

# Thursday, April 7

## Special Events and Meetings

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### **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.

### **Newcomers' Coffee Hour**

Hilton Ballroom of the Americas Salon A, Level Two  
7:30 a.m.–8:15 a.m.

### **Gathering to Celebrate the Life of Charles Moran—a “Charlie Party”**

7:00 p.m.–9:30 p.m.

Public Services Wine and Whisky, located at 202 Travis St.,  
Suite 100

Please join friends, colleagues, and students of Charlie Moran to remember Charlie, who died in June 2015. Public Services Wine and Whisky is located at 202 Travis St., Suite 100, approximately one mile from the Convention Center. The entrance is located in the lobby of the old Cotton Exchange Building. There will be a cash bar. Sharing of stories about Charlie will begin at 8:00 p.m.

### **Scholars for the Dream Reception**

Hilton Ballroom of the Americas Salon A, Level Two  
6:00 p.m.–7:00 p.m.

### **Anzaldúa Awards Reception**

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



# Opening General Session

GRB Auditorium

8:30 a.m.–10:00 a.m.

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

**Greetings:** Jennifer Wingard, Local Arrangements Chair, University of Houston  
Douglas Hesse, NCTE President, University of Denver  
Eva Payne, TYCA Chair, Chemeketa Community College, Corvallis, Oregon

## Scholars for the Dream—2016 Recipients

Antonio Byrd, University of Wisconsin-Madison  
Quanisha Charles, Indiana University of Pennsylvania  
Brandon M. Erby, Penn State University, University Park  
André Melvin Jones Jr., Kean University, Union, NJ  
Jamila M. Kareem, University of Louisville, KY  
Cona Marshall, Michigan State University, East Lansing  
Kelly Medina-López, New Mexico State University, Las Cruces  
Consuelo Carr Salas, The University of Texas at El Paso  
Danielle Tillman Slaughter, Georgia State University, Atlanta  
Sheeba Varkey, St. John's University, Jamaica, NY

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

## Scholars for the Dream Travel Award Committee

**Chair:** Tamika L. Carey, University at Albany, NY  
Steven Alvarez, University of Kentucky, Lexington  
Margaret Cox, Bristol Community College, Fall River, MA  
Cruz Medina, Santa Clara University, CA  
Staci M. Perryman-Clark, Western Michigan University, Kalamazoo

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

## **Chairs' Memorial Scholarship—2016 Recipients**

Dan Ehrenfeld, University of Massachusetts Amherst  
Romeo García, Syracuse University, NY  
Annika Konrad, University of Wisconsin-Madison  
Lina Trigos-Carrillo, University of Missouri-Columbia

## **Chairs' Memorial Scholarship Award Committee**

**Chair:** Scott Wible, University of Maryland, College Park  
Keith Gilyard, Penn State University, University Park  
Rhonda Grego, Midlands Technical College, Columbia, SC  
Beverly Moss, Ohio State University, Columbus  
Victor Villanueva, Washington State University, Pullman

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

For a listing of previous Chairs' Memorial Scholarship Award winners, please visit <http://www.ncte.org/cccc/awards/chairsscholarship>.

## **Presentation of the Exemplar Award**

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

Sondra Perl, winner of the 2016 CCCC Exemplar Award, will speak.

## **Exemplar Award Committee**

**Chair:** Geneva Smitherman, Michigan State University, East Lansing  
Arnetha Ball, Stanford University, CA  
David Bartholomae, University of Pittsburgh, PA  
Gesa Kirsch, Bentley University, Waltham, MA  
Jaime Armin Mejia, Texas State University, San Marcos

For a listing of previous Exemplar Award winners, please visit <http://www.ncte.org/cccc/awards/exemplar>.

## **Sondra Perl, 2016 Exemplar of the Conference on College Composition and Communication**

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**Sondra Perl**

Who among us would certifiably know that 45 years later one would indelibly shape the field one began working in as a graduate student, but also contribute in ways which would help improve the writing skills of countless students at all levels, nationally and internationally? The accomplishments Sondra accumulated throughout her long, distinguished career deservedly raise her to receive the highest honor the Conference on College Composition and Communication bestows—the 2016 Exemplar Award. In a variety of inspiring roles, she has helped shape our field as few others have, for as her colleagues at CUNY remind us, she has worked as a “scholar, re-

searcher, teacher, writer, faculty development leader, dissertation advisor, mentor, and caring collaborator for so many of us on so many different projects.”

In rhetoric and composition studies, Sondra Perl has been an exemplar to our field because of the many diverse and important contributions she has tirelessly given us. Her intellect and intuition, at the right time and place, have lifted us all up through her indefatigable work ethic and her amazing ability to work with others to solve problems which our field very much needed solved. Her pioneering research, which she has never stopped developing in innovative ways, and her generous collegiality as a teacher, without question have truly been exemplary.

Few of us have engaged such a wide range of research interests as Sondra has, like with her “emphasis on writing processes, the role of the body and felt sense in composing, the promotion of an ethnographic approach to classroom research based on the tenets of narrative inquiry, exploration of creative nonfiction, and, in the 21st century, moving into the digital world with her exploration of digital composing.” As a teacher, Sondra is widely known to welcome all voices with her characteristic warmth, always expanding the reach teachers can have, innovating programs which reach to K–12 schools as well as across the disciplines on college campuses.

Her “Looking Both Ways” initiative, for instance, which started in 1998 and ran through 2006, brought high school and college instructors together to share their experiences about teaching and assessing writing. Another CUNY project Sondra developed was called Writing Across the Curriculum, a University-wide program mandated by the CUNY Board of Trustees in 1999. This project depended primarily

on CUNY Writing Fellows, doctoral students from the CUNY Graduate Center who, at that time, lacked the standard fellowship support typical of so many other graduate programs. It is really not too much to say that, at the time, these fellows were defined primarily by what they were not: neither tutors nor teachers, their job was to “facilitate” both faculty and students in this innovative WAC program.

Sondra has also had a major presence in the composition studies landscape during her 45-year career. Her dynamic presence when speaking in public forums is another place where she has left an incredible mark on our profession, appearing on numerous panels and writing workshops at CCCC and other major regional and national conferences. As a professional, she has frequently been a keynote speaker and, of course, has greatly influenced us with her groundbreaking published scholarship. Her reach as a professional also impacted many on the international stage. Her work with Austrian teachers, for instance, influenced her in 2005 to work with the Memorial Library to create the Holocaust Educators Network, a development program modeled on the National Writing Project, which she has directed since its inception. Her ongoing contribution to Holocaust education combines Holocaust and writing education in an effort to support middle school, high school, and college faculty across the country.

Most recently, Sondra has worked with emergent digital technologies and composing genres, which demonstrates, in typical exemplar fashion, what it means to be a life-long learner. Sondra shows us how to enter into new and unfamiliar professional projects with an inquisitive mind and an open heart, bringing the life-long experiences of a scholar and teacher of writing which serve as an exemplary model for us all.





## Chair's Address

Thursday, 8:30–10:00 a.m.

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### Making, Disrupting, Innovating



**Joyce Locke Carter**

Texas Tech University

We watch with concern the various external and internal scavengers that nibble away at our disciplinary, scholarly, and teacherly activities and autonomy, and we sometimes bemoan our position in the humanities as we rage against the machine of STEM political priorities. We sheepishly explain how important we are to the university and society, apologize while not apologizing even as we ask, like *Oliver Twist*, for some more because we know, we feel, that what we do is valuable—self-evidently valuable.

Despite that belief, the value of what we do is *not* self-evident to anyone outside this room. That value is a proposition that has to be argued, not just once, but over and over, in many forms, from stories to empirical data, and in many settings, from governing bodies to the popular press.

Many of us have difficulty balancing the good we do versus the need to argue for it constantly, about contextualizing our priorities as writers, researchers, and teachers within organizational strategies and mission statements. We are empowered by the stability of a maturing discipline and its centrality in the cosmos, but we also fear the instability of politics, economics, and society as they seek to “fix” what’s wrong with education. We are both on the vanguard and in the crosshairs.

I would argue that we act within this conflicted milieu cautiously, moving slowly, pursuing incremental change, a runcible process from a position of what we already know to a new position of what we also know. And this isn’t a criticism: such an approach comes rationally from working under bureaucracies, time and space constraints, budgets, and material reality. I think this condition applies equally to our classrooms as to this conference, this organization.

At last year’s CCCC Convention in Tampa, I invited the membership to think differently about the conference and about our discipline with a theme of *Risk and Reward*. I attempted to disrupt the conservatism of incremental change by instituting new modes of presentation, such as the Action Hub for working and learning together, poster sessions so that more members could get on the program, and Ignite presentations that highlighted member innovation.

In this year's chair's address, "Making, Disrupting, Innovating," I continue that theme by making the somewhat risky case that we need to push ourselves well outside of our own comfort zone as an organization and a discipline, much as we ask our students to do. I argue that, in addition to well-known and celebrated threshold concepts of our field, writing is also about making, disrupting, and innovating—on the page, in the classroom, in our programs, in this organization, within our field and beyond to the broader world of higher education, the workplace, and society.

The term *disruptive innovation* has been fashionable amongst high-tech gurus and organizational theorists for fifteen years, and refers to the need to abandon traditional practices that, while comfortable, are ultimately harmful precisely because of their comfort. While the concept sometimes evokes a mindless (and needless) overthrow of conventions, it also serves as an encouraging nudge for innovators upon whose inventions such disruption depends.

We are those disruptors, those dreamers of dreams—or at least I argue that we can be. I think we should make more disruption and less accommodation. We should focus more on making and makers and less on outcomes assessment and bureaucrats. We should celebrate writing innovation, and encourage innovation in writing, writing research, writing programs, and writing organizations.

I invite you to attend this talk, where I plan to get out of my own comfort zone, share/enact examples of disruptive practices in teaching, conferencing, researching, and writing, and brainstorm with you how we may see with new eyes and new methods the innovative and disruptive possibilities of our organization and our discipline.

**Joyce Locke Carter** is an associate professor of rhetoric and technical communication at Texas Tech University, where she teaches undergraduate and graduate courses in argumentation, UX/usability research, publication management, and rhetoric and technology. Her work appears in the journals *Computers and Composition*, *Technical Communication*, her Hampton Press book on market and market-like rhetorical activities, and a Baywood Press book edited by Cook & Grant-Davie on distance education. She wrote the proposal for the Texas Tech PhD degree offered via distance education and managed that degree for its first 11 years. Her current book project, *Reading Arguments: How Sophisticated Readers Read Graduate Admissions Arguments*, uses eye-tracking and usability research methods to study how experts read high-stakes arguments. Dr. Carter serves as Chief Financial Officer for the Lubbock startup EyeGuide Technologies, a product of intellectual property technology transfer from Texas Tech's writing program. Before coming to Texas Tech, she was the CEO of the Austin-based Daedalus Group, an educational software firm that facilitated online writing instruction in the days before the Web. This company, also a product of technology transfer created in a writing program, was founded by herself, fellow graduate students, and faculty at the University of Texas. She received both her MBA and her PhD in rhetoric from the University of Texas at Austin.

# A Sessions: 10:30–11:45 a.m.

## Taking Action Workshop Sessions

**A.39 Taking Action Workshop: Naming and Narrowing**

Refer to page 16 for abstract.

Hilton Grand Ballroom A, Level Four

*Speaker:* Glenda Eoyang, HSD Institute

**A.40 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 Session

### Undergraduate Researcher Poster Session

Hilton Ballroom of the Americas Prefunction, Level Two

This session will showcase the work of over a dozen students from across the U.S. who have been engaged in research on writing. They'll be presenting their posters on Thursday, April 7th from 10:30 a.m.–11:45 a.m. Posters may be left throughout the day.

*Chair:* Jessie Moore, Elon University



*1-First-Year and Advanced Composition*

**A.01 Learning Re-abled Twenty Years Later: Re-Strategizing Ourselves, Our Teaching Practices, and Our Learning Spaces for Action**

We are invested in exploring how we can further develop our FYC courses for incoming LD students in unexpected ways.

Hilton Room 335B, Level Three

**Chair:** Michael Williams, Carnegie Mellon

**Speakers:** Lori Ostergaard, Oakland University

Michael Riendeau, Eagle Hill School

Jason Dockter, Lincoln Land Community College

Matthew Kim, Eagle Hill School

**Respondent:** Patricia Dunn, Stony Brook University

*2-Basic Writing*

**A.02 Transforming Writing Programs to Support Underprepared Students' Progress as College Readers**

How to transform writing programs to address the learning needs of under-prepared college readers.

Hilton Room 332, Level Three

**Chair:** Laura Allen, The Ohio State University

**Speakers:** Cassandra Phillips, University of Wisconsin-Waukesha,

“Developing a Writing Program around Critical Reading Based on Placement, Assessment, and Research Data”

Jennifer Heinert, University of Wisconsin-Washington County, “Student Perceptions and Threshold Concepts: Designing for Rhetorical Knowledge”

Joanne Giordano, University of Wisconsin Colleges, “Evidence-Based Practices for Supporting Underprepared Students' Development as Critical Readers”

Katie Kalish, University of Wisconsin Marathon County, “Assessing Student Writers' Progress in Critical Reading”

*12-Writing Pedagogies and Processes*

**A.03 (Dis)appearing Collaborative Bodies: Re-Perceiving the Writing Center/Classroom Divide to Engage Third-Space Pedagogies**

We recount original research on cross-class collaboration in digital third spaces, arguing for writing center curricular interventions.

Hilton Room 328, Level Three

**Chair:** Irina Arminau, University of Texas Rio Grande Valley

**Speakers:** Jonathan Rylander, Miami University

Kyle Larson, Miami University

Ryan Vingum, Miami University

*4-Creative Writing, 14-Writing Programs*

**A.04 Reconsidering Professional Credentials of Writing Program Faculty**

Drawing on recent discussions, we will address questions about the roles that MFA degree-holders play in writing programs.

Hilton Room 335C, Level Three

**Chair:** Natalie Belcher, Delaware State University

**Speakers:** John Peterson, Stanford University

Marjorie Stewart, Glenville State College

Duane Roen, Arizona State University

Steve Bailey, Central Michigan University

Daniel Cleary, Lorain County Community College

Steven Krause, Eastern Michigan University

*11-Research*

**A.05 Studying Action in Medicine through Surrogates, Simulations, and Other Shadow Work**

Three innovative methods for capturing the complexity of medical rhetoric and writing in backstage, inaccessible, or private contexts.

Hilton Room 329, Level Three

**Chair:** Susan Popham, University of Memphis

**Speakers:** Elizabeth L. Angeli, Towson University, “Researching Writing and Action in Inaccessible Research Sites”

Patrick Thomas, University of Dayton, “Simulating Rhetorical Strategies for Online Health Information Searches”

Christa Teston, The Ohio State University, “Rhetorical Epistemographies of Evidentiary Shadow Work”

**Respondent:** Susan Popham, University of Memphis

*6-Information Technologies*

**A.06 Digital Identity and Community**

This panel investigates how teachers, students, and veterans perform identity and practice literacies in cyber communities.

Hilton Room 330, Level Three

**Chair:** Michael Pennell, University of Kentucky

**Speakers:** Cassandra Branham, University of Central Florida, “Student Veteran, or Just Student: Identity Negotiation, Narrative Building, and Digital Literacy Practices of Student Veterans on Facebook”

Tonya McMillion, The University of Texas at Dallas, “Communication Patterns in Online Learning: Student Self Disclosure in Personal Introductions”

Jeffrey Naftzinger, Florida State University, “Composing Infrastructure: Programmatic Values and Their Effect on Digital Composition”

Carie S. Lambert, The University of Texas at Dallas, “Communication Patterns in Online Learning: Student Self Disclosure in Personal Introductions”

*7-Institutional and Professional*

**A.07 Developing Scholarly Momentum: Action Plans for Faculty, Graduate Students, and Their Mentors**

Speakers offer strategies for scholarly productivity; advice is gleaned from studies and reflection on a doctoral seminar on publishing.

Hilton Room 327, Level Three

**Chair:** Simone Billings, Santa Clara University

**Speakers:** Lars Soderlund, Western Oregon University, “Beyond ‘Just Sit Down and Do It’: Writing Advice from Published Rhetoric and Composition Scholars”

Jaclyn Wells, University of Alabama at Birmingham, “Beyond ‘Just Sit Down and Do It’: Writing Advice from Published Rhetoric and Composition Scholars”

Christine Tulley, University of Findlay, OH, “Avoiding the Stalled Academic Writing Project: Advice for Increasing Faculty Writing Momentum from Rhetoric and Composition Superstars”

Kristine Blair, Bowling Green State University, “Preparing Graduate Students for Scholarly Identities: Balancing Disciplinary Rhetoric with Material Reality”

*11-Research*

**A.08 How to Hold a Slippery Fish: Methodological Challenges and Solutions for Studying Student Dispositions**

This panel presents three solutions to studying dispositions including meta-study, participant-inquiry, and basic writing mixed methods.

Hilton Grand Ballroom I, Level Four

**Chair:** Gwen Gorzelsky, Colorado State University

**Speakers:** Amy Metcalf, Wayne State University

Jennifer Wells, New College of Florida

Dana Driscoll, Indiana University of Pennsylvania

*9-Language*

**A.09 Writing Our Way to Access: L2 Writers Engage with Revision, Strategies, and Genre Awareness**

These panelists explore student revision and genre knowledge as paths for success in writing classrooms.

Hilton Room 336A, Level Three

**Chair:** Joanna Mann, Langston University

**Speakers:** Shauna Wight, Southeastern Missouri State University, “Taking Action to Promote College Access and Agency for Resident Multilingual Writers”

Stephanie Boone-Mosher, University of South Carolina, “The Multiple Discursive Possibilities of L2 Writers’ Micro-Revisions: Challenging the Editing/Revision Dichotomy”

*10-Professional and Technical Writing*

**A.10 Ethics in Action: Place-Based Ethics and Experience Architecture**

We apply Leopold’s land ethic and Buber’s narrow ridge to flesh out a place-based approach for ethical experience architecture.

Hilton Room 338, Level Three

**Chair:** Russell Willerton, Boise State University

**Speakers:** Derek Ross, Auburn University

Liza Potts, Michigan State University

Michael Salvo, Purdue University

Russell Willerton, Boise State University

*11-Research*

**A.11 Approaching FYC from a Research Perspective: Using Teacher and Corpus Inquiry to Impact Practice**

These panelists use teacher/classroom research and corpus linguistic research to revise their pedagogies and curricular practices.

Hilton Room 336B, Level Three

**Chair:** Andrew Blake, Delaware State University

**Speakers:** Mary McGinnis, Ball State University, “Dealing with Diversity and Marginalization: A Rhetorical Analysis of First-Year Composition Readers”

Cat Mahaffey, University of North Carolina-Charlotte, “There and Back Again: How A Journey Into Online Course Design Changed the Way I Teach Writing”

Kathleen Richards, University of North Alabama, “(Re)searching and (Re)thinking Writing Strategies in FYC: A Call for Action”

Raymond Oenbring, The College of the Bahamas, “Course Assessment and Corpus Linguistics”

Tammy Winner, University of North Alabama, “(Re)searching and (Re)thinking Writing Strategies in FYC: A Call for Action”

*12-Writing Pedagogies and Processes*

**A.12 Creating Comunidad Situated Writing Curriculum at Hispanic Serving Institutions: Writing beyond Theoretical Borders**

We present writing strategies that focus on reevaluating writing instruction and pedagogical practices at Hispanic Serving Institutions.

Hilton Room 337A, Level Three

**Chair:** Erin Boade, University of Southern Mississippi

**Speakers:** Candace Zepeda, Our Lady of the Lake University

Ignacio deLeon, Northwest Vista College

Isaac Hinojosa, Texas A&M Corpus Christi

*13-Theory*

**A.13 Defining the “Cross”-Cultural: Re-thinking Rhetorical Assumptions, Terminologies, and Practices from within Comparative Argumentation**

This panel considers four theoretical pivot points in the establishment of a (teachable) cross-cultural rhetorical tradition.

Hilton Room 337B, Level Three

**Chair:** Tarez Samra Graban, Florida State University

**Speakers:** Keith Lloyd, Kent State University, “Using India’s Nyāya Reasoning to Teach FYC: Building Relational Arguments”

Shakil Rabbi, Pennsylvania State University, “‘Muslim India Is Now Conscious’: Helping Students Understand Discourses of Alterity in the Constitutive Rhetoric of Muhammad Ali Jinnah’s 1940 Lahore Speech”

Rachel Griffio, Community College of Allegheny County, “Cross-Cultural Rhetoric: From Textual Analysis to Ethical Reading”

Tarez Samra Graban, Florida State University, “Teaching ‘Ubuntu’: Arguing for and about the Performances of Pan-African Women without the Emic/Etic Distinction”

*14-Writing Programs*

**A.14 Writing Experts and Technology Experts: Institutional Collaboration for Multimodal Composition in First-Year Writing**

Prepares attendees to approach collaboration between writing programs and educational technology centers for multimodal writing instruction.

