

Saturday, April 9

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.

Two-Year College Saturday Program

Sponsored by the Two-Year College English Association (TYCA)

Two-Year College English Association Annual Breakfast and Awards – Saturday

Hilton Ballroom of the Americas Salon A, Level Two
7:00 a.m.–8:00 a.m.

Admission is by advance registration only.

TYCA FAME AWARD

This award acknowledges the best mention of the two-year college appearing in any media during the previous year. The award gives credit to those reporters, writers, filmmakers, and others who seek out and publicize exemplary students, faculty, programs, campuses, and/or recognize the two-year college system.

The winner will be announced at the TYCA Breakfast.

Fame Award Committee

Chair: Joy Barber, Montana State University, Billings
Sterling Warner (Past Chair), Evergreen Valley College, San Jose, CA
Carmen Carrasquillo, Miramar College, San Diego, CA
Michael Dinielli, Chaffey College, Alta Loma, CA
Brett Griffiths, University of Michigan, Ann Arbor
Bruce Henderson, Fullerton College, CA
Martha Henning, Portland Community College, OR
Jeffrey Klausman, Whatcom Community College, Bellingham, WA
Mandana Mohsenzadegan, Evergreen Valley College, San Jose, CA
Howard Tinberg, Bristol Community College, Fall River, MA

For a listing of previous winners, please visit <http://www.ncte.org/tyca/awards/fame>.

DIANA HACKER TYCA OUTSTANDING PROGRAMS IN ENGLISH AWARDS FOR TWO-YEAR TEACHERS AND COLLEGES

These awards are given annually to honor two-year teachers and their colleges for exemplary programs that enhance students' language learning, helping them to achieve their college, career, and personal goals.

Winners are to be announced at the TYCA Breakfast.

Outstanding Programs Award Committee

Chair: Jeff Andelora, Mesa Community College, AZ
Judy Angona, Ocean County College, Tom's River, NJ
Sravani Banerjee, Evergreen Valley College, San Jose, CA
Dodie Forrest, Yakima Valley Community College, WA
Juliette Ludeker, Howard Community College, Columbia, MD

For a listing of previous winners, please visit <http://www.ncte.org/tyca/awards/programs>.

ANNUAL BUSINESS/TOWN MEETING

Hilton Ballroom of the Americas Salon B, Level Two

8:00 a.m.–9:15 a.m.

All members and newcomers of CCCC are invited to attend and vote at the business meeting.

CCCC Chair: Joyce Locke Carter, Texas Tech University, Lubbock

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

CCCC Assistant Chair: Carolyn Calhoun-Dillahunt, Yakima Valley Community College, WA

CCCC Secretary: Jessie L. Moore, Elon University, NC

CCCC Executive Secretary/Treasurer: Emily Kirkpatrick, NCTE, Urbana, IL

CCCC Parliamentarian: Rochelle Rodrigo, Old Dominion University, Norfolk, VA

Established Rules for Conduct of the Annual Business Meeting

1. All voting members should be properly identified, and only members in good standing may vote in the business meeting.
2. A quorum of seventy-five members of CCCC in good standing is required for the transaction of business in this meeting.
3. Anyone wishing the floor should go to a microphone and give his or her name and institution when recognized by the chair.
4. If procedural rules are adopted by a majority vote of the members present, a two-thirds vote will be required to suspend or amend them.
5. Members may offer for discussion and action a sense-of-the-house motion, as specified in item 4 in the “Basic Rules for the Handling of Resolutions.” Such motions, if passed, will be broadcast to the members, not as an official CCCC statement, but as the wish of the majority of the members voting at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or another appropriate CCCC body, and can become the substance of a resolution at the next annual convention.
6. *Sturgis’s Standard Code of Parliamentary Procedure* applies on all questions of procedure and parliamentary law not specified in the Constitution, Bylaws, or other rules adopted by CCCC.
7. The Parliamentarian interprets the rules on parliamentary procedures.
8. A secret ballot will be ordered by a motion to vote by secret ballot and an affirmative vote of at least ten members.

Procedural Rules Proposed for Adoption at the Annual Business Meeting

In discussion of resolutions and all other items of business except sense-of-the-house motions:

- a. Three minutes will be allowed for each speaker each time.
- b. No one may speak a second time on a subject until all who wish to speak have been heard.

- c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.
- d. Discussion will be limited to no more than fifteen minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in ten-minute increments by consent of the body.
- e. Discussion of an amendment to a motion or resolution will be limited to no more than ten minutes; this time may be extended in six-minute increments by consent of the body.
- f. Amendments to amendments will not be accepted, in order to avoid confusion.

In discussion of sense-of-the-house motions:

- a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted to the chair in three copies before the call for the adoption of the agenda at the beginning of the business meeting. (Brief prefatory statements in explanation of the motion are not part of the motion and need not be submitted in writing.)
- b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.
- c. Speakers on sense-of-the-house motions shall be limited to two minutes each, except by dispensation of the chair.
- d. Discussion of sense-of-the-house motions shall be limited to ten minutes, except by dispensation of the chair.

Basic Rules for the Handling of Resolutions at the Annual Business Meeting

1. A call for resolutions will appear in the February issue of *College Composition and Communication*. Proposed resolutions received by the chair of the Resolutions Committee two weeks before the conference require the signature of only five conference members; however, additional signatures are welcome as a means of indicating the base of support for the resolution.
2. The function of the Resolutions Committee is to review all resolutions presented and to prepare resolutions of its own in areas in which it or the Executive Committee believes conference action is needed. Special attention will be given to including areas covered in sense-of-the-house motions passed at the last Annual Business Meeting. In reviewing resolutions, the Resolutions Committee is responsible for combining all resolutions that duplicate one another in substance and for editing all resolutions.

The Resolutions Committee will report all properly submitted resolutions to the Annual Business Meeting with a recommendation for action.

Resolutions that call for conference action in the areas in which the CCCC Constitution assigns authority to the officers or the Executive Committee will be clearly labeled as advisory to the officers or the Executive Committee.

Resolutions of appreciation may be prepared by the CCCC officers and may be presented by the Resolutions Committee.

The Resolutions Committee will hold an open meeting during the Special Interest Group time period to clarify and discuss these resolutions with concerned conference members. It is especially urgent that the authors of resolutions or their delegates come to this meeting. Although no new resolutions may be added at this time, members suggesting additional resolutions will be informed that they may introduce sense-of-the-house motions at the Annual Business Meeting in accordance with the rule given in item 4 below. The Resolutions Committee will also have a closed meeting after the open meeting to make such editorial and substantive changes as the deliberations of the open meeting may suggest.

