

## **CULTIVATING CAPACITY, CREATING CHANGE**

March 15–18, 2017 • Portland, Oregon Conference on College Composition and Communication

# Find opportunity and value with CCCC

## Take a closer look at the Conference on College Composition and Communication



- CCCC's extensive grants and awards program provides opportunities to be recognized for your scholarship, to apply for funds for your next research project, or to receive travel support to learn from and with your colleagues.
- College Composition and Communication maintains a space for thoughtful examination of current issues in the field.
- CCCC sponsors advocacy efforts, inviting you to engage with legislative and regulatory issues that matter to you at the federal, state, and local levels.

CCCC is the leading organization in writing studies, offering not only the largest meeting of writing specialists in the world every spring but also a relevant and strategic repository of resources, research, and networking channels to help you be your best.





There's a lot we can do together as members of CCCC. The first step is simple. If you're not a member, join CCCC by subscribing to *College Composition and Communication* today, and if you are a member, share the benefits of CCCC by telling a friend.



### Sixty-Eighth Annual Convention Conference on College Composition and Communication March 15–18, 2017 Oregon Convention Center Portland, Oregon

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#### On the Cover:

Special thanks to Steven Gardner for providing the photographs on the cover of this program. The photos depict three pieces of Gardner's artwork at Yakima Valley College in Yakima, Washington.

#### "El Abrecaminos," "The Torch," and "The Garden" by Steven Gardner

Architectural terra cotta, glazes, and cast glass; 9' tall by 4' wide.

These sculptures are based on a series of three allegories of learning. They draw from regional stories and imagery as well as traditional mythology and symbolism. The center image of "El Abrecaminos" is based upon a concept taken from a group of stories written by young writers from the Yakima Valley: "*Abre* means to open and *camino* means the way. An *Abrecaminos* is one who opens the way, one who makes way where there is no way" (from *Seeking Light in Each Dark Room, an Anthology of Young Latino Voices*). This idea relates to the many immigrants who have come to the Yakima Valley to open a way for themselves and their children, but more importantly relates to all of the students at YVCC who are opening a pathway to their future.

### **CCCC Officers**

Chair: Linda Adler-Kassner, University of California, Santa Barbara Associate Chair: Carolyn Calhoon-Dillahunt, Yakima Valley College, WA Assistant Chair: Asao B. Inoue, University of Washington Tacoma Immediate Past Chair: Joyce Locke Carter, University of Arkansas at Little Rock Executive Secretary/Treasurer: Emily Kirkpatrick, NCTE Executive Director Secretary: Jessie L. Moore, Elon University, NC

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### **Nominating Committee**

Chair: Christie Toth, University of Utah, Salt Lake City Chris M. Anson, North Carolina State University, Raleigh Isabel Baca, University of Texas at El Paso Joyce Locke Carter, University of Arkansas at Little Rock M. Melissa Elston, Northwest Missouri State University, Maryville Candace Epps-Robertson, Old Dominion University, Norfolk, VA Lori Ostergaard, Oakland University, Rochester, MI

### **CCC Editorial Board**

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### Wednesday, March 15

8:00 a.m7:30 p.m.	Registration and Information
8:30 a.m.–5:00 p.m.	Research Network Forum
9:00 a.m.–12:30 p.m.	Morning Preconvention Workshops (additional registration required)
9:00 a.m.–5:00 p.m.	All-Day Preconvention Workshops (additional registration required)
1:30 p.m.–5:00 p.m.	Afternoon Preconvention Workshops (additional registration
	required)
1:30 p.m5:00 p.m.	Poet-to-Poet Event
1:30 p.m.–5:00 p.m.	Qualitative Research Network
5:00 p.m10:00 p.m.	Meetings and Events for Select Special Interest Groups, Committees,
	and Other Groups
5:15 p.m6:15 p.m.	#TYCACreatingChange
5:15 p.m6:15 p.m.	Newcomers' Orientation

### Thursday, March 16

7:30 a.m8:15 a.m.	Newcomers' Coffee Hour
7:30 a.m5:00 p.m.	Registration and Information
8:30 a.m10:00 a.m.	Opening General Session
10:00 a.m6:00 p.m.	Exhibit Hall Open
10:30 a.m11:45 a.m.	A Sessions
10:30 a.m12:00 p.m.	Nominating Committee Open Meeting
12:15 p.m1:30 p.m.	B Sessions
1:45 p.m3:00 p.m.	C Sessions
3:15 p.m.–4:30 p.m.	D Sessions
4:45 p.m6:00 p.m.	E Sessions
5:30 p.m.–6:30 p.m.	Resolutions Committee Open Meeting
6:00 p.m7:00 p.m.	Scholars for the Dream Reception
6:30 p.m.–7:30 p.m.	Special Interest Groups
7:00 p.m8:00 p.m.	Anzalduá Awards Reception

### Friday, March 17

Registration and Information
Exhibit Hall Open
F Sessions
G Sessions
H Sessions
I Sessions
J Sessions
K Sessions
CCCC Awards/Recognition Reception
Special Interest Groups
30th Annual Poetry Forum
CCCC Jam

### Saturday, March 18

7:00 a.m8:00 a.m.	TYCA Breakfast (additional registration required)
8:00 a.m.–2:00 p.m.	Registration and Information
8:00 a.m.–9:15 a.m.	Annual Business Meeting
9:30 a.m.–10:30 a.m.	Saturday Keynote Session
10:00 a.m.–1:00 p.m.	Exhibit Hall Open
10:45 a.m12:00 p.m.	L Sessions
12:15 p.m.–1:30 p.m.	M Sessions
2:00 p.m5:00 p.m.	Postconvention Workshops (open to all attendees)

## Greetings from the 2017 PROGRAM CHAIR



Carolyn Calhoon-Dillahunt Yakima Valley College, WA

Welcome to Portland, site of the 68th Annual Convention of the Conference on College Composition and Communication. It is such a privilege and pleasure not only to welcome you to my home region, the Pacific Northwest, but to have the opportunity to engage with you as a *conference*, coming together in conversation and work to cultivate ourselves and our capacity for action.

The print program cover art—Steve Gardner's *Three Allegories of Learning*, an installation of three panels which hang in Glenn Anthon Hall, where I teach—captures this year's convention theme, "Cultivating Capacity, Creating Change." Each piece—"The Garden," "El Abrecaminos" (one who opens the way), and "The Torch"—symbolizes the actions necessary to develop current and future generations of teachers, scholars, and

advocates. As we convene for the CCCC 2017, I hope that we can use this time to nurture and enrich, resist and persist, imagine and strive, in ways that will sustain us, as professionals and as an organization.

The convention program offers abundant opportunities to do just that. More than 1,900 proposals, reflecting the breadth of our field, were peer reviewed to create this year's program. In addition to preconvention workshops on Wednesday—and a 2017 innovation: free postconvention workshops on Saturday afternoon—attendees will have over 50 concurrent sessions, roundtables, and peer-reviewed poster sessions from which to select in every session time slot. Needless to say, the hardest part of negotiating CCCC 2017 for many of you will be choosing between so many interesting, high-quality sessions.

This year's program features two new types of highly interactive, facilitated sessions: Think Tanks and Cultivate Sessions. These sessions, designed to be collaborative, working exchanges, provide a space on the program for members to work on shared interests and concerns in an informal, democratic way. Several of these new sessions are showcased in each session time block throughout the convention, providing attendees an opportunity to engage as a conference and enact the convention theme of cultivation.

Additionally, the 2017 program retains other traditional and more recent program components, including an Action Hub, a large open space in the Pre-Function E area near the Exhibit Hall, where attendees can participate in organized activities, peruse various informational displays, or simply meet at open tables to talk and work together. Conventiongoers also have the opportunity to "Cs the Day," attend Special Interest Group (SIG) and Caucus meetings, engage with the Computer Connection and Digital Pedagogy Posters, play in the Gaming Lounge, visit the Exhibit Hall, celebrate colleagues' achievements at the Awards Recognition Reception, and much more!

CCCC Chair Linda Adler-Kassner will kick off the Opening General Session with a talk that builds on her 2016 convention theme, "Writing Strategies for Action." In it, she will discuss the challenges and opportunities inherent in working as writing professionals in the age of the "Educational Intelligence Complex" and how our disciplinary identity provides a foundation to navigate and perhaps change the conditions that contribute to these challenges.

Special Saturday programming has been designed to keep the convention momentum going right up until the end. After the Annual Business Meeting, Pulitzer Prize-winning journalist, Define American CEO, and media start-up #EmergingUS founder Jose Antonio Vargas will offer a keynote address related to his work advocating for immigration reform. Vargas's work embodies "cultivating capacity, creating change" through writing and digital media.

Saturday also includes a half-day of concurrent sessions and "cultivate" programming. Sessions related to teaching in the two-year college, high school and college connections, and library partnerships will be featured in an effort to bring CCCC to a broader audience, including area high school teachers and adjunct and contingent faculty. Immediately following Saturday's sessions, free postconvention workshops on a range of teaching and writing program-related topics will be offered.

Few spaces are more generative and regenerative than a conference. However, in this challenging, even hostile, social and political climate, our time together is more important than ever. Let us use our time in Portland not only to learn together and enjoy some camaraderie, but also to build our capacity, individually and collectively, to address the issues we face and to create conditions for change, in higher education and beyond.

#### It takes a village . . .

The 2017 CCCC Convention would not have been possible without the generous support I have received from so many smart, helpful colleagues. First and foremost, planning a convention cannot happen at all without the assistance of the talented, hardworking NCTE staff: Emily Kirkpatrick, Emily Nafziger, Marlene Knight, Julie May, Kristen Suchor, and many others. I am also fortunate to work with supportive colleagues at Yakima Valley College, especially Dodie Forrest, who was instrumental in every step of the proposal process, from CFP to scheduling. I am grateful to the many previous CCCC chairs who, through the years, provided models of effective convention planning and strong leadership. I am particularly indebted to Linda Adler-Kassner, who generously provided materials, counsel, feedback, and encouragement throughout my convention planning work; and to Joyce Locke Carter, whose "risk and reward" program transformed for me-and CCCC-the notion of what a convention can be. I also greatly appreciate my fellow CCCC Officers and the CCCC Executive Committee for their service and commitment to the convention and the organization. Special thanks go to the Local Arrangements Committee, led by Hildy Miller and Chris Nelson. They and their team of volunteers have worked hard to welcome you to Portland and make your convention experience a smooth and enjoyable one. Finally, my sincere gratitude to the many CCCC members who assisted with proposal coaching and Stage I and Stage II review, and to the large number of proposers who responded to the CFP. It is YOU who are responsible for such an outstanding program.

## **Local Arrangements Committee Welcome**



As co-chair of the 2017 CCCC Convention's Local Arrangements Committee, I'm delighted to welcome you to scenic Portland, a dynamic city best known as a center for progressive values, environmental awareness, coffee consumption, bike-friendliness, and, increasingly, as a hub for comics studies. And, of course, for its rain. In March the weather is unpredictable, but you can expect tem-

peratures in the 50s with intermittent light rain. So be sure to bring a light parka with a hood so that you can do as Portlanders do: we rarely bother with umbrellas but instead simply pull up our hoods.

Our 2017 CCCC Convention Hospitality Guide found on the conference website will provide the information you need for transportation and lodging, restaurants and bars, shopping and outdoor activities, and cultural events. We are especially proud of the Accessibility Guide, designed to make your stay as comfortable and convenient as possible. And we encourage you to stop by our table at the conference, where you'll find volunteers to help with questions about hospitality and accessibility, along with information on registration, overseen by Local Arrangements Committee co-chair Chris Nelson.

The conference will be held right in the center of the city. You'll find a walkable, European-style downtown filled with restaurants and food pods, arts and cultural venues, bookstores, bars, and coffeehouses. West of it is the surrounding beauty of the West Hills, where on a clear day you can see a panoramic view of the valley below, and, perhaps, catch a glimpse of majestic Mt. Hood, a ghostly presence looming over the city.



On its other side is the Willamette River with Waterfront Park, a community green space with much to see and do year-round. And a short light-rail ride away is the Oregon Convention Center district with literally scores of restaurants, bars, and coffeehouses within a walkable half-mile. To get around, simply take the MAX light rail or rent a bicycle through Biketown from one of the innumerable orange bike stands.

Let me share a few highlights of the area.

**Downtown and Oregon Convention Center District:** Be sure to visit Pioneer Courthouse Square, known as Portland's living room, where you might find anything from an impromptu artistic performance to a political demonstration. Enjoy the many

restaurants and bars, while foodies must check out the Alder Street Food Pods. Coffee connoisseurs should seek out Stumptown Coffee Bistro in the hip Ace Hotel, and a Saturday trek down the tree-filled Park Blocks will take you to the Portland Farmers Market on the Portland State University campus. Also on the Park Blocks you'll find the Portland Art Museum and the Oregon History Museum,



with the Arlene Schnitzer Concert Hall just a block away. For nightlife, you might visit McMenamins Crystal Ballroom, a restored vintage venue with a "floating dance floor," where Jimi Hendrix once performed; Wilfs near the restored Union Station for jazz and an old-world sophisticated ambience; and over in the Convention Center District, the Doug Fir Lounge for indie bands. Literati must go to Powell's City of Books, an independent bookstore so large that you are issued a color-coded map to guide you through it, and to a small bookstore just outside the Convention Center District called Mother Foucault's Bookshop, whose name speaks for itself. Sports lovers may want to attend a Portland Timbers soccer game at Providence Park or a Portland Trailblazers basketball game at the Moda Center. And shoppers should take advantage of Oregon's tax-free shopping to buy shoes at Keen and Nike.



West Hills: In the West Hills overlooking downtown, you'll find forests, parks, and gardens and see why the Pacific Coast of Oregon is said to be the greenest place west of Ireland. Hike or bike in Forest Park, a dense forest of trails where pale little trilliums may be blooming. Washington Park has its Portland Rose Garden with over 10,000 roses, and the Portland Japanese Garden, in authentic Japanese style, speaks to our identity

as a Pacific Rim city. (See also the Lan Su Chinese Garden, in the Ming Dynasty style, in the downtown Chinatown district.) And, finally, Council Crest Park gives you viewing from Portland's highest point. On a clear day, you can see Mt. Hood, Mt. St. Helens, Mt. Adams, Mt. Jefferson, and Mt. McKinley from there.

Waterfront Park/Willamette River: Just east of downtown, you'll find Waterfront Park, once a freeway until environmentalist governor Tom McCall pulled it up and turned it into a park that runs the length of downtown. There you can enjoy the walk and view the March cherry blossoms, visit restaurants, browse around the Saturday Market (which also runs on Sunday), book a cruise on the Portland Spirit riverboat, join a walking tour, or explore the infamous Shanghai Tunnels, where men were abducted and sent to sea. And most of all, you can people watch. If you're lucky, you may hear the haunting strains of our flaming-bagpipe-playing unicyclist in his Darth Vader disguise.