Hilton Room 343B, Level Three

**Chair:** Megan Boeshart, Old Dominion University

**Speakers:** Ryan Wetzel, Pennsylvania State University

Dan Getz, Pennsylvania State University

Krista Quesenberry, Pennsylvania State University

Cheryl Glenn, Pennsylvania State University

Laura Michael Brown, Pennsylvania State University

Trace Brown, Pennsylvania State University

*13-Theory*

**A.15 Feeling Things in Writing: Material Culture, Emotion Studies, and Writing for Social Action**

We engage “thing theory” and cultural emotion theory to model nuanced strategies for rhetorical theory and composition pedagogy.

Hilton Room 339A, Level Three

**Chair:** Carol Bollin, Western Illinois University

**Speakers:** Whitney Orth, Colorado State University, “Love Your Real Body: Examining How the Dove Real Beauty Campaign Navigates the Materiality of Body to Affect Affect”

John Koban, Colorado State University, “Composing Things: Thing Theory, Composition, and the Baltimore Riots”

Lisa Langstraat, Colorado State University, Fort Collins, “Hoarding Empathy: A Pedagogical Experiment in Emotions and Material Culture”

#### *14-Writing Programs*

### **A.16 Being Teachers: The Praxis of Ethos in Instructor Training**

This roundtable clarifies and reasserts the importance of ethos as a focus of new instructor training and of program administration generally.

Hilton Ballroom of the Americas Salon F, Level Two

**Chair:** Virginia Bouie, Joliet Junior College

**Speakers:** Jessica George, Indiana University, “Quantifying ‘Being’: The Measurement of Ethos in Instructor Training”

Alex Penn, Indiana University, “The Resources and Liabilities of Digital Ethos”

Jennifer Warfel Juskiewicz, Indiana University, “Cultivating a Programmatic Ethos of Responsiveness”

Dana Anderson, Indiana University, “Ethos as Traditional and Contemporary Framework for Instructor Training”

John McGlothlin, III, Indiana University, “In Defense of a Professionalized Ethos”

**Respondent:** Christine Farris, Indiana University

#### *8-Taking Action*

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

Using the framework of rhetorical listening, we analyze a digital story project for the action it enables.

GRB Room 351A, Level Three

**Chair:** Allison Schuette, Valparaiso University

**Speakers:** Allison Schuette, Valparaiso University

Kelly Belanger, Valparaiso University

**Respondent:** Krista Ratcliffe, Purdue University

*7-Institutional and Professional*

**A.18 Information Literacy and Foundational Writing:  
Transforming Curricula and Programs through  
Collaborative Outcomes**

How the new ACRL Framework and WPA Outcomes can transform work in Information Literacy, Foundational Writing, and Writing Centers.

GRB Room 351C, Level Three

*Chair:* Patricia Boyd, Arizona State University

*Speakers:* Libby Miles, University of Vermont, “Transformations through Collaborative Outcomes in Foundational Writing”

Susan Dinitz, University of Vermont, “Transformations through Collaborative Revision in Writing Centers”

Daisy Benson, University of Vermont, “Transformations through Collaborative Design in Information Literacy”

*8-Taking Action*

**A.19 Don’t Just Talk about It, Be about It: Moving beyond  
Conversation to Integrate HBCU Contributions into the  
Field of Composition**

We will extend the claim that HBCUs are unique sites of inquiry, poised to be at the forefront of conversations about race and writing.

Hilton Room 340A, Level Three

*Chair:* Kevin Roozen, University of Central Florida

*Speakers:* David Green, Howard University

Faye S. Maor, North Carolina A&T State University, “Making a Vision a Reality: The 2014 Conference on Teaching Composition at HBCUs and Future Scholarly Activities”

Karen Keaton Jackson, North Carolina Central University, “Where Do We Go From Here? Including HBCUs in Relevant Composition Research and Scholarly Activity”

Melissa Berry Pearson, Claflin University, “Moving Forward: Turning the One-Time Conversation into an HBCU Special Interest Group”

Hope Jackson, North Carolina A&T State University, “Where Do We Go From Here? Including HBCUs in Relevant Composition Research and Scholarly Activity”

*2-Basic Writing*

**A.20 Assessment, Pedagogy, and Curriculum in Basic Writing**

In this presentation, speakers focus on methods of assessment and self-evaluation for basic writers.

Hilton Room 342, Level Three



**Chair:** Virginia Schwarz, Portland Community College

**Speakers:** Matthew Pifer, Husson University, “Considering the Silences: Designing an Integrated Developmental Writing Curriculum to Encourage University-wide Writing Practices”

Hope Parisi, Kingsborough Community College, CUNY, “Student-Present Narratives in Basic Writing: A Professional Writing Strategy for Action”

Virginia Schwarz, Portland Community College, “Assessment as Activism: Critical Pedagogy and Contract Grading”

*3-Community, Civic & Public*

**A.21 Activist Pedagogies: Service-Learning and Civic Engagement**

In this session, panelists offer rich portraits of engaged, locally-responsive service-learning projects.

Hilton Room 333, Level Three

**Chair:** Tracy Carrick, Cornell University

**Speakers:** McKinley Green, Michigan State University, “(Inter)active Writing: Creating a Reciprocal, Engaged, and Sustainable Service Learning Program”

Lindsay Hamilton, University of Texas at El Paso, “Propelling Classroom Writing Into Community Engagement Using the Narrative of Self, Us, Now”

Ravyn McKee, Indiana University of Pennsylvania, “International Service Learning in the Writing Class Emphasizing Sustainability, Care, and Place-Based Writing”

Nancy Reddy, Stockton University, “Personal Writing and Public Spaces: Extracurricular Literacy Instruction as a Site of Civic Engagement”

*11-Research*

**A.22 The Transfer of Transfer Project: Researching the Efficacy of Teaching for Transfer (TFT) in Four Courses and on Four Campuses**

This panel shares the research design and initial findings for the multi-institutional Teaching for Transfer (TFT) transfer project.

Hilton Ballroom of the Americas Salon B, Level Two

**Chair:** Kathleen Blake Yancey, Florida State University

**Speakers:** Matt Davis, University of Massachusetts

Liane Robertson, William Paterson University

Erin Workman, Florida State University

Kara Taczak, University of Denver

**Respondent:** Kathleen Blake Yancey, Florida State University

*5-History*

**A.23 Conversations with the Past: Historiography in Research and Pedagogy**

What makes good historiography? What are the emerging frameworks for this kind of research?

Hilton Room 340B, Level Three

**Chair:** Jessica Enoch, University of Maryland

**Speakers:** Lauren Cardon, University of Alabama

Leah DiNatale, University of Alabama, “Methods and Motivation: The Political Possibilities of Family History”

Jennie Vaughn, University of Alabama, “Critical and Respectful: The Balancing Act of Historical Research”

Amy Dayton, University of Alabama, “The Ethnographic Impulse in Historical Research”

*6-Information Technologies*

**A.24 Authors and Their Devices: Digital Composing Strategies**

This panel examines the relationships between the personal and professional in digital composition pedagogies.

GRB Room 351D, Level Three

**Chair:** Mariette Ogg, U.S. Coast Guard Academy

**Speakers:** Nicola Wilson Clasby, Iowa State University, “Critical Self-Awareness in the Digital Matrix via Autoethnographic Praxis”

James Lu, Emory University, “Computation-Assisted Patchwriting”

Aaron Lanser, University of California, Davis, “‘No Cell Phones During Class, Please’: Borderlands Rhetoric and the Digital Underlife in the First-Year Composition Classroom”

Marie Knowlton-Davis, Utah Valley University, “Writing Strategies in Action: Personal Electronic Devices as Part of Composition Pedagogy”

*1-First-Year and Advanced Composition*

**A.25 Development of Writing Transfer via Research, Assessment, and Faculty Training**

This presentation will emphasize the ways in which faculty development and assessment are critical to an environment that not only values writing but also supports it through pedagogy and research.

GRB Room 351E, Level Three

**Chair:** Robert Derr, Danville Community College

**Speakers:** Leslie Werden, Morningside College, “Writing Transfer Research: Process & Findings”

Jessica Tinklenberg, Morningside College, “Faculty Development & Assessment with Regard to FYS and WAC”

Alden Stout, Morningside College, “An Inclusive Approach to Teaching Writing”

Jeremy Schnieder, Morningside College, “Faculty Development & Assessment with Regard to FYS and WAC”

David Elder, Morningside College, “An Inclusive Approach to Teaching Writing”

### *11-Research*

## **A.26 Taking Action on Intellectual Property with Open Educational Resources**

The Intellectual Property Caucus standing group panel on open educational resources (OER) and initiatives.

Hilton Ballroom of the Americas Salon D, Level Two

**Chair:** James P. Purdy, Duquesne University

**Speakers:** David Blakesley, Clemson University

Joe Moxley, University of South Florida

Mike Palmquist, Colorado State University

Charles Lowe, Grand Valley State University

Nick Carbone, Humanities Editorial Department, Macmillan

Sherry Jones, Rocky Mountain College of Art & Design

**Respondents:** John Willinsky, Stanford University

Jack Hennes, Michigan State University

### *12-Writing Pedagogies and Processes*

## **A.27 Teaching Writing as Rhetorical Action in Schools and Colleges**

Descriptions of rhetorical action in a first-year writing program, Advanced Placement tests, and community literacy outreach projects.

Hilton Grand Ballroom L, Level Four

**Chair:** Keith Walters, Portland State University

**Speakers:** David Jolliffe, University of Arkansas, “Real Audiences, Real Purposes, Real Rhetoric in a Literacy-Outreach Project”

Roger Cherry, Ohio State University, “All That Glitters Rhetorical Is Not Rhetoric”

Beth Daniell, Kennesaw State University, “Rhetoric for College Writing”

*6-Information Technologies*

**A.28 Enacting (Digital) Citizenship in (University of) Houston**

This panel focuses on digital writing actions related to complicating race, sexual orientation, and student-veteran experience.

Hilton Room 343A, Level Three

**Chair:** Scott Evans, University of the Pacific

**Speakers:** Rebecca Hallman, University of Houston

Travis Webster, University of Houston-Clear Lake

Maurice Wilson, University of Houston

*6-Information Technologies*

**A.29 Bringing the Office to the Class: How Computer Simulations Enhance Proposal Writing for Technical Writing Students**

Using computer simulations in technical writing pedagogy improves students' interest and understanding of the rhetorical situation.

GRB Room 340B, Level Three

**Chair:** Jonathan Balzotti, Brigham Young University

**Speakers:** Lauren Fine, Brigham Young University, "Tapping into Narrative: How the Simulation Influenced Student Interest and Engagement"

Brian Jackson, Brigham Young University, "Toward Greater Authenticity: Why and How the Technical Writing Simulation Was Created"

Jonathan Balzotti, Brigham Young University, "Comparative Analysis: How the Simulation Influenced the Rhetorical Effectiveness of the Written Product"

*7-Institutional and Professional*

**A.30 The Extracurriculum within Our Walls**

This panel interweaves the extracurriculum and graduate instruction in an MA-only English department.

Hilton Ballroom of the Americas Salon C, Level Two

**Chair:** Amy Flessert, Northern Virginia Community College

**Speakers:** Suellynn Duffey, University of Missouri-St. Louis

Jennifer Alexander, University of Missouri-Saint Louis

Jeanne Allison, University of Missouri-St. Louis

Kim Rankin, University of Missouri-St. Louis

**Respondents:** Rebecca Jackson, Texas State University

Lauren Obermark, University of Missouri-St. Louis

*8-Taking Action*

**A.31 Resources for Teaching Writing to Support  
#BlackLivesMatter at Predominantly White Institutions**

Session will provide attendees with pedagogical resources to decenter white norms and challenge unexamined white supremacy at PWIs.

Hilton Ballroom of the Americas Salon E, Level Two

**Chair:** Todd Craig, Medgar Evers College, CUNY

**Speakers:** Timothy R. Dougherty, West Chester University of PA

Randall Cream, West Chester University of PA

Michael Burns, West Chester University of PA

*1-First-Year and Advanced Composition*

**A.32 “It Takes Two to Make a Thing Go Right”: An Experiment  
in Team Teaching an Advanced Composition Course with  
Writing in the Disciplines Focus**

Team teachers of a composition course, along with a former student, discuss the drawbacks and benefits of this pedagogical approach.

Hilton Room 346A, Level Three

**Chair:** Susan Gebhardt-Burns, Norwalk Community College

**Speakers:** Thomas Bagwell, University of Mississippi, “‘It Takes Two To Make a Thing Go Right’: An Experiment in Team Teaching an Advanced Composition Course with Writing in the Disciplines Focus”

Karla Lyles, University of Mississippi, “‘It Takes Two To Make a Thing Go Right’: An Experiment in Team Teaching an Advanced Composition Course with Writing in the Disciplines Focus”

*7-Institutional and Professional*

**A.33 Professionalizing Graduate Teaching Assistants: How  
Advisors Support Successful Writing Instruction**

This session discusses how advisors professionalize GTAs’ pedagogical practices, leading to a more unified composition program.

GRB Room 351F, Level Three

**Chair:** Christina Giarrusso, Florida State University

**Speakers:** Steve Oakey, Virginia Tech

Julie Mengert, Virginia Tech

Kathy Combitis, Virginia Tech

Sheila Carter-Tod, Virginia Tech

*1-First-Year and Advanced Composition*

**A.34 College Writing in High School: Writing Our Way Out of Test Culture**

Delivery of composition within a Title I high school context: how are identity, transfer, curriculum, collaboration, and access addressed?

Hilton Room 344B, Level Three

**Chair:** Joan Graham, University of Washington

**Speakers:** Kristen Jones, Eastside Memorial High School, “Advanced Placement: Writing Our Way Out of Test Culture”

Aimee Hendrix Soto, University of Texas, Austin Community College, “Dual Credit: Writing Our Way Out of Test Culture”

Ellen Thibodeaux, Eastside Memorial High School, “Research and Technical Writing: Writing Our Way Out of Test Culture”

*9-Language*

**A.36 Literacy Development and Rhetorical Invention in the Multilingual Classroom**

This presentation will define particularly distinguished or like characteristics of rhetorical invention of L1 in L2 composition classes found through the most recent scholarship on invention.

Hilton Ballroom of the Americas Salon A, Level Two

**Chair:** Barbara L’Eplattenier, University of Arkansas-Little Rock

**Speakers:** Romana Hinton, University of Tennessee, “Rhetorical Invention in L2 Composition Classes”

Angela Rounsaville, University of Central Florida, “English Language Learning Taken-for-Granted”

Yu-Kyung Kang, University of Illinois at Urbana-Champaign, “Tracing Literacy across Time and Borders: The Changing Global and Local Landscape of Study Abroad Experience in U.S. Higher Education”

*7-Institutional and Professional*

**A.37 Faculty Developer as Activist: Strategies for Writing Instructors and WPAs**

Examining how engagement in faculty development can help composition instructors and WPAs bring about needed change at their institution.

Hilton Room 335A, Level Three

**Chair:** Irwin Weiser, Purdue University

**Speakers:** Carol Rutz, Carleton College, “Activating Assessment through Faculty Development”

Stephen Wilhoit, University of Dayton, “Becoming Active in Faculty Development: Causes and Effects”

Stacey Sheriff, Colby College, “Think Globally, Act Locally: Using Faculty & Instructional Development to Support International Students”

*9-Language*

**A.38 Healing the Split between Language and Writing: Practical Advice for the Composition Classroom**

This panel will apply cognitive and functional approaches to language to the teaching of writing.

GRB Room 340A, Level Three

**Chair:** Craig Hancock, University at Albany

**Speakers:** Rei Noguchi, California State University, Northridge, “Core Writing Principles and Iconicity: Integrating the Small and Large in Writing Instruction”

Debra Myhill, University of Exeter, “Writing with Grammar in Mind”

Stella Wang, University of Rochester, “Corpus Approaches: A Case Study of Personal Pronouns”

# B Sessions: 12:15–1:30 p.m.

## Taking Action Workshop Sessions

**B.39 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

**B.40 Taking Action Workshop: Influencing Policy**

Refer to page 18 for abstract.

Hilton Grand Ballroom B, Level Four

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

## Poster Sessions

Hilton Sky Walk, Level Two

**A Quantitative Analysis of Writing [Center] Leadership and Locality**

We report data from a quantitative study of writing centers’ leadership, staff, and campus locations using ~5,000 institution websites.

Jessica Reyes, Towson University  
Kelsey Hixson-Bowles, Indiana University of Pennsylvania

**A Small School with a Changed Writing Culture: Taking Action through Faculty Development**

This interactive digital and print poster session will highlight the transformative impact of a campus-wide faculty development program.

Erin Pushman, Limestone College  
Reed Chewning, Limestone College



**Both Peers and Teachers: Improving Experiences for Course-Embedded Writing Tutors**

Proposes research-based emerging model for understanding personal and professional development of course-embedded peer writing tutors.

Brandy Alba, Concordia University Texas

**Creating Successful International L2 Writers from the Basics**

This poster illustrates two scaffolding processes for L2 writing transfer in knowledge and skills as well as the student dispositions.

Scott Chiu, California Lutheran University

Marthe Russell, The University of Vermont

**Dispelling Myths, Encouraging Communication: Exploring Faculty Perspectives on Writing across Campus**

Exploring faculty perspectives on writing in their disciplines and about FYW.

Lauren Connolly, Lewis-Clark State College

**Literacy Narratives, Genre Awareness, and Knowledge Transfer: A Case Study**

Poster presenting a case study of using literacy narratives and genre study to promote knowledge transfer in first-year writing courses.

Whitney James, Emerson College

**Rubrics in Action: Students and Instructors Collaborating in Writing Assessment**

This presentation will exemplify the step-by-step process used when students and instructor collaboratively create rubrics.

Lizbett Tinoco, University of Texas at El Paso

**So Superman Walks into a Writing Center: Translingual Approach Implementation for Both Earthlings and Non-Earthlings**

The poster presents alternative strategies to assist multilingual writers in a writing center setting by using a translingual approach.

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

Deepti Dhir, Baruch College, CUNY

**Testing Reading-Preview Techniques to Encourage Student Reading**

The poster displays student survey results in response to pre-reading activities to find a technique to encourage student-reading completion.

Elizabeth Grbavcich, University of Wisconsin-Superior

**The Literate Citizen-Soldier: Threat, Anxiety, and the Creation of Federal K-12 Education Reform**

My project explores the role anxiety and threat have had on 20th century K-12 reform and the impact felt in the composition classroom.

Sarah Fish, University of Houston

**Writing for Creative Repurposing: Assessing Transferability in a New Writing Course**

This research assesses writing transfer from First-Year Composition to Advanced Composition, with an emphasis on learner dispositions.

Laura Davis, Red Deer College

*11-Research*

**B.01 The National Census of Writing Database and Diversity in Writing Programs (CWPA-Sponsored Session)**

This roundtable asks the question of how to use data collected through the National Census of Writing to take action and make change.

Hilton Room 335C, Level Three

**Chair:** Mark Blaauw-Hara, North Central Michigan College

**Speakers:** Caitlin Holmes, George Mason University

Brandon Fralix, Bloomfield College

Jill Gladstein, Swarthmore College

**Respondent:** Susan Miller-Cochran, University of Arizona

*3-Community, Civic & Public*

**B.02 Queer Action in the Extracurriculum**

This panel explores queer action via extracurricular sites of writing, rhetoric, and literacy development.

Hilton Room 335B, Level Three

**Chair:** Christine Gregory, Florida International University

**Speakers:** Pamela VanHaitsma, Old Dominion University, “Romantic Correspondence as Queer Extracurriculum”

Laura Tetreault, University of Louisville, “The Digital Extracurriculum: Online Circulation as Queer Rhetorical Practice”

Alexandra Cavallaro, California State University, “Between Women: The Curriculum of Coming Out as Queer Rhetorical Pedagogy”

*3-Community, Civic & Public*

**B.03 Writing Sustainability in the College Class: Reimagining Communities through Action**

Challenging boundaries through trans-disciplinary communication across academic siloes through frameworks of composition and sustainability.

