy, “Not Your Granddaddy’s Veteran: Disaffiliation and the Composition Classroom”
Derek Handley, Community College of Allegheny County, “Another Mission: Citizenship Pedagogy in the First-Year Writing Classroom”

14-Writing Programs

K.24 Visualizing the Labor of Writing Center through RAD Research: Toward the Materiality of the Everyday Work of Teaching and Learning for Students, Staff, and Professionals
Using empirical research to spur and sustain action, this panel explores labor and its materiality for a range of writing center audiences.
GRB Room 340A, Level Three

Chair: Harry Denny, Purdue University
Speakers: Harry Denny, Purdue University, “Most Served, Least Served, Best Served?: Writing Center Assessment as Advancing Social Justice Dialogue”
Patrick Love, Purdue University, “Writing Center Sessions as Articulated Labor: Strategies to Assess Tutoring Strategies and Make Work Visible”
Mary McCall, Purdue University, “Avoid Going on the Defensive: Articulating Writing Center Assessment through the Invisible Labor of Annual Reports”
Beth Towle, Purdue University, “Tutoring as (Hard) Labor: How Assessment Makes Writing Center Work Visible to Institutions”
11-Research

**K.25 Innovations in Big Data Research**

This panel shares big data research that helps our field to better understand discursive shifts in threshold concepts, archives, and embodiment.

**GRB Room 351D, Level Three**

**Chair:** Scott Banville, Nicholls State University  
**Speakers:**  
Valerie Robin, Georgia State University, “Innovation and the Digital Archive of Literacy Narratives: An Exploration and Implementation of Innovation in Rhetoric and Composition”  
Kristine Johnson, Calvin College, “Discursive Thresholds”  
Michael Neal, Florida State University, “Undergraduate Inquiry: Archival Research as an Alternative to the Ubiquitous Research Paper”

13-Theory

**K.26 Exploring the Rhetoric of New Media and Identity**

This panel explores how we teach and talk about new media and identity in the field and with our students.

**GRB Room 351C, Level Three**

**Chair:** Kelly Blewett, University of Cincinnati  
**Speakers:**  
Justin Hodgson, Indiana University, “Exploring the New Aesthetic: Hyper rhetoricity, New Media, and Mediated Expectations”  
Erika Sparby, Northern Illinois University, “Anonymity, Design, and Identification: The Rhetorical Construction of Identity on Digital Social Media”  
Chris Gerben, St. Edward’s University, “Perceptual Beta: The Importance of Changing Terms for Online and ‘New’ Writing with Our Students”

7-Institutional and Professional

**K.27 Advocating for First-Year Writing and Library Partnerships through Shared Threshold Concepts**

Using shared threshold concepts, we partnered to advocate against one-off, skills-focused writing and research instruction.

**GRB Room 351E, Level Three**

**Chair:** I. Moriah McCracken, St. Edward’s University  
**Speakers:** Brittney Johnson, St. Edward’s University  
Kayla Sulewski, St. Edward’s University
Friday, 3:30–4:45 p.m.

8-Taking Action

Participate in integrative research on threshold concepts, dispositions, transfer, and identity to generate robust writing frameworks.

Hilton Grand Ballroom I, Level Four

Chair: Barbara Bird, Taylor University
Speakers: Mary Tripp, University of Central Florida
Barbara Bird, Taylor University
Lisa Tremain, Occidental College

3-Community, Civic & Public

K.29  Investigating “Consequences” of a Community Literacy Partnership: Results from a Study of “Writing for Change”
This session presents the results of our assessment of a community literacy partnership involving high school and college students.

Hilton Room 333, Level Three

Chair: Tina Bly, University of Oklahoma
Speakers: Justin Lohr, University of Maryland
Carly Finkelstein, Northwestern High School
Heather Lindenman, University of Maryland

7-Institutional and Professional

K.30  Transaction, Inaction, and Reaction: The Many “Actions” of Adjunct Composition Work
This session interrogates the current disabling communication between adjunct and TT faculty and proposes alternatives that unite both.

Hilton Ballroom of the Americas Salon E, Level Two

Chair: Matthew Boedy, University of North Georgia
Speakers: Carol Haviland, California State University, San Bernardino, “What-Us? Yes-YOU!!”
Maggie Cecil, California State University San Bernardino, “Writing Centers Do It Better”
Gina Hanson, California State University, San Bernardino, “Language Matters Here Too”
Chloe de los Reyes, California State University, San Bernardino
4-Creative Writing

K.31 Composing Disability Memoir as Transformative Action
Memoir and life writing provide a creative platform for narratives that take transformative action to challenge normative assumptions.