3. As necessary, resolutions will be retyped so that complex changes will be incorporated into the copies of the resolutions distributed at the Annual Business Meeting.

During the report of the Resolutions Committee at the Annual Business Meeting, one member of the Committee will read the “resolved” portion of each resolution and move its adoption. Adoption will require only a simple majority of members present. Action will be taken on each resolution before the next resolution is presented.

The CCCC officers at their post-convention session will determine the dissemination of, and the action to be taken on, all resolutions adopted.

4. Members may offer sense-of-the-house motions for discussion and action. Such motions, if passed, will be announced to CCCC members, not as official CCCC statements, but as the will of the majority of members at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or by another appropriate CCCC body, as well as become the substance of a resolution at the next annual convention. In order to be considered, sense-of-the-house motions of no more than 50 words must be presented in writing (three copies) to the chair of the Annual Business Meeting before the adoption of the agenda.

TYCA Executive Committee Meeting

Hilton Room 344A, Level Three

9:00 a.m.–5:00 p.m.

L Sessions: 9:30–10:45 a.m.

3-Community, Civic & Public

L.01 **Historiographic Participatory Action Research: Reciprocity and Benefits in “Sweet Home Alabama”**

This panel examines methodology, negotiation, and service learning pedagogy in a PAR project situated in a historic Black town in the south.

Hilton Room 327, Level Three

Chair: Michelle Bachelor Robinson, The University of Alabama

Speakers: Margaret Holloway, The University of Alabama, “Taking Action: Service Learning and Historiographic Research”

Michelle Bachelor Robinson, The University of Alabama, “Actions Speak Louder than Words: The Making of Academic and Community-Based Partnerships”

Khirsten Echols, University of Louisville, “Ideas to Action: Mixing Methods and Taking Names”

1-First-Year and Advanced Composition

L.02 **Facilitating Transfer from FYC to Other Courses: Two Research-Supported Approaches**

Two approaches to explicitly teaching for transfer in FYC increased student motivation to transform rhetorical knowledge for other contexts.

Hilton Room 335B, Level Three

Chair: Keith Comer, Victoria University of Wellington

Speakers: Ryan Roderick, Carnegie Mellon, “A Wiki to Facilitate Transfer?”

Susan Tanner, Carnegie Mellon, “The Effects of Collaborative Reflection”

Michael Williams, Carnegie Mellon, “Enactment of a Wiki Assignment across Three Course Sections”

Joanna Wolfe, Carnegie Mellon University, “Building a Curriculum for Transfer with Comparative Genre Analysis”

Barrie Olson, UC Blue Ash, “Evaluating a Curriculum for Transfer with Comparative Genre Analysis”

8-Taking Action

L.03 Curricular Crossroads: Teaching Professional Writing for Civic Purposes

This panel repurposes action-oriented genres of business and professional writing to effect change in the public sphere.

Hilton Room 332, Level Three

Chair: Lauren Connolly, Lewis-Clark State College

Speakers: Patrick McHugh, University of California, Santa Barbara
Ljiljana Coklin, University of California Santa Barbara
Peter Huk, University of California, Santa Barbara

13-Theory

L.04 Whispers in the Corner: The Rhetoricity of Gossip

This panel suggests gossip can empower marginalized individuals to speak by providing a space in which subversive thinking can be voiced.

Hilton Room 328, Level Three

Chair: Pamela VanHaitsma, Old Dominion University

Speakers: Laura Buchholz, Old Dominion University, “‘Let Me Peep over Your Shoulder and Tell You a Story’; Narration and Domestic Space in the Work of Fanny Fern”

Sarah Spangler, Old Dominion University, “Partitioned Conversations: Extolling the Virtues of Gossip as a Subversive Feminist Rhetorical Strategy for Community and Productivity”

Megan Mize, Old Dominion University, “‘Talke Woorth the Hearynge’: Historically Situating the Rhetorical Nature of Gossip in Early Modern Conduct Manuals”

5-History

L.05 Activism and Action: Rhetorical Histories of Labor

These papers examine how histories of labor have informed and been informed by rhetorical action.

Hilton Room 329, Level Three

Chair: Rebecca Gerdes-McClain, The University of Oklahoma

Speakers: Rebecca Gerdes-McClain, The University of Oklahoma, “Acting from History: Edwin Hopkins and Labor Reform”

Joseph Bartolotta, University of New Mexico, “‘Action Based on Knowledge Is Power:’ Multiliteracies and Advocacy in the International Ladies’ Garment Workers’ Union”

David Hudson, University of Wisconsin-Madison, “Curating Literacy-in-Action: Managing the Meanings of Literacy at Hull House’s Labor Museum”

13-Theory

L.06 Redefining and Reimagining the Religious within and beyond the Writing Classroom

The papers on this panel ask new questions about how religious discourse unfolds in our students' writing.

Hilton Ballroom of the Americas Salon C, Level Two

Chair: Jeffrey Ringer, University of Tennessee

Speakers: William Duffy, University of Memphis, "Say So: Negotiating Proclamation in Composition"

Paul Lynch, Saint Louis University, "Religion as a Mode of Composition"

Lisa Zimmerelli, Loyola University Maryland, "Centering Faith"

Christopher Brown, University of Arizona, "Trans-gressive Potentials of the Conversion Narrative for Composition Pedagogy"

6-Information Technologies

L.07 Develop, Design, Deliver: Teaching Graduate Students to Teach Writing Online

This panel looks at the need for preparing graduate students to teach online writing instruction through programs and courses.

Hilton Room 335C, Level Three

Chair: Elif Demirel, Karadeniz Technical University

Speakers: Heidi Harris, University of Arkansas at Little Rock, "When OWI Meets QM: Online and Graduate Student Response to Principles-Based Course Design"

Kelli Cargile-Cook, Texas Tech University, "Developing an OWI Infrastructure to Support Novice Instructors"

Kevin Eric DePew, Old Dominion University, "Why Tiaras Matter in OWI: Using Experiential Instructional Delivery to Prepare Online Writing Instructors"

S. David Grover, Texas Tech University

12-Writing Pedagogies and Processes

L.08 Action-Based Pedagogies and Multimodal Writing

This panel presents action-based pedagogies and multimodal assignments that position students to take strategic action in various ways.