Hilton Room 336A, Level Three

**Chair:** Betsy Hall, Long Island University-Brooklyn

**Speakers:** Halle Neiderman, Kent State University

Melanie Knowles, Kent State University

Barbara George, Kent State University

*8-Taking Action*

**B.04 Whose Writing? For What Purpose?: Taking Action with Writing about (Multilingual) Writing**

This panel explores the intersection of a translingual approach and WAW pedagogy as a place to (re)define “good writing.”

Hilton Room 336B, Level Three

**Chair:** Katherine Silvester, Indiana University

**Speakers:** Jason Montgomery, Boise State University

Emily Simnitt, University of Oregon

Daniel Wilber, Boise State University

*5-History*

**B.05 Histories of Action: Revisiting Composition's Past to Understand Composition's Present**

This panel brings together four archival recovery projects in composition studies coalescing around significant historical literacy events.

GRB Room 351E, Level Three

**Chair:** Gail Hemmeter, Bryn Mawr College

**Speakers:** Amy Wan, Queens College, CUNY, "College Writing and the Post-War Legacy of Access and Aspiration"

Kelly Ritter, University of Illinois at Urbana Champaign, "With 'Increased Dignity and Importance': Re-Historicizing Charles Roberts and the Illinois Decision of 1956"

Dahlani Reynolds, Roger Williams University, "Before Dartmouth: Basic Issues in English"

Shannon Stimpson, Pennsylvania State University, "A Liberal or Practical Education? The Land-Grant Model and Composition Studies at the Pennsylvania State College 1895 to 1928"

*6-Information Technologies*

**B.06 A Digital Alphabet Soup: MOOCs, DLNs, and GNLEs**

This panel explores innovations in composing in MOOCs and new media classrooms through personal and global learning environments.

Hilton Room 327, Level Three

**Chair:** Thomas Hemmeter, Arcadia University

**Speakers:** Daniel Schafer, Bedford/St. Martin's, "EveryWhenWhere and Propitious PlaceTimeliness: Postmodern Kairos and Veillance in the New Media Classroom"

Zsuzsanna Palmer, Grand Valley State University, "Beyond Hyphenation: Identity Representation in a Globally Networked Learning Environment"

Jason Tham, University of Minnesota, "Genres in the MOOCology of Writing: A Return to Social Action"

Jessica Gordon, Virginia Commonwealth University, "Audience and Connectivist Learning in an Undergraduate cMOOC: A Call for New Strategies to Teach Multimodal Composition"

Bonnie Boaz, Virginia Commonwealth University, "Audience and Connectivist Learning in an Undergraduate cMOOC: A Call for New Strategies to Teach Multimodal Composition"

Paul Muhlhauer, McDaniel College, "EveryWhenWhere and Propitious PlaceTimeliness: Postmodern Kairos and Veillance in the New Media Classroom"

*7-Institutional and Professional*

**B.07 Rethinking Teaching and Learning Practices for Diverse Populations in the University: A Roundtable on Taking Pedagogical and Administrative Action**

Multilingual student advocacy through transdisciplinary professional development, pedagogical initiatives, and administrative action.

Hilton Ballroom of the Americas Salon B, Level Two

**Chair:** Linda Henriksen, Kansas State University

**Speakers:** Sarah Elizabeth Snyder, Arizona State University

Greer Murphy, Woodbury University

Norah Fahim, University of Washington

Brooke Ricker, Pennsylvania State University

Katherine Daily O'Meara, Arizona State University

Dan Zhu, University of Washington

**Respondent:** Shawna Shapiro, Middlebury College

*12-Writing Pedagogies and Processes*

**B.08 Stories That Matter: Student Documentaries as Impactful Collaborative Writing**

“Stories” discusses creating documentaries as a strategy for collaborative student writing and projects that act for social justice movements.

Hilton Room 328, Level Three

**Chair:** Noel Holton, Farmingdale State College, SUNY

**Speakers:** Cait Ryan, Michigan State University, “Stories That Matter: Student Documentaries as Impactful Collaborative Writing”

Mirabeth Braude, Michigan State University, “Stories That Matter: Student Documentaries as Impactful Collaborative Writing”

Rachel Little, Michigan State University, “Stories That Matter: Student Documentaries as Impactful Collaborative Writing”

*9-Language*

**B.09 “The Accent’s on Me”: Agency, Personal Narrative, and the L2 Writer**

These panelists explore issues of agency for L2 writers across various contexts and genres.

Hilton Room 329, Level Three

**Chair:** Peggy Huey, University of Guam

**Speakers:** Jelena Runic, Johns Hopkins University, “Where Is the I? East Asian Student Writers and U.S. Personal Narratives”

*continued on next page*

Robert Affeldt, Adams State University, “The Problem of Agency:  
Searching for the Seeds of Invention in Material Lives”

Dora Cheng, The Ohio State University, “Writing with an Accent: L2  
Writers’ Authorial Identity and Silenced Voice in Academic Writing”

Cynthia DeRoma, University of Connecticut, “Where Is the I? East Asian  
Student Writers and U.S. Personal Narratives”

*10-Professional and Technical Writing*

**B.10 Labeling, Naming, and Visualizing Health and Illness:  
How Food Labels, FDA Reports, and Ebola Charts Can  
Help Teach Rhetorical Analysis**

This panel answers the call to move writing toward particular actions in the technical communication classroom, through the proposal-writing process, and the ways in which the design choices that technical communicators make when constructing data visualizations shape risk perception in trans-cultural communicative contexts.

Hilton Room 330, Level Three

**Chair:** Joanna Johnson, University of Miami

**Speakers:** Candice Welhausen, University of Delaware

Susan Popham, University of Memphis

Erin Trauth, University of South Florida

*11-Research*

**B.11 Time to Take Stock: What We Can (and Can’t) Learn from  
Current CHAT Methodology in Writing Studies Research**

Origins of cultural-historical activity theory are examined; five respondents weigh its suitability for current research in Writing Studies.

Hilton Ballroom of the Americas Salon D, Level Two

**Chair:** Dylan Dryer, University of Maine

**Speaker:** Clay Spinuzzi, University of Texas at Austin

**Respondents:** Russel Durst, University of Cincinnati

Mya Poe, Northeastern University

David Russell, Iowa State University

Carolyn R. Miller, North Carolina State University

Christiane K. Donahue, Dartmouth and Université de Lille III

Dauida Charney, University of Texas at Austin

*11-Research*

**B.12 Citation Practice, Documentation Style, and Scholarly Writing: New Possibilities and New Frameworks**

This session is designed to encourage discussion of the ways that roles of and needs for citation formats such as MLA style are changing.

Hilton Grand Ballroom L, Level Four

**Chair:** Kathleen Fitzpatrick, Modern Language Association

**Speakers:** John Schillb, Indiana University, Bloomington, “What to ‘Mark’ and What to Leave ‘Unmarked’: The MLA Guidelines’ Role in Constructing Histories of Scholarship”

Daniel Anderson, University of North Carolina at Chapel Hill, “(Re)Figuring Citation: Metaphors, Performance, and Transformative Use.”

Bonnie Lenore Kyburz, Lewis University, “How Do I Cite the Stephen Hawking Hologram?”

*12-Writing Pedagogies and Processes*

**B.13 Theorizing Responsive Action: Sensate Engagement, Critical Expressivism, and Rhetorical Gaslighting**

Proposes feminist response frameworks for myriad student composing practices and considers dismissive responses to women’s life writing.

Hilton Room 332, Level Three

**Chair:** Mike Kelly, Champlain College

**Speakers:** Amy Robillard, Illinois State University, “Rhetorical Gaslighting: Denying and Dismissing Women’s Experience-Based Writing”

Londie Martin, University of Arkansas at Little Rock, “Remix and Sensate Engagement: Toward Feminist Practices for Composing with and Responding to Sound”

Crystal Fodrey, Moravian College, “A Call for Critical Expressivist Response in the Undergraduate Creative Nonfiction Workshop”

*13-Theory*

**B.14 Detect, Elect, Connect: Instructional Perspectives and Activities for Enabling Transfer**

This panel will discuss approaches that can enable transfer, including self-efficacy, performance, imitation, and self-directed learning.

Hilton Room 337B, Level Three

**Chair:** Jada Augustine, California State University, Northridge

**Speakers:** Irene Clark, California State University, Northridge, “Fostering Genre Transfer through Imitation and Modeling”

*continued on next page*

Robert Terry, Armstrong State University, “Recognizing Dispositions: The Social Identity of Transfer”

Jill Morris, Frostburg State University, “Learning How to Learn to Write: Transfer When Writing Is a Tool”

**Respondent:** Lisa Tremain, Occidental College, “The Key of Self-Efficacy: How Facilitative Dispositions Help “

*1-First-Year and Advanced Composition*

**B.15 Partnering with Institutional Archivists: Exploring the Archives as Potential Sites for Undergraduate Research and Creative Nonfiction Writing**

This session will explore partnerships with institutional archivists to develop models for archives projects in undergraduate classes.

Hilton Room 338, Level Three

**Chair:** Tarez Samra Graban, Florida State University

**Speakers:** Katherine Tirabassi, Keene State College, “Opening the Archives to Undergraduates: The Potential of the Archives in Creative Nonfiction Writing Courses”

Michelle Niestepski, Lasell College, “Opening the Archives to Undergraduates: The Potential of the Archives in First-Year Writing Courses”

*14-Writing Programs*

**B.16 Reform in Writing Center Practices Based on Comprehensive Studies**

This session explores how longitudinal data can be used to influence writing center practices.

Hilton Room 339A, Level Three

**Chair:** Carie King, Taylor University, Ball State University

**Speakers:** Jo Mackiewicz, Iowa State University, “A Corpus-Driven Approach to Analyzing Writing Center Conferences: Findings and Implications for Tutor Training”

Roger Austin, Georgia State University, “Taking Action through the Archives: Standardizing Writing Center Archive Profiles for Praxis, Knowledge, and Continuity”

J. Christian Tatu, Lafayette College, “De-Centering Academic Prose in the Writing Center”

Isabelle Thompson, Auburn University, “A Corpus-Driven Approach to Analyzing Writing Center Conferences: Findings and Implications for Tutor Training”



*2-Basic Writing*

**B.17 Basic Writing at Community Colleges: Redesigning Curriculum and Professional Development**

These papers focus on curricular and professional development innovations for community college students and faculty.

Hilton 339B, Level Three

**Speakers:** Miriam Moore, Lord Fairfax Community College, “Redesigning Professional Development for Community College Faculty”

Margaret Bertucci Hamper, University of Wisconsin-Madison, “Basic Students or Basic Writers? Complicating the College-Readiness Model”

Susan Gabriel, Community College of Baltimore County, “What Are We Waiting For? A Manifesto to Create and Scale Accelerated Basic Writing ‘On-Ramps’”

*8-Taking Action*

**B.18 Local Transformations, Local Publics: Actualizing through Activism**

This panel looks at writing’s roles and forms in specific contexts of local community action.

Hilton Room 343A, Level Three

**Chair:** Jennifer Kunka, Francis Marion University

**Speakers:** Diana Hines, Texas A&M University-Commerce, “Taking Action: ‘Pop-Up’ Writing in the Rural Spaces”

Kevin Janak, Texas A&M University-Commerce, “Geo-Mapping: Displaying Struggle, Taking Action”

Rebecca McKee, Texas A&M University-Commerce, “Witnessing History, Taking Action: Promoting Conscientization through Multimodal Composing”

Donna Dunbar-Odom, Texas A&M University-Commerce, “Taking Action, Maintaining Action: Rhetorical Lessons from a Community Garden”

*3-Community, Civic & Public*

**B.19 Writing Black Lives to Matter: Civic and Digital Engagements to Sustain the Revolution**

These panelists explore the power of civic and digital activism to fight for African-American lives.

Hilton Room 343B, Level Three

**Chair:** Lyndsey Lefebvre, Long Beach City College

**Speakers:** Julie Nelson, North Carolina Central University, “Revising Knowledge: Writing Wikipedia Articles at an HBCU”

Alli Hammond, University of Cincinnati, “Keep on Tweeting for a Free World: The Evolution of Hashtag Activism”

Brandon Erby, Penn State University, “Learning Is an All-Black Thing: The Literacies and Pedagogies of Black Educational Institutions and Communities during the Civil Rights and Black Power/Arts Movements”

*1-First-Year and Advanced Composition*

**B.20 Perspectives on Preparation and Performance: A Qualitative Study of College Students’ Approaches to Writing**

This panel presents results from a study comparing students who took FYC in college to those with pre-college AP or dual-enrollment credit.

Hilton Room 340B, Level Three

**Chair:** Jeffrey Ringer, University of Tennessee

**Speakers:** Ereck Jarvis, University of Tennessee, “What Do We Know about AP, DE, and FYC Writers? A Review of Past Research”

Jacqueline Kerr, University of Tennessee, “‘My Writing Abilities?’: Students’ Reflections on Their College Writing Preparedness and Practices”

Kirsten Benson, University of Tennessee, “Are There Differences between AP, DE and College FYC Preparation? Students’ Self Reports of College Writing Practices and Attitudes”

*12-Writing Pedagogies and Processes*

**B.21 I See What You Mean: Using Infographics to Inspire Action across Diverse Curricula**

Teachers in Ed, FYC, and Professional Writing share strategies for using Infographics as rhetorically-informed, powerful genres for action.

Hilton Room 340A, Level Three

*Chair:* John McKinnis, Buffalo State, SUNY

*Speakers:* Allison Walker, High Point University

Georgeanna Sellers, High Point University

*1-First-Year and Advanced Composition*

**B.22 Potentially Moving from Margin to Center: A Report on Arizona State University Writing Programs' ProMod Interdisciplinary Collaborations**

A report on the success and/or failures of the interdisciplinary ProMod cohorts developed for Fall 2015 FYC classes by ASU Writing Programs.

Hilton Room 337A, Level Three

*Chair:* Shirley Rose, Arizona State University

*Speakers:* Jennifer Waters, Arizona State University

Sarah Young, Arizona State University

Sarah Dean, Arizona State University

*9-Language*

**B.23 Rhetorical Practices and Language Tensions**

This panel traces cultural and rhetorical contexts of language variations to discuss language tensions and pedagogical implications.

Hilton Room 335A, Level Three

*Speakers:* Amanda Hayes, Ohio University, "Our Past, Our Present, Our Future: History and Sovereignty for Appalachian Rhetoric"

Meaghan Elliott, University of New Hampshire, "Defining 'Thug Life' in a White Kitchen"

Lamiyah Bahrainwala, The University of Texas at Austin, "Just Awareness Isn't Enough: AAVE Findings Writing Instructors Should Know"

*10-Professional and Technical Writing*

**B.24 Medical Rhetoric and Scientific Communication**

This panel provides four case studies of negotiating public health crises via medical scientific, and digital rhetorics.

Hilton Room 344B, Level Three

**Chair:** John Misak, Queensborough Community College

**Speakers:** Ryan Eichberger, University of Minnesota, “Negotiating Crisis in the Magic Land: Blogging, Science Communication, and the Disneyland Measles Outbreak”

Brandon Strubberg, Texas Tech University, “Spurring Patients to Action: Patient-Centered Communication in Diabetes Manuals”

Russell Kirkscey, Texas Tech University, “A Rhetorical Framework for the Analysis of Patient Decision Aids”

Kyle Vealey, Purdue University, “Storytelling Failure in the Vale of Leven: How a Bacterial Outbreak at a Rural Hospital Became a Wicked Problem”

*11-Research*

**B.25 Research as Social Action: Situating Critical Discourse Analysis within Rhetoric and Composition Studies**

Using CDA as a theoretical and methodological framework, panelists demonstrate how research and critique of writing can enact social change.

Hilton Room 342, Level Three

**Chair:** Travis Grandy, University of Massachusetts Amherst

**Speakers:** Tyler Evans-Tokaryk, University of Toronto Mississauga, “Exploring the Discourses of English as an International Language and Academic Writing Instruction”

Caitin Quatmann, University of Missouri, “Understanding Student-Writer Identity and Writing Course Placement”

Natalie Malin, Texas Woman’s University, “Empowering Students by Addressing the Unspoken”

Travis Grandy, University of Massachusetts Amherst, “Articulating the Values of Writing Across the Curriculum”

*12-Writing Pedagogies and Processes*

**B.26 Storying as Action: Using Narrative to Co-Create Identity in the Writing Classroom**

Through active and reciprocal storytelling, this participatory session explores ways shared storying can create identity in the classroom.

Hilton Room 346A, Level Three

**Chair:** Sonja Montague, College of Southern Maryland

**Speakers:** Charlesia McKinney, University of Kansas, “Pedagogical Strategies for Integrating Storying in the Writing Classroom”

Cynthia Fields, Colgate University, “Storying in Reciprocal Spaces: Rhetorical Listening as Identity Creation”

Katie Elliott, University of Kansas, “Tell Me a Story: Authentic Storying as Narrative Identity Construction”

*13-Theory*

**B.27 Storytelling as a New Pathway to Social Justice**

This session explores how various means of storytelling can help facilitate collaboration, survival, and healing.

GRB Room 351A, Level Three

**Chair:** Clare Murray, Texas State University

**Speakers:** Kaia Simon, University of Illinois at Urbana Champaign, “Literacy, Agency, and Rewriting Hmong Womanhood”

Santos Ramos, Michigan State University, “La Lucha Sigue: Collaborating with Xicano & Social Justice Rhetorics”

Emilie Koenig, University of Houston, “‘Listen to My Feet and I Will Tell You the Story of My Life’: Recovering Tap Dance as Rhetorical Practice”

Donny Winter, University of Central Missouri, “Trauma Recovery: The Medicine of Storytelling in Two-Spirit Poetry”

*14-Writing Programs*

**B.28 Building Bases for Action: Re/Mapping a Mandated Writing Program Redesign**

Participatory media is used to represent the complexity of program revision. The audience joins in assets mapping and networking for action.

GRB Room 351C, Level Three

**Chair:** Elizabeth Olmos, California State University, Los Angeles

**Speakers:** William C. Kurlinkus, The University of Oklahoma, “Building Bases for Action: Re/Mapping a Mandated Writing Program Redesign”

Susan Kates, University of Oklahoma, “Building Bases for Action: Re/Mapping a Mandated Writing Program Redesign”

Sandra Tarabochia, University of Oklahoma, “Building Bases for Action: Re/Mapping a Mandated Writing Program Redesign”

*7-Institutional and Professional*

**B.29 Interrogating (Cross)Disciplinary: Personal and Professional Identities at Work**

In this session presenters explore the implications of disciplinary identity for students and faculty in multiple contexts within higher education.

GRB Room 351F, Level Three

**Chair:** Megan O'Neill, NJIT

**Speakers:** Mark Hannah, Arizona State University, "The Neglected Side of 'Co': A Case for Repositioning English Studies for Transdisciplinary Collaboration"

Lane Fletcher, University of Houston, "Writing Transfer Students into the University"

Maggie Werner, Hobart & William Smith Colleges, "Breaking Up with Rhet-Comp: Confessions of a Disciplinary Philanderer"

Daniel Bommarito, Bowling Green State University, "The Neglected Side of 'Co': A Case for Repositioning English Studies for Transdisciplinary Collaboration"

Kathleen Jernquist, U.S. Coast Guard Academy, "A Pedagogy of Transfer: A Writing Center's Rhetorical Language and Its Strategy for Action across Campus"

*8-Taking Action*

**B.30 Addressing the "Practical and Critical" in Translingual Approaches to Writing Strategies for Action**

"Practical and critical" approaches to translingualism in pedagogy, practice, and assessment.

GRB Room 351D, Level Three

**Chair:** Rachel Griffo, Community College of Allegheny County, "Addressing the 'Practical and Critical' in Translingual Approaches to Writing Strategies for Action"

**Speakers:** Sarah Blazer, Lehman College, CUNY, "Translingual Pedagogies in Writing Center Spaces"

Kathleen Hynes, Indiana University of Pennsylvania, "'Good Writing' and Translingual Rubric Design"

Melissa Lee, Canton, SUNY, "Pedagogical Paradox: Reconciling WEs and Translingualism"

*1-First-Year and Advanced Composition*

**B.31 Inspiring Action by Enabling Agency in Interdisciplinary Advanced Writing Courses**

Panelists connect advanced composition courses, interdisciplinary writing instruction, student agency, and professional and civic activities.

GRB Room 340A, Level Three

**Chair:** Jeanine Rauch, The University of Mississippi, “Basic Writing Techniques Lead to Inspired Students”

**Speakers:** Alice Myatt, The University of Mississippi, “Agency? Voice? Action!”

Rachel Johnson, The University of Mississippi, “Balancing Acts: Interdisciplinary Partnerships through ‘Ways of Doing’”

*6-Information Technologies*

**B.32 Making Meaning: The Maker Movement and Writing Studies**

This panel explores the way makerspaces provide strategies for action that can benefit the study, theorization, and teaching of writing.