Hilton Grand Ballroom L, Level Four

Chair: Madaline Walter, Benedictine College
Madaline Walter, Benedictine College, “Wielding a Crayon in a Battle for the ‘Mad’: Emilie Autumn’s The Asylum for Wayward Victorian Girls”
Shannon Walters, Temple University, “Collaboration for Action: Disability and Multimodal Revision in I”
Tonya Stremlau, Gallaudet University, “Taking Writing Matters into Our Own Hands: A Deaf Writing Workshop”

7-Institutional and Professional

K.32 Resilience and Agency: Taking Action on Labor, Curriculum, and the Work of Writing Program Administration
Panelists share strategies for enhancing WPA resilience in light of economic pressures and institutional constraints.

Hilton Ballroom of the Americas Salon C, Level Two

Speakers: Jonathan Udelson, University of Louisville, “Total Quality for Whom?: Attending to the Emotional Dimensions of Contingent Instructors’ Work in an Age of Fast Capitalism”
Shari Stenberg, University of Nebraska-Lincoln, “Sustaining Good WPA Work in Hard Institutional Times: A Study of Veteran WPAs’ Strategies for Resilience and Agency”
Brett Griffiths, University of Michigan, “Rethinking ‘Class’: Poverty, Pedagogy, and Two-Year College Writing Programs”
Debbie Minter, University of Nebraska-Lincoln, “Sustaining Good WPA Work in Hard Institutional Times: A Study of Veteran WPAs’ Strategies for Resilience and Agency”
7-Institutional and Professional

K.33 Taking Action and Taking Responsibility: A Roundtable for Caucuses, Special Interest Groups, Standing Groups, and the NCTE/CCCC

This roundtable/conversation addresses institutional constraints that have led to a “siloing” rhetoric that frames caucuses as non-intersectional, discrete groups, while the label of “special” implies the broader organization is unmarked and white. What are our responsibilities to our caucuses and what responsibilities do the caucuses have to each other?

Hilton Ballroom of the Americas Salon B, Level Two

Chair: Garrett Nichols, Bridgewater State University
Speakers:
Qwo-Li Driskill, Oregon State University, “Coalition and Decolonization: An American Indian Caucus Manifesto”
Tara Wood, Rockford University, “Recognizing Interdependence”
Linh Dich, Miami University, “Shaping ‘Our’ Public, Professional Identity: The Influence of Interest Groups on the Broader Organization”
Casie Cobos, “Decentering the Polis”
Al Harahap, University of Arizona
Elaine Richardson, The Ohio State University, “Seeing Each Other for Radical Coalition Building”
Garrett Nichols, Bridgewater State University, “An Alliance beyond Signal-Boosting”

K.34 Finding Meaning in the Midst of Academe’s Identity Crisis

We discuss ways to reimagine our work as compositionists at mid-career, given the widespread feeling of discontent about academe.

Hilton Room 338, Level Three

Chair: Angela Crow, James Madison University
Speakers:
Angela Crow, James Madison University, “Belonging and Bicycles, Finding a Comfortable Fit for Mid-Life Advocacy”
Cindy Moore, Loyola University Maryland, “Career Contemplation with the Life-Changing Magic of Tidying Up”
Annette Powell, Bellarmine University, “Searching for Tommy Merton, Institutional Identity and Personal Mission”
Peggy O’Neill, Loyola University Maryland, “Losing Your Way or Exploring New Territory?”
Enacting Knowledge Transfer at the Community College: Three Case Studies of Writing Transfer across Disciplines and Programs

This panel will trace the transfer knowledge acquired by students as they navigate the community college curriculum.

Hilton Ballroom of the Americas Salon A, Level Two

Chair: Howard Tinberg, Bristol Community College
Speakers: Howard Tinberg, Bristol Community College, “Using Transfer Knowledge to Bridge College and Work”
Holly Pappas, Bristol Community College
Jean-Paul Nadeau, Bristol Community College
Friday, 6:30–7:30 p.m.

Special Interest Groups

6:30 p.m.–7:30 p.m.

