

# Index of Concurrent Sessions

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

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- H.06 Writing in the Global: Case Studies from WID and WAC Work
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- K.35 Enacting Knowledge Transfer at the Community College: Three Case Studies of Writing Transfer across Disciplines and Programs
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- PS-F (Un)Planning FYC: Using a Translingual Approach to Course Design, Avoiding Problematic Assumptions
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- D.05 Students Are Not Data Points: Empowering Individuals in Basic Writing Classes
- D.14 Writing, Reading, Seeing, Doing: Contextualization in Basic Writing Courses
- E.01 Acting toward Inclusivity: Closing the Achievement Gap in First-Year Writing
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- H.01 Articulation and Transfer from High School through College
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- H.34 Basic Writing at the Edges of Feasibility: A Cross-Institutional Comparison of Shifting Demographics, Assessment as Praxis, and Curricular Reform
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- B.03 Writing Sustainability in the College Classroom: Reimagining Communities through Action
- B.19 Writing Black Lives to Matter: Civic and Digital Engagements to Sustain the Revolution
- C.04 Connecting Students to Community in First-Year Composition
- C.18 The Best of Three Worlds: Integrating Writing, Civic Engagement, and First-Year Experience Programs
- C.32 Strategies for Building and Sustaining University-Community Writing Initiatives
- C.37 Marginalized Literacies: Let’s Hear Them
- D.06 Beyond the Helping or Hurting Binary: Examining Healthcare Rhetorics and Contexts
- D.15 The Critical Place of Affect and Culture in Transnationalism: Case Studies from the Local and Global Contexts
- D.21 What’s the Story: How Writing for Action Brought Our Urban Campus Garden to Life and Changed Our Relationships with Our Neighborhood
- D.32 Taking Rhetorical Action to Church: Advocating Doubtful Belief as Ground for Faithful Conversation
- D.37 Action for Whom, for How Long, and with What Impact? Raising Problems, Generating Solutions through Community-Based Courses
- E.25 Action, Advocacy, and Appalachia: Cultural-Rhetorical Strategies for Public Writing and Rhetorics
- E.37 Keeping Writing Relevant and Essential in Changing Times: Houston’s WITS (Writers in the Schools) Program
- E.40 Does It Matter: Assessing Our Role as Agents of Social Change
- F.16 Everyday Authors and Acts of Writing
- F.34 “Listen!” The Legend of the Social Justice Warrior, or Games and Social Advocacy

- G.08 Negotiating Perception/Deception: Strategies toward Promoting Active Citizenry in the Community College Composition Classroom
- H.02 #Activism: Literacies, Resistance, and Transhumanism
- H.09 Neuroqueer Rhetorics, Neuroqueering Rhetoric
- H.31 “Stories That Change You”: Birth Stories as Rhetorical Action
- I.01 The Company We Keep: Taking Action with Partners in the Study of Religion and Rhetoric
- I.05 Renegotiating the Public Imagination of American War: Masculinist Tropes of Veterans, War, and Trauma
- J.26 The Pleasures of Writing for New Audiences: A Tribute to Sondra Perl
- J.30 Ohio Farm Narratives: A Feminist Approach to Collaboration, Conversation, and Action
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- B.05 Histories of Action: Revisiting Composition’s Past to Understand Composition’s Present
- C.06 Recovering Writing Center Histories and Discourses
- C.36 Histories on the Move: Activating Institutional Histories in Writing Centers, Writing Programs, and Beyond
- D.07 New Directions in Transnational Asian/Asian American Rhetoric and Composition: Issues for Historiography, Digital Rhetoric, Racial Justice, and Writing Center Research
- D.17 Micro Histories of Access at Open Admissions Institutions

- D.33 Writing Hidden Histories Inside and Outside the Classroom
- E.07 Praise, Blame, Educate: Epideictic Possibilities
- E.29 Material Histories of Nineteenth-Century Writing and Rhetoric
- F.20 Women and the Development of Composition Studies
- G.13 Archiving Actions: Recasting Women's Rhetorical Spaces
- G.33 Composing Activist Historiographies
- H.03 Revisiting, Recovering, and Revising Literacy
- J.02 Uncovering and Recovering Actors in Rhetorical Instruction
- K.13 Agency and Action in Microhistories of Composition
- L.05 Activism and Action: Rhetorical Histories of Labor
- M.25 Periodicals and Activism in the 19th Century
- PS-B The Literate Citizen-Soldier: Threat, Anxiety, and the Creation of Federal K-12 Education Reform
- PS-D Genocide, Cinema, and Human Rights Rhetorics of Early Twentieth Century America
- PS-J A History of Hotdogs: Critical Eating in an Age of Foodieism