Hilton Ballroom of the Americas Salon C, Level Two

**Chair:** Charles Paine, University of New Mexico

**Speakers:** David Sheridan, Michigan State University, “Rhetorical Objects: Making as a Strategy for Action”

Kyle Bohunicky, University of Florida, Gainesville, “Game-MakerSpaces: Teaching Compositional Action through Digital Game Design”

Blake Watson, University of Nevada, “Material Literacies: Prototyping and Tinkering With Writing and Making”

Ann Shivers-McNair, University of Washington, “Writing in Action: What We Can Learn about Transfer, Uptakes, and Ethics from Makerspaces”

*8-Taking Action*

**B.33 The Promises and Perils of DIY Activism in Networked Digital Publics: Action, Agency, and Intervention**

This panel addresses theoretical, practical, and pedagogical implications of digitally mediated activism in networked publics.

Hilton Ballroom of the Americas Salon F, Level Two

**Chair:** Sarah Parker, Morrisville State College

**Speakers:** Dustin Edwards, Miami University, “Tactical Action in the Case of Hashtag Hijacks: Circulation, Intervention, and the Political Work of the Digital Bricoleur”

*continued on next page*

- Stephanie Hedge, University of Illinois Springfield, “A Pedagogy of Action in Digitally Mediated Networks: A Heuristic for Anonymous vs. Non-anonymous Modes of Writing in the Classroom”
- Bridget Gelms, Miami University, “The Pervasiveness of Digital Harassment in the Lives of Vocal Women: Tracing the Evolution of Terminology”

*1-First-Year and Advanced Composition*

**B.34 Writing Transfer in Three STEM Contexts: Teacher Education in Physical Science, Career Preparation in Animal Science, and Cookbook Labs in Natural Science**

Research from two institutions: Courses where curricula, pedagogy, lab reports impact both forward- and backward-reaching transfer.

Hilton Ballroom of the Americas Salon E, Level Two

**Chair:** Christine Photinos, National University

**Speakers:** Daniel Kenzie, Purdue University, “Simulating Science: Lab Reports, Transfer, and Career Preparation”

Bradley Dilger, Purdue University, “Remixing the Cookbook Lab: Encompassing Transitions in Science Labs”

Redina Herman, Western Illinois University, “Teacher Education: An Integrated Approach to Lab Reports”

Neil Baird, Western Illinois University, “Remixing the Cookbook Lab: Encompassing Transitions in Science Labs”

**B.35 Remembering Kent: Taking Action on Literacy Policies**

In this session, four policy experts consider the contributions made by and with former NCTE Executive Director Kent Williamson to literacy policy.

Hilton Ballroom of the Americas Salon A, Level Two

**Speakers:** Anne Ruggles Gere, University of Michigan, “Linking Policy and Research”

Kathleen Blake Yancey, Florida State University, “The Other Half of Literacy: Creating the National Day on Writing in the Context of Policymaking”

Barbara Cambridge, National Council of Teachers of English, “A Perfect Legacy: The Kent D. Williamson Policy and Advocacy Center”

Leslie Patterson, Human Systems Dynamics Institute, “Building the National Center for Literacy Education”



*13-Theory*

**B.36 The Complexity of Agency in the Composition Classroom**

This session explores feminist praxis within composition studies as applied to women as rhetors.

Hilton Room 333, Level Three

**Chair:** Davida Pines, Boston University

**Speakers:** Justin Hayes, Quinnipiac University, “A Feminist Praxis for Composition Studies”

Cactus May, Ohio University, “We Have Always Been Complex: Toward a Complexity Praxis”

Martha McKay Canter, Florida State University, “Rhetoric on a Slant: A Strategy for Women as Marginalized Rhetors”

*7-Institutional and Professional*

**B.37 Enacting Career Diversity in Rhetoric and Composition: Different Pathways for a Professional Life with a PhD in Rhetoric and Composition**

This panel explores professional pathways for rhet-comp PhDs, including community-college, university-administration, and industry positions.

GRB Room 340B, Level Three

**Chair:** Gail Pizzola, University of Texas at San Antonio

**Speakers:** Ruijie Zhao, Parkland College, “An Unexpected Step into an Expected Career: Looking Back at my PhD Education from the Vantage Point of a Community College Career”

Joanna Schmidt, Texas Christian University, “Working Definitions: Alt-Ac, Identities, and Opportunities”

Anita Furtner Archer, Raytheon, “An Unexpected Outcome: Building a Career Path with Diverse Experiences”

**Respondent:** Amy Kimme Hea, University of Arizona, “New Roles, New Responsibilities: Understanding the Roles & Complexities of PhD Programs in Career Diversity”

*12-Writing Pedagogies and Processes*

**B.38 Response in Action: Negotiating the Intentions of Students, Teachers, and Peer Reviewers**

This interactive session delves into the complexities of intentions and ideologies in peer, writer, and teacher response to students’ texts.

GRB Room 351B, Level Three

**Chair:** Nancy Sommers, Harvard University

**Respondents:** Chris Anson, North Carolina State University  
Howard Tinberg, Bristol Community College

## C Sessions: 1:45–3:00 p.m.

### Taking Action Workshop Sessions

**C.40 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

**C.41 Taking Action Workshop: Making Action Plans**

Refer to page 19 for abstract.

Hilton Grand Ballroom B, Level Four

*Speaker:* Cathy Fleischer, Eastern Michigan University

#### 8-Taking Action

**C.01 Taking Action to Build and Improve Writing Programs**

Panelists explore how to design, develop, and sustain locally-responsive writing programs.

Hilton Room 327, Level Three

*Chair:* Stacy Rice, University of North Carolina at Greensboro

*Speakers:* Andres Bautista, Assistant, “Assessment of Academic Writing Skills as Individual and Institutional Actions”

Paula Gonzalez-Alvarez, Universidad de Chile, “The Creation of a Writing Program as an Opportunity for Discussion about University Writing in Chile”

Robin Gallaher, Northwest Missouri State University, “Rules of Engagement: What Students Have Taught Us in Five Years of a New Curriculum Built on Engagement”

Charlotte Hogg, Texas Christian University, “Beyond Best-Laid Plans: Why and How a Writing Program Should Facilitate an Interdisciplinary Faculty Writing Boot Camp”

Maria Isabel Patiño, UniAndes, “Assessment of Academic Writing Skills as Individual and Institutional Actions”

*1-First-Year and Advanced Composition*

**C.02 If You Teach It, They Will Learn: Effects of Explicit Style Instruction in and beyond the Writing Class**

A study of two approaches to style instruction shows that it does affect students' writing, though not exactly as one might expect.

GRB Room 351E, Level Three

**Chair:** Nora Bacon, University of Nebraska Omaha

**Speakers:** Star Medzerian, Nova Southeastern University

Keith Rhodes, Hastings College

Nora Bacon, University of Nebraska Omaha

*2-Basic Writing*

**C.03 Nothing Basic about It: Taking Action for Student Success**

This presentation showcases an Enhanced FYC, replacing remedial writing at one institution, and invites the audience to imagine their own.

Hilton Room 335B, Level Three

**Chair:** Anne Riecken, Seminole State College

**Speakers:** Maureen Jecrois, Bridgewater State University, "Doing the Write Thing"

Lee Torda, Bridgewater State University, "When Basic Writing Isn't So Basic"

Joyce Rain Anderson, Bridgewater State University, "Whose Language Counts?"

Nicole Williams, Bridgewater State University, "Struggle as Pedagogy for At-Risk Writers"

*3-Community, Civic & Public*

**C.04 Connecting Students to Community in First-Year Composition**

This session explores multiple dynamic collaborations between first-year composition students and their communities.

Hilton Room 328, Level Three

**Chair:** R. Joseph Rodriguez, The University of Texas at El Paso

**Speakers:** Brian Harrell, University of Akron, "Engaging Community in First-Year Composition: The Stories of the Dead and Dying"

Paul Resnick, Illinois Central College, "Bridging Diversity and Community Partnerships in First-Year Composition"

Kristen Weinzapfel, North Central Texas College, "Engaging Community in First-Year Composition: Food Rhetoric in Action"

Kassia Shaw, Waubensee Community College & DePaul University, "Bridging Diversity and Community Partnerships in First-Year Composition"

*4-Creative Writing*

**C.05 Action MFAs: Strategies for Incorporating Creative Writing Pedagogies in the Composition Classroom**

This panel offers concrete strategies for incorporating creative writing pedagogy into the lessons for the first-year writing classroom.

Hilton Room 329, Level Three

**Chair:** Elsa Rogers, Hodges University

**Speakers:** Kara Mae Brown, University of California Santa Barbara

Kat Gonso, Northeastern University

Aaron Block, Northeastern University

Anne Wheeler, Springfield College, “What I Learned in MFA School, or How I Learned to Teach the ‘I’”

*5-History*

**C.06 Recovering Writing Center Histories and Discourses**

This panel recovers artifacts of writing center instruction, including histories of center directors and early uses of technology in these centers.

Hilton Room 343B, Level Three

**Chair:** Lee Tesdell, Minnesota State University, Mankato

**Speakers:** Alexander Landfair, New York University, “Technological ‘Solutionism’ in the Writing Center”

Sue Mendelsohn, Columbia University, “‘Raising Hell’: The Roots of Multiliteracy Instruction”

Lee Tesdell, Minnesota State University, Mankato, “Pioneer on the Iowa Prairie: Carrie Stanley and Her Writing Center Strategies at the State University of Iowa”

*6-Information Technologies*

**C.07 Women’s Ways of Practicing Digital Communities**

This panel presents three case studies of women’s literacy and rhetorical practices in digital spaces.

Hilton Room 338, Level Three

**Chair:** Melody Pickle, Kaplan University

**Speakers:** Bree Gannon, Michigan State University, “What Do You Dream Of: Identity and Social Literacy Practices of Religious Young Women on Pinterest”

Jennifer McVeigh, Purdue University, “She Is Worth Far More Than Rubies: Creating a Self through Online Narrative Writing”

Rebekah Sims, Purdue University, “She Is Worth Far More Than Rubies: Creating a Self through Online Narrative Writing”

Kainat Abidi, St. John’s University, “Silence as Defense: The Compositional Considerations of Women on Social Media”

*7-Institutional and Professional*

**C.08 Acting Out: The Legacy of Hephzibah Roskelly and Elizabeth Chiseri-Strater**

This roundtable will explore a legacy of mentoring, social action, and feminism of two of the field's leaders.

Hilton Ballroom of the Americas Salon B, Level Two

**Chair:** Joe Sample, University of Houston-Downtown

**Speakers:** Kathleen J. Ryan, Montana State University, "Working at Your Life: An Ethics of Responsibility"

Rebecca Jones, University of Tennessee, "Bird Groups: Collaborating with Heart"

Janet Bean, University of Akron, "Rhetorical Triangles and Ethnographic Triangulation: The Importance of Thirds"

Marsha Lee Baker, Western Carolina University, "Why Do I Teach Peaceably? Acting out Nonviolent Means and Ends"

Jackie Grutsch McKinney, Ball State University

*9-Language*

**C.09 Translation, Linguistic Memory, and the Impact of (English-Only) Language Policy**

These panelists explore different sites of trans-linguaging and policy-making.

Hilton Room 330, Level Three

**Chair:** Dagmar Scharold, University of Houston-Downtown

**Speakers:** Brittany Ramirez, UTRGV, "American Linguistic Memory & the Implications for First-Year Composition Courses"

Katherine Flowers, University of Illinois at Urbana Champaign, "Local Policies and National Networks: Text Histories of Two County-Level English Only Policies"

Terence Daniel McEneny, University of Texas at El Paso, "Translation as Composing"

*1-First-Year and Advanced Composition*

**C.10 Multimodal Composition as a Strategic Approach to First-Year Writing**

Critical perspectives on how multimodal composition might be leveraged strategically to promote and expand the values and outcomes of FYC.

Hilton 339B, Level Three

**Chair:** Rhonda Schlatter, Mesa Community College

**Speakers:** Karla Saari Kitalong, Michigan Technological University, “Multimodality as a Gateway into and out of FYC: Or, Remix as Transfer”

Lauren Bowen, University of Massachusetts, “Multimodal + Composition: Searching for the Fit, Not the Fix”

Abraham Romney, Michigan Technological University, “Border Perspectives on Expanding Definitions of Literacy through Multimodal Composition”

*12-Writing Pedagogies and Processes*

**C.11 Peer Perceptions: Conferencing and Feedback**

These papers examine conferencing and peer reviewing practices, using both case studies and broad data sets from first-year writing courses.

GRB Room 351F, Level Three

**Chair:** Michael Cripps, University of New England

**Speakers:** Kay Halasek, The Ohio State University, “Interrogating Peer Response as ‘Proxy’: Reframing and Reimagining Peer Review as Connected Practice”

Lisa Swan, University of Maryland, “Reexamining Writing Conferences: Underrepresented Student Perspectives”

Michael Cripps, University of New England, “Peers Take Action in Writing: A Content Analysis of Peer Feedback in the Composition Classroom”

*10-Professional and Technical Writing*

**C.12 Morals, Values, Emotions, and Cultures: Investigating Identity in Professional Communication Contexts**

The panelists highlight the complex development, negotiation, and integration of identities in diverse professional communication contexts (military, religious, intercultural, and classroom).

GRB Room 340A, Level Three

**Chair:** Robin Gosser Sexton, Auburn University

**Speakers:** Sheeba Varkey, St. John’s University, “Veterans’ Move to the Workplace: Authorship and Identity in Military and Civilian Resumes”

Annie Kelvie, University of Illinois at Urbana Champaign, “Writing in the Religious Professions: A Case Study”  
Theresa (Tess) Evans, Miami University, “Emotions Suppressed/Emotions Evoked: The Role of Pathos in Writing for Pragmatic Action”  
Sam Dragg, Texas Tech University, “Morality, Values, and Robotics: Integrating Theories of Intercultural Communication”

*8-Taking Action*

**C.13 Making Meaningful Writing Happen: Action Plans for Writing Advocacy**

Based on findings from the Meaningful Writing Project and other key studies, participants will develop action plans for writing advocacy.

Hilton Grand Ballroom L, Level Four

**Chair:** Anne Ellen Geller, St. John’s University, “Making Meaningful Writing Happen: Action Plans for Writing Advocacy”

**Speakers:** Neal Lerner, Northeastern University, “Making Meaningful Writing Happen: Action Plans for Writing Advocacy”

Michele Eodice, University of Oklahoma, “Making Meaningful Writing Happen: Action Plans for Writing Advocacy”

*11-Research*

**C.14 Representing Authorship: Plagiarism, Inclusion, and (Academic) Citizenship**

This panel offers critical research-based analyses of academic citation practices and legitimizing discourses.

Hilton Room 336A, Level Three

**Chair:** Ritu Sharma, Kaplan University

**Speakers:** Diane Kelly-Riley, University of Idaho, “Reference Pages and Citation Practices as Instances of Assessment: A Case Study of Fairness Exploring Representations of Race and Sex in a Writing Studies Journal”

Suzanne Lane, Massachusetts Institute of Technology, “Source Use Across Genres: Lessons from Extending the Citation Project Methodology”

Elizabeth Kleinfeld, Metropolitan State University of Denver, “How and When First Year Students’ Understanding of Source Use Develops”

Enrique Paz, Miami University of Ohio, “Language of Documentation: Immigration and Plagiarism”

*13-Theory*

**C.15 Faster, Bigger, Cheaper: Ideologies of Efficiency in the College Writing Classroom**

Faster, cheaper—better? The long push for efficiency in writing instruction and assessment and its consequences for students.

GRB Room 340B, Level Three

**Chair:** Steve Lamos, University of Colorado-Boulder

**Speakers:** Paige Hermansen, University of Arkansas, “A Golden Bill of Goods: The Effects of For-Profit Promotional Discourse on Prospective Students”

Bonnie Tucker, University of Michigan, “Writing Instruction for Profit?”

Gail Gibson, University of Michigan, “Fix Them Faster: The Long Influence of Efficiency on Writing Remediation”

James Hammond, University of Michigan, “Variations on a Theme: Barrett Wendell and the Origins of Efficiency in Writing Assessment”

*14-Writing Programs*

**C.17 The Writing Center’s Online Presence**

In this session the perceptions of the writing center’s online presence are explored.

Hilton Room 336B, Level Three

**Chair:** Elizabeth Simison, University of Connecticut

**Speakers:** Anna Worm, Florida State University, “How We Feel about OWLS”

Courtney Werner, Monmouth University, “Enacting Our Ideologies: How Our Writing Center Websites (Don’t) Speak for Us”

Lindsay Sabatino, University of North Carolina-Greensboro, “Student Voice in Strategic Action: Students’ Perspectives of Online Writing Center Interactions”

*3-Community, Civic & Public*

**C.18 The Best of Three Worlds: Integrating Writing, Civic Engagement, and First-Year Experience Programs**

This panel examines first-year experience programs and strategies for ensuring high-impact outcomes in writing and civic engagement.

Hilton Ballroom of the Americas Salon A, Level Two

**Chair:** Patricia Bizzell, College of the Holy Cross

**Speakers:** Morgan Reitmeyer, Regis University, “Contemplatives in Action: Creating the First-Year Experience before the First Day of Class”



June Johnson Bube, Seattle University, “Framing the Themed Academic Writing Course as Civic Engagement”

Allen Brizee, Loyola University Maryland, “Civic Writing and #BaltimoreUprising: Health Equity, the Digital Divide, and Assessment in a First-Year Experience Program”

**Respondent:** Jenn Fishman, Marquette University

*8-Taking Action*

**C.19 Students, Faculty, and Curriculum: Responding to Public Perception and Public Policy**

Panelists will describe strategies for reclaiming writing curriculum and assessment in the face of public misperceptions and legislative accountability measures.

Hilton Room 337B, Level Three

**Chair:** Bradley Smith, Governors State University

**Speakers:** Susan Bernadzikowski, Cecil College, “The Students beyond the Stats”

Joanne Addison, University of Colorado, “How the Common Core State Standards Define What Writing Is and Does for College Composition Classrooms”

Elizabeth Burmester, Georgia State University, “Changing Perceptions of Writing: Take Action with Innovative Program Design in the Writing Major to Influence Public Policy Outside the Classroom”

Jerry Stinnett, Duquesne University, “Writing Outcomes as Strategic Action: Defining a Good Start Instead of Good Writing in First-Year Composition”

*6-Information Technologies*

**C.20 Action Movies: Filmmaking, Multimodality, and Critical Pedagogy**

Four educators offer experiences using filmmaking in multimodal critical pedagogies to empower students’ identities and compositions.

Hilton Room 337A, Level Three

**Chair:** Kefaya Diab, New Mexico State University

**Speakers:** Nina Ringer, The College of New Jersey

Kara Jensen, Georgia Military College

Albert Wray, University of North Carolina at Charlotte

Kefaya Diab, New Mexico State University

*1-First-Year and Advanced Composition*

**C.21 Enacting Information Literacy: Strategies for Library–Classroom Collaboration**

FYC in the library with the question: how should we work with librarians?

Hilton Room 339A, Level Three

**Chair:** Greta Vollmer, Sonoma State University

**Speakers:** Alexis Teagarden, University of Massachusetts Dartmouth, “The Reaction-Recapping a Semester-Long, Experiment in FYC-Library Collaboration”

Michael Carlozzi, Roger Williams University, “The Action-Framing Information Literacy in FYC and Library Science”

Anicca Cox, University of Massachusetts Dartmouth, “The Interaction Part II-or How Many Sources Does This Class Need?”

*9-Language*

**C.22 From Code-Switching to Code-Meshing: Validating the Brown/Black Voice**

This presentation looks at aspects of code-meshing and code-switching as vital tools for the composition course.

Hilton Room 342, Level Three

**Chair:** Patsy Watts, East Central College

**Speakers:** Gael Fonken, St Cloud State University, “Opening New Worlds: ¿Can L2 Spanish Literacy Become a WAC Research Goal?”

Kim Hensley Owens, Northern Arizona University, “Toward a Code-meshing Pedagogy: Embracing Students’ ‘Wild Tongues’”

Kay Losey, Grand Valley State University, “The Rhetoric of Written Code-switching: The Importance of Authorial Agency”

*10-Professional and Technical Writing*

**C.23 Designing for Usability and Accessibility**

Panelists provide strategies for teaching ethical design that fosters usability and accessibility.