**Portlandia/Keep Portland Weird:** *Portlandia* fans must visit the feminist bookstore In Other Words in Northeast Portland, the site of so many skits in the series. Help keep Portland weird by lining up at Voodoo Donuts in the Convention Center District and sipping coffee at Rimsky-Korsakoffee House just outside the district, with its bizarre rotating tables. And follow Water-



front Park to a median strip where you'll see Mill Ends Park, the world's tiniest park, only two feet in diameter, designated back in 1948 as the only colony for leprechauns west of Ireland.

**Special Events:** On Friday, March 17, St. Patrick's Day, celebrate at Kells Irish Restaurant and Pub with Irish music and dancing. On Saturday, March 18, join the Jim Berlin Pub Crawl through some of downtown Portland's best.

On behalf of Local Arrangements Committee co-chair Chris Nelson and myself, our institutions—Oregon State University and Portland State University—and our many dedicated volunteers, we look forward to your visit.

All best,



Hildy Miller Portland State University Co-Chair, 2017 Local Arrangements Committee



Chris Nelson Oregon State University Co-Chair, 2017 Local Arrangements Committee

Hiedi Bauer Carol Burnell Dan DeWeese Brenda Glascott Martha Henning Susan Kirtley Greg Jacob Wendy Olson Tanja Pick Michelle Rose Patricia Wilde

Cora Wigen, Web developer

## **Online Coaches**

Jeffrey Andelora Tamika Carey Cris Elder Deborah H. Holdstein Asao Inoue Jeffrey Klausman Sharon Mitchler Malea Powell

Donnie Johnson Sackey Jen Wingard Kathleen Blake Yancey

## **Stage | Reviewers**

Matthew Abraham Chanon Adsanatham Christine Alfano Sara P. Alvarez Steven Alvarez Jeff Andelora Joyce Rain Anderson Sonia Arellano Kristin Arola Jacob Babb Rebecca Babcock Nora Bacon Neil Baird William Banks Jennifer Bay Janeann Bean-Folkes Patrick Berry Simone Billings Resa Crane Bizzaro Kristine Blair Ann Blakeslee Bradley Bleck Stuart Blythe Melody Bowdon Allen Brizee Marilee Brooks-Gillies Heather Bruce Andy Buchenot Jonathan Buehl Michael Bunn Heather Camp Ellen Carillo Terry Carter

Christina Cedillo Polina Chemishanova Pamela Childers Jill McKay Chrobak J. Elizabeth Clark Jennifer Clary-Lemon Casie Cobos Kathryn Comer Tammy Conard-Salvo William Condon Matt Cox Virginia Crisco Gita DasBender Michael Day Christopher Dean Thomas Deans Nancy DeJoy Scott DeWitt Linh Dich Jay Dolmage Christiane K. Donahue Kim Donehower Dana Driscoll Qwo-Li Driskill Dylan Dryer Patricia Dunn Jessica Early Michelle Eble Michael Edwards Cristyn Elder Jessica Enoch Candace Epps-Robertson Heidi Estrem

Douglas Eyman Ashley Glassburn Falzetti Michael Faris Christine Farris Rob Faunce Sonia Feder-Lewis Janice Fernheimer Sergio Figueiredo Jenn Fishman William FitzGerald Helen Foster Tom Fox Erin Frost Chris Gallagher Romeo Garcia Clint Gardner TJ Geiger Fiona Glade Dayna Goldstein Melissa Goldthwaite **Risa P. Gorelick** Tarez Samra Graban Roger Graves David Green Cantice Greene Rhonda Grego Morgan Gresham Angela M. Haas Kav Halasek Brad Hammer Susan-Marie Harrington **Rochelle Harris** William Hart-Davidson

Holly Hassel Phyllis Hastings Carol Haviland H. Brooke Hessler Alexandra Hidalgo Wendy Hinshaw Will Hochman Deborah H. Holdstein Asao Inoue Sandra Jamieson Sarah Z. Johnson Johndan Johnson-Eilola Leigh Jonaitis Seth Kahn Owen B. Kaufman Lisa King Jeffrey Klausman Eileen Lagman Suzanne Lane Jerry Won Lee Emily Legg Barbara L'Eplattenier Neal Lerner Steven Lessner Karen Lunsford Nancy Mack Kate Mangelsdorf LuMing Mao Paula Mathieu Alexis Renea McGee Jolivette Mecenas Cruz Medina Jaime Armin Mejía Laura Micciche John Miles Libby Miles Jody Milward Sharon Mitchler Jessie Moore Renee Moreno Jill Morris Jean-Paul Nadeau Michelle Niestepski Timothy Oleksiak Ersula Ore Jason Palmeri Mike Palmquist

Iswari Pandey Stephen Parks Eva Payne **Tim Peeples** Michael Pemberton Ehren Pflugfelder Louise Wetherbee Phelps Stacey Pigg Laurie Pinkert Julie Platt Patricia Poblete Mya Poe Malea Powell Paul Puccio Clancy Ratliff KJ Rawson Scott Reed Mary Jo Reiff Keith Rhodes Jeff Rice Jennifer Rice Rebecca Rickly Jim Ridolfo David Rieder Andrea Riley-Mukavetz Kelly Ritter Nathaniel Rivers Patricia Roberts-Miller Michelle Robinson Shelley Rodrigo Duane Roen Laura Rogers Abraham Romney Kevin Roozen Lauren Rosenberg Deborah Rossen-Knill Barbara Roswell Todd Ruecker Iris Ruiz Carol Rutz Wendy Ryden Donnie Johnson Sackey James Sanchez Raúl Sánchez Janie Jaramillo Santoy Ellen Schendel

Stephen Schneider Blake Scott Stuart Selber David Sheridan Ryan Skinnell Cheryl Hogue Smith Trixie Smith Geneva Smitherman Mary Soliday Nancy Sommers Madeleine Sorapure Clay Spinuzzi Patrick Sullivan Jason Swarts Amy Taggart Robyn Tasaka Cindy Cowles Tekobbe Chris Thaiss Howard Tinberg Christie Toth Lisa Tremain Karen Uehling Elizabeth Vander Lei Stephanie Vanderslice Amy Vidali Stephanie Vie Victor Villanueva Janice Walker Doug Walls John Walter Carrie Wastal Sundy Watanabe Sara Webb-Sunderhaus Justin Whitney Stewart Whittemore Scott Wible Russell Willerton Bronwyn T. Williams Jennifer Wingard Joanna Wolfe Tara Wood Hui Wu Kathleen Blake Yancey Morris Young Pavel Zemliansky Candace Zepeda

## **Stage II Reviewers**

Casie Cobos Dodie Forrest Holly Hassel Peter Mortensen Garret Nichols Timothy Oleksiak Eva Payne Staci Perryman-Clark Octavio Pimentel Kelly Ritter Donnie Johnson Sackey Jennifer Sano-Franchini

## In Memoriam

Miriam T. Chaplin Phyllis Franzek With pleasure, the CCCC Newcomers' Orientation Committee welcomes all of you to the 2017 CCCC Annual Convention, but especially new members and first-time attendees. We have planned several events that we hope will help you get the most out of this conference. (These events and their locations are listed in the Special Events schedules in the program.)

On Wednesday, our committee will host an Orientation Session (5:15–6:15 p.m.), where we will discuss how to navigate the conference, how to use the program effectively, how to participate in the conference's many events, and how to meet others. We also look forward to meeting you at the Newcomers' Coffee Hour on Thursday (7:30–8:15 a.m.), a congenial start to the first full day of activities, where you can begin the kinds of professional conversations that have made this conference one of the high points of the year for each of us.

We also hope that you will attend the Think Tank (session K.05, Friday, 3:30–4:45 p.m.) for proposing presentations and panels for the 2018 CCCC Convention. At this session, you will have the opportunity to brainstorm initial ideas regarding papers and sessions, meet with other newcomers interested in similar topics, and also meet with established scholars in our field with expertise in the various program clusters in rhetoric, composition, and communication studies. These scholars will serve as facilitators, helping you conceptualize and frame your proposals.

This year, we are also hosting a session called "Career Quest: Navigating a Future in Composition, Rhetoric, and Writing Studies" (session A.01, Thursday, 10:30–11:45 a.m.). This interactive Cultivate session is designed for newcomers and early career attendees; its goal is to help participants develop a plan in which opportunities at the conference and within the organization can play an important part in their career development.

Throughout the conference, the Newcomers' Orientation Committee members will wear specially marked badges. Please say hello; we are happy to listen to your concerns or answer any questions you have. And feel free to stop by the Newcomers Station, where members of our committee and other CCCC members will be available to chat about the conference, talk about shared interests, learn about your work, and discuss how CCCC can support you.

With warm good wishes,

#### **CCCC Newcomers' Orientation Committee**

Leslie Werden, Chair Susan Chaudoir Michael Harker Aja Martinez Ben McCorkle Sharon Mitchler Sean Morey Timothy Oleksiak Mary Beth Pennington Scott Reed Michael Rifenburg Gretchen Rumohr-Voskuil Christine Tulley

## **General Convention Information**

### Registration

Convention Registration is located in the Ginkoberry Concourse, Level One, of the Oregon Convention Center. Registration is open the following hours:

Wednesday, March 15:	8:00 a.m7:30 p.m.
Thursday, March 16:	7:30 a.m.–5:00 p.m.
Friday, March 17:	8:00 a.m5:00 p.m.
Saturday, March 18:	8:00 a.m2:00 p.m.

### **Local Committee Office**

The Local Committee Office is located in VIP Suite D, Level Two, of the Oregon Convention Center.

### **Session and Event Locations**

Unless otherwise noted, all sessions and events at the 2017 CCCC Annual Convention are located in the Oregon Convention Center.

### Information for Attendees with Disabilities

CCCC is committed to making arrangements that allow all of its members to participate in the convention. Wheelchair space is available in meeting rooms, and we have provided all speakers and session chairs with guidelines that will make sessions more accessible to all convention participants. These arrangements result from conversations between the NCTE staff, the CCCC Program Chair, the CCCC Committee on Disability Issues in Composition and Communication, disability studies specialists at the University of Illinois, and other professional associations. Please download the Accessibility Guide from the CCCC 2017 website or Mobile App. Information is also available at the Accessibilities Table, located in the Ginkoberry Concourse, Level One, of the Oregon Convention Center.

## Lactation Room

The Lactation Room is located in the Oregon Convention Center Administration offices, Level Two. Ask for the Nursing Mothers Room. Hours:

Wednesday through Friday:	7:00 a.m.–9:00 p.m.
Saturday:	7:00 a.m.–6:00 p.m.

## **Quiet Room**

The Quiet Room is located in the Oregon Convention Center, Level One, room C127. Hours:

Wednesday through Friday:7:00 a.m.-9:00 p.m.Saturday:7:00 a.m.-6:00 p.m.

## Family Room and Gaming Lounge

The Family Room and Gaming Lounge is located in the Oregon Convention Center, Level One, room D129.

Hours:

Wednesday through Friday: Saturday: 7:00 a.m.–9:00 p.m. 7:00 a.m.–6:00 p.m.

## Nonsexist Language

All CCCC 2017 program participants were sent and asked to use the official CCCC position statement and guidelines for nonsexist language at their sessions.

## Exhibits

The Exhibit Hall is located in the Oregon Convention Center, Exhibit Hall E, on Level One. The hours for the Exhibit Hall are:

Thursday:	10:00 a.m6:00 p.m.
Friday:	9:00 a.m5:00 p.m.
Saturday:	10:00 a.m. –1:00 p.m.

## Planning for Next Year's CCCC Convention

Individuals interested in discussing program proposals for the 2018 CCCC Annual Convention in Kansas City, MO, March 14–17, are invited to meet Asao Inoue, 2018 Program Chair, in the Action Hub on Friday, March 17, 2:00–3:00 p.m.

## Wi-Fi

The Oregon Convention Center offers free public Wi-Fi in all common areas and eateries. Wi-Fi in session rooms will also be available to all attendees. The network ID is CCCC 2017, and there is no password.

## **CCCC Mobile App**

For the most up-to-date information on session locations and times, download the mobile app. The app provides a quick way to search convention sessions, view maps of the Oregon Convention Center, explore the Exhibit Hall, and more. Search for "NCTE Events" at the Google Play Store or Apple Store.

## AA and Al-Anon Meetings

CCCC offers meeting space for AA and Al-Anon meetings on Thursday and Friday evenings from 8:00 to 10:00 p.m.

AA: Room D133 Al-Anon: Room D134

## **Mutual Respect & Anti-Harassment Policy**

NCTE is committed to producing events where everyone may learn, network, and socialize in an environment of mutual respect. Therefore, some behaviors are expressly prohibited: harassment or intimidation related to gender, gender identity and/or expression, sexual orientation, disability, race, age, religion; deliberate intimidation, stalking, or following; harassing photography or recording; sustained disruption of talks or events; inappropriate contact and unwelcome sexual attention. Participants are expected to observe this code of conduct policy in all venues and events. Contact an NCTE staff member onsite to intervene if you believe you have been harassed or that a harassing situation exists. All reports will be directed to NCTE leadership immediately. Legal counsel, venue security, and/or local law enforcement may become involved if deemed necessary.

## **Special Features of CCCC 2017**

### **Cultivate Programming**

Use your time at the Convention to "cultivate capacity" and "create change"! Participate in one (or more!) of the CCCC 2017 Featured Sessions. Cultivate Sessions and Think Tanks are new types of highly interactive sessions that draw upon member interests and expertise. These facilitated sessions are designed to build member capacity in particular ways and to provide space during the convention for members to work together on various professional and organizational issues.

A Sessions

Think Tank on Supporting Queer Scholars Think Tank on Research Methods Cultivating Career Paths for Future and Early Career Professionals

<u>B Sessions</u> Cultivating Feminist Capacity for Action Cultivating Scholarship/Publication Cultivating Ourselves throughout Our Careers

<u>C Sessions</u> Cultivating Accessibility Cultivating Graduate Programs and Two-Year College Faculty Preparation Think Tank on Taking Action as an Organization

<u>D Sessions</u> Cultivating Intersectional Approaches to Academic Labor Cultivating Personal and Professional Development for Non-Tenure-Track Faculty Cultivating Inclusive Writing Instruction

<u>E Sessions</u> Cultivating Caregiving Think Tank on Equity in CCCC Cultivating Our Public Voice

<u>F Sessions</u> Think Tank on CCCC Student Veteran Policy Cultivating Professional Engagement through Mentoring Cultivating Policy Advocacy

<u>G Sessions</u> Cultivating Leadership Cultivating New Lines of Inquiry: Three Emerging Scholarly Spaces Cultivating Persistence and Success for International Students Think Tank on Advocating for Fair Compensation <u>H Sessions</u> Cultivating Intellectualism in FYC Cultivating Visibility for Institutional Service Cultivating a Culture of Teaching

<u>I Sessions</u> Cultivating Social Justice Work in CCCC Cultivating a Culture of Mentoring Cultivating the Future of Online Writing Instruction

#### J Sessions

Cultivating Graduate and Early Career Academic Writers Think Tank on Prior Learning Assessment and Competency-Based Education Cultivating CCCC Conference Proposals

#### K Sessions

Cultivating Response to Student Writing WPA-GO Think Tank on Social Justice in Organizational and Disciplinary Spaces Cultivating Intergenerational Conversations about Retirement

<u>L Sessions</u> Cultivating High School and College Connections Cultivating Collaboration

#### M Sessions

Think Tank on Teaching, Learning, Writing, and Researching across Interinstitutional and International Borders Cultivating Composition Pedagogy

### Action Hub

#### **Pre-Function E**

The Action Hub is a site that invites members to engage as a conference in an informal and interactive setting. This year's Action Hub includes many opportunities to "cultivate capacity" and "create change," personally, professionally, and organizationally.