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- A.24 Authors and Their Devices: Digital Composing Strategies
- A.28 Enacting (Digital) Citizenship in (University of) Houston
- A.29 Bringing the Office to the Classroom: How Computer Simulations Enhance Proposal Writing for Technical Writing Students
- B.06 A Digital Alphabet Soup: MOOCs, DLNs, and GNLEs
- B.32 Making Meaning: The Maker Movement and Writing Studies
- C.07 Women's Ways of Practicing Digital Communities
- C.20 Action Movies: Filmmaking, Multimodality, and Critical Pedagogy
- C.31 Difficulty as Possibility in Composing and Teaching with Digital Media
- C.38 More Than the Sum: Faculty Collaboration in Designing and Teaching a Hybrid Writing Course
- D.08 Pedagogical Threshold Concepts Derived from Online Writing Instruction: Or, Why Writing Teachers Should Resist the Enterprise Model of Online Course Design
- D.18 State of Play: Gaming, Writing, Teaching, and Research
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- E.30 ELI Review as Strategic Action
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- I.31 From Posturing to Positioning: Encouraging Rhetorical Sophistication through Multimodal Pedagogies
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- K.15 Writing-toward-Action in Epic Open Learning: A Praxis-Oriented Approach to MOOC Design
- L.07 Develop, Design, Deliver: Teaching Graduate Students to Teach Writing Online
- L.28 Growing #digital Communities: The Tools, the Prison, and the Writing Classroom
- M.05 Big, Lean, Open, and Howling: Proposals for Digital Futures
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- PS-F Writing through Big Data: Using MassMine in the Advanced Writing Classroom
- PS-F Disciplinography of Rhet/Comp on Social Media: What Are We Doing in Our Facebook Groups?
- PS-H Digital Counterpublics: Writing Action through Augmented Reality Criticisms (ARCs)

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- A.18 Information Literacy and Foundational Writing: Transforming Curricula and Programs through Collaborative Outcomes
- A.30 The Extracurriculum within Our Walls
- A.33 Professionalizing Graduate Teaching Assistants: How Advisors Support Successful Writing Instruction
- A.37 Faculty Developer as Activist: Strategies for Writing Instructors and WPAs
- B.07 Rethinking Teaching & Learning Practices for Diverse Populations in the University: A Roundtable on Taking Pedagogical & Administrative Action
- B.29 Interrogating (Cross)Disciplinarity: Personal and Professional Identities at Work
- B.37 Enacting Career Diversity in Rhetoric and Composition: Different Pathways for a Professional Life with a PhD in Rhetoric and Composition
- C.08 Acting Out: The Legacy of Hephzibah Roskelly and Elizabeth Chiseri-Strater
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- D.10 Working Hard with Few Rewards: Life as a “Part-Time” Instructor
- D.19 Preparing Teachers of College Writing: A Report on the New 4Cs Position Statement and Suggestions for Putting It into Action
- E.33 Inter-Institutional Writing Strategies: Community College/University Collaborations in an Urban Transfer Network



