

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>.

CCCC STONEWALL SERVICE AWARD

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

Stonewall Service Award Committee

Chair: 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>.

CCCC DISABILITY IN COLLEGE COMPOSITION TRAVEL AWARDS

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

Disability in College Composition Travel Awards Committee

Chair: 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 iteracies 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, “Rhetorizing 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 Heiffler, 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

13-Theory

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

8-Taking Action

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

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

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”

Matthew Vetter, Ohio University, “The Online Encyclopedia [White, Western Males] Can Edit: Critical Digital Praxis in Wikipedia”

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

Speakers: Katie Rose Guest Pryal, Pryal Consulting, Inc., “Writing for Action: A Crash Course in Journalism Genres”

Tim McCormack, John Jay College of Criminal Justice, “An Un-strategic Response: The Rhetorical Story of the End of Remediation”

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 Zarleno, 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”

Elsa Martin, University of Texas at El Paso, “The Recategorization of Autism Spectrum Disorder in the DSM-V: Public Uptake and the Recategorization of Identities.”

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

G.36 Taking Action Workshop: Building Alliances

Refer to page 17 for abstract.

Hilton Grand Ballroom A, Level Four

Speaker: Sarah Scanlon, Arkansas State Director for Bernie 2016

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”

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?"

11-Research

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

Analytical stories of long-term research collaborations: success/failure, interpersonal issues, cultural rhetorics, and best practices.

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"

Daisy Levy, Southern Vermont College, "Writing as Collective Making: On Failure and Listening for What Needs to Be Told"

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"

1-First-Year and Advanced Composition

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"

3-Community, Civic & Public

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 Gwinnett 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"

Lauren Gatti, University of Nebraska, "Speaking Back: On Public Discourse, Political Action, and Literacy Learning in a Preservice Teaching Environment"

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”

Jessica Masterson, University of Nebraska-Lincoln, “Speaking Back: On Public Discourse, Political Action, and Literacy Learning in a Preservice Teaching Environment”

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”

11-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, University 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 unsettling 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”

Tong Zhang, Indiana University of Pennsylvania, “Empower Multilingual Writers–Multiwriting in Second Language Learning Context”

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”

11-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”

12-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”

14-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 Barszczewski, 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.

Taking Action Workshop Sessions

H.36 Taking Action Workshop: Framing Messages

Refer to page 17 for abstract.

Hilton Grand Ballroom A, Level Four

Speaker: Jenna Fournel, National Council of Teachers of English

H.37 Taking Action Workshop: Influencing Policy

Refer to page 18 for abstract.

Hilton Grand Ballroom B, Level Four

Speakers: Lori Shorr, Temple University

Carolyn Calhoon-Dillahunt, Yakima Valley Community College

Poster Sessions

Hilton Sky Walk, Level Two

An Argument for Empathy in the Teaching of Writing

Teaching empathy in composition in an effective means to precipitate action.

Katlyn Firestone, Michigan State University

Answering Malinowitz's Call: Finding Out about Rhetoric & Composition's LGBTQ Students

This poster focuses on how LGBTQ students' sexuality and sexual identity impact their writing and literacy practices.

Hillery Glasby, Ohio University

Branding and Promoting Writing Programs at STEM Colleges

The WPA and WC director collaborated using the Boston Consulting Group Matrix to brand Writing Studies to STEM colleagues.

Justin Everett, University of the Sciences

Patricia Egbert, University of the Sciences

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 Bouelle, University of New Mexico

Maya Alapin, University of New Mexico

Tiffany Bouelle, 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

14-Writing Programs

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"
Michael Monje, Autonomous Press, "Neuroqueer Vocabulary as an Eclipse-Box: Exploring Sub- and Super-Textual Vocabularies for Witnessing Nonverbal Thought"

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"

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 untenured 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

11-Research

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”

14-Writing Programs

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”

12-Writing Pedagogies and Processes

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"

Stephen Whitley, Collin College, "Action, Reflection, Conscientization: Teaching Critical Thinking Skills in a Hostile Environment"

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

1-First-Year and Advanced Composition

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 ClassA 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’”

11-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”

William DeGenaro, The University of Michigan Dearborn, “What Can Basic Writing Feasibly Do?”

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.

Taking Action Workshop Sessions

I.36 Taking Action Workshop: Naming and Narrowing

Refer to page 16 for abstract.

Hilton Grand Ballroom A, Level Four

Speaker: Glenda Eoyang, HSD Institute

I.37 Taking Action Workshop: Making Action Plans

Refer to page 19 for abstract.