Action Hub stations include (but are not limited to) the following:

#### Cs the Day

Cs the Day is a game that promotes a lively, fun, and eccentric approach to 4Cs. By completing quests to earn the fabled Sparklepony, rhet/comp trading cards, and other prizes, we hope you will gain a new appreciation for how games and play can lead to real exploration, learning, and engagement. Play the game; win the conference!

### Writing for Change

In conjunction with 4Cs for Equality (4C4E), Writing for Change invites organizations and individuals to share their efforts to use their writing for positive change in their local communities, programs, classrooms, and the global community. Learn how to generate conversation with local, state, and federal policymakers via face-toface contact and written communication.

### Digital Archive of Literacy Narratives (DALN)

The DALN—the largest publicly accessible, online archive of first-hand literacy accounts in the world—will be onsite to collect stories about participants' literacy backgrounds. Please consider contributing to this valuable teaching, research, and archival resource.

### Writing Studies Tree

The WST, writingstudiestree.org, is a crowdsourced database of academic genealogies in writing studies: links of mentoring, collaboration, education, and employment among people and places in the field. We hope you will come explore your connections and contribute to the WST's ongoing efforts to map the field as a living network.

### National Census of Writing

The National Census of Writing seeks to provide a data-based landscape of writing instruction at two- and four-year public and not-for-profit institutions of higher education in the United States. Please stop by to learn more about NCW and to help us collect feedback in preparation for the next round of data collection that will begin June 2017.

### Discover CCCC

CCCC, a conference under the NCTE umbrella, is the largest professional organization for researching and teaching composition, from writing to new media, yet its complex organizational structure and diverse range of member interests can make it difficult to understand and navigate. Learn more about what CCCC is, what it does, and how to get involved (beyond attending the convention). Members of the CCCC Executive Committee will be on hand throughout the day on Thursday and Friday to answer your questions, listen to your concerns, and provide more information about various aspects of the organization, from its mission, vision, and values and governance structure to its current initiatives and member resources and opportunities.

#### Meet the SIGs

Special Interest Groups (SIGs), Standing Groups, and Caucuses are valuable sites in the organization for mentorship, collegiality, and engagement around shared interests. Learn more about what groups exist and how to get involved by visiting their display of fliers in the Action Hub. Representatives from many SIGs will be on hand throughout the day on Thursday and Friday to greet attendees and answer questions. See the schedule on the SIG display board for when to meet members of a particular SIG or just stop by and learn what SIGs are and what they do.

### NCTE/CCCC Policy Advocacy

Learn what is happening with higher education policy in your state and across the nation and what advocacy work NCTE is engaged in. Peruse the Action Hub display boards to find reports from your state's NCTE Higher Education Policy Analysts as well as recent NCTE and CCCC position statements. Members engaged in policy advocacy will be on hand periodically throughout the convention to answer questions and discuss policies and policy work of member interest and concern.

### **Everyday Advocacy Workshops**

A Session (Thursday, March 16, 10:30 a.m.-11:45 a.m.)

I Session (Friday, March 17, 12:30 p.m.-1:45 p.m.)

Cathy Fleischer, Everyday Advocacy founder and NCTE/CCCC member, will be available to introduce members to the *Everyday Advocacy* website and its resources and to discuss "smart, safe, and savvy" approaches to leverage our expertise to create change in our local settings and to enter into the larger public conversations around literacy education.

## Check out the signage in the Action Hub for the times and specific scheduled activities for the following:

- **Cultivate!:** The Cultivate! space will include a range of structured and informal mentoring and professional development activities.
- **Celebrate!:** Hear various CCCC award winners discuss their work and congratulate them on their accomplishments.
- Meet your Labor Liaisons: Co-Labor Liaisons, Holly Hassel and Keith Rhodes, are seeking feedback on members' needs as they intersect with labor issues in the profession. They are gathering ideas and resources that enable CCCC to respond to member needs.
- CCCC Summer Conferences: Learn more about CCCC's inaugural summer conference series. Conference hosts from the various summer conference sites will be on hand periodically to answer questions.
- And more!

## **Additional Activities**

#### **Digital Praxis Posters**

Ginkoberry Concourse

Digital Praxis Posters is an interactive exhibit format. Information about current posters and this year's schedule of presentations is available on the CCCC 2017 website. Digital posters will be presented during sessions B, C, F, and G.

### **Undergraduate Poster Sessions**

Portland Ballroom Lobby outside Ballrooms 251 & 252

This session will showcase the work of undergraduate students from across the United States who have been engaged in research on writing. They will be presenting their posters on Thursday, March 16, 10:30 a.m.–11:45 a.m. Posters will be on display throughout the Convention.

### Poster Sessions

Portland Ballroom Lobby Posters will be displayed throughout the Convention, with specific poster presentations during the following session time blocks: B Session (Thursday, March 16, 12:15 p.m.–1:30 p.m.) D Session (Thursday, March 16, 3:15 p.m.–4:30 p.m.) F Session (Friday, March 17, 8:00 a.m.–9:15 a.m.) H Session (Friday, March 17, 11:00 a.m.–12:15 p.m.) J Session (Friday, March 17, 2:00 p.m.–3:15 p.m.)

See program for poster session titles and descriptions.

## **Special Saturday Programming**

### Keynote Address: Jose Antonio Vargas

9:30 a.m.-10:30 a.m.

### Portland Ballroom 251 & 258

Jose Antonio Vargas is a Pulitzer Prize–winning journalist, filmmaker, and media entrepreneur whose work centers on the changing American identity. He is the founder and CEO of Define American, a nonprofit media and culture organization that seeks to elevate the conversation around immigration and citizenship in America; and the founder of #EmergingUS, a media start-up that lives at the intersection of race, immigration, and identity in a multicultural America. #EmergingUS is the first-ever media property owned by an undocumented immigrant.

### **Featured Saturday Sessions**

High School and College Connections

- L.06 Thirteen Ways of Looking at Dual Credit: Navigating Change, Capacity, and Community in Dual-Credit Programs
- L.31 Cultivating Change across Student Contexts: Transfer across Secondary and Postsecondary Composition Classrooms
- L.43 Bridging the Gap: Cultivating the Capacity to Create Transfer between High School Writing and FYW
- M.18 Collaboration across "Borders": Willamette Promise

Library Partnerships/Integrated Academic Literacies

- L.42 Cultivating Library/FYC Partnerships: Assessment, Information Literacy Instruction, and Beyond
- M.06, Cultivating Cross-Disciplinarity: Academic Discourse and Threshold Concepts in Writing Studies and the Library
- M.27 Connecting across Academic Literacies: Writing, Reading, and Researching

Teaching Writing/Literacy (K-16)

- L.18 Rethinking the Nature of Writing Practices through the Development of Writing Process Maps
- L.21 Navigating Transitions and Transformations: Cultivating Critical Digital Literacy in Home, Classroom, and Institution
- M.04 Courageous Conversations and Sensitive Situations: Proactive and Responsive Methods for Inclusive Classrooms
- M.05 Catching Up the Children Left Behind: Critical Thinking for a Tested Generation
- M.12 Cultivating Partnerships for More Effective Teaching and Research
- M.45 Rhizomatic Improvement Communities: Three Models of K–16 Professional Development

Two-Year College

- L.08 Interrogating Reliability in ELL Assessment
- L.10 Creating Change Does Not Mean One Size Fits All: Considering Institutional Capacities in Curriculum Redesign
- L.17 We Changed Everything—Now What? Assessing Writing-Program Reforms to Cultivate New Directions and New Leadership
- L.35 Becoming an Advocate: From Pedagogy to Advocacy in the Inter-Mountain West
- M.28 The Inver Hills Model: When Change Begins with Student Needs
- M.40 Cultivating Writing Programs and Curricula: The Promises and Limitations of Open Educational Resources at Two-Year Colleges

Writing Teacher Preparation

• L.33 Collaborating and Cross-Training: Cultivating and Sustaining Writing Teachers

### Free Postconvention Workshops

2:00 p.m.-5:00 p.m.

- SW.01 "A Bridge across Our Fears:" Teaching Aspiring Teachers and Tutors through Story, **Portland Ballroom 257**
- SW.02 Hey Teacher, Lead Them Kids in Song: A Workshop on Music and Performance for Compositionists, **Room E145**

- SW.03 Cultivating Strategic Action in Teaching against Plagiarism: Using Plagiarism as an Educational Opportunity, **Portland Ballroom 256**
- SW.04 Bridging Expectations: A Workshop on the Alignment of High School English and First-Year Composition (Sponsored by the Oregon Writing and English Advisory Committee), **Portland Ballroom 255**
- SW.05 Writing Studio Pedagogy: Cultivating Student Voice and Capacity for Change, Room A106
- SW.06 Writing and Publishing Op-Eds: Cultivating Public Voices, Portland Ballroom 254

## **Sessions on Two-Year College Concerns**

### **Preconvention Workshops**

TYCA Presents Cultivating Our Capacity: Preparation and Professional W.04 Development for Teachers of English at Two-Year Colleges

#### **Concurrent Sessions** .

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A.18	Translanguaging and/in the Two-Year College: Approaching Language
	Difference in Diverse Scenes
A.26	Accelerating Developmental English at Atlantic Cape: The Triad Model
C.10	Cultivating Responsive Pedagogy: Diving in with the Habits of Mind in
	the Two-Year College
C.11	Cultivating Continuity across Community College Writing Contexts: A
	Threshold Concept at the Intersection of ALP, ESL, FYC, and Literature
C.28	Agents of Change: Service-Learning in Composition Classrooms to
	Engage, Inspire, and Empower Marginalized and Underserved Students
D.21	Using Rhetoric to Promote a Nurturing Space for Disproportionately
	Impacted Student Groups in Community College First-Year Composition
	(FYC)
D.54	The Politics of Belief in Student Capacity: How Four California
	Community Colleges Initiated the California Model of Co-Requisite
	Composition
F.08	Social Advocacy Education in the Most Segregated City in America
F.28	ALP at Ten: A Decade Retrospective of the Accelerated Learning Program
	at the Community College of Baltimore County
G.16	Sponsoring Civic Engagement and Activism at the Two-Year College
G.20	Basic Writing Redesign: Cultivating Student Growth and Faculty
	Collaboration
G.55	We're Glad You're Here: Championing Access, Diversity, and Transfer
	through Multimodal Pedagogy
H.20	Re-Seeing the Self: Multifacted Aspects of Passing as a Lens for First-
	Year Composition
I.16	Research-Based Practices for Teaching Underprepared Readers in Writing
	Courses
I.52	Assess This! Cultivating Cultural Change in the Face of Resistance
J.16	Transforming Reluctant Writers' Attitudes toward FYC: Cultivating
	Advocates for Change
K.22	Changing Course: Creating an Interactive iBook for First-Year

Composition Б

- K.28 "But We've Always Done It This Way": Changing Developmental Curriculum and Faculty Perceptions
- K.44 Latin@s in Dual-Credit Courses: Living Realities, Cultivating Pedagogies
- L.08 Interrogating Reliability in ELL Assessment
- L.11 The Reality of Resources and Road Blocks at a Rural College: Integrating Reading and Writing for Student Success
- L.17 We Changed Everything—Now What? Assessing Writing-Program Reforms to Cultivate New Directions and New Leadership
- L.45 Creating Change Does Not Mean One Size Fits All: Considering Institutional Capacities in Curriculum Redesign
- M.16 "Let Us Cultivate Our Garden": Creating Conditions for Learning and Change
- M.28 The Inver Hills Model: When Change Begins with Student Needs
- M.40 Cultivating Writing Programs and Curricula: The Promises and Limitations of Open Educational Resources at Two-Year Colleges

## **Poster Sessions**

- B Sessions: Meaningful Accessibility: Using Universal Instructional Design to Cultivate a More Accessible Writing Classroom
- B Sessions: Ask Amy: Newspaper Advice Columns Enhancing International Students' Writing
- D Sessions: Implementing Course Contracts in FYC at the HSI Two-Year College
- H Sessions: Inquiry on Pedagogy-Focused Teaching of Grammar Online: There's an App for That!
- J Sessions: Smart Phones Boost Student Motivation in the Classroom



## **CCCC Committee Meetings**

## **CCCC Executive Committee**

Wednesday, March 15, 9:00 a.m.–5:00 p.m. B110 & B111 *Chair:* Linda Adler-Kassner

## Committee on Computers in Composition and Communication

Friday, March 17, 10:00 a.m.–11:00 a.m. (Closed) 11:00 a.m.–12:00 p.m. (Open) D130 *Co-Chairs:* Naomi Silver and John Walter

## **Committee on Disability Issues**

Friday, March 17, 5:00–7:00 p.m. (Open) D130 *Chair:* Stephanie Kerschbaum

## Committee on Globalization of Postsecondary Writing Instruction and Research

Friday, March 17, 9:30 a.m.–12:30 p.m. (Open) A102 *Chair:* Lisa Arnold

## **Committee on the Status of Graduate Students**

Thursday, March 16, 3:15–4:30 p.m. (Open) D130 *Chair:* Michael J. Faris

## **Committee on Undergraduate Research**

Friday, March 17, 3:30-4:45 p.m. (Open) A102 *Co-Chairs:* Jenn Fishman and Jane Greer

## **Convention Concerns**

Saturday, March 18, 12:00–1:00 p.m. C128 *Chair:* Linda Adler-Kassner

## Language Policy Committee

Wednesday, March 15, 7:30–9:30 p.m. (Closed) D130 *Co-Chairs:* Kim Brian Lovejoy and Elaine Richardson

## **Newcomers' Orientation Committee**

Friday, March 17, 12:30-1:45 p.m. (Closed) A102 *Chair:* Leslie Werden

## **Nominating Committee**

Thursday, March 16, 10:30 a.m.–12:30 p.m. (Open) Friday, March 17, 9:30–11:30 a.m. (Closed) C128 *Chair:* Christie Toth

### **Research Committee**

Thursday, March 16, 5:00–6:00 p.m. (Closed) D130 *Chair*: Tiane Donahue

## **Resolutions Committee**

Thursday, March 16, 5:30–6:30 p.m. (Open) 6:30–7:30 p.m. (Closed) C128 *Chair:* T J Geiger II

## **Task Force on Cross-Generational Connections**

Friday, March 17, 8:00–9:15 a.m. (Closed) A102 *Co-Chairs:* Louise Phelps and Christine Tulley

## Wednesday, March 15 Preconvention Workshops, Events, and Meetings

All sessions and events are located in the Oregon Convention Center unless otherwise noted.