- G.23 Decolonizing Retention: Indigenous Methodologies, SRTOL, and Contrastive Rhetoric in Composition Pedagogy and Program Design
- H.11 Strategies of New Writing Faculty: A Discussion on the Construction of Professional Identity
- H.17 What New Second Language Writing Professionals Are Doing to Break the Mold: Opportunities, Responsibilities, and Challenges
- H.25 Risky Business: Neoliberalism, Corporate Culture, and Higher Education
- H.30 GED to College Degree: Nontraditional Students & Alternative Pathways to College
- I.30 WPAs in Action: Navigating Institutional Infrastructures, Cultivating Relevant Textual Practices
- I.32 Feminist Action for Women Writing Program Administrators: Movements for Change in the Academy
- I.33 Demystifying the Job Market: Taking Action toward Transparency through Data and Narrative
- I.34 Fostering Academic Collaborations: Co-Mentoring as Strategic Action in Rhetoric and Composition
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- J.31 Writing for Cross-National Engagement: Research, Pedagogy, Advocacy
- K.06 Publishing in CCCC's Studies in Writing and Rhetoric
- K.17 Assessing Institutions, Programs, Centers, and Spaces
- K.27 Advocating for First-Year Writing and Library Partnerships through Shared Threshold Concepts
- K.30 Transaction, Inaction, and Reaction: The Many "Actions" of Adjunct Composition Work
- K.32 Resilience and Agency: Taking Action on Labor, Curriculum, and the Work of Writing Program Administration
- K.33 Taking Action and Taking Responsibility: A Roundtable for Caucuses, Special Interest Groups, Standing Groups, and the NCTE/CCCC
- K.34 Finding Meaning in the Midst of Academe's Identity Crisis
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- M.06 Reworking Boundaries of Language and Discipline: Translingual Theory, Second Language Writing, Comparative Rhetorics, and Transnational Research
- M.24 Getting to the Core: When FYC Moves out of the English Department
- M.27 Hearing the Forgotten Voice
- PS-H Branding and Promoting Writing Programs at STEM Colleges
- PS-J English Language Teacher Education in Libya: Affordances and Constraints

## **8-Taking Action**

- A.17 Beyond Common Ground: Listening Rhetorically as a Framework for Action in a Digital Story Project



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- A.31 Resources for Teaching Writing to Support #BlackLivesMatter at Predominantly White Institutions
- B.04 Whose Writing? For What Purpose?: Taking Action with Writing about (Multilingual) Writing
- B.18 Local Transformations, Local Publics: Actualizing through Activism
- B.30 Addressing the "Practical and Critical" in Translingual Approaches to Writing Strategies for Action
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- C.19 Students, Faculty, and Curriculum: Responding to Public Perception and Public Policy
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- C.33 WAC in the Long Run: Strategies for Sustained Action in the Face of New and Old Challenges
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- D.38 (Inter)Disciplinary Literacies: Strategies for Taking Action and Expanding the Conversation
- E.03 Calling You In: Queer Worldmaking and Rhetorical Action
- E.05 Action over Reaction: Strengthening Veteran Identity through Strategic Narratives
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- E.24 Classroom Materials as Microcosm: Pushing against the Dominant Academic Discourse
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- E.32 Queer (Inter)Actions: Remediating Research and Embodying Methodology as Composition
- F.07 Taking Action to Connect the Classroom and the Community
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- F.10 Changing Demographics: No Longer a Monolingual Nation
- F.18 Taking Action through the News Media
- F.21 Taking Action in WAC Work: The Student Anthology on Race
- F.23 Writing for Action, Writing for Change
- F.26 Environmental and Scientific Rhetoric in Action
- F.35 From Analysis to Action: The NCTE Policy Analysis Initiative's Role in Promoting Policy Change