Hilton Room 330, Level Three

Chair: Ann Dean, University of Massachusetts Lowell

Speakers: Roopika Risam, Salem State University, "Writing Maps, Writing the World: A Critical Mapping Pedagogy"

Laurie Gries, University of Florida, "Making Writing Circulate, Making Writing Matter: A Pedagogy of Doing"

Erin Anderson, University of Massachusetts, “Composing the Veteran Experience: A Project-Based Pedagogy”

Tanya Rodrigue, Salem State University, “Composing with Sound: A Pedagogy of Offering”

8-Taking Action

L.09 Crossing the Threshold: Identifying Threshold Concepts for Students, Teachers, and the University through Assessment

Assessment reveals threshold concepts, leading to actions that transform curriculum, train teachers, and communicate beyond writing programs.

Hilton Room 333, Level Three

Speakers: Amanda Sladek, University of Kansas

Sonya Lancaster, University of Kansas

Julie Perino, University of Kansas

Charlene Summers, University of Kansas

13-Theory

L.10 Writing and Illness

This panel explores the physicality of writing.

Hilton Room 346A, Level Three

Chair: Liz Dennis, Barton College

Speakers: Erin Frymire, Northeastern University, “When the Body Writes Back: Torture and Embodied Composition in the 21st Century”

Rebecca Miner, Northern Michigan University, “Writing Illness Stories: Considering Shared Expressions of Self-Advocacy”

1-First-Year and Advanced Composition

L.11 Pedagogy and Ideas: The First-Year Composition Class

This panel explores different pedagogies and ideas to be successful.

Hilton Room 336A, Level Three

Speakers: Quanisha Charles, Indiana University of Pennsylvania, “The Frustrations and Successes of Undergraduates Writing within Academe”

Beatrice Mendez Newman, The University of Texas-Pan American, “Being Wrong and Good Ideas: Connections, Innovations, and Writing Possibilities in First-Year Reader Programs”

Michael Smith, Purdue University, “A Transdisciplinary Experiment in First-Year Composition”

Michele Irwin, OISE/University of Toronto, “Expressive Writing: A Gateway to Creative Composing”

7-Institutional and Professional

L.12 Graduate Students: Key to a University's Success

This panel explores issues of networking graduate writing courses and perceptions of academic writing and how these are important in making universities successful.

Hilton Room 336B, Level Three

Chair: Jennifer England, New Mexico State University

Speakers: Meridith Reed, North Carolina State University, “Communities of Support: Investigating the Informal Peer-to-Peer Mentoring of GTAs”
Crystal Colombini, University of Texas at San Antonio, “From Preparatory Pedagogy to “Publish or Perish:” Academic Writing Genres and the Developing Scholar”

Laurie Pinkert, University of Central Florida, “Writing within Our Discipline: Surveying Writing Courses in Graduate Programs in Rhetoric and Composition”

1-First-Year and Advanced Composition

L.13 Remixing Collaboration: (In)Visible Practice and Pedagogy

This panel examines collaboration in three sites: composition scholarship, peer consultations, and classroom activities.

Hilton Room 337A, Level Three

Chair: Rebecca Fraser, The Harry Van Arsdale Center for Labor Studies

Speakers: Amy Berrier, University of North Carolina at Greensboro
Stacy Rice, University of North Carolina at Greensboro
Brenta Blevins, University of North Carolina at Greensboro

8-Taking Action

L.14 Collaboration in Action: Using Quantitative Data-Driven Arguments to Advocate for Ethical Labor Models

Presents methods of advocating for ethical, sustainable labor models. Emphasizes focus on data and sensitivity to institutional hierarchy.

Hilton Room 343A, Level Three

Chair: Anita Furtner Archer, Raytheon

Speakers: Elizabeth Barnes, Boise State University
Jan Roser, Boise State University
Christi Nogle, Boise State University
Michelle Payne, Boise State University
Heidi Naylor, Boise State University

13-Theory

L.15 Negotiating Otherness: An Exploration of Intersections between Autobiographical Video and Rhetoric

This panel aims to add a new facet to our field's discussion of Otherness by using video to present the issue.

Hilton Room 343B, Level Three

Chair: Heather Blain Vorhies, University of North Carolina at Charlotte

Speakers: Shewonda Leger, Michigan State University, "What Does a Haitian Look Like?: Learning to Maintain Two Cultures without Overlooking One"

Erin Schaefer, Michigan State University, "Video Literacy Narrative Assignment: Discovering and Transforming Emotion and Prejudice"

Anne Von Petersdorff, Michigan State University, "Foreign Bodies: Embodied Encounters of Female Travelers between Egypt and Germany"

Respondent: Alexandra Hidalgo, Michigan State University,

14-Writing Programs

L.16 Preparing for a Changing Professional Landscape: Junior Faculty, Disciplinarity, and Graduate Education

Roundtable participants will discuss how graduate education might accommodate the increasingly complex identities of "Writing Studies."

Hilton Ballroom of the Americas Salon F, Level Two

Chair: Brad Lucas, Texas Christian University

Speakers: Jennifer Courtney, Rowan University, "Not English and beyond First-Year Writing"

Kelly Kinney, University of Wyoming, "Navigating Program Independence: Lessons for Junior Faculty outside English"

Gregory Giberson, Oakland University, "Changing Contexts of Disciplinarity: New Faculty, the Writing Major, and Independence"

Respondents: Jennifer Clary-Lemon, University of Winnipeg
Lori Ostergaard, Oakland University

12-Writing Pedagogies and Processes

L.17 Searching the Disciplines: Improving Student Writing Self-Efficacy through Departmental Collaboration

This panel will describe strategies for cross-departmental collaboration in order to improve student self-efficacy in research and writing.

Hilton Room 337B, Level Three

Chair: Peter Gray, Queensborough Community College, CUNY

Speakers: Mia Reisweber, Leeward Community College, University of Hawaii, Hilo

Daniel Reardon, Missouri University of Science and Technology

Julie Phelps, Missouri University of Science and Technology

Jossalyn Larson, Missouri University of Science and Technology

8-Taking Action

L.18 Activist Literacies within and beyond the Classroom

This session demonstrates methods of “doing” social justice work in the classroom and community.