### **Research Network Forum**

Portland Ballroom 256, 257 & 258 9:00 a.m.–5:00 p.m. *Co-Chairs:* Risa P. Gorelick, Defend & Publish: We Help You Write Now Carrie Wastal, University of California, San Diego

The Research Network Forum, founded in 1987, is a preconvention forum which provides an opportunity for established researchers, new researchers, and graduate students to discuss their current projects and receive mentoring from colleagues in the discipline. The forum is free to CCCC Convention registrants. As in past years, RNF 2017 features morning plenary addresses focusing on the 2017 CCCC Convention theme. During roundtable discussions, Work-in-Progress Presenters (WiPPs) at any stage of research and at any position in the composition/rhetoric field (graduate student, junior faculty, tenured faculty, administrator, and/or independent scholar) are grouped by thematic clusters where they discuss their current projects. Discussion Leaders (DLs) lead the thematic roundtables and mentor WiPPs; this role is key to the RNF. Participants also include editors of printed and online composition/ rhetoric publications (journals, edited collections, and book series), who discuss publishing opportunities for completed works-in-progress in an open, roundtable format.

## Consortium of Doctoral Programs in Rhetoric and Composition

D131 1:30 p.m.–5:00 p.m.

The Consortium of Doctoral Programs in Rhetoric and Composition (CDPRC), which represents more than 70 universities, meets every year in conjunction with CCCC. The CDPRC links doctoral education with the discipline, with members from the MA and undergraduate SIGS, and with local and national issues. In 2017, the

CDPRC will offer a two-part forum that begins with a featured discussion topic and concludes with a business meeting, both of which are open events. This year's topic is a panel presentation focused on best practices for preparing doctoral candidates for multiple, flexible career paths in the academy and beyond, including two-year college teaching, assuming administrative responsibilities, serving diverse student populations, and training for nonacademic positions. After a series of short presentations from doctoral program faculty and student representatives, the interactive dialogue will focus on the possibilities. The business meeting agenda includes reports from Consortium officers, election of new officers, planning for the 2018 meeting, and developing initiatives for maintaining connections with stakeholder groups. Graduate students are encouraged to attend both parts of the forum.

### Poet-to-Poet Event

C125 1:30 p.m.–5:00 p.m. *Chair:* Katherine Oldmixon, Huston-Tillotson University, Austin, TX *Facilitator:* Jennine Krueger, Huston-Tillotson University, Austin, TX

Join the Wednesday Poet-to-Poet event. Bring 10 copies of one or two pages of original poetry in progress for insightful and constructive feedback. This workshop is not limited to readers at the Friday Exultation of Larks. There is no fee for the event. We particularly welcome CCCC member poets who are novices.

## **Qualitative Research Network**

E142 & E143 1:30 p.m.–5:00 p.m. *Co-Chairs:* William Banks, East Carolina University Kevin Roozen, University of Central Florida

The Qualitative Research Network, which meets annually at the CCCC Convention, is offered for new and experienced qualitative researchers. The QRN provides mentoring and support to qualitative researchers at all levels of experience and working in diverse areas of study within the college composition and communication community. As a preconference research network, the QRN is open to everyone, including those who are already presenting at the conference in other venues.

# Intellectual Property in Composition Studies

2:00 p.m.–5:30 p.m.

More than twenty years ago, Andrea Lunsford and Susan West (1996) asserted that "the time has passed when teachers of composition and communication could ignore debates about intellectual property, if indeed we ever should have" ("Intellectual Property and Composition Studies." *CCC* 47.3, p. 383). From remix, YouTube takedown notices, and the chilling of free speech to international free trade agreements, net neutrality, and open-access publishing, the high-stakes intellectual property issues for our field seem to be ever proliferating. This year we encourage teachers, researchers, students, editors, publishers, and writing program administrators concerned with the ownership and authorship of intellectual property to participate in the annual meeting of the Caucus on Intellectual Property and Composition and Communication Studies (CCCC-IP).

As the public and open counterpart of the CCCC Committee on Intellectual Property, the CCCC-IP has a 20-year tradition of pragmatic and action-oriented meetings. Caucus participants create action plans; develop lobbying strategies; mentor junior scholars and graduate students; and produce documents for political, professional, and pedagogical use. This year attendees will contribute to roundtables designed to respond to four areas of timely concern: (1) emergent legislative and legal developments; (2) IP advocacy and outreach issues from an international perspective; (3) best practices regarding pedagogical approaches; and (4) state of the research approaches and findings related to IP in writing studies. Following the roundtable workshops, participants reconvene to share their plans and recommendations for future action.

## The Coalition of Feminist Scholars Board Meeting (Coalition of Feminist Scholars in the History of Rhetoric & Composition)

B117 4:00 p.m.–6:00 p.m.

## **#TYCACreatingChange**

D138 5:15 p.m.–6:15 p.m.

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

## International Researchers Consortium Business Meeting

A105 5:15 p.m.–6:15 p.m. *Co-Chairs:* Christiane K. Donahue, Dartmouth College and Université de Lille Cinthia Gannett, Fairfield University, CT

Annual business meeting; all are welcome.

### **Newcomers' Orientation**

Portland Ballroom 251 5:15 p.m.–6:15 p.m.

Join members of the Newcomers' Orientation Committee for an orientation session. The committee will discuss how to navigate the convention and share tips to get the most out of convention activities.

## Rhetoricians for Peace Special Event: 2016 Election Rhetoric and Pedagogies for Political Literacy

B115 6:00 p.m.–10:00 p.m.

Rhetoricians for Peace has held workshops and special events at CCCC Conventions since 2002. The group is committed to examining ways language is used to incite violence, to oppress and marginalize, and to suppress civil and human rights around the globe. For the 2017 Special Event we begin with several 5–8-minute roundtable presentations designed to facilitate critical discussion about rhetoric in the public sphere surrounding the 2016 election year and to promote pedagogies for developing political literacy in our composition/rhetoric classrooms.

In particular, we will examine the ways in which thousands of radio and television hours have been devoted to scapegoating the marginalized and demonizing the vulnerable; how previously coded appeals to xenophobia, racism, and misogyny have been unleashed and erupted on the surface; how facts are optional and lies routine; how expedience is prioritized above integrity and ignorance embraced to stoke people's insecurities, resentment, and outrage to bring us "the Donald." Damage to the country and civil discourse has been done and may be irreversible. We wish to look toward rhetorical possibilities for finding common ground, promoting civil exchange, enhancing diversity, and creating peaceable options for addressing disagreements.

## Articulation and Transfer SIG, WSIG.01

C126 6:30 p.m.–7:30 p.m.

An open discussion of transfer policies across institutions with special focus on how those policies relate to first-year composition.

## TYCA 2017 Public Image of Two-Year Colleges: TYCA Fame Award

C125 6:30 p.m.–7:30 p.m.

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

## Building Sustainable, Capable Lives, or Tilting at Windmills? An Evening of Action and Mentoring Hosted by the Coalition of Feminist Scholars in the History of Rhetoric & Composition, WSIG.02

Portland Ballroom 252 6:30 p.m.–8:30 p.m.

The Coalition will offer a presentation and activities as well as mentoring tables addressing the issue of work/life balance.

## **Global Society of Online Literacy Educators Meeting**

E144 6:30 p.m.–7:30 p.m.

## Master's Degree Consortium of Writing Studies Specialists Annual Meeting

C123 6:30 p.m.–8:30 p.m.

## Half-Day Wednesday Workshops Morning: 9:00 a.m.–12:30 p.m.

### 6-Information Technologies

### MW.01 Expanding Research Voices in Online Writing Instruction: Developing Plans, Building Projects, Finding Collaborators

Sponsored by the Online Writing Instruction Standing Group Participants will develop research projects in the area of online writing instruction (OWI) and form collaborative connections with colleagues, led by members of the OWI Standing Group. All participants should bring laptops or tablets.

### B118 & B119

Speakers: Jennifer Cunningham, Kent State University at Stark, OH Beth Hewett, Defend & Publish, Forest Hill, MD Sushil Oswal, University of Washington, Tacoma Rich Rice, Texas Tech University, Lubbock Jason Snart, College of DuPage, Glen Ellyn, IL Scott Warnock, Drexel University, Philadelphia, PA

#### 13-Writing Programs

### MW.02 Information Literacy and Intellectual Property in Writing Programs: Teaching Authorship, Citation, and Copyright beyond First-Year Writing

Sponsored by the Caucus on Intellectual Property and Composition/ Communication Studies

This workshop will focus on information literacy and intellectual property in the context of writing certificates, minors, and majors.

### A107 & A108

Speakers: Dànielle Nicole DeVoss, Michigan State University/WRAC, East Lansing Alice Myatt, University of Mississippi, Oxford Jessica Reyman, Northern Illinois University, DeKalb Jeremy Schnieder, Morningside College, Sioux City, IA

#### 3-Community, Civic & Public

### MW.03 Community Writing Mentoring Workshop

This workshop responds to the desires expressed by the hundreds of attendees at the first Conference on Community Writing (CCW) in October of 2015 for a hands-on opportunity for teachers, scholars, and community organizers to dialogue with and receive mentorship and feedback from senior scholars in community-based writing, which includes genres such as service-learning, community-based research, community literacy, ethnography, community publishing, advocacy, and activist writing. It also provides an opportunity to circulate and apply the best practices outlined in the revised CCCC Statement on Community-Engaged Projects in Rhetoric and Composition. The CCW hopes to establish a national mentoring network of teachers and scholars via this workshop.

### Portland Ballroom 254

*Chairs:* Veronica House, University of Colorado, Boulder Paula Mathieu, Boston College, Chestnut Hill, MA *Speakers:* Ellen Cushman, Northeastern University, Jamaica Plain, MA Paul Feigenbaum, Florida International University, Miami Eli Goldblatt, Temple University, Philadelphia, PA Tobi Jacobi, Colorado State University, Fort Collins Beverly Moss, Ohio State University, Westerville Deborah Mutnick, Long Island University, Brooklyn, NY Jessica Restaino, Montclair State University, Nutley, NJ Lauren Rosenberg, New Mexico State University Tiffany Rousculp, Salt Lake Community College, Salt Lake City, UT Erec Smith, York College of Pennsylvania, York

3-Community, Civic & Public

### MW.04 Handcrafted Rhetorics: DIY and the Public Power of Made Things

Make and circulate crafts, chat with makers from Portland (PDX), theorize handcrafted rhetorics, and build/share DIY-infused assignments.

### Portland Ballroom 251

Chair: Jason Luther, Syracuse University, Syracuse, NY
Workshop Facilitators: Marilee Brooks-Gillies, Indiana University-Purdue University, Indianapolis
Frank Farmer, University of Kansas, Lawrence
Steven Hammer, Saint Joseph's University, Philadelphia, PA
Danielle Koupf, Wichita State University, Wichita, KS
Kelly McElroy, Oregon State University Libraries and Press, Corvallis

continued on next page

Chelsea Murdock, University of Kansas, Lawrence Kristin Prins, California State Polytechnic University, Pomona Kristin Ravel, University of Wisconsin, Milwaukee Ann Shivers-McNair, University of Washington, Seattle Martha Webber, California State University, Fullerton Patrick Williams, Syracuse University, Syracuse, NY

### 3-Community, Civic & Public

## MW.05 The Prison Next Door: What Types of Connections Do We Want to Cultivate?

This workshop explores the connections between the university and the prison and features the voices of the incarcerated.

### E147 & E148

Chairs: Patrick Berry, Syracuse University, Syracuse, NY
Laura Rogers, Albany College of Pharmacy and Health Sciences, Albany, NY
Speakers: Daniel Cleary, Lorain County Community College, Lakewood, OH
Phyllis Hastings, Saginaw Valley State University, Saginaw, MI
Wendy Hinshaw, Florida Atlantic University, Boca Raton, FL
Kathie Klarreich, Exchange for Change, Miami, FL
Michele McCormack, Chemeketa Community College, Salem, OR
Workshop Facilitators: Kimberly Drake, Scripps College, Claremont, CA
Cory Holding, University of Pittsburgh, Pittsburgh, PA
Tobi Jacobi, Colorado State University, Fort Collins
Anna Plemons, Washington State University, Pullman

### 4-Creative Writing

### MW.06 Using Digital Creative Arts to Teach Multimedia Composing

Drawing on digital creative arts, this workshop shows participants how to develop, implement, and assess multimodal composing projects.

### C120 & C121

## Workshop Facilitators: Daniel Anderson, University of North Carolina at Chapel Hill

Tyler Easterbrook, University of North Carolina at Chapel Hill Adam Engel, University of North Carolina at Chapel Hill Ashley Hall, Wright State University, Dayton, OH Jason Loan, University of North Carolina at Chapel Hill Jennifer Ware, Wright State University, Dayton, OH

#### 5-History

## MW.07 Cultivating Archival Connections:

## Building, Working, and Teaching in Archives

This workshop offers strategies for creating, processing, sharing, and working in archival collections, in both physical and digital spaces.

#### E145

Chairs: Michelle Niestepski, Lasell College, Cumberland, RI
Katherine Tirabassi, Keene State College, Keene, NH
Workshop Facilitators: Suzanne Bordelon, San Diego State University, San Diego, CA
Shannon Carter, Texas A&M University, College Station
Michael-John DePalma, Baylor University, Waco, TX
David Gold, University of Michigan, Ann Arbor
Wendy Hayden, Hunter College, CUNY, New York, NY
Jenna Morton-Aiken, University of Rhode Island, South Kingstown
Liza Potts, Michigan State University, East Lansing
Robert Schwegler, University of Rhode Island, South Kingstown
Pamela VanHaitsma, Old Dominion University, Norfolk, VA

#### 6-Information Technologies

#### MW.08 Foundations in Programming

This workshop will teach writing teachers to program in JavaScript. No previous experience in programming is necessary. Participants should bring laptops or tablets.

#### B112

Workshop Facilitator: Karl Stolley, Illinois Institute of Technology, Chicago

7-Institutional and Professional

#### MW.09 Career Pathways Workshop for Rhet/Comp Graduates

This workshop, designed for grad students and faculty advisors, explores preparation for careers both inside and outside of the university.

#### D137

Speakers: Daniel Bommarito, Bowling Green State University, Bowling Green, OH
Jenae Cohn, University of California, Davis
Stacy Hartman, Modern Language Association, New York, NY
Sarah Klotz, Butte College, Oroville, CA
Carrie Leverenz, Texas Christian University, Arlington
Mary Stewart, Indiana University of Pennsylvania, Indiana, PA

#### 8-Language

## MW.10 Engaging the Global: Challenges and Practices of the Digital in Transnational Writing

The workshop offers pedagogical responses to challenges and practices of the digital in transnational writing to teachers in various contexts. By bringing together writing teacher-scholars from different national and cultural contexts, the workshop will foreground pedagogical responses to varied and emerging technological landscapes, challenges of teaching cross-cultural communicative skills, and the need to foster a sense of global citizenship in an increasingly interconnected world.