**FSIG.01 American Indian Caucus Business Meeting**
Business Meeting for American Indian Caucus.
Hilton Ballroom of the Americas Salon E, Level Two

*Speakers:* Joyce Rain Anderson, Bridgewater State University
Resa Crane Bizzaro, Indiana University of Pennsylvania
Malea Powell, Michigan State University

**FSIG.02 Asian/Asian American Caucus**
Caucus business meeting.
Hilton Room 335A, Level Three

K. Hyoejin Yoon, West Chester University

**FSIG.03 Black Caucus**
Hilton Ballroom of the Americas Salon F, Level Two

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

**FSIG.04 Labor Caucus SIG Business Meeting**
Open to all, this SIG offers a space to discuss labor, update on the caucus’s progress, and develop strategies for change.
Hilton Ballroom of the Americas Salon C, Level Two

*Co-Chairs:* Marc Bousquet, Emory University
Susan Naomi Bernstein, Arizona State University, Tempe
Mitzi Jones, University of Arkansas-Fort Smith
Craig Crowder, University of Kentucky
Heather Julien, Emory University
Jessica Philbrook, University of Missouri
Vandana Gavaskar, Ventura College
Sue Doe, Colorado State University, Fort Collins
Maxwell Philbrook, University of Missouri
Amy Lynch-Biniek, Kutztown University

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7-Institutional and Professional

FSIG.05 Latin@ Caucus Business Meeting
Caucus Business Meeting.
Hilton Room 335C, Level Three

Co-Chairs: Raul Sanchez, University of Florida
Iris Ruiz, University of California Merced
Bruce Martin, University of Houston

8-Taking Action

FSIG.06 Writing with Current, Former, and Future Members of the Military
SIG supports instructors who work with veterans, ROTC and Academy cadets, and currently-serving members of the military.
Hilton Room 333, Level Three

Co-Chairs: D. Alexis Hart, Allegheny College
Michael Edwards, Washington State University

1-First-Year and Advanced Composition

FSIG.07 Progressive Approaches to Grammar, Punctuation, and Usage SIG
This SIG will explore progressive approaches to grammar in the classroom, taking action by using grammar as a set of tools, not rules.
Hilton Room 330, Level Three

Speaker: Joseph Salvatore, The New School

4-Creative Writing

FSIG.08 Creative Nonfiction in Action: The Difference a Postcard Makes
Experienced creative nonfiction writers will discuss ways to invite all writers to use and teach this genre.
Hilton Ballroom of the Americas Salon B, Level Two

Co-Chairs: Libby Falk Jones, Berea College
Douglas Hesse, The University of Denver
Kathleen Blake Yancey, Florida State University
14-Writing Programs

FSIG.09 Undergraduate Consortium in Rhetoric and Writing
This SIG addresses the needs of CCCC’s participants working in undergraduate rhetoric and writing studies (courses, programs, majors).
GRB Room 351D, Level Three

Co-Chair: Helen Foster, University of Texas, El Paso
Speaker: Angela Petit, GLC Solutions

3-Community, Civic & Public

FSIG.10 SIG on Arab, Arab American, and Muslim Identity and Issues
This SIG’s aim is to bring together scholars, teachers, and theorists interested in issues related to Arabs and Muslims.
Hilton Room 332, Level Three

Chair: Tamara Issak, Syracuse University, “SIG on Arab and Muslim Issues”
Co-Chair: Lana Oweidat, Goucher College, “SIG on Arab and Muslim Issues”

9-Language

FSIG.11 Transnational Composition Standing Group
Facilitates exchanges of writing programs, pedagogies and resources across geographic, linguistic, cultural and institutional borders.
Hilton Room 327, Level Three

Chair: Brice Nordquist, Syracuse University

11-Research

FSIG.12 Special Interest Group on Undergraduate Research
This SIG provides an opportunity for those interested in undergraduate research to discuss relevant issues.
GRB Room 340A, Level Three

Speakers: Megan Schoettler, Miami University of Ohio
Michael Zerbe, York College of Pennsylvania

7-Institutional and Professional

FSIG.13 IWDPA Business Meeting
The annual business meeting of the Independent Writing Departments and Programs Association, a Standing Group of the CCCC.
Hilton Room 342, Level Three
Co-Chairs: Alice Myatt, University of Mississippi, University
Leslie Werden, Morningside College

1-First-Year and Advanced Composition

FSIG.14 Contemplative Writing Pedagogies Special Interest Group
This SIG offers a forum for discussion and support for best practices in mindfulness and contemplative writing pedagogies.
Hilton Room 337A, Level Three

Speakers: Emily Beals, California State University, Fresno
Jennifer Consilio, Lewis University
Donna Strickland, University of Missouri, Columbia

7-Institutional and Professional

FSIG.15 Play and Game Studies Special Interest Group
The PGS SIG aims to provide scholars with opportunities to network, share ideas and information, and discuss play and games in composition.
Hilton Room 335B, Level Three