Hilton Room 338, Level Three

Chair: Christopher Teutsch, West Chester University of Pennsylvania

Speakers: Cara Kozma, High Point University, “Community Publishing within the Undergraduate Writing Major: A Strategy for Action”

Bret Keeling, Northeastern University, “First-Year Writing and Advocacy: The Poster Session as a Forum for Developing Students’ Sense of Civic Responsibility”

Nicole Higgins, University of Missouri-Kansas City, “Writing Community, Righting Self”

Virginia Crisco, California State University-Fresno, “Activist Literacy and The kNOw Youth Media’s Restorative Justice Project: Shaping Literate Action in Neoliberal Contexts”

1-First-Year and Advanced Composition

L.19 Taking Action: Personal Writing, Ethnography, and Reflection

This session will address tools for using ethnography as to track analyze and respond to patterns in student writing.

Hilton Room 339A, Level Three

Chair: Kay Halasek, The Ohio State University

Speakers: Tara Hembrough, Southeastern Oklahoma State University, “Writing Strategies for Action: A Case Study about an Interdisciplinary Curriculum of Sustainability and Ecomposition in First-semester Composition, Speech Communication, and University College Courses”

Andrew Wilson, University of Florida, “Reflection as Research: Strategies for Teaching and Writing (with Sincerity)”

Jesse Davie-Kessler, Stanford University, “Ethnographic Fieldnotes as a Pedagogical Tool: Scaffolding the First-Year Writing Experience”

Stuart Brooks, University of Houston, “What Can Writing Do for You? Personal Writing in the FYC Classroom”

12-Writing Pedagogies and Processes

L.20 Assessment, Accountability, and Strategies of Collaboration

This panel theorizes strategies for assessment, including student-generated measures.

Hilton Grand Ballroom L, Level Four

Chair: Joseph Cirio, Florida State University

Speakers: Jenny Martin, Bridgewater College, “Student-Generated Rubrics as a Pedagogical Strategy 2”

Alice Trupe, Bridgewater College, “Student-Generated Rubrics as a Pedagogical Strategy 2”

Bruce Bowles, Florida State University, “Taken Out of Context?: Examining the Influence of Context on Teachers’ Written Responses to Student Writing”

Judith Fourzan, University of Texas at El Paso, “Stretching the Hermeneutic Circle, Stretching Writing Assessment Theory: A Theoretical Comparison between Two Institutions”

Joseph Cirio, Florida State University, “The Affect of Assessment, Cueing Accountability through the Flows of Communities and Disciplines”

1-First-Year and Advanced Composition

L.21 Rap and Hip-Hop in the Writing Classroom

These panelists explore the art and craft of hip-hop and rap and generative models for first-year and advanced writers.

Hilton 339B, Level Three

Chair: Deborah Scaggs, Texas A&M International University

Speakers: Jill McKay Chrobak, Oakland University, “‘Good’ Rap Is Writing and ‘Good’ Writing Is WORK: Teaching the Art of Comp/Rhet Using the Art of Rap”

Kyesha Jennings, Danville Community College, “Social Analysis: Using Hip-Hop and Visual Literacy as a Writing Strategy”

Earl Brooks, Pennsylvania State University, “Black Music in the Composition Classroom”

13-Theory

L.22 Political Rhetoric: Ethos, Agency, and Courage

This panel explores how current political rhetoric creates or destroys a speaker's ethos.

Hilton Room 340A, Level Three

Chair: Jason Hoppe, United States Military Academy

Speakers: Rachel Wolford, Texas Tech University, "Re-creating Her Own Possibilities: Analyzing Hillary Clinton through Synchronic and Diachronic Models of Rhetorical Agency"

Bernie Miller, Eastern Michigan University, "Wars, Rhetorical Wars, and the Role of Women in the Military"

Michael Sobiech, Carson-Newman University, "A Conspiracy Ethos: The Role of 'Character' in Marginal Messages"

13-Theory

L.23 Political Literacy in Composition: Critical Pedagogy, Multiple Voices, or Activism?

Oppositions and possible common grounds among critical-pedagogy, pluralist, and activist theories of political literacy in composition.

Hilton Room 335A, Level Three

Chair: Jonathan Alexander, University of California, Irvine

Speakers: Donald Lazere, Cal Poly San Luis Obispo, "Pedagogy of Those Who Support the Oppressor"

William Thelin, University of Akron, "Examining the Self in Critical Pedagogy"

Teresa Grettano, The University of Scranton, "Jesuit Pedagogy and Political Literacy in FYW"

13-Theory

L.24 Interrogating Digitized Whiteness: Renderings of Whiteness in Mediated Writing Spaces

This panel discusses how racialized whiteness emerges in digital, public writing in order to expose and challenge that hegemony.

Hilton Ballroom of the Americas Salon D, Level Two

Chair: Krista Ratcliffe, Purdue University

Speakers: Tammie M Kennedy, University of Nebraska at Omaha, "Exposing White Normativity in Hillary Clinton's Presidential Campaign"

Nicole Snell, Bentley University IDCC, “When Reality Goes Really Wrong: Whiteness, Captioning, and Reality TV”

Kristi McDuffie, University of Illinois, “Negotiating Whiteness in Parent Reports of Child Racial Awareness”

Respondent: Joyce Irene Middleton, East Carolina University

14-Writing Programs

L.25 Exploring Strange New Worlds: Launching a First-Year Composition Program while Following the WPA Roadmap AND Navigating the Texas Core Curriculum

Panel discusses launch of their FYC program that follows both TX Core and WPA outcomes, reinventing UHCL 40 years after its founding.

Hilton Room 340B, Level Three

Chair: Bernie Hall, University of Houston-Clear Lake

Speakers: Christal Seahorn, University of Houston-Clear Lake, “Flying the Plane while Building It: WPA Action Strategies in a Time of Exponential Growth”

Chloe Diepenbrock, University of Houston-Clear Lake, “Downward Ho!: From Covered Wagons to Space Shuttles”

Lorie Jacobs, University of Houston-Clear Lake, “Exploration and Discovery: Taking Action to Streamline Degree Completion”

Leticia French, University of Houston-Clear Lake, “First Contact: Navigating New Terrain, Negotiating New Intersections, and Welcoming New Students”

11-Research

L.26 Researching with and through the Personal

These panelists explore sites of physical and emotional trauma through ethnographic and personal writing/inquiry practice.