### D139 & D140

Speakers: Lavinia Hirsu, University of Glasgow, Glasgow, Scotland Keith Lloyd, Kent State University, Kent, OH Lilian Mina, Auburn University at Montgomery, AL Ghanashyam Sharma, Stony Brook University, Stony Brook, NY Workshop Facilitators: Sara P. Alvarez, University of Louisville, Louisville, KY Moushumi Biswas, University of Texas at El Paso Nils Olov Fors, People's Education Press, Beijing, China Maria Houston, Notre Dame College, South Euclid, OH Hem Raj Kafle, Kathmandu University, Dhulikhel, Nepal Julia Kiernan, Kettering University, Windsor, ON, Canada Zsuzsanna Palmer, Grand Valley State University, Howard City, MI Jason Peters, California Polytechnic State University, San Luis Obispo Rich Rice, Texas Tech University, Lubbock, TX Cristina Sanchez-Martin, Illinois State University, Normal Lindsay Steiner, University of Wisconsin-La Crosse Mayada Zaki, American University in Cairo & Cairo University, Cairo, Egypt

9-Professional and Technical Writing

## MW.11 Cultivating New TPC Instructors: A Heuristic-Based Technical and Professional Writing Pedagogy Workshop

This workshop will cultivate heuristic pedagogy for new TPC instructors in four core focus areas.

F149

Speakers: Steve Benninghoff, Eastern Michigan University, Ypsilanti Teena Carnegie, Eastern Washington University, Cheney Scott Kowalewski, Saginaw Valley State University, University Center, MI Bill Williamson, Saginaw Valley State University, University Center, MI

#### 11-Writing Pedagogies and Processes

#### MW.12Assessing Multimodal Writing: Cultivating Course Contract Pedagogies for Emerging Composition Medias

A participatory workshop that explores theories and cultivates pedagogies for contract-based assessment of new media composition projects.

F151

**Speakers:** Lindsey Albracht, The Graduate Center, CUNY, New York, NY Virginia Schwarz, University of Wisconsin, Madison Glen Southergill, Montana Tech of the University of Montana, Butte Nicole Warwick, University of California, Santa Barbara

#### 11-Writing Pedagogies and Processes

### MW.13 Story-Driven Podcasting for Writing Class

The workshop invites participants to practice podcasting and imagine the ways podcast assignments may work for their writing classes. Participants should bring laptops or tablets.

E141

Workshop Facilitators: Rebecca Baker, Western Washington University, Bellingham

Jeremy Cushman, Western Washington University, Bellingham Tristan Hanson, Western Washington University, Bellingham Michael Johnston, Western Washington University, Bellingham Shannon Kelly, Western Washington University, Bellingham Jenny Lara, Western Washington University, Bellingham Maggie Nelson, Western Washington University, Bellingham Dayna Patterson, Western Washington University, Bellingham Nathan Smith, West Liberty, IA Margaret Starry, Western Washington University, Bellingham Katie Weed, Western Washington University, Bellingham Anthony Winkler, Western Washington University, Bellingham

13-Writing Programs

## MW.14 Cultivating Consensus among Teachers: Collaborative Leadership Strategies in Writing Program Administration

This workshop focuses on the challenge of fostering consensus among writing program faculty in a program staffed by peers. It is designed to be informative, interactive, collaborative, and practical. Participants will bring questions and expertise to the session and will leave with fresh ideas to take home to try in their own programs and institutions.

Portland Ballroom 255

continued on next page

*Chair:* Annie Del Principe, Kingsborough Community College, CUNY, New York, NY

*Workshop Facilitators:* Aryn Bartley, Lane Community College, Eugene, OR

Jacqueline Brady, Kingsborough Community College, CUNY, New York, NY

Melanie Burdick, Washburn University, Topeka, KS Ron Christiansen, Salt Lake Community College, Salt Lake City, UT Rachel Ihara, Kingsborough Community College, CUNY, New York, NY Justin Jory, Salt Lake Community College, Salt Lake City, UT Heather Lettner-Rust, Longwood University, Farmville, VA Tim McCormack, John Jay College of Criminal Justice, Tappan, NY Erich Werner, Westchester Community College, CUNY, New York, NY

#### 13-Writing Programs

## MW.15 Cultivating Community: Exploring the Affordances and Limitations of Custom Publishing

This workshop explores the affordances of custom publishing and the role that custom texts might play at participants' institutions. It is for faculty and writing program administrators interested in developing or revising a custom publication.

#### D133 & D134

#### Workshop Facilitators: Christopher Brown, University of Arizona,

Tucson Eric House, University of Arizona, Tucson Brad Jacobson, University of Arizona, Tucson Meridith Reed, North Carolina State University, Durham Shannon Stimpson, Pennsylvania State University, State College Gina Szabady, Lane Community College, Eugene, OR Madelyn Tucker, University of Arizona, Tucson

#### 14-Cultivating Connections, Cultivating Space

## MW.16 Cultivating Inclusion and Integration: A Workshop for Alternative Success Models

This workshop focuses on learning potential as an ideal method for cultivating inclusion and writing excellence.

### Portland Ballroom 253

**Presenter/Speaker:** Sarah Rude-Walker, Spelman College, Atlanta, GA **Workshop Facilitator:** Alexandria Lockett, Spelman College, Atlanta, GA

#### 14-Cultivating Connections, Cultivating Space

## MW.17 Publishing in an Independent Journal

This workshop offers targeted mentoring to scholars at any stage of their career who wish to publish in an independent journal.

#### B115

*Workshop Facilitators:* Casey Boyle, University of Texas, Austin James Brown, Rutgers University, Camden, NJ Laura Micciche, University of Cincinnati, Cincinnati, OH Juli Parrish, University of Denver, Denver, CO Michael Pemberton, Georgia Southern University, Statesboro Chris Warnick, College of Charleston, Charleston, SC

## Half-Day Wednesday Workshops Afternoon 1:30–5:00 p.m.

#### 11-Writing Pedagogies and Processes

## AW.01 Cultivating Inclusive Multilingual Pedagogies and Practices in Composition Work

Sponsored by the Second Language Writing Special Interest Group This workshop provides concrete strategies for working within and across culture and language differences in writing instruction and support.

#### Portland Ballroom 254

Chairs: Pisarn Bee Chamcharatsri, University of New Mexico, Albuquerque
Katherine Silvester, Indiana University, Bloomington
Emily Simnitt, University of Oregon, Eugene
Roundtable Leaders: Jennifer Eidum Zinchuk, Elon University, Elon, NC
Christina Grant, University of Alberta, Edmonton, Canada
Katherine Daily O'Meara, Emporia State University, Emporia, KS
Tanita Saenkhum, University of Tennessee, Knoxville
Shawna Shapiro, Middlebury College, Middlebury, VT
Gail Shuck, Boise State University, Boise, ID
Steve Simpson, New Mexico Tech, Socorro
Alison Lau Stephens, University of Oregon, Eugene
Terese Thonus, University of Kansas, Lawrence

3-Community, Civic & Public

## AW.02 Beyond Common Ground in a Digital Story Project: Listening Rhetorically as a Framework to Cultivate Change in Classrooms and on Campuses

Using digital stories and the lens of rhetorical listening, we explore ways to communicate cross-culturally, especially in classrooms.

## C120 & C121

Speaker: Allison Schuette, Valparaiso University, Valparaiso, INWorkshop Facilitators: Kelly Belanger, Valparaiso University, Valparaiso, IN

Gavin Johnson, The Ohio State University, Columbus, OH Timothy Oleksiak, Bloomsburg University, Bloomsburg, PA Allison Schuette, Valparaiso University, Valparaiso, IN Liz Wuerffel, Valparaiso University, Valparaiso, IN

#### 3-Community, Civic & Public

## AW.03 LatinXs Taking Action In and Out of the Academy: The Doing of Social Justice Work in Our Local Communities

This workshop seeks to cultivate community networks of social justice and educational advocacy and will focus on cultivating critical dialogues between these advocacy community leaders, the Latin@ Caucus, and scholars wanting to expand their understanding of the intricacies of social justice work.

D137

Chair: Raúl Sánchez, University of Florida, Gainesville, FL Speakers: Sara P. Alvarez, University of Louisville, Louisville, KY Maria Carvajal, University of Illinois at Urbana–Champaign Christina Cedillo, University of Houston, Clear Lake, TX Romeo Garcia, Syracuse University, Liverpool, NY Genevieve Garcia de Mueller, University of Texas, Rio Grande Valley Laura Gonzales, University of Texas at El Paso Alexandra Hidalgo, Michigan State University, East Lansing Kendall Leon, California State University, Chico, CA Jaime Armin Mejía, Texas State University, San Marcos Octavio Pimentel, Texas State University, San Marcos Christopher Ramirez, University of California, Merced Iris Ruiz, University of California, Merced Helen Sandoval, University of California, Merced

#### 3-Community, Civic & Public

## AW.04 Cultivating Change through Counter Public Writing Pedagogy

This is a pedagogy design workshop designed to help instructors identify features of counter public writing and develop strategies for teaching it effectively.

### E147 & E148

*Speakers:* Chase Bollig, Gonzaga University, Spokane, WA Scott Lunsford, James Madison University, Weyers Cave, VA Phyllis Ryder, George Washington University, Washington, DC Jerry Stinnett, Duquesne University, Pittsburgh, PA

#### 3-Community, Civic & Public

## AW.05 Austerity, Labor Conditions, and Academic Freedom in Higher Education: Leveraging Writing for Democratic Work in Public Spheres

Writing Democracy 2017 works to identify ways to leverage writing for democratic action in public spheres.

#### D139 & D140

Chairs: Shannon Carter, Texas A&M University-Commerce, McKinney, TX Jennifer Clifton, University of Texas at El Paso Elenore Long, Arizona State University, Phoenix Deborah Mutnick, Long Island University, Brooklyn, NY Speakers: Chowaing Belekeh, University of Texas at El Paso Dawn Fels, University of Pittsburgh Seth Kahn, West Chester University of Pennsylvania, West Chester Paula Mathieu, Boston College, Chestnut Hill, MA Lucie Moussu, University of Alberta, Edmonton, Canada Jessica Philbrook, Walden University, St. Louis Park, MN Maxwell Philbrook, University of Missouri-Columbia Tony Scott, Syracuse University, New York, NY John Trimbur, Emerson College, Cranston, RI Nancy Welch, University of Vermont, Burlington Roundtable Leaders: Marc Bousquet, Emory University, Atlanta, GA Shirley Rose, Arizona State University, Tempe

#### 6-Information Technologies

## AW.06 Cultivating and Sustaining Social Media Analytics for Writing and Research

This workshop prepares participants to use social media analytics to improve their writing pedagogy, their research, and their institution.

Portland Ballroom 253

Speakers: Nathan Carpenter, Illinois State University, Normal Angela Cirucci, Kutztown University, Kutztown, PA Moe Folk, Kutztown University, Kutztown, PA Keith Massie, Kutztown University, Kutztown, PA

#### 7-Institutional and Professional

# AW.07 Defining, Locating, and Addressing Bullying in the WPA Workplace

Facilitators lead activities on multiple ways of identifying, defining, and addressing bullying in the WPA workplace.

E141

Speakers: Sarah Allen, University of Hawaiʻi , Honolulu Andrea Dardello, Frederick Community College, Frederick, MD Bethany Davila, University of New Mexico, Albuquerque Cristyn Elder, University of New Mexico, Albuquerque Dawn Fels, Pittsburgh, PA Amy Heckathorn, California State University, Sacramento Staci Perryman-Clark, Western Michigan University, Kalamazoo Erec Smith, York College of Pennsylvania, York Workshop Facilitators: Bethany Davila, University of New Mexico, Albuquerque Cristyn Elder, University of New Mexico,

Cristyn Elder, University of New Mexico, Albuquerque

8-Language

## AW.08 Access and Justice for Linguistically Marginalized Communities of Color: Moving beyond the Rhetoric of Cultivating Capacity and Creating Change

Sponsored by the Language Policy Committee This workshop will provide a historical to contemporary perspective about how our discipline has addressed linguistic and racial violence.

Portland Ballroom 251

Workshop Facilitators: Isabel Baca, University of Texas at El Paso April Baker-Bell, Michigan State University, East Lansing Qwo-Li Driskill, Oregon State University, Corvallis Kim Brian Lovejoy, Indiana University-Purdue University, Indianapolis, IN Rashidah Jaami` Muhammad, Governors State University, University Park, IL

Octavio Pimentel, Texas State University, San Marcos Elaine Richardson, The Ohio State University, Columbus Denise Troutman, Michigan State University, East Lansing Bonnie Williams, California State University, Fullerton

#### 9-Professional and Technical Writing

## AW.09 Rethinking Technical, Professional, and STEM Writing Pedagogy through Writing about Writing

Workshop participants will reimagine and innovate courses in STEM and professional writing through the lens of writing about writing.

F151

Speakers: Joy Arbor, Kettering University, Flint, MI Doug Downs, Montana State University, Bozeman Michael Michaud, Rhode Island College, North Kingstown Laurie Pinkert, University of Central Florida, Sanford Sarah Read, DePaul University, Chicago, IL

#### 10-Research

## AW.10 Making [Institutional] Ethnography Our Own: Uncovering "How Things Happen" in Writing Program Contexts

This is an interactive workshop for both novice and experienced ethnographers on the animating theories/heuristics and uses of institutional ethnography. Participants will work in groups to discuss designing IE projects, begin or troubleshoot their own projects, and share thoughts on how IE answers to writing studies' exigencies.

#### F149

Speakers: Travis Grandy, University of Massachusetts, Amherst Michelle LaFrance, George Mason University, Fairfax, VA Michelle Miley, Montana State University, Bozeman Melissa Nicolas, University of Nevada, Reno Katherine Daily O'Meara, Emporia State University, Emporia, KS Jennifer Eidum Zinchuk, Elon University, Elon, NC

#### 11-Writing Pedagogies and Processes

## AW.11 Challenging Participatory Norms, Creating Change: Approaches and Applications for Rethinking Participation in and beyond the Writing Classroom

This workshop confronts the common fear that students' lack of vocal or visible participation indicates lack of learning. Instead, aligning with the 2017 Convention theme, workshop leaders ask writing instructors and administrators to cultivate more inclusive and innovative approaches, challenging and changing the landscape of participation in and beyond the writing classroom.

### E145

Workshop Facilitators: Paige Banaji, Barry University, Pembroke Pines, FL

Kelly Bradbury, University of Colorado, Boulder Elizabeth Brewer, Central Connecticut State University, New Britain Kathryn Comer, Barry University, Miami Shores, FL Matthew Cox, East Carolina University, Greenville, NC Katherine DeLuca, University of Massachusetts, Dartmouth Lynn Lewis, Oklahoma State University, Edmond Ryan Omizo, University of Rhode Island, Kingston Jason Palmeri, Miami University of Ohio, Oxford Lauren Terbrock, Saint Louis University, Saint Louis, MO

11-Writing Pedagogies and Processes

## AW.12 Engaging Disability and Accessibility in Class Assignments: Integrating Disability Studies in the Fabric of Comp and Technical Communication Curriculum

Twelve experts in small, interactive groups train composition and professional writing instructors to design disability- and accessibilityfocused assignments.