Hilton Room 340A, Level Three

**Chair:** Mindy Williams, Central Oregon Community College

Kimberly Baker, University of Wisconsin-Milwaukee, “Boxed Cake Mix and a Fully Stocked Kitchen: Usability Research Projects can Help Prepare Students For the Classroom-to-Workplace Transition”

Thomas Henry, Utah Valley University, “Accessibility, Ethics, and Visual Design: Taking Action against Design That Hurts People”  
Erin Pastore, Merrimack College, “Designing a Wicked Syllabus: Questions and Potential Actions for an Evolving Professional Genre”  
Florence Elizabeth Bacabac, Dixie State University, “Invention Using Concept Maps for Multimedia and the Web: A Strategic Action Plan”

*11-Research*

**C.24 Negotiating Disability Disclosures in Qualitative Writing Studies Research**

Panelists reflect on researcher positionality, ethics of disclosure, and developing qualitative studies of disability and writing.

Hilton Room 340B, Level Three

**Chair:** Laura Metzger, Northwest Vista College

**Speakers:** Tara Kathleen Wood, Rockford University, “Who Can Write about Disability?”

Pamela Saunders, University of Illinois at Urbana Champaign, “Employing a Disability Studies Methodology to Rethink Access in Qualitative Research on Writing”

Allison Hitt, University of Central Arkansas, “Reciprocal Disclosures: Co-Constructing Knowledge about Disability and Writing”

*12-Writing Pedagogies and Processes*

**C.25 Issues in Contemplative Writing Pedagogy**

This panel examines various facets of contemplative writing pedagogy.

Hilton Room 343A, Level Three

**Chair:** Jason Helms, Texas Christian University

**Speakers:** Timothy Ballingall, Texas Christian University, “Genevieve Stebbins and the Rhetoricity of Breathing”

Ashley Rea, Florida State University, “Digital Contemplative Composition: A Feminist Approach to Inquiry”

Jackie Hoermann, Texas Christian University, “Bringing Bodies into Relief: Feminist Theory Action in Contemplative Writing Evaluation”

*13-Theory*

**C.26 The Legacy of *Textual Carnivals***

This panel marks the 25th anniversary of Susan Miller's *Textual Carnivals* by considering its wide-ranging legacy.

Hilton Grand Ballroom I, Level Four

**Chair:** Thomas Girshin, Ithaca College

**Speakers:** Charles I. Schuster, University of Wisconsin-Milwaukee,  
"Textual Carnivals and the Art of Subvocalization"

Jacqueline Rhodes, California State University, San Bernardino, "Susan Miller and the Queer Subject of Composition"

Thomas Girshin, Ithaca College, "Carnavalesque Pedagogy: Susan Miller and the Politics of FYW"

**Respondent:** Deborah H. Holdstein, Columbia College Chicago, "The Legacy of Susan Miller"

*14-Writing Programs*

**C.27 Reaffirming Praxis: Teaching First-Year Composition as Our Profession's Highest Calling**

We are reaffirming praxis to create and ground a first-year curriculum that helps students complete college and improve their writing.

GRB Room 351D, Level Three

**Chair:** Elaine Maimon, Governors State University, "Our Scholarly Strength Comes from the Classroom"

**Speakers:** Kerri Morris, Governors State University, "Meeting Students Where They Are Means Discovering Who They Are"

Reinhold Hill, Governors State University, "An Integrative Approach to General Education: Theory, Best Practices, and Implementation"

Rashidah Jaami' Muhammad, Governors State University, "Talkin' Writing: 21st Century Views, Praxis, and the Composing Process"

*7-Institutional and Professional*

**C.28 Standardization and Democratization in and of Writing Programs**

This panel enacts a debate about whether curricular standardization is necessary to democratize college writing.

Hilton Room 335C, Level Three

**Chair:** Chris Gallagher, Northeastern University

**Speakers:** Cathy Birkenstein, University of Illinois at Chicago

Chris Gallagher, Northeastern University

Gerald Graff, University of Illinois at Chicago

Bruce Herzberg, Bentley University

*8-Taking Action*

**C.29 Negotiating Space and Identity: Non-Native English-Speaking Writing Instructors' Strategies for Action**

This panel focuses on the experiences of non-native English-speaking writing instructors and ways to improve their working conditions.

GRB Room 351A, Level Three

**Chair:** Mariya Tseptsura, University of New Mexico

**Speakers:** Mariya Tseptsura, University of New Mexico, "Negotiations of NNESWI's Teacher Identity: A Case for Reflective Practice"

Judith Szerdahelyi, Western Kentucky University, "Taking Action against Negative Bias in Non-Native English Speaking Writing Instructors' Course and Faculty Evaluations"

Lilia Joy, Henderson Community College, "Embracing NNES Instructor's Identity in a Composition Classroom"

*1-First-Year and Advanced Composition*

**C.30 Taking Action to Foster Student Responsibility in the Twenty-First-Century Composition Classroom**

We will share multimodal best practices to foster student responsibility and personal action in first-year composition classrooms.

Hilton Room 344B, Level Three

**Chair:** Diana Wolfe, San Jacinto College

**Speakers:** Brenda Woods, University of Central Missouri

Amanda Drake, University of Central Missouri

Melody Niesen, University of Central Missouri

*6-Information Technologies*

**C.31 Difficulty as Possibility in Composing and Teaching with Digital Media**

This panel explores how writers encounter difficulty in digital composing and repositions difficulty as a generative and creative space.

Hilton Ballroom of the Americas Salon D, Level Two

**Chair:** Megan Adams, The University of Findlay

**Speakers:** Annette Vee, University of Pittsburgh, "Learning to Let Go of Competence: Digital Media Pedagogy at the Graduate Level"

Derek Van Ittersum, Kent State University, "Workflow Friction: Designing Writing Processes around Difficulty"

Tim Lockridge, Miami University, "Workflow Friction: Designing Writing Processes around Difficulty"

Rachael Sullivan, St. Joseph's University, "Learning from Women's Critical Engagement with Unfamiliar Technologies"

*3-Community, Civic & Public*

**C.32 Strategies for Building and Sustaining University-Community Writing Initiatives**

This panel examines how to sustain community-based writing projects amid academia's increasingly conflicted commitment to the public good.

Hilton Room 335A, Level Three

**Chair:** Janelle Adsit, Humboldt State University

**Speakers:** Veronica House, University of Colorado Boulder, "Eco-administration and the Engaged Writing Program"

Deborah Mutnick, Long Island University, "'We Make the Road by Walking': Integrating Community-Based Writing and Classroom Instruction in FYC"

Shannon Carter, Texas A&M University-Commerce, "Public History as Rhetorical Intervention: Building a Sustainable Infrastructure by Reframing Local Public Memory of Community Engagement"

Paul Feigenbaum, Florida International University, "Join the Club: Cultivating Student Activism Beyond the 'One-and-Done' Community-Writing Course"

*8-Taking Action*

**C.33 WAC in the Long Run: Strategies for Sustained Action in the Face of New and Old Challenges**

WAC directors at 3 colleges share situated actions to invent new strategies, refine old ones, and help attendees plan their own initiatives.

Hilton Ballroom of the Americas Salon F, Level Two

**Chair:** Timothy Oleksiak, Bloomsburg University

**Speakers:** Paul Puccio, Bloomfield College, "Building a Programmatic Ethos among Faculty for WAC/WID [or Building a Programmatic Ethos among Faculty for Writing across the College]"

David Fisher, Emory University, "Disrupting, Catalyzing, and Connecting through Digital WID"

Joonna Trapp, Emory University, "Disrupting, Catalyzing, and Connecting through Digital WID"

Brad Peters, Northern Illinois University, "Representing WAC as a Source of Sustainable Problem-solving Strategies"

*7-Institutional and Professional*

**C.34 Robbing Peter to Pay Paul: Writing Programs, Advocacy, and NTT in the Bureaucratized Academy**

As NTT faculty, we attempt curricular reform, but because of institutional hierarchies, we face roadblocks to our work.

Hilton Room 346A, Level Three

**Chair:** Elizabeth Vincelette, Old Dominion University, “The Ideal Meets the Real: Writing Center Labor Conditions and a Room of One’s Own”

**Speakers:** Sarah Appleton, Old Dominion University

Jeffrey Turner, Old Dominion University Research Foundation

*11-Research*

**C.35 Research Writing Studies: Issues of Subjectivity, Neurology, Intellectual Property, and Disciplinarity**

Panelists report on large-scale research projects examining disciplinary scholarship.

Hilton Ballroom of the Americas Salon E, Level Two

**Chair:** Lubie Alatraste, CUNY

**Speakers:** Chalice Randazzo, Eastern Michigan University, “Alliance Building and Researcher Neutrality in Qualitative Research: Implications for Human-Subjects Research in Composition”

Karen Lunsford, University of California-Santa Barbara, “Intellectual Property Stories in Writing Studies: Results from Two Empirical Studies on the Effects of IP Legislation, Policies, and Practices”

James P. Purdy, Duquesne University, “Intellectual Property Stories in Writing Studies: Results from Two Empirical Studies on the Effects of IP Legislation, Policies, and Practices”

Dylan Dryer, University of Maine, “A Disciplinary Federation or Just a Big Tent? A Comparative Corpus Analysis from 10 US Writing Studies Journals”

Julie Nelson Christoph, University of Puget Sound, “Do We Use ‘I’? Examining the History of the First Person in Composition Scholarship Using Corpus Analysis and Personal Interviews”

*5-History*

**C.36 Histories on the Move: Activating Institutional Histories in Writing Centers, Writing Programs, and Beyond**

This panel showcases the possibilities for “activating” local institutional histories to engage administrative and advocacy issues.

Hilton Ballroom of the Americas Salon C, Level Two

**Chair:** Sara Alvarez, University of Louisville

**Speakers:** Celeste Del Russo, University of Arizona, “The Storied Center: Active Archiving for Writing Center Tutor Training”

Elizabeth Leahy, University of Arizona, “Local Histories and Multilingual Student Engagement: A Trans-Hemispheric Approach”

Amy Lueck, Santa Clara University, “Activating Allies: Microhistories for Educational Advocacy”

*3-Community, Civic & Public*

**C.37 Marginalized Literacies: Let’s Hear Them**

This panel looks and validates various examples of marginalized literacies.

Hilton Room 332, Level Three

**Chair:** Kathy Christie Anders, Texas A&M University

**Speakers:** Lin Dong, Georgia State University, Atlanta, “The Ignored and the Marginalized Ones: ‘Digital Divide’ of Literacy Practices and the Assessment for Older Adults”

Iswari Pandey, California State University, Northridge, “Reconsidering Literacy as Word Work in Motion”

Tika Lamsal, University of San Francisco, “Literate Identities beyond Borders: Transformative Literacy Practices of Bhutanese Refugees in the U.S.”

Rachel Lewis, Northeastern University, “Trans\*/fixed: Prison Transgender Literacy as Call to Action”

*6-Information Technologies*

**C.38 More Than the Sum: Faculty Collaboration in Designing and Teaching a Hybrid Writing Course**

Panelists critically reflect on their experiences collaborating to design and teach a hybrid writing course.

GRB Room 351C, Level Three

**Chair:** Kory Ching, San Francisco State University

**Speakers:** Kory Ching, San Francisco State University, “Better Together: Faculty Collaboration and the Hybrid Teaching Commons”

Doreen Deicke, San Francisco State University, “Killing Your Darlings: Setting Priorities in a Hybrid Course”



John Holland, San Francisco State University, “The Cycle of Peer Feedback and Revision in a Hybrid Course”

Ron Richardson, San Francisco State University, “Whose Writing? Shifting Ownership in a Hybrid Course from Teacher to Student”

Niki Turnipseed, University of Illinois at Urbana Champaign, “Taking the High Road: Reflective Strategies for Conscious Teacher Collaboration”

*13-Theory*

**C.39 More Than Words: Using Comics Responsibly in the Composition Classroom**

This session explores how a rhetorical analysis of comics (in the composition classroom) can promote a sense of citizenship and responsibility while being accessible.

Hilton Room 333, Level Three

**Chair:** Sonja Andrus, University of Cincinnati/Blue Ash College

**Speakers:** Michael Dimmick, University of Wisconsin-Madison, “Composing Citizenship Practices: Comic Books, Literacy, and Placemaking in African American Communities”

Amanda Athon, Governors State University, “Developing Inclusive Frameworks for Teaching Visual Rhetoric: Making Comic Lessons ADA Compliant”

Andre Jones, Kean University, “‘With Great Power Comes Great Responsibility’ —and So I Can’t Keep Quiet about Brian Michael Bendis’ Spider-Man”

# D Sessions: 3:15–4:30 p.m.

## Taking Action Workshop Sessions

**D.39 Taking Action Workshop: Naming and Narrowing**

Refer to page 16 for abstract.

Hilton Grand Ballroom A, Level Four

*Speaker:* Glenda Eoyang, HSD Institute

**D.40 Taking Action Workshop: Influencing Policy**

Refer to page 18 for abstract.

Hilton Grand Ballroom B, Level Four

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

## Poster Sessions

### Hilton Sky Walk, Level Two

**A Writing Center for Technical-Academic Literacy: Developing Strategies for Science Communication**

This poster details a project to help researchers to write a good scientific paper in Brazil and find successful publication.

Rosana Ferrareto Lourenço Rodrigues, Instituto Federal de São Paulo (IFSP)

**Best Practices for Service-Learning Reflection Assessment and Design: A Case Study of an Alternative Breaks Program**

New practices for reflection assessment and design work to alleviate ethical concerns about international service-learning.

Kim Lilienthal, North Carolina State University

**Family History Research Methodology for Rhetorical Writing**

Argues a conceptual methodology that has not been articulated in research methods texts to date: family history research methodology.

Nancy H. Button, Indiana University-Purdue University Fort Wayne

**Genocide, Cinema, and Human Rights Rhetorics of Early Twentieth Century America**

As a recovery project, my project examines the story of Aurora Mardiganian, a genocide survivor turned into a human rights poster-child.

Geghard Arakelian, Syracuse University, CCR

**Keep Mad and Tumblr On: Neurodivergent Identity and Autistic Self-Advocacy in Social Media–Based Counterpublics**

This project will analyze the rhetoric of self-advocacy in both established organizations and social media such as Twitter and Tumblr.

Geneva Canino, University of Houston

**One Goal—to Strengthen the Bonds That Form Our Society, One Essay at a Time.**

Houston startup answers the need to provide effective, online writing feedback for student writers, with retired teachers as advisers.

Vivian Colinas Jones, Lone Star College - Montgomery

**Taking Action in Basic Writing: Faculty Perceptions of Crucial Conditions for Effective Writing Instruction in the Basic Writing Course**

This poster presents the perceptions of faculty of Basic Writing at the two-year college regarding crucial conditions for teaching writing.

Nayele Villanueva, College of Southern Nevada

**“The Cookie Lobbyist” and Strategic Activism for Water Safety in West Virginia**

West Virginia’s “Cookie Lobbyist” helps activists and scholars consider new avenues for activism.

Tabetha Adkins, Texas A&M University-Commerce

*13-Theory*

**D.01 Deweyan Lineages: Writing, Action, and the Public Sphere**

An exploration of John Dewey's *The Public and Its Problems* in contemporary rhetoric and composition theory of writing and public action.

Hilton Room 332, Level Three

**Chair:** Lisa Arnold, North Dakota State University

**Speakers:** Stephen Schneider, University of Louisville

Jeremiah Dyehouse, University of Rhode Island

Antonio Ceraso, DePaul University

*8-Taking Action*

**D.02 Writing against Racism and Stereotypes**

The panelists suggest classroom-based methods of negotiating difference and acting against systemic racism.

Hilton Room 327, Level Three

**Chair:** Katie Arosteguy, University of California, Davis

**Speakers:** Adnan Salhi, Henry Ford College, "Taking Action to Fix and Repair without Misery or Despair"

Jeanette Lehn, Florida State University, "A Praxis for Critical Pedagogy beyond Student Centered Learning and towards the Negotiation of Difference"

Sophie Bell, St. John's University, "Strategies for Writing against Racism"

J.J. Andrews, University of Wisconsin-Madison, "Overcoming Stereotype Threats in Social Studies with Composition as Actionable Items"

*1-First-Year and Advanced Composition*

**D.03 Antiracist Classroom Practices: Enacting Socially Just Agendas**

This panel offers several antiracist classroom practices for teachers and students and a rhetorical listening of them as a response.

Hilton Room 335A, Level Three

**Chair:** John Duffy, University of Notre Dame

**Speakers:** Staci Perryman-Clark, Western Michigan University, "Racial Profiling and a WPA's Strategy for Institutional Change: A Call for Action"

Asao Inoue, University of Washington Tacoma, "Writing Assessment as an Antiracist Practice"

Victor Villanueva, Washington State University, "Not All That New: Visual Rhetorics and the Latina or Latino Student"

**Respondent:** Krista Ratcliffe, Purdue University

*13-Theory*

**D.04 Writing Time, Writing Spaces**

This panel explores the underrepresented influence of space and time on writing and professional activity.

Hilton Ballroom of the Americas Salon C, Level Two

**Chair:** Thomas Ballard, Iowa State University

**Speakers:** Hannah Rule, University of South Carolina, “The Touch and Feel of Typing”

Stacey Pigg, North Carolina State University, “Writing, Mobility, and the Rhetorical Constraints of Iterative Time”

Laura Micciche, University of Cincinnati, “Writing and Bent Chronology”

Dale Jacobs, University of Windsor, “A Matter of Trust: Vulnerable Relations, Hospitable Spaces”

Ben Lauren, Michigan State University, “Disjuncture, Difference, and Representation in Experience Maps”

*2-Basic Writing*

**D.05 Students Are Not Data Points: Empowering Individuals in Basic Writing Classes**

The politics of remediation are explored as panelists from one of the City Colleges of Chicago tell the story of how faculty pushed back.

Hilton Room 328, Level Three

**Chair:** Emily Beals, California State University, Fresno

**Speakers:** Kim Knutson, Wright College, “The National Politics behind the Marginalization of Basic Writing Courses and Programs”

Daniel Borzutzky, Wright College, “The Preservation of Genuine Open Access”

Susan Grace, Wright College, “Our (Successful) Ten-Year Battle against the Use of Flawed Standardized Placement Tests”

Tara Whitehair, Wright College, “A Critique of Baltimore’s Accelerated Learning Program (ALP) Model and the Associated Research from the Community College Research Center (CCRC)”

*3-Community, Civic & Public*

**D.06 Beyond the Helping or Hurting Binary: Examining Healthcare Rhetorics and Contexts**

These panelists examine divergent sites of healthcare and trauma to understand the rhetorical and social impact of current health care discourses.

Hilton Room 346A, Level Three

**Chair:** Linda Breslin, Southwestern Christian University

**Speakers:** Aimee Mapes, The University of Arizona, “Re-Authored Narratives: A Case Study of Reflective Writing for Veterans with SCI/D”

Michelle Day, University of Louisville, “Helping or Hurting?: Empowerment and Trauma-informed Practice in Literacy-mediated Community Engagement”

Stephen Cohen, University of Louisville, “The Rhetoric of Patients: How to Access Care in an Epidemic”

*5-History*

**D.07 New Directions in Transnational Asian/Asian American Rhetoric and Composition: Issues for Historiography, Digital Rhetoric, Racial Justice, and Writing Center Research**

This Asian/Asian American Caucus-sponsored roundtable highlights new directions in transnational Asian/Asian American rhetoric and writing.

Hilton Ballroom of the Americas Salon F, Level Two

**Chair:** Jolivette Mecnas, University of La Verne

**Speakers:** Chanon Adsanatham, University of Maryland, “Re-Placing Archival Studies in the Global Turn: Critical Methods for Researching Asian Rhetorics”

Priya Sirohi, Purdue University, “Rhetorics of South/Asian American Identity: Mapping Context, Purpose, and Use”

Patricia Poblete, Iowa State University, “Taking Action on Campus: Re-Examining ‘Asian’ Identities of Writers in the Writing Center”

Morris Young, University of Wisconsin-Madison, “Historicizing Transnational Asian American Rhetoric”

Vani Kannan, Syracuse University, “#ModelMinorityMutiny: Defining”

Xiaobo Wang, Georgia State University, “Convergence and Situatedness of Free Speech: WeChat as Site of Activism”

**Respondent:** Jennifer Sano-Franchini, Virginia Polytechnic Institute and State University

*6-Information Technologies*

**D.08 Pedagogical Threshold Concepts Derived from Online Writing Instruction: Or, Why Writing Teachers Should Resist the Enterprise Model of Online Course Design**

Writing teachers should be involved in creating the online writing classes we teach; that experience offers unique professional development.