Co-Chairs: Stephanie Vie, University of Central Florida
Danielle Roach, Miami University and Old Dominion University
Dawn Opel, Arizona State University
Jennifer deWinter, Worcester Polytechnic Institute
Kevin Moberly, Old Dominion University
Megan Mize, Old Dominion University
Kris Purzycki, University of Wisconsin, Milwaukee
Jill Morris, Frostburg State University
Emily Bunner, University of North Carolina at Chapel Hill

12-Writing Pedagogies and Processes

FSIG.16 Adult Writers in Diverse Contexts SIG
We will discuss enhancing the engagement of adult learners in their writing courses through a focus on relevance and applicability.
GRB Room 351C, Level Three

Co-Chairs: Barbara Gleason, City College of New York, CUNY
Sonia Feder-Lewis, Saint Mary’s University of Minnesota
13-Theory

FSIG.17 Rhetoric and Religious Traditions Standing Group Business Meeting
This is the annual meeting of the Rhetoric and Religious Traditions Standing Group. Anyone interested is welcome to attend.

Hilton Room 329, Level Three

Speaker: Jeffrey Ringer, University of Tennessee

6-Information Technologies

FSIG.18 Special Interest Group for Effective Practices in Online Writing Instruction: Student Matters and the CCCC OWI Principles and Effective Practices
The SIG leaders will report on research findings about students’ experiences with OWI and prompt a discussion about participants’ students.

Hilton Room 338, Level Three

Co-Chairs: Kevin Eric DePew, Old Dominion University
Mahli Mechenbier, Kent State University, Twinsburg

3-Community, Civic & Public

FSIG.19 Community Literacy, Service-Learning, and Public Rhetorics (SIG)
This SIG provides collaborative space for participants to share their research, pedagogy, and current projects.

Hilton 339B, Level Three

Co-Chairs: Connie Snyder Mick, Notre Dame University
Joyce Meier, Michigan State University, “Community Literacy, Service-Learning, and Public Rhetorics SIG”

4-Creative Writing

FSIG.20 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.

Hilton Room 336A, Level Three

Co-Chairs: Benjamin Miller, CUNY Graduate Center
Ben Ristow, Hobart and William Smith Colleges
14-Writing Programs

FSIG.21 Studio PLUS Special Interest Group
The Studio PLUS SIG supports writing instruction and programs operating in “third spaces” across labels and institutions.
Hilton Room 336B, Level Three

Chair: Rhonda Grego, Midlands Technical College

1-First-Year and Advanced Composition

FSIG.22 Working-Class Culture and Pedagogy
This is the annual business meeting of the Working-Class Culture and Pedagogy SIG.
Hilton Room 340B, Level Three

Co-Chairs: Jennifer Beech, University of Tennessee at Chattanooga
William Thelin, University of Akron

14-Writing Programs

FSIG.23 Graduate Student Special Interest Group: Graduate Student Mentorship
An open roundtable discussion between experienced faculty and graduate students regarding best practices in grad student mentorship.
Hilton Ballroom of the Americas Salon A, Level Two

Co-Chairs: Caddie Alford, Indiana University
Jennifer Warfel Juszkiewicz, Indiana University
Speakers: Katie Zabrowski, Saint Louis University
Nathaniel Rivers, Saint Louis University
Allison Carr, Coe College
Laura Micciche, University of Cincinnati

7-Institutional and Professional

FSIG.24 Academic Mothering in Rhetoric and Composition
Open to all CCCC attendees, this SIG is a participant-led sharing session on academic mothering in rhetoric and composition.
Hilton Room 337B, Level Three

Speaker: April Baker-Bell, Michigan State University

FSIG.25 Queer Caucus
Hilton Room 343A, Level Three

Co-Chairs: Donnie Sackey, Wayne State University
Becca Hayes, Michigan State University
FSIG.26 Caucus after the Caucus
Post Caucus meet up as a group.
Hilton Ballroom of the Americas Salon D, Level Two
8:00–9:00 p.m.

Speakers: Donnie Sackey, Wayne State University
Jennifer Sano-Franchini, Virginia Polytechnic Institute and State University
Elaine Richardson, The Ohio State University

FSIG.27 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.
Hilton Room 340A, Level Three

Co-Chair: Mark Letcher, Lewis University
Ken Lindblom, Stony Brook University
Gretchen Rumohr-Voskuil, Aquinas College

FSIG.28 Writing-about-Writing Standing Group
The Writing-about-Writing Standing Group supports the development of writing-about-writing pedagogies for college writing courses. The group meets to build community and exchange ideas, sharing resources and ideas about what works in WAW classrooms and why. This meeting will also elect new at-large members to the group’s steering committee.
Hilton Room 339A, Level Three

Chair: Doug Downs