#### A107 & A108

*Chairs:* Sushil Oswal, University of Washington, Tacoma John Wafer, University of Miami, Miami, FL *Speakers:* Diane Quaglia Beltran, Clemson University, Clemson, SC Patricia Dunn, Stony Brook University, Stony Brook, NY John Grant, Indiana University of Pennsylvania, Indiana, PA Dale Katherine Ireland, The Graduate Center, CUNY, Lawrenceville, NJ Elisabeth Miller, University of Nevada, Reno Kathryn Northcut, Missouri S&T, Rolla, MO Ruth Osorio, University of Maryland, College Park Bonnie Tucker, University of Michigan, Ann Arbor Stephanie Wheeler, University of Central Florida, Orlando Kelly Whitney, New Mexico State University, Las Cruces Brooke Willock, University of Arizona, Tucson Sean Zdenek, Texas Tech University, Lubbock, Ransom Canyon

#### 11-Writing Pedagogies and Processes

# AW.13 Writing for the Mountains: Using Place-Based Writing in the Classroom

This workshop, sponsored by the Appalachian Rhetoric, Composition, and Literacy Special Interest Group, focuses on the benefits of using placebased learning in writing classrooms.

#### B115

Speakers: Emma Howes, Coastal Carolina University, Myrtle Beach, SC Travis Rountree, University of Louisville, Louisville, KY Nathan Shepley, University of Houston, Houston, TX Sara Webb-Sunderhaus, Indiana University-Purdue University, Fort Wayne, IN
Workshop Facilitators: Emma Howes, Coastal Carolina University, Myrtle Beach, SC Travis Rountree, University of Louisville, Louisville, KY Sara Webb-Sunderhaus, Indiana University-Purdue University, Fort Wayne, IN

#### 13-Writing Programs

## AW.14 Retention, Persistence, and Writing Programs: Supporting Student Success

This workshop will engage participants in conversation about the role writing programs can play in university efforts to retain students.

### B112

Speakers: Beth Brunk-Chavez, University of Texas at El Paso Pegeen Reichert Powell, Columbia College, Chicago, IL Todd Ruecker, University of New Mexico, Albuquerque
Roundtable Leaders: Matthew Bridgewater, Woodbury University, Santa Clarita, CA
Beth Buyserie, Washington State University, Pullman
Michael Day, Northern Illinois University, DeKalb
Patricia Ericsson, Washington State University, Pullman
Anna Plemons, Washington State University, Pullman
Marc Scott, Shawnee State University, Portsmouth, OH
Robin Snead, University of North Carolina at Pembroke
Susan Wolff Murphy, Texas A&M University, Corpus Christi, TX

Sarah Snyder, Arizona State University, Tempe

#### 14-Cultivating Connections, Cultivating Space

## AW.15 Writing, Making, Cultivating, Doing: An Indigenous Pedagogy Giveaway

This workshop, sponsored by the Caucus for American Indian Scholars and Scholarship, presents indigenous methods of land-based pedagogy, TA training, and administrative conversations.

D133 & D134

Speakers: Yavanna Brownlee, Ohio University, Athens Ezekiel Choffel, Syracuse University, Syracuse, NY Rose Gubele, University of Central Missouri, Warrensburg, MO Lisa King, University of Tennessee, Knoxville, TN Gail MacKay, University of Saskatchewan, Saskatoon, Canada Joyce Rain Anderson, Bridgewater State University, Brockton, MA Andrea Riley-Mukavetz, Bowling Green State University, Bowling Green, OH

#### 14-Cultivating Connections, Cultivating Space

## AW.16 Beyond Professional and Technical Writing: Practicing Usability Testing in Composition

This workshop provides an overview of usability testing. Participants will apply this information to their own materials and classrooms.

### B118 & B119

## *Workshop Facilitators:* Joseph Bartolotta, University of New Mexico, Albuquerque

Dev Bose, Iowa State University, Ames Angelia Giannone, University of Arizona, Tucson Antonnet Johnson, University of Arizona, Tucson Marijel (Maggie) Melo, University of Arizona, Tucson Angelia Giannone, University of Arizona, Tucson

14-Cultivating Connections, Cultivating Space

## AW.17 Cultivating Interdisciplinary Relationships: Incorporating Information Literacy in Writing Classrooms, Writing Programs, and Across the Curriculum

This workshop engages participants in the cross-disciplinary cultivation of information literacy in the writing classroom.

Portland Ballroom 255

*Speakers:* Leslie Arms, University of Texas at El Paso Daisy Benson, University of Vermont, Burlington Emily Crist, University of Vermont, Burlington

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Paul LaPrade, University of Texas at El Paso Angela Lucero, University of Texas at El Paso Libby Miles, University of Vermont, Burlington Consuelo Salas, University of Texas at El Paso Ernie Tsacalis, San Antonio College, San Antonio, TX



## All-Day Wednesday Workshops 9:00 a.m.–5:00 p.m.

#### 3-Community, Civic & Public

## W.01 Feminist Workshop: Intersectionality within Writing Programs and Practices

Sponsored by the Standing Group on the Status of Women in the Profession This workshop explores intersectional feminism(s) and social justice in teaching, administrative work, and rhetorical practices.

#### F152

Chair: April Conway, Bowling Green State University, Bowling Green, OH

Speakers: Lauren Connolly, Lewis-Clark State College, Lewiston, ID Tasha Golden, University of Louisville, Louisville, KY Nicole Gonzales Howell, University of San Francisco, San Francisco, CA Nicole Khoury, University of Illinois, Chicago Lydia McDermott, Whitman College, Walla Walla, WA Jennifer Nish, American University of Beirut, Beirut, Lebanon Ersula Ore, Arizona State University, Tempe Cristina Ramirez, University of Arizona, Tucson Karrieann Soto, Syracuse University, Syracuse, NY Patty Wilde, Washington State University, Tri-Cities, Portland, OR Tara Wood, Rockford University, Poplar Grove, IL

#### 10-Research

W.02 Cultivating Research Capacity through International Exchanges about Higher Education Writing Research

Sponsored by the International Researchers' Consortium Standing Group This is the International Researchers' Consortium Standing Group workshop. Researchers from 24 countries share drafts in advance and have extended dialogue in small groups for deep exchange about writing research.

### A105

*Chairs:* Christiane K. Donahue, Dartmouth, Hanover, NH, and Université de Lille III, Villeneuve-d'Ascq, France

Cinthia Gannett, Fairfield University, Fairfield, CT

Workshop Facilitators: Rula Baalbaki, American University of Beirut, Beirut, Lebanon

continued on next page

Nancy Bou Ayash, University of Washington, Seattle Yue Chen, Purdue University, West Lafayette, IN Vera Cristovão, Universidade Estadual de Londrina (UEL), Londrina, Paraná, Brazil Lance Cummings, University of North Carolina, Wilmington Gita DasBender, Seton Hall University, South Orange, NJ Yinyin Du, Guangdong University of Foreign Studies, Guangzhou, Guangdong, China Lisa Emerson, Massey University, Palmerston North, New Zealand Tyler Evans-Tokaryk, University of Toronto, Mississauga, Canada Paula Abboud Habre, Lebanese American University, Beirut, Lebanon Andrew Johnson, Monash University, Caulfield East, Victoria, Australia Jay Jordan, University of Utah, Salt Lake City Xinfang Liu, Suzhou University of Science and Technology, Suzhou, Jiangsu, China Jennifer Lopera, Universidad del Rosario, Bogotá, Colombia Shurli Makmillen, Claffin University, Orangeburg, SC Maria Ester Moritz, Universidade Federal de Santa Catarina, Florianópolis SC, Brazil Elizabeth Narváez-Cardona, Universidad Autónoma de Occidente, Cali, Colombia Raffaella Negretti, Chalmers Technical University, Göteborg, Sweden Lucy Rai, The Open University, Milton Keynes, England Michelle Riedlinger, University of the Fraser Valley Lynne Ronesi, American University of Sharjah, Sharjah, United Arab Emirates Andrea Scott, Pitzer College, Claremont, CA Kirk St. Amant, Louisiana Tech University, Ruston Brian Stone, California State Polytechnic University, Pomona Katja Thieme, University of British Columbia, Vancouver, Canada Belinda Walzer, Northeastern University, Brighton, MA Xiaobo Wang, Georgia State University, Atlanta Margaret Willard-Traub, University of Michigan, Dearborn Juheina Fakhreddine Yakzan, American University of Beirut, Beirut, Lebanon Pavel Zemliansky, University of Central Florida, Orlando

## 4-Creative Writing

## W.03 Cultivating Our Creative Capacities: Writing Teachers Writing

Sponsored by the Creative Nonfiction Special Interest Group Participants will explore creative nonfiction through writing prompts and discussing teaching strategies and issues.

### A104

Speakers: Lynn Z. Bloom, University of Connecticut, Storrs Melissa Goldthwaite, Saint Joseph's University, Merion Station, PA Libby Falk Jones, Berea College, Berea, KY Jacquelyne Kibler, Arizona State University, Tucson Sandee McGlaun, Roanoke College, Salem, VA Irene Papoulis, Trinity College, Hartford, CT Wendy Ryden, Long Island University, Brookville, NY Charles I. Schuster, University of Wisconsin, Milwaukee Jenny Spinner, Saint Joseph's University, Philadelphia, PA Judith Szerdahelyi, Western Kentucky University, Bowling Green

14-Cultivating Connections, Cultivating Space

## W.04 TYCA Presents Cultivating Our Capacity: Preparation and Professional Development for Teachers of English at Two-Year Colleges

Sponsored by the Two-Year College English Association This workshop will provide the knowledge and tools to build meaningful and research-based professional development into the structure and culture of participants' departments and institutions. With an emphasis on the unique demands of two-year colleges, speakers and facilitators will take participants through the steps of designing, building, and sustaining professional growth.

Portland Ballroom 252

# Speakers: Brett Megan Griffiths, Macomb Community College, Warren, MI

Darin Jensen, University of Nebraska, Lincoln
Brian Lewis, Century College, White Bear Lake, MN
Amy Patterson, Moraine Park Technical College, Beaver Dam, WI
Cheri Spiegel, Northern Virginia Community College, Alexandra
Joshua Stokdyk, Madison Area Technical College, Madison, WI
Christie Toth, University of Utah, Salt Lake City
Workshop Facilitators: Sarah Z. Johnson, Madison Area Technical
College, Madison, WI

Suzanne Labadie, Oakland Community College, Royal Oak, MI Stephanie Maenhardt, Salt Lake Community College, Salt Lake City, UT

#### 7-Institutional and Professional

## W.05 Rhetorics and Realities: Exploring New Potentials for Scholarly Production to Transform the Meaning of Scholarship (and the Meaning of Meaning within Our Field)

Sponsored by NCTE's Studies in Writing and Rhetoric book series This workshop offers both presentations and hands-on training in new publishing platforms. It is designed to create a space for participants to discuss the issues/concerns that need to be addressed into our scholarly publications as well as provide them with the opportunity to learn about as well as to experiment with building alternative forms of scholarly production.

## B113

*Chair:* Stephen Parks, Syracuse University, Syracuse, NY *Speakers:* Kristin Arola, Washington State University, Pullman, WA Elizabeth Brewer, Central Connecticut State University, New Britain Romeo Garcia, Syracuse University, Syracuse, NY Crystal Hendricks, Syracuse University, Syracuse, NY Brett Keegan, Syracuse University, Syracuse, NY Jason Markins, Syracuse University, Syracuse, NY Tamera Marko, Emerson College, Boston, MA Jacqueline Rhodes, Michigan State University, East Lansing Jody Shipka, University of Maryland, Baltimore County Melanie Yergeau, University of Michigan, Ann Arbor

#### 6-Information Technologies

## W.06 High Touch Tech: Using Web-Based Tools to Cultivate Student Inclusion and Self-Efficacy in the Composition Classroom

This hands-on workshop provides an open, supportive, and playful space for compositionists who would like to learn how to work with digital teaching tools but are unsure of how to get started. Participants are encouraged to bring laptops or tablets.

### B116

#### Workshop Facilitators: Stacey Anderson, California State University, Channel Islands

Rachael Jordan, California State University, Channel Islands Clifton Justice, California State University, Channel Islands Kim Vose, California State University, Channel Islands

#### 2-Basic Writing

## W.07 Implementing Long-Term Changes to Basic Writing Programs in Local Contexts

Sponsored by the Council on Basic Writing This workshop will engage participants with strategies and models intended to facilitate long-term changes to basic writing (BW) curricula.

C123

Chairs: Lynn Reid, Fairleigh Dickinson University, Madison, NJ
Michael Hill, Henry Ford Community College, Dearborn, MI
Speakers: Paul Beilstein, University of Illinois, Urbana-Champaign
Bethany Davila, University of New Mexico, Corrales
Cristyn Elder University of New Mexico, Albuquerque
Evin Groundwater, University of Illinois, Urbana-Champaign
Joe Harris, University of Delaware, Newark
Allison Kranek, University of Illinois, Urbana-Champaign
Kristi McDuffie, University of Illinois, Urbana-Champaign
Kelly Ritter, University of Illinois, Urbana-Champaign
Workshop Facilitators: Susan Naomi Bernstein, Arizona State University, Tempe
J. Elizabeth Clark, LaGuardia Community College, CUNY, New York, NY

Barbara Gleason, City College of New York, New York, NY Sugie Goen-Salter, San Francisco State University, San Francisco, CA Marisa Klages, LaGuardia Community College, CUNY, New York, NY Sara Webb-Sunderhaus, Indiana University-Purdue University, Fort Wayne, IN

7-Institutional and Professional

## W.08 Moving Labor Advocacy from Conversations to Action This workshop engages participants in several avenues for moving the labor conversation in higher education forward via strategic action. C124

Speakers: Janelle Adsit, Humboldt State University, Arcata, CA Natalie Barnes, Colorado State University, Fort Collins Sue Doe, Colorado State University, Fort Collins Seth Kahn, West Chester University of Pennsylvania, West Chester Lydia Page, Colorado State University, Fort Collins James Walsh, University of Colorado, Denver Workshop Facilitator: Sarah Austin, Texas Tech University, Lubbock

#### 10-Research

## W.09 Cultivating Sustainable Writing Assessments

This workshop helps faculty learn to use writing assessment theory and practice to design effective, sustainable writing assessments.

#### F150

*Workshop Facilitators:* Nicole Caswell, East Carolina University, Greenville, NC

Curt Greve, Kent State University, Kent, OH Melody Gustafson, Kent State University, Kent, OH Brian Huot, Kent State University, Kent, OH Elliot Knowles, Kent State University, Kent, OH William Morris, Kent State University, Kent, OH Jamie Peterson, Kent State University, Kent, OH

11-Writing Pedagogies and Processes

## W.10 Cultivating Capacities, Creating Change: Teachers as Activists and Videomakers

This hands-on workshop covers the basics of filmmaking/videomaking and how to integrate and develop multimedia and critical pedagogy in the classroom. Participants should bring laptops and a camera or smartphone.