- G.05 Better Learning Technologies: Taking Action to Reframe Educational Technology Development for Writers and Writing Teachers
- G.11 Taking Activist Action: Identity, Community, Pedagogy
- G.20 Resistance to Standardization: Taking Action in Curriculum and Assessment
- G.25 Assessing Learning in Scenes of Discovery: Projection, Reflection, and (Social) Action
- H.13 Writing and (Re)Action: RTTP and Composition
- H.18 New Thoughts on Writing and First-Language Teaching
- H.23 Roles for Writing Studies in Graduate Writing Support: Three Sites for Action
- H.35 Writing as Making; Making as Writing
- I.04 Resocializing Writing Assessment: Articulating Social Justice Perspectives in Writing Assessment Practice
- I.06 Ready, Set...Action? Stories as a Means of Going Public
- I.16 Challenges of Large-Scale Writing Assessment: Portfolios, Through-Course Assessments, and Other Emerging Innovations
- I.18 Partnering with the Status Quo: Theories, Histories, and Cases of Problematic Partnerships for Action-Oriented Practitioners
- I.26 Acting as If: The De-centered Writing Program as a Framework for Success in Community College Writing Programs
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- J.09 Four Strategies for Writing In/Action
- J.22 Mobilizing Tenure-Track Faculty for Adjunct Equity
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- J.32 Hispanic-Serving Institutions: Strategies for Big Data, Intellectual Ferment, and Emotional Communities
- J.33 Influencing Public Policy
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- K.08 Actions against Stereotype Threat: Reflection, Tutoring, and Service-Learning
- K.10 Strategies for Campus-Wide Change
- K.14 Assessment in Disability Studies Research: Improving Research Sites to Appeal to Wider Audiences in Higher Education
- K.16 Taking Action at the Border: Acknowledging and Addressing Differences among the Diverse
- K.21 Reclaiming Rhetorics of Resistance in the 21st Century
- K.28 Threshold Concepts, Affective Dispositions, Writing Transfer, and Writer Identity: An Action-Oriented Session for Connections and Collaboration
- L.03 Curricular Crossroads: Teaching Professional Writing for Civic Purposes
- L.09 Crossing the Threshold: Identifying Threshold Concepts for Students, Teachers, and the University through Assessment
- L.14 Collaboration in Action: Using Quantitative Data-Driven Arguments to Advocate for Ethical Labor Models
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- L.29 Using the Assessment Story Project to Advocate for Students and Teachers
- M.10 Framing Circulation for Action: Frameworks for Enabling Action via Circulation Studies
- M.12 Advocating for Our Missions: Writing (Our) Programs with Integrity in Hostile Environments
- M.13 Writing for Advocacy and Agency
- M.17 Lights, Camera, Action: Setting the Stage for Understanding the Diverse Learning Needs of Teachers and Students in Writing Classrooms
- M.31 (Transfer) Student-Centered Assessment
- PS-B A Small School with a Changed Writing Culture: Taking Action through Faculty Development
- PS-D Best Practices for Service-Learning Reflection Assessment and Design: A Case Study of an Alternative Breaks Program
- PS-H Reading in the Studio: Taking Research-Based Action to Teach Disciplinary Reading Practices
- PS-J Coadyuvante as Program Development Paradigm: Using Activist Strategies in WAC/WID Faculty Development
- PS-J Identifying and Demonstrating Genre Knowledge: A Preliminary Assessment Heuristic in FYC Classrooms
- PS-J Posted: Too Teaching Intensive!

## **9-Language**

- A.09 Writing Our Way to Access: L2 Writers Engage with Revision, Strategies, and Genre Awareness
- A.36 Literacy Development and Rhetorical Invention in the Multilingual Classroom
- A.38 Healing the Split between Language and Writing: Practical Advice for the Composition Classroom (This Panel Is Supported by the Standing Group in Language, Linguistics, and Writing)
- B.09 “The Accent’s on Me”: Agency, Personal Narrative, and the L2 Writer
- B.23 Rhetorical Practices and Language Tensions
- C.09 Translation, Linguistic Memory, and the Impact of (English-Only) Language Policy
- C.22 From Code-Switching to Code-Meshing: Validating the Brown/Black Voice
- E.15 Language Ideologies and Second Language Writing
- E.16 Second-Language Writing Specialists as Writing Program Leaders: Opportunities for Advocacy
- E.31 Non-Native English-Speaking Faculty and Faculty Development
- E.34 Writing across Margins and Borders
- F.27 We Are Not Color Blind: Empowering Spanglish and Other Types of Code Switching
- G.02 Theory, Research, and Action: New Strategies for Students’ Right to Their Own Language
- G.19 Uncovering the Hidden: Composition Scholarship as Language Activism

- G.27 Multilingualism: The New Power Language
- J.08 Transnational Composition: (Geo)Political Considerations for Writing Research, Publication, and Pedagogy
- PS-B So Superman Walks into a Writing Center: Translingual Approach Implementation for Both Earthlings and Non-Earthlings
- PS-D Writing with an Accent: L2 Writers' Authorial Identity and Silenced Voice in Academic Writing