Hilton Grand Ballroom B, Level Four

Speaker: Cathy Fleischer, Eastern Michigan University

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 tudents”

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”

1-First-Year and Advanced Composition

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”

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

12-Writing Pedagogies and Processes

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”

1-First-Year and Advanced Composition

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”

13-Theory

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

12-Writing Pedagogies and Processes

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”

14-Writing Programs

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”

1-First-Year and Advanced Composition

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**

Presents 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”

1-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”

1-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”

Soohyon 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”

12-Writing Pedagogies and Processes

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

Speakers: Vershawn Young, University of Waterloo, “I Am Not Freddie Gray, but I Want Justice: Access, Equity, and the Racial Responsibility of Black Men and Police Officers”

Annika Konrad, University of Wisconsin-Madison, “Having to ‘Sell Sell Sell’: Locating Responsibility in the Everyday Rhetorical Labor of Disability”

Stephanie Kerschbaum, University of Delaware, “Cultivating Disability Awareness: The Responsibilities of Disabled Faculty Members at Work”

Respondent: Victor Villanueva, Washington State University

1-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”

Gretchen Cobb, Indiana University of Pennsylvania, “Corpus Linguistics Methodology: Analyzing the Sociolinguistic Practices of Deaf Writers”

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”

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

I.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

I.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

J Sessions: 2:00–3:15 p.m.

Taking Action Workshop Sessions

J.35 Taking Action Workshop: Framing Messages

Refer to page 17 for abstract.

Hilton Grand Ballroom A, Level Four

Speaker: Jenna Fournel, National Council of Teachers of English,
Washington, DC

J.36 Taking Action Workshop: Building Alliances

Refer to page 17 for abstract.

Hilton Grand Ballroom B, Level Four

Speaker: Sarah Scanlon, Arkansas State Director for Bernie 2016

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

11-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”

John Dunn, Eastern Michigan University, “A Writer Gets Political: What Donald Murray’s 1954 Pulitzer Prize-Winning Editorials Can Teach Us about “Rhetoric and Ideology in the Writing Class””

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”

Antonio Byrd, University of Wisconsin-Madison, “The Color-Line and Computational Literacy”

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

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

8-Taking Action

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 Disciplinary, 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-Binieck, Kutztown University

Tonya Ritola, University of California, Santa Cruz

Respondent: Mitzi Jones, University of Arkansas-Fort Smith

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”

Heather Graves, University of Alberta, “Ethical Energy, Immoral Energy: Strategies for Teaching Visual Argument for Social Change”

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”

Mark Blaauw-Hara, North Central Michigan College, “Opening Portals to Occupational Disciplines Using Threshold Concepts”

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

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

K.36 Taking Action Workshop: Influencing Policy

Refer to page 18 for abstract.

Hilton Grand Ballroom A, Level Four

Speakers: Lori Shorr, Temple University
Carolyn Calhoun-Dillahunt, Yakima Valley Community College

K.37 Taking Action Workshop: Making Action Plans

Refer to page 19 for abstract.

Hilton Grand Ballroom B, Level Four

Speaker: Cathy Fleischer, Eastern Michigan University

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

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

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”

John Gagnon, Michigan State University, “Making Docile: Visual Signage as an Exertion of State Power in Lansing’s Eastside”

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"

Brian Henderson, Southern Illinois University Edwardsville, "Education for the Masses or Money-Making Monstrosity?: A Critical Analysis of Global Freshman Academy"

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 ClassTaking 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”

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"

Ella Browning, University of South Florida, "The Critical Accessibility Framework: Students' Assessment of Accessibility in Technical Communication"

Lauren Cagle, University of South Florida, "The Critical Accessibility Framework: Students' Assessment of Accessibility in Technical Communication"

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 Efstathion, 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”

Jason Custer, Florida State University, “More Modalities, More Problems: Establishing a Framework and Assessment Practices for Multimodal Composition Support Structures”

11-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

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”

Kateland Wolfe, Georgia State University, “The Embodied and Embedded Practices of Embodiment: A ‘Distant Reading’ of Embodiment Scholarship”

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: Hyperrhetoricity, 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

8-Taking Action

K.28 Threshold Concepts, Affective Dispositions, Writing Transfer, and Writer Identity: An Action-Oriented Session for Connections and Collaboration

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

Speakers: Hilary Selznick, Illinois State University, “Acting Strategically: Disabled Life Writing as a New Rhetoric of Pain”

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”

James Beitler, Wheaton College, “Defining Transitions: Building WPA Agency in Changing Times”

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 “siloeing” 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”

7-Institutional and Professional

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?”

1-First-Year and Advanced Composition

**K.35 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

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

3-Community, Civic & Public

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

7-Institutional and Professional

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-Binieck, Kutztown University

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 Juskiewicz, 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