Hilton Room 335B, Level Three

**Chair:** Renae Bruce, Texas Woman's University

**Speakers:** Jill Heney, Boise State University

Stephanie Cox, Boise State University

Jennifer Black, Boise State University

Melissa Keith, Boise State University

*1-First-Year and Advanced Composition*

**D.09 Scare Tactics: Working Theory into Action through Multimodal Praxis**

We will discuss how we have individually made use of multimodal horror texts within the FYC classroom as sociocultural artifacts.

Hilton Room 329, Level Three

**Chair:** Bri Lafond, Riverside City College

**Speakers:** Kristen Schellhous, University of La Verne, "We ARE the Walking Dead: Critically Engaging The Walking Dead with FYC Students"

Manar Gneim, California State University, San Bernardino

Bri Lafond, Riverside City College, "Ontology in the House: Mark Z. Danielewski's House of Leaves in the FYC Classroom"

*7-Institutional and Professional*

**D.10 Working Hard with Few Rewards: Life as a "Part-Time" Instructor**

This panel looks at the obstacles that part-time instructors face as part-time instructors.

Hilton Room 343A, Level Three

**Chair:** Amy Brumfield, Idaho State University

**Speakers:** Nancy Reichert, Kennesaw State University Marietta, "What Is in a Name?: Navigating Signification and Labor Practices in the Consolidated University as a Disabled Subject"

Adam Cogbill, University of New Hampshire, "'Our Best Work': Toward Increased Recognition for Teachers of Composition"

*continued on next page*

Ilknur Sancak-Marusa, West Chester University of Pennsylvania, “‘But I only have an M.A.’”-From Adjunct to Tenure-Track Faculty in a Four-Year State University”

Mary Laughlin, North Dakota State University, “Writing Feedback, Part-Time Writing Instruction: Intersections between Two Studies”

*14-Writing Programs*

**D.11 Retention and Student Success: Taking Action in Writing Programs and Classrooms**

This panel examines narratives and counternarratives of retention and student success within writing programs and institutions.

Hilton Room 330, Level Three

**Chair:** Eileen Camfield, University of the Pacific

**Speakers:** Ashley Holmes, Georgia State University, “Narratives of Retention and the Use of Big Data: How Institutional Discourses Impact Writing Programs”

Sarah Harris, Indiana University East, “When We Are All Talking about Our Writing: Success and Retention in the First-Year Writing Classroom”

Cristine Busser, Georgia State University, Atlanta, “Writing to Persist? Retention Research and Redefining Student Success”

*13-Theory*

**D.12 Disability Studies in Action: Cross-Locational Perspectives**

This panel pursues disability studies in action, analyzing how disability becomes deployed or neglected in various spaces of the university.

Hilton Room 338, Level Three

**Chair:** Margaret Price, The Ohio State University

**Speakers:** Sean Kamperman, The Ohio State University, “Lessons from Literacy Studies: Reframing Reading and Readers as Interdependent”

Paula Miller, The Ohio State University, “Writing Centers in Action: Writing Center Grand Narratives and Disability Studies”

Sara Franssen, The Ohio State University, “Taking Action through Writing Groups: Valuing Difference in the Writing Center”

Chad Iwertz, The Ohio State University, “‘I’m Not Crazy; My Mother Had Me Tested’: Disclosure and the Formation of Unequal Access”



*12-Writing Pedagogies and Processes*

**D.13 A New Look at Old Traditions**

This panel reexamines three standard practices: timed writing, study abroad, and essayist literacy.

Hilton Room 333, Level Three

**Chair:** Juliet Myrtetus, Pasadena City College

**Speakers:** Santosh Khadka, California State University, Northridge, “Teaching Essayist Literacy in the Multimedia World”

Nancy Wilson, Texas State University, “Composing Ourselves Abroad: Writing Our Way to Intercultural Competence”

Juliet Myrtetus, Pasadena City College, “Teach the Controversy: A Metacognitive Approach to Timed Writing Instruction”

*2-Basic Writing*

**D.14 Writing, Reading, Seeing, Doing: Contextualization in Basic Writing Courses**

Presenters will illustrate how contextualized curriculum and service learning projects engage students in authentic communication acts.

Hilton Room 336A, Level Three

**Chair:** Nick Carbone, Humanities Editorial Department, Macmillan

**Speakers:** Cynthia Kiefer, Scottsdale Community College, “Writing, Reading, Seeing, Doing: Contextualization in Basic Writing Courses”

Matthew Healy, Scottsdale Community College, “Students Taking Action: The Hunger Fair”

Ramona Goth, Scottsdale Community College, “Reading, Writing, and My Real Life”

*3-Community, Civic & Public*

**D.15 The Critical Place of Affect and Culture in Transnationalism: Case Studies from the Local and Global Contexts**

Case studies about agency and the use of narrative in developing transnational networks, enacting identity, and promoting social justice.

Hilton Room 335C, Level Three

**Chair:** Ligia Mihut, Barry University

**Speakers:** Shui-yin Sharon Yam, University of Wisconsin-Madison, “Personal Narratives as Modes of Civic Engagement”

Rachel Bloom-Pojar, University of Dayton, “From First World Saviors to Socios en Salud: Composing Digital Narratives of Global Health”

Sara Alvarez, University of Louisville, “Transnational Youth and Affect: Ethnographic Narratives of Emerging Practices and Polymedia”

**Respondent:** LuMing Mao, Miami University

*13-Theory*

**D.16 Bridging Cultures, Languages, and Lands: An Illustration of Latina/o and Chicanx Rhetorical Practices**

We illustrate three models of Latina/o and Chicanx rhetorical practices as we negotiate cultural and linguistic transitions in America.

Hilton Room 336B, Level Three

**Chair:** LauraAnne Carroll-Adler, University of Southern California

**Speakers:** Alexandra Hidalgo, Michigan State University, “A Video Exploration of the Hybrid Cultural Identities of Bilingual Latina/o Children”

Laura Gonzales, Michigan State University, “Insights into Multilingual Digital Work Coordination: ‘It’s Not about Writing in English or Writing in Spanish, It’s about Being All the Time in Both Worlds’”

Victor Del Hierro, Michigan State University, “Familia-From-Scratch: Disrupting Settler-Colonialism through Indigenous Chicanx Histories of Migration”

*5-History*

**D.17 Micro Histories of Access at Open Admissions Institutions**

These three presentations interrogate late 1960s to early 1970s micro-histories of open admissions in New York and elsewhere.

Hilton Room 337B, Level Three

**Chair:** Cheryl Smith, Baruch College, CUNY

**Speakers:** Miguel Franco, Ohio University, “Alienated: Urban Bodies Displaced from College Composition”

Sean Molloy, Hunter College, CUNY, “Teaching More Than Etiquette: Kenneth Bruffee’s FYW Program at Brooklyn College (1970-75)”

Cheryl Smith, Baruch College, CUNY, “Poetic Justice: A Micro History of Poetry and Protest during Open Admissions at City College, 1967-1972”

*6-Information Technologies*

**D.18 State of Play: Gaming, Writing, Teaching, and Research**

A mapping of the intersection of games and composition teaching, research, and writing.

Hilton 339B, Level Three

**Chair:** Richard Colby, University of Denver, “State of Play: A Short History”

**Speakers:** Jan Holmevik, Clemson University, “Ludic Literacy: The Missing Link”

Jennifer deWinter, Worcester Polytechnic Institute, “Empathy Games: Narratives, Choices, and Emotional Connections”

Rebekah Shultz Colby, University of Denver, “Trends in Game-based Writing Pedagogy”

Wendi Sierra, St. John Fisher College, “A ‘Compositional’ Approach to Digital Game Design”

Douglas Eyman, George Mason University, “Scholarship on Games: A Typology of Writing Studies Research Methods”

*7-Institutional and Professional*

**D.19 Preparing Teachers of College Writing: A Report on the New 4Cs Position Statement and Suggestions for Putting It into Action**

Report on the new 4Cs Position Statement on the Preparation and Professional Development of College Writing Teachers.

Hilton Room 340A, Level Three

**Chair:** Jennifer Carter, Georgia State University

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

**Respondents:** Sarah Liggett, Louisiana State University

Nicholas Behm, Elmhurst College

Lori Ostergaard, Oakland University

*8-Taking Action*

**D.20 Slow and Lasting Change: Microshifts and the Development of Activist Writing Centers and Writing Programs**

We address how writing centers and programs can work with campus groups to support writing-for-change, activism, and sustainable partnerships.

Hilton Room 343B, Level Three

**Chair:** Harry Denny, Purdue University

**Speakers:** Stacy Nall, Purdue University, “The Campus as Community: An Alternative Approach to Service-Learning”

Nicholas Marino, Purdue University, “Aligning the Centers: Challenging Gender Oppression through Partnerships with the Writing Center and LGBTQ Center”

Jeffrey Gerding, Purdue University, “Everyday Activism: Writing Centers as Spaces for Sustained Public Engagement”

Tammy Conard-Salvo, Purdue University, “Do We Do That? Writing Centers and Social Justice Work”

*3-Community, Civic & Public*

**D.21 What's the Story: How Writing for Action Brought Our Urban Campus Garden to Life and Changed Our Relationships with Our Neighborhood**

By focusing on sustainable food production and nutrition in our storytelling, the HBCU campus organic garden helps students, faculty, and their neighborhood make the connection between a healthy lifestyle and their own educations.

Hilton Grand Ballroom I, Level Four

**Chair:** Jessie Casteel, University of Houston

**Speakers:** Dixie Goswami, Bread Loaf School of English

Danielle Holback, Allen University

Devon Muldrow, Allen University

Lillian Reeves, Allen University

*1-First-Year and Advanced Composition*

**D.22 Making Inequities Matter: Student Success as Action in Dual Enrollment Composition and Alternatives**

This panel outlines some problem areas with assessing student success in dual-credit programs and explores possible alternative approaches.

GRB Room 340B, Level Three

**Speakers:** Caroline Wilkinson, New Jersey City University

Jamila Kareem, University of Louisville

Casie Moreland, Arizona State University, Tempe

*10-Professional and Technical Writing*

**D.23 Writing for Industry and Workplaces**

This panel theorizes workplace writing within business and engineering in relation to authorship, audience, genre, and organizational cultures.

Hilton Room 340B, Level Three

**Chair:** Maria P. Chaves, SUNY Binghamton

**Speakers:** Katherine Robisch, Kent State University, "Writing Strategies for Action: What Seminar Speakers Can Teach Us"

Bernadette Longo, New Jersey Institute of Technology, "A New Resource for Situating Workplace Writing: Communication Workflows Presents Engineering Documents in Their Workflow Context"

Elisa Findlay, University of Wisconsin-Madison, “(Un)Commodified Texts: Ownership, Authorship, and Identity-Assertion in Workplace Writing”

Krista White, Kent State University, “Projecting Theory onto Application in Typified Workplace Writing”

Dave Kmiec, New Jersey Institute of Technology, “A New Resource for Situating Workplace Writing: Communication Workflows Presents Engineering Documents in Their Workflow Context”

*11-Research*

**D.24 Researching Threshold Concepts and Transfer**

Studies of the impact of teaching for transfer and designing instructions to reveal threshold concepts in composition.

GRB Room 351E, Level Three

**Chair:** Chen Chen, North Carolina State University

**Speakers:** Gita DasBender, Seton Hall University, “A Threshold Concepts Framework for First-Year Writing: Implications for Classroom Practice”

Robert Kaplan, Stony Brook University, “Report on a Study of Transfer in a New Writing Minor Program”

Peter Khost, Stony Brook University, “Report on a Study of Transfer in a New Writing Minor Program”

E. Shelley Reid, George Mason University, “The Lightbulb Has to Want to Change: Guiding and Assessing Student Intention as a Pathway to Learning Transfer in FYC”

*12-Writing Pedagogies and Processes*

**D.25 Metacognition Recognition, or I Know It When I See It**

Through audience action, this de-structured panel explores how to find and foster metacognition in textual, multimodal, and bodily practices.

GRB Room 351A, Level Three

**Chair:** Kamshia Childs, San Jacinto College

**Speakers:** Jennifer Eidum Zinchuk, Elon University

Jaclyn Fiscus, University of Washington

Jennifer LeMesurier, Colgate University

**Respondents:** Anis Bawarshi, University of Washington

Mary Jo Reiff, University of Kansas

*11-Research*

**D.26 Acting Strategically with Multilingual Writers: Results from a Cross-Institutional Research Study**

Presentation of results from a CCCC research initiative study of students' language repertoires with implications for pedagogy and policy.

GRB Room 351D, Level Three

**Chair:** Julie Nelson Christoph, University of Puget Sound

**Speakers:** Deirdre Vinyard, Emily Carr University of Art and Design, "Acting Strategically with Multilingual Writers: Results from a Cross-Institutional Research Study"

Shanti Bruce, Nova Southeastern University, "Acting Strategically with Multilingual Writers: Results from a Cross-Institutional Research Study"

Rebecca Lorimer Leonard, University of Massachusetts Amherst, "Acting Strategically with Multilingual Writers: Results from a Cross-Institutional Research Study"

*12-Writing Pedagogies and Processes*

**D.27 Empathy, Atheism, and Religion in the Writing Classroom**

This panel will explore the roles that empathy, atheism, and religion play in the teaching of writing.

GRB Room 351C, Level Three

**Chair:** Eric Leake, Texas State University

**Speakers:** Brandy Scalise, University of Kentucky, "Storytelling, Religious Identity, and the ClassOpening Discursive Possibilities through Narrative"

Scott Wagar, Miami University, "Atheist Students in the Composition Classroom"

Eric Leake, Texas State University, "Empathy and the Essay: Writing in Response to Perspective-Taking Prompts"

*8-Taking Action*

**D.28 African American Male Students Taking Actions to Embrace Their Literacies**

Demonstration of African American male identities of success shaped through literacy from FYC courses to ENG major declaration and graduation.

Hilton Ballroom of the Americas Salon B, Level Two

**Chair:** Geoffrey Clegg, Arkansas State University

**Speakers:** Yulanda M. McKinney, Monroe Community College

Joyce Russell, Fayetteville State University, “An Afrofuturistic Reading of Various Stories, Myths, and Legends: A Short Lesson in Improving Literacies among Young African American (Wo)men”

Lynne T. Jefferson, Saint Augustine’s University

*1-First-Year and Advanced Composition*

**D.29 Other Englishes: The Need to Acknowledge and Support Them**

This panel explores issues in L2 and international students and notes the importance of them.

Hilton Room 339A, Level Three

**Chair:** Amy Clements, St. Edward’s University

**Speakers:** Megan Bardolph, Penn State New Kensington, “Threshold Concepts and L2 Writers”

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

Eric Rodriguez, California State University, Fullerton, “Entiendes?: Utilizing Inclusion Strategies in College Composition Classrooms”

Ling He, Miami University, “Writing Strategies for Action: Explicit Instruction in Digital Environments for ESL Writing”

*14-Writing Programs*

**D.30 Equity in the Writing Center: Questioning Assumptions about Anti-Racist Practice**

This session will explore the assumptions we make about the roles of access and equity in the creation of anti-racist writing centers.

Hilton Grand Ballroom L, Level Four

**Chair:** Janelle Jennings-Alexander, Florida State University

**Speakers:** Katie Levin, University of Minnesota, “Tricksterism, Access, and Scarcity in the R1 Writing Center”

Rachael Gary, University of Puget Sound, “Teaching Courageous Conversations”

Alba Newmann Holmes, Swarthmore College, “Disembodied Rhetoric”

*6-Information Technologies*

**D.31 CCCC Committee for Effective Practices in Online Writing: Student Matters**

We present the CCCC's Committee for Effective Practices in Online Writing's current research on "student matters."

Hilton Ballroom of the Americas Salon D, Level Two

**Chair:** Jennifer Clifton, University of Texas at El Paso

**Speakers:** Scott Warnock, Drexel University, "The Story of Our Class: A Shared Teacher & Student Narrative of an OWC"

Lisa Meloncon, University of Cincinnati, "Moving Past Individual Comments: A Study of a New Method for Student Feedback in Online Writing Classrooms"

Diana Gasiewski, Drexel University, "The Story of Our Class: A Shared Teacher & Student Narrative of an OWC"

Diane Martinez, Western Carolina University, "Through the Eyes of Our Students"

Sushil Oswal, University of Washington, "Through the Eyes of Our Students"

Meredith Singleton, University of Cincinnati, "Moving Past Individual Comments: A Study of a New Method for Student Feedback in Online Writing Classrooms"

*3-Community, Civic & Public*

**D.32 Taking Rhetorical Action to Church: Advocating Doubtful Belief as Ground for Faithful Conversation**

Consideration of rhetorical pedagogy's and practitioners' potential impact, from individuals through denominations in Christian tradition.

Hilton Room 342, Level Three

**Chair:** Gretchen Cobb, Indiana University of Pennsylvania

**Speakers:** Bradley Siebert, Washburn University, "Preaching as a Choir: Rehearsing Dissonance, Accepting Dissensus"

John MacLean, Illinois State University

Naomi Clark, Loras College

Kerrie Carsey, York College of Pennsylvania, "Student Credos: Connecting Belief and Identity in Writing"

Brian Derico, Cincinnati Christian University, "Teaching Rest as a Component of Praxis"



*5-History*

**D.33 Writing Hidden Histories Inside and Outside the Classroom**

This panel interrogates hidden or under-theorized sites of writing inside and outside the classroom, from the 16th to late 20th centuries.

GRB Room 351F, Level Three

**Chair:** Alex Nielsen, Old Dominion University

**Speakers:** Michelle Kaczmarek, The Pennsylvania State University, State College, “Charles W. Eliot and the Jesuits: Rhetorical Education at the Turn of the Twentieth Century”

Alex Nielsen, Old Dominion University, “Sexualizing Survival: Gendered Texts, Survival Handbooks, and Nature Guides”

Laura Lisabeth, St. John’s University, “Documents of Culture, Documents of Barbarism: The Elements of Style and Standard English as a Commodity Fetish”

Matthew Nunes, Ohio University, “The Theme Writing Tradition: Origins of Early First-Year Composition Writing Assignments”

*12-Writing Pedagogies and Processes*

**D.34 Locating the “Learner” in Learning Transfer: (How) Does Identity Facilitate or Impede Transfer between Academic and Nonacademic Domains?**

Take action: How instructors and researchers might honor and recognize the role of learner identity in transfer #transfer #identity.

GRB Room 351B, Level Three

**Chair:** Aubrey Schiavone, University of Michigan

**Speakers:** Jenae Cohn, University of California, Davis

Anna Knutson, University of Michigan

Melody Pugh, United States Air Force Academy

*4-Creative Writing*

**D.35 Stories in Shale: Reconstructing the Fractured World**

Stories in Shale examines how creative writing about the Marcellus shale breaks polarizing rhetoric through peacemaking and activism.

Hilton Room 337A, Level Three

**Chair:** Melissa Goldthwaite, Saint Joseph’s University

**Speakers:** Jimmy Guignard, Mansfield University, “Stealth Activism: Creative Nonfiction in the Rhetoric Classroom”

Lilace Guignard, Mansfield University, “Standpoint Poetics: How the ‘I’ Can Connect (with) a Fracked Audience”

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Ted Fristrom, Drexel University, “Underground”  
Ann E. Green, Saint Joseph’s University, “Pennsylvania Blue Stone:  
Writing as Activism”

*11-Research*

**D.36 Tagging Texts, Archives, and Walls: Innovation and Invention in Research Method Design**

By examining three diverse sites of research, this panel advocates for the generation of fluid, site-specific, and responsive methods.

Hilton Room 344B, Level Three

**Chair:** Denise Coblish, Kaplan University

**Speakers:** Kristi Girdhar, Northeastern University, “Methodological Orientations to the “

Kevin Smith, Northeastern University, “The ‘Productive Unease’ of Teacher Research: Collaborative Research through Writing in TEI”

Charles Lesh, Northeastern University

*3-Community, Civic & Public*

**D.37 Action for Whom, for How Long, and with What Impact? Raising Problems, Generating Solutions through Community-Based Courses**

Community-based courses assume action, but how? Presenters raise issues and lead discussion toward participant-driven solutions.

Hilton Ballroom of the Americas Salon E, Level Two

**Chair:** Matt Davis, University of Massachusetts

**Speakers:** Connie Mick, University of Notre Dame

Joshua Schrifman, University of Miami

Joyce Meier, Michigan State University

Martha Webber, California State University Fullerton

Cheryl Duffy, Fort Hays State University

*8-Taking Action*

**D.38 (Inter)Disciplinary Literacies: Strategies for Taking Action and Expanding the Conversation**

Speakers share ways to foster dialogues and disciplinary literacy collaborations with middle and secondary teachers and university faculty.