## **10-Professional and Technical Writing**

- A.10 Ethics in Action: Place-Based Ethics and Experience Architecture
- B.10 Labeling, Naming, and Visualizing Health and Illness: How Food Labels, FDA Reports, and Ebola Charts Can Help Teach Rhetorical Analysis
- B.24 Medical Rhetoric and Scientific Communication
- C.12 Morals, Values, Emotions, and Cultures: Investigating Identity in Professional Communication Contexts
- C.23 Designing for Usability and Accessibility
- D.23 Writing for Industry and Workplaces
- F.02 Rhetorics of Health and Medicine: A Roundtable Examining the Breadth and Future Actions of an Emerging Sub-Field
- F.28 Results of a Study on the Status of the Multi-Major Professional Writing Course in U.S. Institutions of Higher Education
- G.03 Taking Action, Building Community, and Sponsoring Literacy with Stanford's Notation in Science Communication
- G.21 Studies in Public Writing & Entrepreneurship: Shared Value, Design Thinking, and User Experience
- G.28 Technical Communication and Professionalization On- and Off-line
- I.08 Global Contexts of Scientific Literacies
- I.10 Collaborative Teaching and Integration—Where Writing Positions Itself between STEM Education and Professional Accreditation
- J.14 Second Generation ABET: Bridging the Gap between Engineering Communication Curricula and Professional Identities
- PS-D A Writing Center for Technical-Academic Literacy: Developing Strategies for Science Communication
- PS-H New Black Boxes: Technologically Mediated Intercultural Rhetorical Encounters
- PS-J Reframing Rhetoric in the Workplace: A Socio-Epistemic Pedagogical Approach for Professional Writing

## **11-Research**

- A.05 Studying Action in Medicine through Surrogates, Simulations, and Other Shadow Work
- A.08 How to Hold a Slippery Fish: Methodological Challenges and Solutions for Studying Student Dispositions

- A.11 Approaching FYC from a Research Perspective: Using Teacher and Corpus Inquiry to Impact Practice
- A.22 The Transfer of Transfer Project: Researching the Efficacy of Teaching for Transfer (TFT) in Four Courses and on Four Campuses
- A.26 Taking Action on Intellectual Property with Open Educational Resources
- B.01 The National Census of Writing Database and Diversity in Writing Programs (CWPA-Sponsored Session)
- B.11 Time to Take Stock: What We Can (and Can't) Learn from Current CHAT Methodology in Writing Studies Research
- B.12 Citation Practice, Documentation Style, and Scholarly Writing: New Possibilities and New Frameworks
- B.25 Research as Social Action: Situating Critical Discourse Analysis within Rhetoric and Composition Studies
- C.14 Representing Authorship: Plagiarism, Inclusion, and (Academic) Citizenship
- C.24 Negotiating Disability Disclosures in Qualitative Writing Studies Research
- C.35 Research in Writing Studies: Issues of Subjectivity, Neurology, Intellectual Property, and Disciplinarity
- D.24 Researching Threshold Concepts and Transfer
- D.26 Acting Strategically with Multilingual Writers: Results from a Cross-Institutional Research Study
- D.36 Tagging Texts, Archives, and Walls: Innovation and Invention in Research Method Design
- E.13 Researching Trans- and Multi-Lingual Landscapes
- E.19 Curating Transdisciplinary Research on Place-Based Writing: An Interactive Introduction to 680 Open Access Video Clips of Teachers and Students
- F.03 Beyond Fundamentalism: Pedagogical Implications from Three Empirical Studies of Overlooked Christian Rhetorics
- F.05 Race and Writing Methods: Investigating Racism through Autoethnography, History, and Technology
- F.29 Research in Multimodal Composition, Literacies, and Assessment
- G.06 Long-Term Research Collaborations: Strategy, Identity, Failure, and Moves toward Future Action
- G.15 Using Research as a Writing Strategy to Promote Literacy Acquisition and Advocacy of Writing Instruction across Geographic and Disciplinary Contexts
- G.17 The Archival Turn in Rhetoric and Composition: Avenues for Research and Methodology
- G.22 Build-Up, Movement, and Surprise in Cross-Border Research: A Networked Approach
- G.29 Uncovering Students' Dispositions toward Writing: Taking Action on Stereotype Threat in Writing Classes through New Research
- H.16 Digital Research
- H.19 The Genre Project: An Interim Report on Collaborations between WPAs and Disciplinary Faculty about Genre and the Problem of Transfer