### B114

# *Workshop Facilitators:* Crystal Bickford, Southern New Hampshire University, Manchester

Kefaya Diab, New Mexico State University, Las Cruces Theresa Donovan, University of Texas at El Paso Gwen Gray Schwartz, University of Mount Union, Alliance, OH Lynda Haas, University of California, Irvine Laurie McMillan, Pace University, Pleasantville, NY Megan Palmer, Southern New Hampshire University, Manchester Patricia Portanova, Northern Essex Community College, Haverhill, MA Anthony Stagliano, New Mexico State University, Las Cruces

#### 11-Writing Pedagogies and Processes

## W.11 Cultivating Vernacular Eloquence: A Workshop on Speech and Writing Honoring Peter Elbow

Sponsored by the Assembly for Expanded Perspectives on Learning This workshop explores how practices of speech can enhance writing instruction and practice. Peter Elbow will join the workshop as a participant and respondent.

D135

Chair: Nate Mickelson, Guttman Community College, CUNY, New York, NY

Speakers: Kathleen Cassity, Hawai'i Pacific University, Honolulu Michelle Comstock, University of Colorado, Denver Peter Elbow, University of Massachusetts, Amherst Mary Hocks, Georgia State University, Atlanta Nate Mickelson, Guttman Community College, CUNY, New York, NY Bruce Novak, The Foundation for Ethics and Meaning, Indiana, PA Nan Phifer, Oregon Writing Project, University of Oregon, Eugene Airlie Rose, University of Massachusetts, Amherst Betty Spence, DeSoto Center, Northwest Mississippi Community College, Southaven, MS

Eleni Stecopoulos, University of San Francisco, San Francisco, CA

### 13-Writing Programs

W.12 Launching and Developing Sustainable Writing across the Curriculum/Writing in the Disciplines Programs

In this workshop, participants will develop strategies for creating and revitalizing WAC/WID programs based on whole-systems theory.

D136

*Speakers:* Michelle Cox, Cornell University, Ithaca, NY Jeffrey Galin, Florida Atlantic University, Boca Raton Dan Melzer, University of California, Davis

14-Cultivating Connections, Cultivating Space

# W.13 Leadership in Action: A Workshop for Heads, Directors, WPAs, and Future Faculty Leaders

This workshop combines self-reflections on leadership, hands-on sessions on participants' projects, and reviews of research on leadership.

E146

Speakers: Anita August, Sacred Heart University, Fairfield, CT Brenda Brueggemann, University of Connecticut, Storrs Jane Detweiler, University of Nevada, Reno Patti Wojahn, New Mexico State University, Las Cruces

## Thursday, March 16 Special Events and Meetings

All sessions and events are located in the Oregon Convention Center unless otherwise noted.

## Newcomers' Coffee Hour

Portland Ballroom 252 7:30 a.m.-8:15 a.m.

## **Opening General Session**

Oregon Ballroom 203 & 204 8:30 a.m.-10:00 a.m.

## Nominating Committee Meeting (open)

Room C128 10:30 a.m.–12:30 p.m.

## **Resolutions Committee Meeting (open)**

Room C128 5:30 p.m.–6:30 p.m.

## **Scholars for the Dream Reception**

Portland Ballroom 253 6:00 p.m.-7:00 p.m.

## Anzaldúa Awards Reception

Portland Ballroom 252 7:00 p.m.–8:00 p.m.

## AA and Al-Anon Meeting Space

8:00 p.m.-10:00 p.m.

Meeting space is set aside for those who desire to have an AA or Al-Anon meeting. AA, Room D133 Al-Anon, Room D134



## **Opening General Session** Oregon Ballroom 203 & 204 8:30 a.m.–10:00 a.m.

 Presiding: Carolyn Calhoon-Dillahunt, Program Chair/CCCC Associate Chair, Yakima Valley College, WA
 Greetings: Hildy Miller, Portland State University, and Chris Nelson, Oregon State University, Local Arrangements Co-Chairs
 Susan Houser, NCTE President, St. Petersburg, FL
 Jeffrey Andelora, TYCA Chair, Mesa Community College, AZ

## Scholars for the Dream-2017 Recipients

Maryam S. Alikhani, Teachers College, Columbia University, New York, NY Candace Chambers, University of Alabama, Tuscaloosa Nina Feng, University of Utah, Salt Lake City Michelle Grue, University of California, Santa Barbara Logan Middleton, University of Illinois at Urbana-Champaign Alejandra Irene Ramírez, University of Arizona, Tucson Ella Dali Raynor, University of Central Florida, Orlando Elijah Simmons, Miami University, Oxford, OH Alison Lau Stephens, University of Oregon, Eugene Mark Daniel Triana, Washington State University, Pullman

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

## Scholars for the Dream Travel Award Committee

*Chair:* April Baker-Bell, Michigan State University, East Lansing Genevieve Garcia de Mueller, University of Texas Rio Grande Valley Alexandra Hidalgo, Michigan State University, East Lansing Iris Ruiz, University of California, Merced Robyn Tasaka, University of Hawai'i-West O'ahu

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-2017 Recipients

Sara P. Alvarez, University of Louisville, KY Janine Butler, East Carolina University, Greenville, NC Megan Faver Hartline, University of Louisville, KY Brittany S. Hull, Indiana University of Pennsylvania

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

*Chair:* Beverly Moss, The Ohio State University, Columbus John Duffy, University of Notre Dame, IN Malea Powell, Michigan State University, East Lansing Stephanie Vie, University of Central Florida, Orlando 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.

Deborah Brandt, recipient of the 2017 CCCC Exemplar Award, will speak.

#### **Exemplar Award Committee**

*Chair:* Shirley Rose, Arizona State University, Tempe Arnetha Ball, Stanford University, CA Kay Halasek, The Ohio State University, Columbus Jaime Armin Mejia, Texas State University, San Marcos Tony Scott, Syracuse University, NY

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

## Deborah L. Brandt, 2017 Exemplar of the Conference on College Composition and Communication



**Deborah Brandt** 

Deborah Brandt tackles huge and complex issues with brilliance. She is among the very, very best writers and thinkers in the field. She is an exemplar of careful, meticulous, consequential research.—Mike Rose

Deborah L. Brandt exemplifies the standards that we expect for recipients of the CCCC Exemplar Award. Since the 1980s, Deborah Brandt's scholarship has not only been of the highest quality but has fully embodied the values of the CCCC with a commitment to students, a responsiveness to the social complexity of their lives, and an engagement in providing supports for literacy learn-

ing that would advance them as individuals and society as a whole. She has consistently produced work that has been at the forefront of enhancing our view of what constitutes literacy and advancing our understanding of its complex interconnections to social, cultural, and political life.

Now Professor Emerita of English at the University of Wisconsin-Madison, Deborah Brandt is the author of four widely cited books, including her first book, *Literacy as Involvement: The Acts of Writers, Readers, and Texts* (1990), for which she was awarded the David H. Russell Award for Distinguished Research. Her second book, *Literacy in American Lives* (2001), earned the Grawemeyer Award in Education, the CCCC Outstanding Book Award, and the MLA Mina P. Shaughnessy Prize. Her most recent book, *The Rise of Writing: Redefining Mass Literacy* (2015), completed with the support of a Guggenheim Fellowship, received the 2017 Mina Shaughnessy Prize. In honor and support of this work, Dr. Brandt has held fellowships from the Guggenheim Foundation, the American Council of Learned Societies, and the National Endowment for the Humanities.

Over the last 30 years, as our field has witnessed great shifts in how those who come from diverse contexts are represented, Brandt has been at the heart of this important change. Her concept of "sponsors of literacy," the ways that literacy is supported by powerful material and personal connections, is a threshold concept in our field. Her influence has extended well beyond the borders of our field, as her work has been cited in education and policy studies, print culture and the history of the book, applied linguistics, anthropology, the sociology of education, and information studies. Indeed, her impact has extended beyond the borders of our nation as her work has been highly influential in applied linguistics in Europe, which resulted in an Honorary Doctorate from Umea University in Sweden. Those who know her know that she accomplished such recognition without a hint of self-promotion or self-aggrandizement.

By looking carefully at what readers and writers actually do, *Literacy as Involvement* offered a clear challenge to the "great divide" view of literacy still dominant in the 1990s. *Literacy in American Lives* grew out of this earlier theorizing and research, adding methodologically sound and innovative investigation that gave clarity to an issue that was at best hazily understood: how literacy experiences grow out of the conditions of one's life and life opportunities—and how those were in turn shaped by larger historical, social, and economic forces. It changed and refocused our thinking through writing that is elegant and persuasive, deeply grounded in the empirical materials she carefully aggregated. The 2015 follow-up *The Rise of Writing* reveals how changing technological, historical, and economic forces have added to the pervasiveness of writing and provided new configurations of writing activity and motives, indicating how deeply writing has entered into the identities of people throughout the workplace and social life and providing an increased warrant and a direction to ourselves and others for why we do what we do as teachers of writing.

As a teacher, Deborah Brandt has built a distinctive record of cultivating young scholars who have gone on to make significant contributions to scholarship, teaching, and service. At the University of Wisconsin-Madison, where she was instrumental in building the composition and rhetoric graduate program, she has had a reputation for fairness and equity and for being both attentive and accountable to matters related to diversity and social justice. She has been a critical factor in the preparation of graduate students of color, having mentored them as they charted career paths in our areas—with several competing successfully for the CCCC Scholars for the Dream Award.

A letter written by her former students describes her as "both demanding and generous. She could often find the one small sparkling gem of brilliance in an otherwise twisted argument, giving new life to a struggling research trajectory. She shared her sense of wonder at literacy with her students, exploring our research sites vicariously through us, pushing us to sharpen our insights, make them speak to larger theoretical concerns, at the same time as holding us accountable to the real lives, and real challenges, of those whom we studied."

Brandt's contribution to the field is also evident in the role she has played in calling attention to the work of others. She has served on the editorial boards of all the major journals in our field, on the editorial board of a book series, and on a variety of selection committees. As coeditor of *Written Communication* for nearly a decade, she has played a critical role in bringing to the attention of the profession some of our most innovative research and scholarship and thereby ensuring the scholarly foundations of our profession.

Thursday, 8:30-10:00 a.m.

Her service to the discipline is wide ranging, from national lobbying for writing studies and national service crossing composition and rhetoric organizations and publications, to campus and community service that has made significant interventions and left a lasting impact. As a member of the Steering Committee for the United States Department of Education's National Center for English Learning and Achievement, she was a powerful informant and fierce advocate for writing studies among policymakers and various English Studies professionals.

Her service to our profession also reaches deeply and meaningfully into Madison, Wisconsin, the community where she worked and lived for nearly 30 years. At the University of Wisconsin-Madison, she worked for decades in support of important and varied initiatives for diversity, equity, and social justice across the campus. In the University of Wisconsin Hmong Literacy, Language, and Jobs Project, she led a group of her graduate students in providing one-on-one writing instruction and tutoring to members of Madison's Hmong community who were seeking or sustaining employment. She served on the City of Madison Affirmative Action Commission and the Education Committee of the Madison Branch of the National Association for the Advancement of Colored People, demonstrating that she does not simply talk about social justice, equity, and access; she consistently does the work regardless of whether or not anyone is looking.

The duration and excellence of Deborah Brandt's contributions to the scholarship, teaching, and service that sustain CCCC and the profession it represents have earned her selection as the 2017 CCCC Exemplar.



## **Chair's Address** Oregon Ballroom 203 & 204 8:30 a.m.–10:00 a.m.

## **Because Writing Is Never Just Writing**



Linda Adler-Kassner

For CCCC 2016, I invited everyone in attendance to be part of telling a story: about our foundational values and principles, about how we act on them (and how we might like to act on them differently), about how we might build alliances with others from them. I suggested that telling this story, based on our values and principles, would be important as we shape conditions for writing and writers to flourish.

In this talk, I'll build on the foundation that we started to lay together at CCCC 2016, considering some of the issues that we face. But my call here will be a bit more ur-

gent, focusing not just on how we *might* develop strategies to tell and change stories, but why we *must*. This call will be located around the talk's central theme: writing is never just writing.

Consider a concern that writing teachers, tutors, administrators, and students often hear: "My students can't write." This is often followed by a lament about what the speaker perceives to be students' inability to produce a representation of their knowledge that, from the perspective of the speaker, is straightforward and "obvious." The statement and the perspective reflect a belief that writing is one thing, it is "just writing."

As writing professionals—instructors, consultants, tutors, students, administrators we know that writing is so much more. It's a strategy that can be used for learning, a way of negotiating identities within and around specific contexts, a representation of ideas, a way of participating in ideologies, a strategy for movement, a way of understanding. We build on these understandings of writing as we work with writers every day in classrooms, writing centers, community sites. We build on them as we work with faculty colleagues—even (especially) those who complain that students "can't write"—to use writing as a strategy for learning and exploration. All of these uses of writing make the point: writing is never just writing.

But as we work with students and colleagues, in classrooms and communities, at the local level, we also live in a broader climate that is shaped by the Educational Intelligence Complex (or EIC), a loosely aligned group of NGOs, funders, policies. The EIC is motivated by a story about The Problem with American Education and How to Fix It. The problem, as they tell it, is teachers, curricula, and the educational system; the consequence of the problem is the potential downfall of the American economy; the fix comes from practices imported from businesses and industries that may suffer if The Problem continues.

The EIC's initiatives are many. They are well funded, well promoted, and embraced by those who speak with loud voices. They are reflected in commonly used terminology: *continuous improvement. Learning outcomes. Comparative data.* They are captured in so-called "disruptions": MOOCs, reductive competency-based programs, self-paced learning. They are embodied in some data-motivated efforts: predictive analytics, data mining, data dashboards. Through the story told by the EIC, these initiatives can have serious consequences for the things that we care about most: writers, writing, the ways in which we know that writing is never just writing. But: there also might be potential there.

Our challenge, then, is to work *from* the idea that writing is never just writing *within* the age of the EIC—and maybe even to reshape its story. We can do so by working from our disciplinary identity, one that exists at the intersection of focus, expert knowledge, and a particular kind of responsibility.

These are the issues I'll consider in this talk: how working through the idea that writing is never just writing, an idea that embodies our disciplinary identity, can help us to navigate through the EIC and its story about learning. To take up these (complicated!) questions, I'll use some of the EIC's artifacts as illustrations, considering their implications for learning and for writers. I'll then consider how taking systematic, strategic action through our disciplinary identity can make a difference.

**Linda Adler-Kassner** is Professor of Writing Studies and Interim Dean of Undergraduate Education at the University of California, Santa Barbara. She directed the UCSB Writing Program from 2010 to 2015; she then became associate dean of Undergraduate Education, a position to which she will return in July 2017. In this capacity, she works with faculty and students across UCSB's campus on questions related to teaching, learning, and assessment.

Always focusing on study of and practice with writing, Adler-Kassner teaches courses on writing and civic engagement, writing and public policy, assessment of writing, and—of course—first-year writing. She also leads seminars for faculty members on making threshold concepts of their disciplines more explicit in teaching, and courses for students on navigating the university (often through threshold concepts). She was thrilled to receive the UCSB Distinguished Teaching Award in 2015.