GRB Room 340A, Level Three

**Chair:** Christine Cucciarre, University of Delaware

**Speakers:** Cathy Fleischer, Eastern Michigan University, “Opening the Dialogue”

Ann Blakeslee, Eastern Michigan University, “Expanding the Conversation”

Annette Wannamaker, Eastern Michigan University, “Rethinking the Pedagogy”



## E Sessions: 4:45–6:00 p.m.

### Taking Action Workshop Sessions

#### **E.38 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

#### **E.39 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*

#### **E.01 Acting toward Inclusivity: Closing the Achievement Gap in First-Year Writing**

Linguistic diversity, writing strategies, and placement procedures used to close the achievement gap in basic writing courses.

Hilton Room 327, Level Three

*Chair:* Lance Cummings, University of North Carolina Wilmington

*Speakers:* Jessica Parker, MSU Denver, “Mash-Ups and Code-Meshing: Taking Action on Linguistic Diversity and Inclusive Excellence”

Jane Vigil, MSU Denver

Gloria Eastman, Metropolitan State University of Denver, “Seeing What We Mean: Employing Visual Literacy Assignments and Reflective Practice to Engage Basic Writers”

### *13-Theory*

#### **E.02 Reading, Writing, Listening, Feeling: Experiential Engagement and the Fluid Classroom**

Notions of learning through experience are pursued via the modes of reading, writing, and listening.

Hilton Room 328, Level Three

**Chair:** Gita DasBender, Seton Hall University

**Speakers:** Matthew Overstreet, University of Pittsburgh, “Writing the Flux: William James and the Composition Classroom”

Daniel Libertz, University of Pittsburgh, “A Melding of New Critical Theory and Practice: Reading, Textbooks, and Student Experience, 1950-1970”

Ryan McGuckin, Louisiana State University, “Multimodal Listening: Variations on a Theme of Experience and the Embedded Registers of Writing and Music”

*8-Taking Action*

**E.03 Calling You In: Queer Worldmaking and Rhetorical Action**

This panel explores the rhetorical role of action within the discipline of rhet/comp through queer/LGBT issues and approaches.

Hilton Room 335A, Level Three

**Chair:** Christy Davis, University of Arkansas

**Speakers:** Matthew Cox, East Carolina University

Maria Novotny, Michigan State University

Timothy Oleksiak, Bloomsburg University

**Respondent:** Jacqueline Rhodes, California State University, San Bernardino

*1-First-Year and Advanced Composition*

**E.04 Negotiating Competing Curricular, Institutional, and Disciplinary Interests in Advanced Composition**

Panel explores the complicated ground of advanced composition, attending to course histories, content, and students’ writing development.

Hilton Room 329, Level Three

**Chair:** Jill Davis, Montana State University

**Speakers:** Michelle Neely, University of Colorado-Colorado Springs, “Promoting Metaknowledge in Advanced Composition: The Use of Eportfolios to Foster Transfer”

Katherine Mack, University of Colorado-Colorado Springs, “Advanced Composition: A Stepping Stone, but from Where to Where?”

Ann Amicucci, University of Colorado Colorado Springs, “Students’ Writing Selves: Positioning Non-Academic Literacy Practices in Advanced Composition”

Marilee Brooks-Gillies, Indiana University-Purdue University Indianapolis, “‘Rhetoric and Writing’ not ‘Rhetoric or Writing’: Negotiating Disciplinary Tensions and Pedagogical Choices”

**Respondent:** Ceil Malek, University of Colorado-Colorado Springs

*8-Taking Action*

**E.05 Action over Reaction: Strengthening Veteran Identity through Strategic Narratives**

Consideration of how writing professionals can create generative spaces in which veteran/military identities facilitate academic achievement.

Hilton Room 330, Level Three

**Chair:** Christopher Dean, University of California, Santa Barbara

**Speakers:** Micah Christopher Wright, The University of Texas at San Antonio

Marion Wilson, University of California San Diego

Ashley Bender Smith, University of Louisville

D Alexis Hart, Allegheny College

*2-Basic Writing*

**E.06 Shaping the Field, Shaping the Community, Shaping the Class: The Council on Basic Writing at 35 (Sponsored by the Council on Basic Writing)**

In our 35th year, former chairs of the Council on Basic Writing reflect on the past, present, and future of the group and the field.

Hilton Ballroom of the Americas Salon E, Level Two

**Co-Chair:** Michael Hill, Henry Ford Community College

**Co-Chair:** Lynn Reid, Fairleigh Dickinson University

**Speakers:** Karen Uehling, Boise State University

Susan Naomi Bernstein, Arizona State University, Tempe

J. Elizabeth Clark, LaGuardia Community College, CUNY

William Lalicker, West Chester University

Sugie Goen-Salter, San Francisco State University

Peter Adams, Community College of Baltimore County

*5-History*

**E.07 Praise, Blame, Educate: Epideictic Possibilities**

Historically informed inquiries focusing on epideictic rhetoric and its formative roles in generating, shaping, and negotiating the possible.

Hilton Room 335B, Level Three

**Speakers:** Jeff Walker, University of Texas at Austin, “The Mummy Speaks: What Byzantine Rhetoric Can Tell Us Now”

Ted Armstrong, Valparaiso University, “Rainolds’ Unrestricted Rhetoric”

Dale Smith, Ryerson University, “Education through ‘Black Art’:

Epideictic Oratory in the Black Arts Movement”

*1-First-Year and Advanced Composition*

**E.08 Write Where You Live: Creating a Culture of Writing in Student Housing**

A presentation on the Writing Affiliates Program: a co-curricular partnership between our expository writing program and residence life.

Hilton Ballroom of the Americas Salon D, Level Two

**Chair:** Marcos Del Hierro, University of New Hampshire

**Speakers:** Lorelei Ormrod, New York University

Normandy Sherwood, New York University

David Cregar, New York University

Michael Tyrell, New York University

Christine Malvasi, New York University

Mark Braley, New York University

Beth Kurkjian, New York University

David Ellis, New York University

*6-Information Technologies*

**E.09 Facebook Identities: Public and Private**

Taking into account public and semi-private performances of identity on Facebook, this panel provides case studies of those grieving, aging, professionalizing, and unfollowing.

Hilton Room 336A, Level Three

**Chair:** Sara DiCaglio, Pennsylvania State University

**Speakers:** Allegra Smith, Arizona State University, “I Can’t Facebook on My Dumb Phone: Digital Literacies beyond School and Work for Older Adults”

Kristin Ravel, University of Wisconsin-Milwaukee, “Beyond Unfriending, beyond Unfollowing: A Feminist Methodology for Interpreting Composition in Digital Environments”

Megan McIntyre, Dartmouth College, “Friends of Grief: Facebook, Mourning, and Digital Identity”

Christopher Andrews, McMurry University, “You Have a New Friend Request: Graduate Students, Facebook, and Self-Sponsored Professionalization”

*12-Writing Pedagogies and Processes*

**E.10 Objects and Agency in the Writing Classroom**

This panel discusses visual rhetoric and object-oriented theory as strategies for building student agency in composition courses.

Hilton Room 336B, Level Three

**Chair:** Lavinia Hirsu, University of North Carolina at Greensboro

**Speakers:** Lucy Johnson, Washington State University, “Changing Demographics: Visual Rhetoric and Emoji Narratives”

Caddie Alford, Indiana University, “Cold as Ice and Stiff as a Board: Reading and Writing with the Objects in Literary Doxa”

Lavinia Hirsu, University of North Carolina at Greensboro, “You’re Asking Me to Do What?: Object-Oriented Pedagogy in the Classroom”

*13-Theory*

**E.11 Interfacing Cultural Rhetorics: A History and a Call**

This roundtable critically engages with cultural rhetorics theories, methodologies, and curricula in rhetoric, composition, and tech comm.

Hilton Grand Ballroom I, Level Four

**Chair:** Linh Dich, Miami University

**Speakers:** Angela M. Haas, Illinois State University

Jennifer Sano-Franchini, Virginia Polytechnic Institute and State University

Gabriela Rios, University of Central Florida

Casie Cobos,

Donnie Johnson Sackey, Wayne State University

**Respondent:** Louise Wetherbee Phelps, Old Dominion University

*8-Taking Action*

**E.12 Taking Local Action, Writing Activist Networks through 4C4Equality**

We address 4C4Equality as networked organizing, viz., how we use digital tools in local work and how we share resources across communities.

Hilton Room 337B, Level Three

**Chair:** Marian Dillahunt, Methodist University

**Speakers:** Don Unger, St. Edward’s University

Michelle McMullin, Western Washington University

Liz Lane, Purdue University



*11-Research*

**E.13 Researching Trans- and Multi-Lingual Landscapes**

These studies highlight difference trans- and multi-lingual negotiations in international contexts.

Hilton Room 337A, Level Three

**Chair:** Mike Duncan, University of Houston-Downtown

**Speakers:** Michael Madson, University of Minnesota, “The Linguistic Landscape of Songdo, South Korea: Implications for Place, Writing, and Global Action”

Maria Prikhodko, Indiana University of Pennsylvania, “Nomadic Literacies: International Multilingual Students’ Negotiations in First-Year Multilingual Composition”

Emily Artiano, Northeastern University, “Vexed Tongues: Historicizing Translingualism in the Long Eighteenth Century”

*12-Writing Pedagogies and Processes*

**E.14 Language Theory into Action: Translingual and L2 pedagogy in the Writing Classroom**

This panel looks at three translingual writing class case studies to argue for more refined teaching practices.

Hilton Room 338, Level Three

**Chair:** Laura Ellis-Lai, Texas State University

**Speakers:** Suthathip Thirakunkovit, Purdue University, “Perceptions of Teacher Response to Student Texts: Comparing L1 and L2 Writers”

Tyler Carter, Purdue University, “Perceptions of Teacher Response to Student Texts: Comparing L1 and L2 Writers”

Kerri Hauman, Transylvania University, “A Translingual First-Year Seminar at a SLAC: Kind of Like FYC, Kind of Like BW, Kind of Like ESL, but Not Really Any of These”

James Wright, Transylvania University, “A Translingual First-Year Seminar at a SLAC: Kind of Like FYC, Kind of Like BW, Kind of Like ESL, but Not Really Any of These”

Aylin B Atilgan, University of California, Davis, “Call to Action for Inclusive Practices in Mainstream Composition Courses: An Institutional Writing Needs Analysis on Chinese Students”

*9-Language*

**E.15 Language Ideologies and Second Language Writing**

This panel offers an overview of theoretical and practical claims on second language writing mainly related to language ideologies.

Hilton Room 339A, Level Three

**Chair:** Pavel Zemliansky, University of Central Florida

**Speakers:** Jung Sook Kim, The Ohio State University, “‘Is that English?’:

Critical Language Awareness as a Strategy to Help Instructors

Incorporate Linguistic Diversity into Second Language Pedagogy”

Terese Thonus, University of Kansas, “The Disciplinarity of Second Language Writing”

Thomas McNamara, University of Illinois at Urbana-Champaign,

“Linguistic Difference on the Global Campus: Chinese Undergraduates, Language Ideology, and the Corporate University”

Eunjeong Lee, Penn State University, “An ‘Incubating’ Academic Writer: Learning and Teaching of Academic Writing in a U.S. IEP”

*9-Language*

**E.16 Second Language Writing Specialists as Writing Program Leaders: Opportunities for Advocacy**

SLW experts in writing program leadership positions explore what these positions make possible for multilingual writer advocacy.

GRB Room 351E, Level Three

**Chair:** Lindsey Ives, Embry-Riddle Aeronautical University

**Speakers:** Gail Shuck, Boise State University, ID

Susan Miller-Cochran, University of Arizona

Michelle Cox, Cornell University

Gigi Taylor, University of North Carolina at Chapel Hill

*13-Theory*

**E.17 Game Design as . . . : The Rhetorics of Designing Games**

It’s no longer a question of “if,” but a question of “how” we rhetorically situate game design within various scholarly contexts.

Hilton Ballroom of the Americas Salon F, Level Two

**Chair:** John Grant, Indiana University of Pennsylvania

**Speakers:** Danielle Roach, Miami University and Old Dominion University

Rochelle (Shelley) Rodrigo, University of Arizona

Sheryl Ruszkiewicz, Oakland University

Anjali Pattanayak, University of Wisconsin-Platteville

Mary Karcher, Wayne State University

Scott Reed, Georgia Gwinnett College

*I-First-Year and Advanced Composition*

**E.18 Writing: Dissertation, Thesis, and FYC**

These panelists talk about writing at the graduate and undergraduate levels.

Hilton 339B, Level Three

**Chair:** Olivia Walling, University of California Santa Barbara

**Speakers:** Jordan Canzonetta, Syracuse University, “Globalizing Plagiarism & Writing Assessment: A Case Study of Turnitin’s Discursive Teacher/Student Constructions across US Borders”

Kathryn Baillargeon, University of California, Santa Barbara, “Apprentices Becoming Masters: Dissertation Boot Camps and Navigating the Threshold between Graduate Student and Full-Fledged Member of a Discipline”

Meghan Hancock, University of Louisville, “Should I Know This Already?: A Case Study of New Graduate Students’ Experiences with Writing”

Jennifer Connolly, Southwestern Illinois College/Granite City HS, “Can’t Stop This Train: Overcoming Obstacles/Challenging Myths about FYC in the Dual Credit Classroom”

*II-Research*

**E.19 Curating Transdisciplinary Research on Place-Based Writing: An Interactive Introduction to 680 Open Access Video Clips of Teachers and Students**

Clips from videos of 38 teachers and students in place-based WID courses, shared through Creative Commons to prompt action strategies.

Hilton Room 340A, Level Three

**Chair:** Samantha Cosgrove, University of South Florida

**Speakers:** Chase Wiggins, University of Hawaii at Manoa, “Writing without Borders: From Place-Based Writing to Campus Activism and Beyond”

Scott Kaalele, University of Hawaii at Manoa, “Reflexive Analysis: The Dimensions of Culture and Geography in Coding Place-Based Data Sets”

Jim Henry, University of Hawaii at Manoa, “Real People in a Real Place: How IRB Discussions Led to Video Recordings of Research Participants”

Lisa Shea, University of Hawaii at Manoa, “The Potential of Creative Commons: Sharing Transdisciplinary Writing Research for Cross-Institutional Engagement Using a Digital Repository”

*14-Writing Programs*

**E.20 Curricular Overseeing vs. Curricular Liberties: Designing Infrastructures for Pedagogical Innovation**

This panel describes course designs in a writing program that fulfill curricular requirements yet still exemplify pedagogical creativity.

Hilton Room 340B, Level Three

**Chair:** Casie Fedukovich, North Carolina State University

**Speakers:** Erin M. Andersen, Graduate Center, CUNY “Designing Freshman Writing with Writing Centers: Not an Afterthought”

Robert Greco, The Graduate Center, CUNY, “Designing for the 21st Century: Integrating Digital Modes”

Seth Graves, The Graduate Center, CUNY, “Designing Activism into FYC: Small Activism for Big Investment for Student Writers”

Mark McBeth, John Jay College of Criminal Justice, “Designing Free-Range Curriculum (That Has Some Borders)”

Lindsey Albracht, The Graduate Center, CUNY, “Designing Activism into FYC: Small Activism for Big Investment for Student Writers”

**Respondent:** Tim McCormack, John Jay College of Criminal Justice

*8-Taking Action*

**E.21 Assessment and Representation: Reconsidering Assumptions about “Good” Writing**

Panelists interrogate current assessment practices and argue for more situated approaches to describe and analyze student writing.

Hilton Room 342, Level Three

**Chair:** Marino Fernandes, University of New Hampshire

**Speakers:** Craig A. Meyer, Texas A&M-Kingsville, “Is It Really about Assessment?: Teaching with the Realities of Student Experience”

Daniel Mahala, University of Missouri-Kansas City, “Consuming Assessments: Rubrics and the Circulation of Value in Writing Assessment”

Elizabeth Keating, University of Houston, “Standardized Testing and Post-Process Theory: Encouraging FYW Students to Understand Writing as Public, Interpretive, and Situated”

Nicholas Behm, Elmhurst College, “Synthesizing Dynamic Criteria Mapping with Third Wave Whiteness Theory: A Racially Conscious Approach to Writing Assessment”

*2-Basic Writing*

**E.22 Pathways of Support in Basic Writing Programs**

This panel investigates ways to support basic writing students in the areas of self-efficacy and access.

Hilton Room 343A, Level Three

**Chair:** Ruth Benander, University of Cincinnati Blue Ash College

**Speakers:** Ruth Benander, University of Cincinnati Blue Ash College, “Owning It: ePortfolios, Student Identity, and Entry into College Writing”

Daniel Sansing, University of Cincinnati Blue Ash College, “Owning It: ePortfolios, Student Identity, and Entry into College Writing”

Meghan Sweeney, Saint Mary’s College, “The (In)Action of College Student Readers: An Examination of Motivation and Self-Efficacy among Basic Reading and Writing Students”

Tristin Hooker, Missouri State University, “Putting Students in their Place: Remediation, Placement, and Self-Efficacy in Local Contexts”

Robin Murphy, East Central University, “People Like Me: Basic Writing Attitude, Access, Assessment, and Retention”

*1-First-Year and Advanced Composition*

**E.23 In Search of the Genuine A: Challenges in Evaluating Top-Tier Student Writing**

Using 1,000 essays from USC’s FYW course, this panel will explore challenges and questions related to evaluating students’ best writing.

Hilton Room 343B, Level Three

**Chair:** Jennifer Bankard, University of Southern California, “The Internet Trolls Under the ‘A’ Bridge: Online Grade Norming and Data Analytics”

**Speakers:** Dan Pecchenino, University of Southern California  
Jeffrey Chisum, University of Southern California

Ashley Karlin, University of Southern California, “‘But I did what you asked’: Interpreting the ‘A’ as Exceptional or Competent Work”

*8-Taking Action*

**E.24 Classroom Materials as Microcosm: Pushing against the Dominant Academic Discourse**

Panelists analyze the ways in which texts and curriculum reinforce dominant culture, creating defacto language policy.

GRB Room 340A, Level Three

**Chair:** Jessica Menkin, Texas Christian University

**Speakers:** Kristen Ruccio, Georgia State University, “Taking Action about Ableist Language in Composition Studies”

Brad Jacobson, University of Arizona, “Defining “Good Writing” in the Age of the Common Core: Curriculum as Language Policy”

Jessica Birch, Case Western Reserve University, “Transparency in Pedagogical Goals: Creating a Classroom Culture of Informed Consent”

Cedric Burrows, Marquette University, “Too Black, Too Strong: The Construction of the African American Male Writers in Composition Textbooks”

*3-Community, Civic & Public*

**E.25 Action, Advocacy, and Appalachia: Cultural-Rhetorical Strategies for Public Writing and Rhetorics**

This panel works to unveil productive strategies for rhetorical action in civic contexts by focusing on public advocacy work in Appalachia.

GRB Room 351A, Level Three

**Chair:** Megan Adams, The University of Findlay, “A Regional Rhetoric for Advocacy in Appalachia”

**Speakers:** Krista Bryson, The Ohio State University, “A Regional Rhetoric for Advocacy in Appalachia”

Jonathan Bradshaw, Miami University of Ohio, “Advocacy beyond Bricks: Creating Appalachian Networks for Change”

Kathryn Trauth Taylor, Miami University of Ohio, “Advocacy beyond Bricks: Creating Appalachian Networks for Change”

Megan Adams, The University of Findlay, “Entering In: Examining How to Engage Ethically in Appalachian Media-Based Work”

Travis Rountree, University of Louisville, “‘The Many Untruths’: Newspaper Representations of the Hillsville, VA Courthouse Shootout of 1912”

*12-Writing Pedagogies and Processes*

**E.26 Negotiating Academic Communities: Best Practices for Students and Faculty**

This panel illustrates effective strategies for creating a less abstract notion of the term *community* in academic environments.

Hilton Room 344B, Level Three

**Chair:** Chelsea Swick, Kent State University

**Speakers:** Chelsea Swick, Kent State University, “Who are you again?: Creating Community with Online Instruction”

Sarah DeLury, Kent State University, “There Is No Us in Team, Just I and Me: Encouraging Students to Actively Engage Communities Together”

Laura Leigh Morris, Furman University, “The Prison Writing Class: Creating Community in Spaces of Mistrust”

Colleen Thorndike, University of Mississippi, “Faculty Learning Communities as Sites of Interdisciplinary Community Building and Graduate Pedagogical Training”

*8-Taking Action*

**E.27 (Re)Defining Values for Writing**

Using distinct situations—liberal arts programs, international secondary education, and two-year colleges—panelists will examine how political forces and neoliberal marketing logics commodify writing curriculum.