- H.28 Transnational Ethnography in Action: An Updated Framework for Studying the Global Circulation of People and Writing
- H.33 Conundra of Tracing Learning Transfer: Methodological Reflections and Data Early in a Longitudinal Study
- I.03 By the Tutors, For the Tutors: Undergraduate Research in the Writing Center
- I.29 Research with/from/about Underrepresented Communities
- I.35 Applying for a CCCC Research Grant: A Mentoring Session
- J.01 Methods, Models, and Means of Undergraduate Research in Rhetoric and Composition: A Roundtable Discussion
- J.15 Translating Data into Action: Coordinating University and Program-Specific Writing Assessment
- J.34 Acting on Data: Corpus-Based, Computer-Aided Analysis of Student Writing
- K.18 Research on Materiality and Embodiment
- K.25 Innovations in Big Data Research
- L.26 Researching with and through the Personal
- M.14 Think-Tank for Newcomers: Developing Papers and Sessions for CCCC 2017
- M.20 Local/Regional Practices: Recovering, Translating, and Strategic Practices from Spaces and Contexts of Coloniality
- PS-A Undergraduate Researcher Poster Session
- PS-B Testing Reading-Preview Techniques to Encourage Student Reading
- PS-D Family History Research Methodology for Rhetorical Writing
- PS-F Curating the Research Assemblage: Methodology as Ethical Inter/action
- PS-F Digital Mix: The Landscape of Digital Pedagogy in the Writing and Communication Classroom
- PS-F Corpus in Action: Creating Student-Centered and Context-Specific Corpora to Increase Awareness of Students' Literacy Practices for Course Design and Classroom Mutuality
- PS-F Moving between the Military and Academy
- PS-H Answering Malinowitz's Call: Finding Out about Rhetoric & Composition's LGBTQ Students
- PS-J Becoming Style Chameleons: How Well Do Students Give Teachers "What They Want"?

## **12-Writing Pedagogies and Processes**

- A.03 (Dis)appearing Collaborative Bodies: Re-Perceiving the Writing Center/Classroom Divide to Engage Third-Space Pedagogies
- A.12 Creating Comunidad Situated Writing Curriculum at Hispanic Serving Institutions: Writing beyond Theoretical Borders
- A.27 Teaching Writing as Rhetorical Action in Schools and Colleges
- A.35 Wikipedia as Social Action: Learning the Genre, Questioning Notability, Minding the Gaps

- B.08 Stories That Matter: Student Documentaries as Impactful Collaborative Writing
- B.13 Theorizing Responsive Action: Sensate Engagement, Critical Expressivism, and Rhetorical Gaslighting
- B.21 I See What You Mean: Using Infographics to Inspire Action across Diverse Curricula
- B.26 Storying as Action: Using Narrative to Co-Create Identity in the Writing Classroom
- B.38 Response in Action: Negotiating the Intentions of Students, Teachers, and Peer Reviewers
- C.11 Peer Perceptions: Conferencing and Feedback
- C.25 Issues in Contemplative Writing Pedagogy
- D.13 A New Look at Old Traditions
- D.25 Metacognition Recognition, or I Know It When I See It
- D.27 Empathy, Atheism, and Religion in the Writing Classroom
- D.34 Locating the “Learner” in Learning Transfer: (How) Does Identity Facilitate or Impede Transfer between Academic and Non-Academic Domains?
- E.10 Objects and Agency in the Writing Classroom
- E.14 Language Theory into Action: Translingual and L2 Pedagogy in the Writing Classroom
- E.26 Negotiating Academic Communities: Best Practices for Students and Faculty
- F.15 Re-Actions: A Closer Look at Student Invention across Different Sites
- F.24 Glitches as (Re)Action: Creating, Learning from, and Responding to Moments of Rhetorical Failure
- F.30 Teaching Reading for Writing: Action-Oriented Approaches
- G.09 The ContAct Zone: Lived Experience as Pedagogy for Action
- G.14 A New Prescription for Dialogic Action: Reframing the Writing Conference as a Contact Zone
- G.18 Student Identities in Classroom Contexts: Negotiating Subjectivity and Power
- G.30 Respecting Rhetorical Choices: Coding as a Way of Reading L2 Writing
- H.15 Bringing Tacit Writing Knowledge to Light: On the Possibilities and Limitations of Fostering Explicit Awareness of Disciplinary Writing Practices
- H.21 WAW, Reconsidered
- I.02 Between the Lines: Exploring Difference in Students’ Response to Feedback
- I.13 Disability Studies and Transformative Access
- I.17 Redefining Narrative Writing as a Strategy for Action
- I.21 Instructor Feedback as an Interactive Process: Using Qualitative Data to Develop Effective Feedback Strategies
- I.25 Identifying and Eliciting Students’ Metacognitive Development
- J.05 The Value of Presence: Strategic Uses of Contemplative Practices in the Writing Classroom