Hilton Room 342, Level Three

Chair: Julia Kiernan, Michigan State University

Speakers: Rebecca Rickly, Texas Tech University, “Too Close for Comfort: Conducting Research about Lived Experiences”

Todd Snyder, Siena College, “Mountain Violence and Coal Country Pugilism: Writing about Fighting”

Ashley Doonan, University of New Hampshire, “Vicarious Trauma in the Class: A Cautionary Analysis”

Christopher Basgier, University of North Dakota, “Disciplinary Performances in the Senior Capstone: Writing Genres in Authentic Contexts”

7-Institutional and Professional

L.27 Institutional Whiteness and the Uneven Work of “Diversity”

Participants share critical readings of institutional whiteness as central to the task of taking action as compositionists in higher ed.

Hilton Grand Ballroom I, Level Four

Chair: Jamila Kareem, University of Louisville

Speakers: Matthew Abraham, University of Arizona

Christopher Keller, University of Texas Rio Grande Valley

Carmen Kynard, St. John’s University

Aja Martinez, Binghamton University, SUNY

Collin Craig, St. Johns University

6-Information Technologies

L.28 Growing #digital Communities: The Tools, the Prison, and the Writing Classroom

This panel is concerned with the politics and pedagogies of using software and social media within and to foster communities.

Hilton Room 344B, Level Three

Chair: Rhea Estelle Lathan, Florida State University

Speakers: Kevin Brock, University of South Carolina, “Git as Site for Distributed and Iterative Rhetorical Action”

Mary Stewart, University of California, Davis, “Peripheral Vision:

Challenges of and Strategies for Building Community in Online FYC”

Marco Fernando Navarro, Rensselaer Polytechnic Institute, “The Digital

Future of Teaching Writing in Prisons: Digital Pedagogy in Digitally

Contested Spaces”

Leah Heilig, Texas Tech University, “A New Essay: Hashtag Campaigns as Community Writing”

13-Theory

L.30 Composition, Rhetoric, and Disciplinarity: Coming to Terms with Our Past and Taking Action for the Future

Leaders provide background on disciplinarity, and engage the attendees in breakout discussions regarding specific questions on the topic.

Hilton Ballroom of the Americas Salon A, Level Two

Chair: Rita Malenczyk, Eastern Connecticut State University

Discussion Leaders: Susan Miller-Cochran, University of Arizona

Kathleen Blake Yancey, Florida State University

Speakers: Gwendolynne Reid, North Carolina State University,

“Interrogating Our Schema for Discipline as Category”

Barry Maid, Arizona State University, “What Others Think Matters”

Jennifer Maher, University of Maryland, Baltimore County, “Embracing
Disciplinary Magnanimity”

Elizabeth Wardle, University of Central Florida, “Understanding
Disciplinarity in Terms of Our Values”

Kristine Hansen, Brigham Young University, “Discipline and Profession:
Can Composition and Rhetoric Be Both?”

Whitney Douglas, Boise State University, “Conceptualizing Disciplinarity
through Curriculum”



M Sessions: 11:00 a.m.–12:15 p.m.

1-First-Year and Advanced Composition

M.01 Fostering “Rhetorical Researchers” and Developing Information Literacy through FYC Instructor/Librarian Collaboration

This panel focuses on the action first-year instructors can take in collaboration with instructional librarians to create better researchers.

Hilton Room 332, Level Three

Chair: Lauren Rosenberg, Eastern Connecticut State University, Willimantic

Speakers: Paul LaPrade, University of Texas at El Paso, “‘Workshopping the Library’: Cultivating Information Literacy in the First-Year Composition Class”

Consuelo Salas, University of Texas at El Paso, “‘Flipping the Library’: Instructor/Librarian Collaboration within FYC”

Angela Lucero, The University of Texas at El Paso, “‘Flipping the Library’: Instructor/Librarian Collaboration within FYC”

Leslie Arms, The University of Texas at El Paso, “‘Workshopping the Library’: Cultivating Information Literacy in the First-Year Composition Class”

12-Writing Pedagogies and Processes

M.02 Global, Social, and Digital: Digital Tools and Strategies in the Writing Classroom

The panelists will review strategies for encouraging student writing and revision through online tools.

Hilton Room 327, Level Three

Chair: Elizabeth Losh, University of California, San Diego

Speakers: Amber Nichols-Buckley, University of Mississippi, “Beyond Hashtag Activism: Moving Academic Writing into Students’ Online Social Spheres”

Marohang Limbu, Michigan State University, East Lansing, “Networked Pedagogy: Global Writing Strategies in Action”

Philip Andrew Klobucar, New Jersey Institute of Technology, “Click and Read: Using Computer Assisted Text Analysis Tools in the Digital Classroom”

Karen Forgette, University of Mississippi, “Beyond Hashtag Activism: Moving Academic Writing into Students’ Online Social Spheres”

13-Theory

M.03 Framing Visual Composition and Multimedia Writing

This section presents initiatives to discuss structures and implications on visual composition and multimedia writing.

Hilton Room 328, Level Three

Chair: Kassia Shaw, Waubensee Community College & DePaul University

Speakers: Joshua Abboud, University of Kentucky, Lexington, “Crushed Bodies: Aftershock Rhetoric and Screened Events”

Timothy Elliott, Texas Tech, “Revisiting, Re-visioning, and Retelling an Urban Redevelopment Project Using Visual Narratives”

Brian Ballentine, West Virginia University, “Writing Animals: A Spatial Multimedia Project”

3-Community, Civic & Public

M.04 What Does It Mean for Prison Research and Teaching to Go Public?

What does it mean for prison research and teaching to go public? Panel addresses ethical complications from a diverse set of prison contexts.

Hilton Ballroom of the Americas Salon D, Level Two

Chair: Erika Sparby, Northern Illinois University

Speakers: Cory Holding, University of Pittsburgh, “No Other Argument Is Possible”

Patrick Berry, Syracuse University, “The Romance of Prison Writing and Public Responsibility”

Laura Rogers, Albany College of Pharmacy and Health Sciences, NY, “Public Archives, Shared Spaces: What Happens when Incarcerated Men Meet the ‘Incorrigible Girls’ of New York?”

Tobi Jacobi, Colorado State University, Fort Collins, “The Challenges of Going Public with Archival Prison Materials”

Wendy Hinshaw, Florida Atlantic University, “Sustaining Transformative Change”

Respondent: Peter Mortensen, University of Illinois

6-Information Technologies

M.05 Big, Lean, Open, and Howling: Proposals for Digital Futures

This panel proposes digital futures for our discipline, programs, and pedagogy.