Hilton Room 332, Level Three

**Chair:** Misty Fuller, University of North Florida, Jacksonville

**Speakers:** Jonathan Worley, St. Mary’s University College, “The Risks of Systematized Writing on Our Composition Classes: Lessons from Northern Ireland”

Neil Simons, University of Wisconsin-Milwaukee, “Real Action: Addressing the Needs and Potentialities of the Community College in a Post-Postmodern (and Probably Neoliberal) Composition Classroom”

Matt Dowell, Le Moyne College, “The Marketing of Writing: Commodification at the Financially Challenged Small Liberal Arts College, and the WPA’s Role”

Clayann Gilliam Panetta, Christian Brothers University, “The Risks of Systematized Writing on Our Composition Classes: Lessons from Northern Ireland”

Luke Winslow, San Diego State University, “Neoliberalism and the Decline of the Liberal Arts Tradition”

*1-First-Year and Advanced Composition*

**E.28 Readers, Reading, and Metacognition in Action**

These panelists explore metacognition across contexts to ask key questions about readers, writers, and reading practices.

Hilton Room 333, Level Three

**Chair:** Mary Tripp, University of Central Florida

**Speakers:** Kathryn Tucker, Nevada State College, “Metacognition in Action: First-Year Composition, Writing about Writing, and Writing Program Development”

Julie Myatt Barger, Middle Tennessee State University, “Re-envisioning Research Writing as Teaching Relationships between Readers and Texts through Metacognition”

Hollye Wright, University of Louisville, “AP English Language and Composition as a Site of First-Year Writing: The Place of Reading Instruction”

*5-History*

**E.29 Material Histories of Nineteenth-Century Writing and Rhetoric**

This panel spotlights three archival examples of 19th-century material rhetoric.

GRB Room 351C, Level Three

**Chair:** Mudiwa Pettus, The Pennsylvania State University

**Speakers:** Sue Hum, University of Texas at San Antonio, “The Visual Rhetorics of Representation: Chinese American Engagement with Anti-Chinese Sentiments in 19th-Century Photographs”

Michael Edwards, Washington State University, “Slavery, Computers, and Catharine Beecher’s Clock: The Multimodal Technologies and Digital Economies of Nineteenth-Century Composition Instruction”

Mudiwa Pettus, The Pennsylvania State University, “‘How Must the Little Colored Child Feel’: Edward Johnson’s A School History of the Negro Race as Revisionary African American Educational Historiography”

*6-Information Technologies*

**E.30 ELI Review as Strategic Action**

This panel presents findings on the use of ELI Review peer review software in online writing courses, WAC programs, and empirical research.

GRB Room 340B, Level Three

**Chair:** Laura Gabrion, Oakland University



*Speakers:* Joannah Portman-Daley, University of Rhode Island, “ELI Review in Online Writing Courses”  
Nedra Reynolds, University of Rhode Island, “ELI Review in WAC Initiatives”  
Ryan Omizo, University of Rhode Island, “ELI Review in Research”

*9-Language*

**E.31 Non-Native English-Speaking Faculty and Faculty Development**

This session explores the learning and teaching experiences of non-native English composition professors in order to analyze why they chose to teach in a language that is foreign to them and discusses the current fights and struggles non-English-speaking instructors encounter.

Hilton Room 346A, Level Three

*Chair:* John Gallagher, University of Illinois at Urbana Champaign  
*Speakers:* Diana Fernandez, Barry University, “Non-Native Speakers of English: Why We Teach English Composition”  
Jennifer Haan, University of Dayton, “Learning from the Multilingual Class/Faculty Development in First-Year Composition”  
Lami Fofana-Kamara, Michigan State University, “Yet Another Fight to Dismantle the Master’s Language: Publicizing Non-Native English Speaker (Writing) Instructor (NESI) Struggles”

*8-Taking Action*

**E.32 Queer (Inter)Actions: Remediating Research and Embodying Methodology as Composition**

This session examines the (inter)active role of remediation, consent, and multimodality in queer methodology/ies for writing research.

GRB Room 351D, Level Three

*Chair:* David Green, Howard University  
*Speakers:* Jon Wargo, Michigan State University, “Remediating Research and Composing Methodology: Inhabiting Writing and Examining Networked Literacies through Connective Ethnography”  
Casey Miles, Michigan State University, “Tracing Queer Multimodal Methodology through the Documentary Series The Gender Project”  
Kathleen Livingston, Michigan State University, “Playing with Consent: Lyric Essays on Consent in Queer Methodology”

*7-Institutional and Professional*

**E.33 Inter-Institutional Writing Strategies: Community College/University Collaborations in an Urban Transfer Network**

The roundtable discusses inter-institutional collaborations in writing studies within an urban transfer network.

Hilton Ballroom of the Americas Salon B, Level Two

**Chair:** Nicole Green, University of Nebraska-Lincoln

**Speakers:** Lisa Bickmore, Salt Lake Community College

Christie Toth, University of Utah

Stephen Ruffus, Salt Lake Community College

Andrea Malouf, Salt Lake Community College

Clint Gardner, Salt Lake Community College

Nic Contreras, University of Utah

Wes Porter, University of Utah

*9-Language*

**E.34 Writing across Margins and Borders**

These panelists explore L2 writing development across a variety of contexts.

GRB Room 351F, Level Three

**Chair:** Robin Greene, Methodist University

**Speakers:** Dwedor Ford, Central State University, “Writing across Languages: Case Studies of Second Language Writers”

Zsuzsanna Reed, Central European University Budapest, “Clued-In and Included: For the Margin of a Study on the Linguistic Challenges of Eastern European History Students Writing in English”

Kyung Min Kim, Indiana University of Pennsylvania, “Writing Strategies to Expand the Repertoire of Genres in Graduate Writing Education: A Multilingual Student’s Trajectory of Academic Literacy Practices and Negotiation”

*14-Writing Programs*

**E.35 Race Forever: Adventures in Writing Program Start-ups**

In this interactive panel, presenters will share multimodal presentations modeled after the Choose Your Own Adventure (CYOA) series, as they trace the decisions made and actions taken during their respective writing program start-ups.

GRB Room 351B, Level Three

**Chair:** Kristi Costello, Arkansas State University, “The Antimatter Formula: An Emergent Microhistory of Campus Writing Support”

**Speakers:** Airek Beauchamp, Binghamton University, SUNY, “The Antimatter Formula: An Emergent Microhistory of Campus Writing Support”

Dan Crocker, Southeast Missouri State University, “The Reality Machine: Avoiding Pitfalls, Starting A New Degree”

Missy Nieveen Phegley, Southeast Missouri State University, “Ninja Cyborg: WPA as Part-Human, Part-Robot Ninja”

### **E.36 Remembering Kent: CCCC Chairs’ Tribute**

In this session, we gather to share stories—lively, sad, engaging, or otherwise—about Kent Williamson. CCCC chairs from the past ten years will lead, offering brief reminiscences about their work with Kent. Others will be invited to share their memories as well.

Hilton Ballroom of the Americas Salon C, Level Two

**Co-Chair:** Joyce Locke Carter, Texas Tech University

**Co-Chair:** Linda Adler-Kassner, University of California, Santa Barbara

**Speakers:** Douglas Hesse, The University of Denver

Malea Powell, Michigan State University

Gwendolyn Pough, Syracuse University

Cheryl Glenn, Pennsylvania State University

Akua Duku Anokye, Arizona State University-West

Howard Tinberg, Bristol Community College

Charles Bazerman, University of California, Santa Barbara

Chris Anson, North Carolina State University

### *3-Community, Civic & Public*

### **E.37 Keeping Writing Relevant and Essential in Changing Times: Houston’s WITS (Writers in the Schools) Program**

In this panel, administrators and writers from Houston’s Writers in the Schools (WITS) program will describe how they have made a practice of adjusting and expanding programming to stay not only relevant but essential as educational culture and priorities change.

Hilton Room 335C, Level Three

**Speakers:** Deborah Mouton, Writers in the Schools Program

Meggie Monahan, Writers in the Schools Program

Tina Angelo, Writers in the Schools Program

*3-Community, Civic & Public*

**E.40 Does It Matter: Assessing Our Role as Agents of Social Change**

This panel begins by recognizing the power of community-based partnerships but explores whether adequate assessment practices have been developed.

Hilton, Grand Ballroom L, Level Four

**Chair:** Elaine Richardson, The Ohio State University, “On the Question of the Day”

**Speakers:** Steve Parks, Syracuse University, “Class Politics (or Just a New Funding Strategy?)”

Jessica Pauszek, Syracuse University, “Language and Literacy Rights (or We’ll Just Build Our Own College)”

Ellen Cushman, Northeastern University, “Agent of Social Change (Or Just a New Type of Scholarship?)”

**Respondent:** Paula Mathieu, “On Tactics and Assessment”



## Special Interest Groups

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6:30–7:30 p.m.

### **TSIG.01 Appalachian Rhetoric, Composition, and Literacy SIG**

Our meeting offers a two-part caucus, opening with a business meeting and concluding with opportunities for networking and collaboration.

Hilton Room 330, Level Three

*Co-Chairs:* Sara Webb-Sunderhaus, Indiana University-Purdue  
University Fort Wayne  
Jonathan Bradshaw, Miami University of Ohio

*2-Basic Writing*

### **TSIG.02 Council of Basic Writing SIG: Contemplating Action in the Classroom, Institution, State, Nation**

This collaborative meeting will focus on how BW instructors can use pedagogy to shape policies regarding writing instruction.

GRB Room 351C, Level Three

*Co-Chairs:* Elizabeth Baldrige, Illinois Central College  
Lynn Reid, Fairleigh Dickinson University  
Steve Lamos, University of Colorado Boulder  
Jason Evans, Prairie State College  
Michael Hill, Henry Ford Community College

*14-Writing Programs*

### **TSIG.03 Meeting of the International Network of Writing-Across-the-Curriculum Programs**

Annual CCCC session facilitated by Consultants Board, with Q and A groups on any aspect of WAC/WID planning and administration.

Hilton Ballroom of the Americas Salon C, Level Two

*Chair:* Chris Thaiss, University of California Davis  
*Discussion Leaders:* Michelle Cox, Cornell University  
Terry Zawacki, George Mason University  
Martha Townsend, University of Missouri  
Dilek Tokay, Sabanci University  
David Russell, Iowa State University

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Dan Melzer, University of California, Davis  
Mary McMullen-Light, Metropolitan Community College-Longview  
Anne Ellen Geller, St. John's University  
Jeffrey Galin, Florida Atlantic University  
Vicki Tolar Burton, Oregon State University  
Pam Childers, The Clearing House

*3-Community, Civic & Public*

**TSIG.04 Race and Technology Special Interest Group**

This will be the second year meeting of the Race and Technology SIG.

GRB Room 340A, Level Three

*Speaker:* Phill Alexander, Miami University

*7-Institutional and Professional*

**TSIG.05 TSIG for the Women's Network: A Landscape for Change: Our Spaces, Our Selves**

SIG will provide discussion of women's status in the field; opportunity for networking, mentoring, and support for women faculty.

GRB Room 351D, Level Three

*Speaker:* Violet Dutcher, Eastern Mennonite University, "A Landscape for Change: Our Spaces, Our Selves"

*10-Professional and Technical Writing*

**TSIG.06 Writing and STEM**

Writing and STEM is a SIG for people who study and teach writing in and about STEM disciplines.

Hilton Room 329, Level Three

*Co-Chairs:* Mya Poe, Northeastern University  
Jennifer Mallette, Boise State University  
William FitzGerald, Rutgers University at Camden  
Jonathan Buehl, The Ohio State University  
Marie Paretti, Virginia Tech

*13-Theory*

**TSIG.07 Language, Linguistics, and Writing Standing Group Business Meeting**

A business meeting for the Language, Linguistics, and Writing Standing Group.

Hilton Ballroom of the Americas Salon E, Level Two

**Co-Chairs:** Craig Hancock, University at Albany  
Deborah Rossen-Knill, University of Rochester  
**Speakers:** Daniel Kies, College of DuPage  
Sandra Gollin-Kies, Benedictine University  
Nora Bacon, University of Nebraska at Omaha  
Carolyn Ostrander, Syracuse University  
Stella Wang, University of Rochester  
Joleen Hanson, University of Wisconsin-Stout  
Cornelia Paraskevas, Western Oregon University  
Stephanie Schlitz, Bloomsburg University  
Laura Aull, Wake Forest University  
Mary Rist, St. Edward's University  
Zak Lancaster, Wake Forest University  
Olga Lambert, Benedictine University  
Julie Amberg, York College of Pennsylvania  
Lynn Rudloff, St. Edward's University  
Cameron Mozafari, University of Maryland  
Airlie Rose, University of Massachusetts, Amherst

## **TSIG.08 Special Interest Group for Non-Native English-Speaking Writing Instructors**

The Special Interest Group for Non-Native English-Speaking Writing Instructors will host a session to create a space that will foster a sense of community, provide mutual support for reaching professional goals, provide a forum to share research ideas and collaborate on studies, and advocate for representation and work toward specific rights for the group that other minority groups already have.

Hilton Ballroom of the Americas Salon F, Level Two

**Chair:** Judith Szerdahelyi, Western Kentucky University  
**Speakers:** Mariya Tseptsura, University of New Mexico  
Lami Fofana-Kamara, Michigan State University  
Tatjana Schell, North Dakota State University

*7-Institutional and Professional*

## **TSIG.09 SIG: Senior, Late-Career, and Retired Professionals in Rhet/Comp/Writing Studies**

This year's SIG focuses on outreach to experts in disability and access issues, and on the needs of faculty approaching retirement.

Hilton Grand Ballroom A, Level Four

**Co-Chairs:** Louise Wetherbee Phelps, Old Dominion University  
Darsie Bowden, DePaul University

*3-Community, Civic & Public*

**TSIG.10 Teaching in Prison: Pedagogy, Research, and Literacies**

This SIG provides opportunities for prison literacy teachers and researchers to share opportunities for pedagogies and research.

Hilton Room 327, Level Three

**Co-Chairs:** Patrick Berry, Syracuse University, “Teaching in Prison: Pedagogy, Research, and Literacies”

Laura Rogers, Albany College of Pharmacy and Health Sciences, “Teaching in Prison: Pedagogy, Research, and Literacies”

*2-Basic Writing*

**TSIG.11 The 2016 Council on Basic Writing Business Meeting**

This will be a public meeting of the Council on Basic Writing Executive Board to discuss and act upon CBW business.

Hilton Room 344A, Level Three

**Co-Chairs:** Michael Hill, Henry Ford Community College  
Lynn Reid, Fairleigh Dickinson University

*1-First-Year and Advanced Composition*

**TSIG.12 Dual Enrollment Studies SIG**

The Dual Enrollment Studies SIG will provide a space to harness growth and understanding about current DE issues in Composition Studies.

Hilton Room 333, Level Three

**Speakers:** Casie Moreland, Arizona State University, Tempe  
Christine Denecker, The University of Findlay

*14-Writing Programs*

**TSIG.13 SIG for Untenured Writing Program Administrators**

This group helps WPAs navigate teaching, research, and administration in various types of programs (FYC, writing centers, WAC, and others).

Hilton Room 335A, Level Three

**Co-Chairs:** Tom Sura, West Virginia University  
Christopher Basgier, University of North Dakota



*5-History*

**TSIG.14 National Archives of Composition and Rhetoric**

The National Archives of Composition and Rhetoric gathers and stores rare materials and important records of interest to CCCC researchers.

Hilton Room 335B, Level Three

*Co-Chairs:* Robert Schwegler, University of Rhode Island  
O. Brian Kaufman, Quinebaug Valley Community College

*11-Research*

**TSIG.15 The Role of Reading in Composition Studies**

This SIG is an opportunity to foster reading scholarship and to discuss effective ways to teach reading within the writing classroom.

Hilton Room 335C, Level Three

*Co-Chairs:* Michael Bunn, University of Southern California, Los Angeles  
Debrah Huffman, Indiana University-Purdue University, Fort Wayne

*1-First-Year and Advanced Composition*

**TSIG.16 Zen and the Art of English Teacher Maintenance:  
Finding Wiser Ways of Being, Teaching, and Inhabiting  
the Earth**

Contemplative practices workshop and meeting of the Assembly for Expanded Perspectives on Learning.

Hilton Room 336A, Level Three

*Speakers:* Sharon Marshall, St. John's University  
Irene Papoulis, Trinity College  
Wendy Ryden, LIU-Post

*13-Theory*

**TSIG.17 Kenneth Burke Society at CCCC**

Annual gathering for Kenneth Burke Society members attending CCCC to discuss KBS business, scholarly trends, and upcoming projects.

Hilton Room 336B, Level Three

*Speaker:* Ethan Sproat, Utah Valley University

*10-Professional and Technical Writing*

**TSIG.19 Medical Rhetoric Standing Group Business Meeting**

Annual meeting of the Medical Rhetoric Standing Group.

Hilton Room 337A, Level Three

*Speakers:* Lisa Meloncon, University of Cincinnati

Barbara Heiffron, Louisiana State University

*11-Research*

**TSIG.20 Publishing Contemporary Perspectives on Cognition and Writing**

The Cognition and Writing Special Interest Group will meet to discuss publishing a book collection of research on cognition and writing.

Hilton Room 337B, Level Three

*Co-Chairs:* J. Michael Rifenburg, University of North Georgia

Patricia Portanova, Northern Essex Community College

*Discussion Leader:* Duane Roen, Arizona State University

*7-Institutional and Professional*

**TSIG.21 SIG Non-Western/Global Rhetorics**

Special Interest Group inviting scholars interested in international rhetorical studies beyond Western traditions.

Hilton Room 338, Level Three

*Speakers:* Keith Lloyd, Kent State University

Tarek Samra Graban, Florida State University

Nicole Khoury, American University of Beirut

Tamara Bassam Issak, Syracuse University

*13-Theory*

**TSIG.22 Rhetoric's Histories, Theories, Pedagogies Special Interest Group**

The "Rhetoric's Histories, Theories, Pedagogies" Special Interest Group was formed in 2013 to foster conversations about rhetoric at CCCC.

Hilton Room 339A, Level Three

*Co-Chairs:* Roxanne Mountford, University of Oklahoma

Lois Agnew, Syracuse University

*Speakers:* Suzanne Bordelon, San Diego State University

Bo Wang, California State University, Fresno

Ralph Cintron, University of Illinois at Chicago

Jack Selzer, Penn State University

Jeff Walker, University of Texas at Austin

*8-Taking Action*

**TSIG.23 International Writing Centers Association: Acting upon Ideas**

Writing center professionals will discuss our strategic plan for the coming years.

Hilton 339B, Level Three

*Speakers:* Harry Denny, Purdue University  
Amber Jensen, George Mason University  
Shareen Grogan, National University  
Kevin Dvorak, Nova Southeastern University  
Alanna Bitzel, The University of Texas at Austin

*11-Research*

**TSIG.24 Disability Studies Standing Group**

This will be a meeting of the standing group for Disability Studies, focusing on networking and sharing research.

Hilton Room 343A, Level Three

*Chair:* Tara Wood, Rockford University

**TSIG.25 Teaching for Transfer**

The Teaching for Transfer (TFT) curriculum includes three interlocking components: (1) key terms; (2) systematic reflection; and (3) students' Theory of Writing, articulated in a final assignment. Research demonstrates that in completing the course, students develop a knowledge of writing available for framing new writing tasks. In this Special Interest Group session, we'll introduce TFT quickly before breaking into small sessions addressing several issues, including misconceptions about TFT; TFT in FYC; TFT in upper-level writing courses; and specific adaptations to the TFT curriculum.

Hilton Grand Ballroom B, Level Four

*Speakers:* Kathleen Blake Yancey, Florida State University, Tallahassee  
Erin Workman, Florida State University, Tallahassee  
Kara Taczak, University of Denver, CO  
Liane Robertson, William Paterson University  
Matt Davis, University of Massachusetts, Boston

## **TSIG.26 Second Language Writing Standing Group Meeting**

GRB Room 351B, Level Three

*Co-Chairs:* Katie Silvester, Indiana University  
Pisarn Bee Chamcharatsri, University of New Mexico

## **TSIG.27 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 340A, Level Three

*Speaker:* April Baker-Bell