- J.12 Practicing Writing as Social Act: Writing Group Pedagogy in the Context of the Writing Center
- J.18 Understanding Our Habits of Mind: Clarifying Disciplinarity, Assessment, and Transfer
- J.20 Enacting New Theories of Revision
- J.24 Visual Rhetoric for Social Change in the Writing Classroom
- K.07 Mass Education and Unbundled Access: MOOCs and the new BA
- K.19 Can You Hear Me Now?: Using Audio to Teach Writing
- K.23 Build It and They Won't Come: Action Plan for the Stealth Veteran
- L.08 Action-Based Pedagogies and Multimodal Writing
- L.17 Searching the Disciplines: Improving Student Writing Self-Efficacy through Departmental Collaboration
- L.20 Assessment, Accountability, and Strategies of Collaboration
- M.02 Global, Social, and Digital: Digital Tools and Strategies in the Writing Classroom
- M.16 Creating Conditions for Action: Designing Composition Spaces for Learning, Enculturation, and Usability
- M.21 Sound and Listening as Embodied Acts for Writing Research and Pedagogy
- PS-B Literacy Narratives, Genre Awareness, and Knowledge Transfer: A Case Study
- PS-F The Self as Subject: Strategies for Acting Up and Talking Back
- PS-H Engaging and Empowering Diverse Learners through Visual and Digital Tools
- PS-H Taking Action on a Traditional Writing Strategy: Revising Peer Response for the Millennial Generation
- PS-J Strategic Writing Support in Courses through Collaboration

### 13-Theory

- A.13 Defining the “Cross”-Cultural: Rethinking Rhetorical Assumptions, Terminologies, and Practices from within Comparative Argumentation
- A.15 Feeling Things in Writing: Material Culture, Emotion Studies, and Writing for Social Action
- B.14 Detect, Elect, Connect: Instructional Perspectives and Activities for Enabling Transfer
- B.27 Storytelling as a New Pathway to Social Justice
- B.36 The Complexity of Agency in the Composition Classroom
- C.15 Faster, Bigger, Cheaper: Ideologies of Efficiency in the College Writing Classroom
- C.26 The Legacy of *Textual Carnivals*
- C.39 More Than Words: Using Comics Responsibly in the Composition Classroom
- D.01 Deweyan Lineages: Writing, Action, and the Public Sphere
- D.04 Writing Time, Writing Spaces
- D.12 Disability Studies in Action: Cross-Locational Perspectives

- D.16 Bridging Cultures, Languages, and Lands: An Illustration of Latina/o and Chicana Rhetorical Practices
- E.02 Reading, Writing, Listening, Feeling: Experiential Engagement and the Fluid Classroom
- E.11 Interfacing Cultural Rhetorics: A History and a Call
- E.17 Game Design as...: The Rhetorics of Designing Games
- F.01 Writing Feminism: Negotiating for Action across Public Spheres
- F.09 Imagining Literate Lives: Drawing Lessons from Narrative, Memory, and Mobility
- F.13 New/Now Cognitivism: Strategies for Theory and “Literate Action”
- F.19 Don’t Get Emotional: Teaching Writing and the Study of Emotional States
- F.31 Challenging the Rhetoric of Non-Neurotypicality: Documents, Stories, Memories
- F.33 Networking the Discipline: Theorizing Assumptions, Offering Change
- G.04 Listening Strategies for Feminist and Queer Action: Encountering an Erotic Ethics
- G.12 Writing’s Wreckage: What Happens When Writing Fails
- G.34 Rhetorics of Disruption
- G.35 Re-Imagining the Student-Subject of Composition
- H.12 Queering Rhetorics: Rethinking Archival History and Multimodality
- I.07 Acting by Design: Multimodal Activism on the Streets, in the Classroom, and through the Writing Center
- I.11 Re-Reading Appalachia: Literacy, Place, and Cultural Resistance
- I.12 Decolonizing Writing, Writing as Decolonization
- I.15 Queering Composition: Pedagogy for Activism, Identity, and Change
- I.27 Negotiating Interactions around Difference: Identity and Responsibility in Communities, Workplaces, and Classrooms
- J.06 Assembling Composition
- J.11 Practices of Rhetorical Invention
- K.05 Strategies for (Ambiguous) Writing Situations: Using Kenneth Burke as/in Posthuman Writing Studies
- K.09 Recontextualizing Writing Pedagogies
- K.26 Exploring the Rhetoric of New Media and Identity
- L.04 Whispers in the Corner: The Rhetoricity of Gossip
- L.06 Redefining and Reimagining the Religious within and beyond the Writing Classroom
- L.10 Writing and Illness
- L.15 Negotiating Otherness: An Exploration of Intersections between Auto-biographical Video and Rhetoric
- L.22 Political Rhetoric: Ethos, Agency, and Courage
- L.23 Political Literacy in Composition: Critical Pedagogy, Multiple Voices, or Activism?
- L.24 Interrogating Digitized Whiteness: Renderings of Whiteness in Mediated Writing Spaces
- L.30 Composition, Rhetoric, and Disciplinarity: Coming to Terms with Our Past and Taking Action for the Future