Hilton Room 329, Level Three

Chair: Joyce Locke Carter, Texas Tech University, Lubbock

Speakers: Jordan Frith, University of North Texas, “Big Data and the Words behind the Numbers”

Meredith Johnson, University of South Florida, “Lean Technical Communication: Toward Sustainable Program Administration”

Caleb Milligan, University of Florida, “In Tune with *Howling Dogs* and En(Twine)d with Electracy: Teaching Ergodic Rhetoric through Nonlinear Pedagogy”

Elizabeth Chamberlain, University of Louisville, “Big, Lean, Open, and Howling: Proposals for Digital Futures”

7-Institutional and Professional

M.06 Reworking Boundaries of Language and Discipline: Translingual Theory, Second Language Writing, Comparative Rhetorics, and Transnational Research

This roundtable examines ways to rework boundaries between SLW, translingual theory, comparative rhetoric, and transnational scholarship.

Hilton Ballroom of the Americas Salon B, Level Two

Chair: Min-Zhan Lu, University of Louisville

Speakers: LuMing Mao, Miami University, Ohio

Christiane K. Donahue, Dartmouth and Université de Lille III

Bruce Horner, University of Louisville

Jay Jordan, University of Utah

Jonathan Hall, York College, City University of New York

1-First-Year and Advanced Composition

M.07 Wanting Students to Succeed: Peer Conferences and Feedback

This panel explores the importance of peer conferences and peer feedback.

Hilton Room 330, Level Three

Chair: Henrietta Wood, University of Missouri-Kansas City

Speakers: Clarissa N. West-White, Bethune-Cookman University,

Daytona Beach, FL, “P2P+1: Facilitating Peer Conferences That Build Skill, Approachability, and Retention”

Wendy Bilen, Trinity Washington University, “P2P+1: Facilitating Peer Conferences That Build Skill, Approachability, and Retention”
Denise Comer, Duke University, Raleigh, NC, “Providing Peer Feedback as a Site of Writing Transfer”

13-Theory

M.08 Preachin’, Laughin’, Theorizin’: Black Women on Rhetoric, Language Policies, and Intimate Spaces

This presentation illustrates Black women’s rhetorical offerings through preaching, laughter, and language appropriation.

Hilton Grand Ballroom B, Level Four

Chair: Emily Yasonia, California State University, Los Angeles

Speakers: Cona Marshall, Michigan State University, “Is God Sexist?: Methods of Womanist Homiletic Rhetoric”

Wonderful Faison, Michigan State University, “We Ain’t Approve This: Black Women’s Thoughts on a National Language Policy”

Ronisha Browdy, Michigan State University, “‘Ain’t That the Truth’: Laughing as a Rhetorical Practice within Black Women’s Language in Intimate Spaces”

1-First-Year and Advanced Composition

M.09 New Frames for Transfer: Remix, Kairos, and Noticing Protocols for Enhancing Transfer

This panel explores contexts and genres for enhancing transfer in FYC. Hilton Room 336A, Level Three

Chair: Toby Coley, University of Mary Hardin-Baylor

Speakers: Chris Kreiser, Slippery Rock University, PA, “All Writing Is Writing, Right? Linking Kairos in First-Year Writing with the Tropes of Writing in the Disciplines”

Cynthia Johnson, Miami University, “Transfer in Action: Reframing Digital Remix Projects as Learning Transfer”

Nawwaf Alhazmi, Purdue University, “Noticing as a Necessary Condition for Transfer”

8-Taking Action

M.10 Framing Circulation for Action: Frameworks for Enabling Action via Circulation Studies

Panel presents frameworks for making circulation actionable by linking circulation theories with our normalized experiences of circulation.

Hilton Room 335C, Level Three

Chair: Douglas Eyman, George Mason University

continued on next page

Speakers: John Silvestri, Miami University
Layne Gordon, University of Louisville
Kellie Gray, George Mason University, Fairfax, VA

13-Theory

M.11 Queering Assessment: Engaging Alternative Validity Arguments

Our panel works to refocus assessment as a critical project for enhancing student learning.

Hilton Room 343A, Level Three

Chair: William Banks, East Carolina University

Speakers: Nicole Caswell, East Carolina University, “Embracing Failure to Disrupt Success Narratives in Writing Assessment”

Rexford Rose, East Carolina University, “Queer Validity Inquiry in the Writing Center”

Stephanie West-Puckett, East Carolina University, Greenville, North Carolina, “Open Badging as Participatory Digital Assessment”

Susan Spangler, Fredonia State University of New York, ““Flipping” Assessment: Queering Discourse and Practice in Grading Student Writing”

William Banks, East Carolina University, “Embracing Failure to Disrupt Success Narratives in Writing Assessment”

8-Taking Action

M.12 Advocating for Our Missions: Writing (Our) Programs with Integrity in Hostile Environments

Speakers will share their responses to outside pressures to change their programs and help participants create their own strategies.

Hilton Ballroom of the Americas Salon C, Level Two

Chair: Stephen Wilhoit, University of Dayton

Speakers: Dawn Shepherd, Boise State University, “Reform Makes Strange Bedfellows, or How One Writing Program Used Educational Reform to Reform Course Placement”

Lauren Ingraham, Univ of TN-Chattanooga, “Keeping a University FYC Program Viable When Community College Tuition Is Free”

Rita Malenczyk, Eastern Connecticut State University, “When ‘Transform’ Is a Dirty Word: Working Together to Hold on to What’s Working”

Holly Hassel, University of Wisconsin, Marathon County, “When the System Is Broken: Effecting Change to Assess Student Readiness at Open-Access Institutions”

8-Taking Action

M.13 Writing for Advocacy and Agency

This panel offers rhetorical strategies for fostering survivor agency within the context of the justice system.

Hilton Room 337A, Level Three

Chair: Keith Vyvial, Alvin Community College

Speakers: Stephanie Larson, University of Wisconsin-Madison, “Trauma Literacy and Advocacy Strategies: When Sexual Assault Policy Obscures Victim Agency”

Maggie Shelledy, University of Illinois at Urbana-Champaign, “A Significant and Transformative Struggle: Rhetorical Agency in the Prison Classroom”

Melody Bowdon, University of Central Florida, Orlando, “Taking Action: Rhetoric and Child Advocacy”

Matthew Heard, University of North Texas, Denton, “Writing in the Foster Care System”

11-Research

M.14 Think-Tank for Newcomers: Developing Papers and Sessions for CCCC 2017

At this think-tank, newcomers will have an opportunity to develop ideas for papers and sessions for CCCC 2017 under the guidance of established scholars in the field with expertise in the various clusters in rhetoric, composition, and communication studies.