- M.03 Framing Visual Composition and Multimedia Writing
- M.08 Preachin', Laughin', Theorizin': Black Women on Rhetoric, Language Policies, and Intimate Spaces
- M.11 Queering Assessment: Engaging Alternative Validity Arguments
- PS-D Keep Mad and Tumblr on: Neurodivergent Identity and Autistic Self-Advocacy in Social Media Based Counterpublics
- PS-H An Argument for Empathy in the Teaching of Writing

#### **14-Writing Programs**

- A.04 Reconsidering Professional Credentials of Writing Program Faculty
- A.14 Writing Experts and Technology Experts: Institutional Collaboration for Multimodal Composition in First-Year Writing
- A.16 Being Teachers: The Praxis of Ethos in Instructor Training
- B.16 Reform in Writing Center Practices Based on Comprehensive Studies
- B.28 Building Bases for Action: Re/Mapping a Mandated Writing Program Redesign
- C.17 The Writing Center's Online Presence
- C.27 Reaffirming Praxis: Teaching First-Year Composition as Our Profession's Highest Calling
- D.11 Retention and Student Success: Taking Action in Writing Programs and Classrooms
- D.30 Equity in the Writing Center: Questioning Assumptions about Anti-Racist Practice
- E.20 Curricular Overseeing vs. Curricular Liberties: Designing Infrastructures for Pedagogical Innovation
- E.35 Race Forever: Adventures in Writing Program Startups
- F.04 Supporting the Future of the Field: A Roundtable on Graduate Digital Pedagogy
- F.12 We Know Where the Action Is: It's in Writing Fellows (and We Got the Data to Prove It)
- G.10 Advocacy through Tutor Cultural Awareness and Action
- G.32 Alumni in Action: Showing the Value of Degree Programs in Writing by Reflecting on the Work of Their Alumni
- H.07 The Translingual Writing Center
- H.20 Civil Discourse and the Writing Center: Code-Meshing, Euphemizing, and Troubling Correctness
- H.27 Embrace the Funk: Rhetorically Repositioning Two-Year College WPA Work as Social Justice
- I.19 Localized Sites of Assessment, Action, and Transformation
- J.16 If You Build It, Will They Come? Extending the Writing Center Inside and Outside Our Walls
- J.17 Power, Politics, and Accreditation: Effecting Culture Change with Writing-Focused QEPs
- J.19 WPA Work as Strategic Action

- J.28 Threshold Concepts and the Two-Year College: Reshaping Writing Courses, Writing Programs, and Writing Centers
- 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
- L.16 Preparing for a Changing Professional Landscape: Junior Faculty, Disciplinarity, and Graduate Education
- L.25 Exploring Strange New Worlds: Launching a First-Year Composition Program while Following the WPA Roadmap AND Navigating the Texas Core Curriculum
- M.15 Writing (Center) Strategies for Action for Underrepresented Populations
- M.19 Writers on the Verge: Researching Summer Transition Programs (and Why We Should Do More of It)
- M.28 Theory, Practice...Talk and Snacks: How One Faculty Professional Learning Community Discovered Action through Collaboration
- M.30 Required Writing Center Visits: Adding Numbers—and Nuance—to the Conversation
- PS-B Both Peers and Teachers: Improving Experiences for Course-Embedded Writing Tutors
- PS-B A Quantitative Analysis of Writing [Center] Leadership and Locality
- PS-F Reshaping Virtual Spaces: Using the College Writing Center to Create and Deliver Information Literacy Resources to Faculty
- PS-H Writing for Transfer across General Education