Hilton Ballroom of the Americas Salon E, Level 2

Chair: Joonna Trapp, Emory University

14-Writing Programs

M.15 Writing (Center) Strategies for Action for Underrepresented Populations

This session will critically examine the writing center’s tutoring strategies by bringing underrepresented client populations to the fore.

Hilton Room 337B, Level Three

Chair: Matt Davis, University of Massachusetts, Boston

Speakers: Aimee Jones, Florida State University, Tallahassee, “Lessons from International Students: Rethinking Tutoring Practices for International Multilingual Writers”

Heather Lang, Florida State University, Tallahassee, “Engaging Disability in the Writing Center”

continued on next page

Karen Bilotti, Roger Williams University, “Underrepresented Students and the Evolution of a Writing Center in Theory and Practice”

Jack M. Downs, Washington State University Spokane, “International Students and the Idea of a Writing Center: A Narrative Case Study”

12-Writing Pedagogies and Processes

M.16 Creating Conditions for Action: Designing Composition Spaces for Learning, Enculturation, and Usability

Strategic design of learning environments to address students’ usability, participation, information poverty, and enculturation needs.

Hilton Room 338, Level Three

Chair: Lee Torda, Bridgewater State University, MA

Speakers: Nicole Guinot Varty, Wayne State University, “This Is Actually Fun!: Meeting Student Needs for Community and Support beyond the Classroom through a Composition Learning Community”

Ruth Boeder, Wayne State University, “When Ignorance Isn’t Bliss: Proactively Identifying and Responding to Student Information Poverty”

Vytautas Malesh, Wayne State University, “Digital Spaces, Video Faces: Ethos and Discourse in the Online Classroom”

Luke Thominet, Wayne State University, “Think Like a Student: Usability Testing to Evaluate Curriculum Design”

8-Taking Action

M.17 Lights, Camera, Action: Setting the Stage for Understanding the Diverse Learning Needs of Teachers and Students in Writing Classrooms

This panel will provide frameworks which address the needs of non-traditional students in the writing classroom.

Hilton Room 339A, Level Three

Chair: Brian Stone, Huston Tillotson University

Speakers: Daliborka Crnkovic, The University of Texas at El Paso, “Teachers in the Role of Non-Traditional Students: A Framework for Preparing Teachers to Respond to Linguistically Diverse Students”

Cassandra Dulin, University of Texas at El Paso, “Frameworks for Serving the Institutional and Programmatic Support Systems in Writing Studies for the Non-Traditional Student in California State Universities”

Tanya Robertson, The University of Texas at El Paso, “Library Literacy: A Framework for Addressing the Needs of a Diverse Student Population”

Melanie Salome, University of Texas at El Paso, “Education Reform Policies in Action: The Marginalization of Diverse Student Populations in Higher Education”

14-Writing Programs

M.19 Writers on the Verge: Researching Summer Transition Programs (and Why We Should Do More of It)

Summer transition programs should be critical for rhet/comp scholarship as most of these programs include writing instruction.

Hilton Room 342, Level Three

Chair: Sarah Read, DePaul University

Speakers: Jada Augustine, California State University, Northridge

Jens Lloyd, University of California, Irvine

Lance Langdon, University of California-Irvine

11-Research

M.20 Local/Regional Practices: Recovering, Translating, and Strategic Practices from Spaces and Contexts of Coloniality

This presentation focuses on local/regional practices, within physical or digital contexts that reveal spaces/context of coloniality.

Hilton Grand Ballroom L, Level Four

Chair: Damian Baca, University of Arizona, Tucson

Speakers: Romeo Garcia, Syracuse University, “‘The Beginning Somewhere Project’: Border(ed) Practices, Rhetoric, and Subject-Identities”
Cruz Medina, Santa Clara University, “Strategic Digital Practices and Decolonial Epistemology”

Karriann Soto, Syracuse University, “A Geopolitical Consideration of Lolita Lebrón’s Rhetorics of Defiance: Tracing a Genealogy across Oceanic Borderspaces”

Respondents: Jaime Mejia, Texas State University, San Marcos

Aja Martinez, Binghamton University, SUNY

Jaime Mejia, Texas State University, San Marcos

12-Writing Pedagogies and Processes

M.21 Sound and Listening as Embodied Acts for Writing Research and Pedagogy

This panel investigates the role of embodied sound and listening in writing studies research and pedagogy.

Hilton 339B, Level Three

Speakers: Crystal VanKooten, Oakland University, “‘Should I Talk to the Camera or to You?’: Using Video to Listen to Voices and Bodies in Interview Research”

continued on next page

Harley Ferris, University of Louisville, “Re-sounding Feedback: The Role of the Voice in Assessment”

Laura Feibush, University of Pittsburgh, “The Earful Body: Investigating Pedagogies of Aurality”

Respondent: Jonathan Stone, University of Utah

3-Community, Civic & Public

M.22 Rhetoric and Feminist Activism

This panel presents diverse analysis of community language use to highlight the importance of incorporating feminist rhetoric and activism.

Hilton Room 340A, Level Three

Chair: Jessica Philbrook, University of Missouri

Speakers: Johanna Phelps-Hillen, University of South Florida, Tampa, “Renegotiating the Terms of ‘Service:’ The Rhetoric of ‘Service’ in the Engaged University”

Collette Caton, Rochester Institute of Technology, “Hit Like a Girl: The Rhetorical Power of the DIY Ethos in Roller Derby”

Jennifer Nish, American University of Beirut, Lebanon, “Revision as a Feminist Strategy: Composing Activist Publics on Social Networking Sites”

Shannon Shaw, Texas State University, “I Like the Way You Move: Catcall Rhetoric In Society”

7-Institutional and Professional

M.24 Getting to the Core: When FYC Moves out of the English Department

A cross-disciplinary panel examines their collaborative efforts to develop a new program and department, CORE, that replaces FY writing.

Hilton Room 340B, Level Three

Chair: Wendy Olson, Washington State University Vancouver

Speakers: Bethany Shepherd, Adrian College

Benjamin Dettmar, Adrian College

Linda Learman, Adrian College

Melissa Stewart, Adrian College

5-History

M.25 Periodicals and Activism in the 19th Century

In this presentation, speakers focus on the periodical as an archive for activism, rhetoric, and writing instruction.

Hilton Room 333, Level Three

Chair: Katherine Fredlund, Indiana State University

Speakers: Tara Propper, University of Pittsburgh, “Race, Place, and Textual Activism: Historicizing Theories of Place vis-a-vis Turn of the Century African American Periodicals”

Kristi Richard Melancon, Mississippi College, “Industrious Men and Noble Women: Enacting Home in the Black Press”

Katherine Fredlund, Indiana State University, “The Rhetoric of Movements: Activist Periodicals and the Production of Collaborative Rhetorics”

2-Basic Writing

M.26 From Inquiry to Informed Action: “RAD” Research and Mandatory Writing Center Visits for Developmental Writers

A report on research exploring whether mandatory writing center visits affect the attitudes & writing practices of developmental writers.

Hilton Room 344B, Level Three

Chair: Halle Neiderman, Kent State University

Speakers: Jennifer Scott, Shawnee State University

Cynthia Hermanson, Shawnee State University

Marc Scott, Shawnee State University

7-Institutional and Professional

M.27 Hearing the Forgotten Voice

This panel looks at diverse issues of language within universities.

Hilton Room 346A, Level Three

Chair: Kristin Milligan, Texas State University

Speakers: Shirley E. Faulkner-Springfield, Virginia State University, “Framing and Claiming the Literacy Practices of Two Eighteen-Year-Old African American Males who Self-Identified as Success Academic Writers”

Erec Smith, York College of Pennsylvania, “A Cypher’s Tale: Scenes from the Margins of Culture and Disciplinarity”

Dylan Travis, Arkansas State University, “The Translingual Approach: Research into Writing Centers and WAC/WID Programs”

14-Writing Programs

M.28 Theory, Practice...Talk and Snacks: How One Faculty Professional Learning Community Discovered Action through Collaboration

Discussing how our Faculty Professional Learning Community in Rhetoric and Composition has had a positive, complex impact on our department.

Hilton Room 335B, Level Three

continued on next page

Chair: Tyreek Minor, Florida State University

Speakers: Laura Yoo, Howard Community College, “Inquiry, Deep Learning, and Professional Partnerships: Faculty Learning Communities Affecting Change”

Juliette Ludeker, Howard Community College, “Active Listening, Active Sharing, Active Changing: One Faculty Learning Community’s Role in Shifting Department Culture”

Sylvia Lee, Howard Community College, “One Action Leads to Others: The (Unexpected) Influence of FPLC in Changing Pedagogical and Administrative Approaches”

4-Creative Writing

M.29 Storytelling and Identity

This session explores narrative as an interventive tool of exploration of traditional forms of scholarship and classroom practices.

Hilton Ballroom of the Americas Salon A, Level Two

Chair: Rebecca Manery, University of Michigan, Ann Arbor

Speakers: Mary Hedengren, University of Texas, Austin, “Teaching Talent: Creative Writing Pedagogy in the 21st Century”

Karen Schiler, Oklahoma City University, “Strategic Transfers: Exploring Pedagogical Metaphors in Creative Writing and Composition”

Bess Fox, Marymount University, “Personal Academic Scholarship: A Status Update”

Marshall Kitchens, Oakland University, “Race and Storytelling”

14-Writing Programs

M.30 Required Writing Center Visits: Adding Numbers—and Nuance—to the Conversation

Our panel offers both qualitative and data-driven explorations of the complex (and contested!) issues that surround “mandatory” tutoring.

Hilton Room 336B, Level Three

Chair: Jonathan Maricle, University of South Carolina, Columbia

Speakers: M. Melissa Elston, Northwest Missouri State University, “Data-Driven Best Practices for Mandatory Tutoring Sessions”

Liz Egan, Millsaps College, “Messaging (and Massaging) Writing Center Requirements”

Nicholas D. Kirse, Northwest Missouri State University, “Data-Driven Best Practices for Mandatory Tutoring Sessions”

Melody Denny, Cottey College, “Writing Studio: Directed Self-Placement and ‘Required’ Writing Center Visits”

8-Taking Action

M.31 (Transfer) Student-Centered Assessment

Brief descriptions of three models for assessing the writing of transfer students will lead to planning for programs for specific contexts.

Hilton Ballroom of the Americas Salon F, Level Two

Chair: Anna Knutson, University of Michigan

Speakers: Benjamin Keating, University of Michigan, “Implementing DSP for Transfer Students: A Mini Case Study”

Anne Ruggles Gere, University of Michigan, “What Transfer Students Need”

Erin Whittig, University of Arizona, “Showing the Work: Transfer Portfolios as an Option for Satisfying Composition Requirements”

Brad Hammer, University of North Carolina, “Portfolio Evaluation and Assessing Preparedness”

Respondent: Naomi Silver, University of Michigan

8-Taking Action

M.32 Using the Assessment Story Project to Advocate for Students and Teachers

This panel will report on NCTE’s 2015 Assessment Story Project using examples that are relevant to college writing teachers.

Hilton Grand Ballroom A, Level Four

Chair: Peggy O’Neill, Loyola University Maryland

Speakers: Jenna Fournel, National Council of Teachers of English

Darren Cambridge, National Council of Teachers of English, “Using the Assessment Story Project to Advocate at the National Level”

Respondent: Kathleen Blake Yancey, Florida State University

N Session: 12:30 p.m.–1:45 p.m.

N.01 Taking Action Plenary: Next Steps

This final session of the conference will draw on the concerns tweeted, posted, or otherwise made visible through the convention. The panelists and participants will consider, together, how CCCC can address these concerns and how we can draw on strategies from the Taking Action Workshops.

Hilton Ballroom of the Americas Salon B, Level Two

Co-Chairs: Linda Adler-Kassner, University of California, Santa Barbara
Joyce Locke Carter, Texas Tech University

Speakers: Jenna Fournel, National Council of Teachers of English
Cathy Fleischer, Eastern Michigan University

Glenda Eoyang, HSD Institute

Lori Shorr, Temple University

Carolyn Calhoon-Dillahunt, Yakima Valley Community College

Sarah Scanlon, Arkansas State Director for Bernie 2016