Adler-Kassner is author, coauthor, or coeditor of nine books and many articles and book chapters. Her most recent book, coedited with Elizabeth Wardle and bringing together the work of twenty-nine colleagues in the field, is *Naming What We Know:* 

Threshold Concepts in Writing Studies. Naming What We Know was honored by the Council of Writing Program Administrators for Outstanding Contribution to the Discipline. Adler-Kassner is also author of *The Activist WPA: Changing Stories about Writing and Writers*, which won the CWPA Best Book Award.



## **A Sessions:** 10:30–11:45 a.m.

## **Poster Session**

## Undergraduate Researcher Poster Session Lobby Space outside Portland Ballroom 251 & 252

This session will showcase the work of more than two dozen students from across the United States who have been engaged in research on writing. They will be presenting their posters on Thursday, March 16, 10:30 a.m.–11:45 a.m. Posters may be on display throughout the Convention.

Chair: Jessie Moore, Elon University

## **Cultivate and Think Tank Sessions**

## A.01 Career Quest: Navigating a Future in Composition, Rhetoric, and Writing Studies

This interactive Cultivate session is designed for newcomers and early career attendees. Its goal is to help participants develop a plan in which opportunities at the conference and within the organization can play an important part in their career development. Participants will engage in activities designed to clarify their career goals and will have the opportunity to hear brief presentations about a range of career options available to them. Afterward, participants will be invited to visit various stations, each representing a different career path, to learn more about the careers they envision in their professional futures. At the end of the session, participants will design a plan for the 2017 conference, as well as a broader plan for engagement with future conferences and with what the organization offers.

## Portland Ballroom 256

Chair: Paul Puccio, Bloomfield College
Facilitators: Tamika Carey, University at Albany, SUNY, "Turning Social Commitments into Action"
Michele Eodice, University of Oklahoma, Norman, "Writing Center Administration"
Libby Falk Jones, Berea College, "Teaching Writing as a Generalist or Literature Professor"
Erika Lindemann, University of North Carolina, Chapel Hill,

<sup>&</sup>quot;Research"

Aja Martinez, Binghamton	University-State	University	of New	York,
"Teaching at a Research	University"			

Sharon Mitchler, Centralia College, "Teaching at a Two-Year College" Malea Powell, Michigan State University, East Lansing, "CCCC Leadership"

Scott Reed, Georgia Gwinnett College, "Writing Facilitator"

Duane Roen, Arizona State University, "Writing Program Administration"

Leslie Werden, Morningside College, "Teaching at a Small, Four-Year College"

Think Tank on Supporting Queer Scholars

## A.02 Queering Our Spaces: Cultivating Institutional Support for Queer/LGBTQ+ Composition Scholars

This session focuses on cultivating institutional support for LGBTQIAP+ compositionists. This session's goal is to work toward concrete plans to create or expand programmatic support for the queer faculty, undergraduate students, graduate students, and contingent lecturers at our institutions. During this session, discussion will center on the experiences of queer scholars, current forms of institutional support, and key gaps in institutional support. Participants will create an initial plan to strengthen support for queer scholars in their current teaching, research, and service contexts. To carry this work beyond the Cs' Think Tank, participants will help establish digital spaces to continue sharing ideas and strategies, and to track work that supports queer scholars across institutions.

Portland Ballroom 251

*Facilitators:* Sarah Dwyer, Texas A&M University–San Antonio Lee Hibbard, Purdue University Rebekah Sims, Purdue University

Think Tank on Research Methods

## A.03 The Messy and Complex Middle Ground between Method and Methodology: A Conversation on Research

In this cross-generational Think Tank session on methods, methodologies, and theory, MA-level and PhD-level graduate students, junior, and mid-career scholars come together to discuss the messy and complex middle ground between method and methodology. During this session, facilitators open up areas of discussion and inquiry with participants, covering questions such as How should

continued on next page

method and methodology interoperate?; What are the limitations of our privileged research methods?; What do emergent (new) methods and methodologies look like?; Which methods/methodologies prove useful over the course of a research career, and which are less? This session will also feature an overview of the CCCC Research Awards, including the newest Emergent Research/er awards.

## Portland Ballroom 253

*Facilitators:* Jennifer Clary-Lemon, University of Winnipeg Derek Mueller, Eastern Michigan University Kate Pantelides, Middle Tennessee State University Thomas Passwater, Eastern Michigan University Jana Rosinski, Syracuse University

2-Basic Writing

## A.04 Emerging Voices in Basic Writing Studies

Sponsored by the Council on Basic Writing This session presents selected graduate student work on basic writing, highlighting the importance of BW within Comp/Rhet graduate programs.

### Portland Ballroom 255

Chairs: Michael Hill, Henry Ford Community College, Dearborn, MI Lynn Reid, Fairleigh Dickinson University Speakers: Rachel Buck, The University of Arizona Lucas Corcoran, The Graduate Center, City University of New York Zarah Catherine Moeggenberg, Washington State University Respondents: Rebecca Mlynarczyk, The Graduate Center, CUNY Wendy Olson, Washington State University Vancouver

#### 10-Research

## A.05 Precarious Positions: Research Praxis and Knowledge Making across Contexts

Sponsored by the Consortium of Doctoral Programs in Rhetoric and Composition Standing Group

The panel examines knowledge-making and research praxis across different institutional constructs, researcher positions, and career trajectories.

F149

*Speakers:* Kevin DePew, Old Dominion University Amy Kimme Hea, University of Arizona, Tucson

Karen Lunsford, University of California–Santa Barbara Aimee Mapes, University of Arizona Kenneth Walker, University of Texas–San Antonio

#### 10-Research

#### A.06 New Spaces in Latinx Compositions and Rhetorics

Sponsored by the Latinx Caucus

This roundtable, sponsored by the Latinx Caucus, explores new Latinx research projects from current graduate students.

#### D136

Speakers: Nancy Alvarez, St. John's University, "Hacking English: Latina Tutors in the Writing Center"

Sonia Arellano, University of Arizona, Tucson, "Quilting as Method: Composing Quilts That Memorialize Migrant Lives"

Alejandra Ramirez, University of Arizona, Tucson, "Cosmic Races, Cosmic Spaces: Interventions in Mythological Geographies & Xicanistx Futurisms"

Santos Ramos, Michigan State University, "Tamales from Mesoamerica to Michigan: Food Practices as Sites of Indigenist Intervention"

Consuelo Salas, University of Texas at El Paso, "From Past to Present: Uncovering How the Sleeping Mexican Man Still Has Life"

James Sanchez, Texas Christian University, "Beyond the Black-White Binary: Erasing/Composing the Latinx Self in Rural Spaces"

*Respondents:* Aja Martinez, Binghamton University–State University of New York

#### 12-Theory

## A.07 The Big F-Word: Theorizing Failure and Reimagining the Writing Self

Panelists challenge us to reconsider new ways of envisioning the writing situation and the purposes of writing through theories of queer topoi and failure.

A109

Chair: Ruben Casas, California State University, Fresno

Speakers: Allen Durgin, Columbia University, "Queer Topoi: Writing 'Like' Sedgwick"

Dan McCormick, Purdue University, "Locating Queer Writing in/as Failure"

Mike Pak, University of Hawai'i at Manoa, "Failure for All Students"

#### 3-Community, Civic & Public

## A.08 Delivering the Goods: Cultivating Reciprocity in Activist Research

This panel describes and engages the audience in discussion of the challenges of producing deliverables in three community-based research projects.

E142

Speakers: Mindy Myers, Wayne State University, "Citizen Voices: Entering the Policy Arena"

Suban Nur Cooley, Michigan State University, "Listening to the Diaspora: Identity, Displacement, and the Idea of Home"

Renuka Uthappa, Wayne State University, "The Voices of Experience: Discovering What Matters to Mentally Disabled Speakers"

11-Writing Pedagogies and Processes

## A.09 "What's SRL got to do with it?": Strategies and Tools for Self-Regulation in the Writing Classroom

This panel presents three empirical studies that utilize Self-Regulated Learning (SRL) to provide pedagogical tools for composition classrooms.

D131

*Speakers:* Amy Ann Metcalf Latawiec, Wayne State University Ryan Roderick, Carnegie Mellon Joel Schneier, North Carolina State University

#### 7-Institutional and Professional

## A.10 Promoting RAD Writing Research through Interinstitutional Collaboration

Developing RAD research through interinstitutional collaboration which foregrounds attention to sustainable, user-centered infrastructure.

B119

Chair: Shelley Staples, University of Arizona

Speakers: Bradley Dilger, Purdue University, "Understanding Research Needs across Institutions, Expertise, and Purposes"

Michelle McMullin, Purdue University, "Sustainable Infrastructures for Interinstitutional Research"

Zhaozhe Wang, Purdue University, "Creating Space for Interinstitutional RAD Research with Corpus Linguistics"

#### 1-First-Year and Advanced Composition

# A.11 Fertile Ground: Cultivating Change through a First-Year Writing Conference

A panel discusses how a First-Year Writing conference of multimodal products fosters cross-cultural dialogue and rhetorical listening.

B115

*Chair:* Joyce Meier, Michigan State University, East Lansing *Speakers:* Cheryl Caesar, Michigan State University, East Lansing Bree Gannon, Michigan State University, East Lansing David Medei, Michigan State University, East Lansing Joyce Meier, Michigan State University, East Lansing

11-Writing Pedagogies and Processes

# A.12 Cultivating Pathways with Game Assignments: Reframing Failure through Playful Composition

Four instructors explore game design in FYC as strategies for moving both instructors and students into multimedia creation/design ecologies.

#### A108

Speakers: Tony Bushner, Purdue University, West Lafayette, IN Alisha Karabinus, Purdue University, West Lafayette, IN Patrick Love, Purdue University, West Lafayette, IN Ashley Velazquez, Purdue University, West Lafayette, IN

#### 14-Cultivating Connections, Cultivating Space

# A.13 Cultivating Critical Connections: Case Studies and Microhistories of Composition and Corporatization, Disability and Diversity

Four studies of four very different institutional contexts will be used to connect disability services and writing programs.

#### Portland Ballroom 258

Chair: Stephanie Kerschbaum, University of Delaware

- Speakers: Jay Dolmage, University of Waterloo, Ontario, Canada, "Empty Accommodations and Insistent Outcomes"
- Al Harahap, University of Arizona, "Cultivation, Clash, and Disabling the Institution"
- Andrew Lucchesi, Western Washington University, "Cultivating Disability Prehistories"

Neil Simpkins, University of Wisconsin-Madison, "Co-Opting Activism, Cultivating Conservatism"

#### 12-Theory

# A.14 Passion Cultivates Long-Term Transfer

How does passion transfer to long-term literate habits? A theoretical explanation grounded on empirical research.

D138

*Speakers:* Barbara George, Kent State University Melody Gustafson, Kent State University Uma Krishnan, Kent State University

#### 7-Institutional and Professional

# A.15 Meeting and Mentoring in "Third Spaces": Graduate Student and Faculty Experiences with Collaborative Mentoring Practices in a Writing Program

Faculty and graduate student voices discuss collaborative, "third space" practices for mentoring new teachers in our writing program.

E146

Speakers: Adrienne Jankens, Wayne State University Tori Reeder, Wayne State University Michael Shumway, Wayne State University Jule Thomas, Wayne State University

#### 13-Writing Programs

# A.16 Curriculum Design for Online Writing Centers

Presenters share strategies for online writing centers, including homegrown and asynchronous; training online tutors; and evaluating comments.

A104

Chair: Nina Ringer, The College of New Jersey

Speakers: Carrie Dickison, Wichita State University, "Cultivating Change in Student Perceptions of the Online Writing Center"

David Elder, Morningside College, "Online Comments as a Guide to Improving Instruction"

Shelah Simpson, Liberty University, "Cultivating the Capacity of Online Writing Support: Online Student Perceptions of Online Writing Center Designs"

Ryan Vingum, Miami University, "Cultivating Consultant Perspectives: Online Writing Centers and Participatory Design Methodologies"

#### 1-First-Year and Advanced Composition

# A.17 Tracing Transfer: Examining Teaching for Transfer in Three Curricular Sites

This panel presents the preliminary findings of a multi-institutional, multisite research project: the Transfer of Transfer Project.

C123

Speakers: Matt Davis, University of Massachusetts, Boston Liane Robertson, William Paterson University Joyce R. Walker, Illinois State University, Normal Respondent: Kathleen Blake Yancey, Florida State University

8-Language

# A.18 Translanguaging and/in the Two-Year College: Approaching Language Difference in Diverse Scenes

English faculty members at community colleges consider translingualism. What do difference and fluidity look like from their perspectives?

F151

Chair: Jason Evans, Prairie State College Speakers: Jason Evans, Prairie State College Jennifer Maloy, Queensborough Community College, NY Hollie Villanueva, Arizona Western College Respondent: Bruce Horner, University of Louisville

3-Community, Civic & Public

# A.19 Civic Discourse and Activist Rhetorics from the Perspective of Underrepresented Groups

Four perspectives on activism and intersectionality.

F152

- *Chair:* Norman Douglas "Doug" Bradley, University of California–Santa Barbara
- Speakers: Alejandra Bell, California State University, Los Angeles, "Reading, Writing, and Learning with Students in Echo Park at 826LA"
- Tika Lamsal, University of San Francisco, "Literacies sans Borders: Cross-Language and Cross-Cultural Identities of Bhutanese Refugees in the US"

Mudiwa Pettus, The Pennsylvania State University, "The Consequences of an Unbridled Vision: Rhetorical Efficacy and the Black Radical Imagination"

Elizabeth Tacke, University of Michigan, "To 'Give Voice' or to Stay Silent: A Reparative Examination of Life Writing Practices in Disability Studies" 4-Creative Writing

# A.20 Autobiographical Journaling, Memoir, and Other Personal Genres for Undergraduate and Graduate Education

This session considers the dimensions of personal writing and memoir and its applications in the graduate and undergraduate classroom.

E148

Chair: Kathleen Cassity, Hawai'i Pacific University

- *Speakers:* Diane Comer, Victoria University of Wellington, "The Personal Essay, Migration, and the Topos of Memory"
- Ashley Doonan, Bowling Green State University, "(Re)conceptualizing the 'Me' Era: The Advantages of Autobiographical Journaling in the University Classroom"
- Laura Gray-Rosendale, Northern Arizona University, Flagstaff, "Cultivating the Rhetoric of Memoir: Innovative Online Graduate Teaching"
- Jo Hsu, Pennsylvania State University, "In Others' Words: Literacy Narratives as Relational Rhetoric"

11-Writing Pedagogies and Processes

# A.21 Cultivating Collaboration between Information Literacy and Writing Instruction

Cultivating collaboration between information literacy and writing instructors using disciplinary frameworks and the WPA OS.

D139

Speakers: Michelle Albert, University of Colorado Boulder Barbara D'Angelo, Arizona State University Teresa Grettano, The University of Scranton Barry Maid, Arizona State University, Phoenix Caroline Sinkinson, University of Colorado Boulder

3-Community, Civic & Public

# A.22 Indigenous Narratives in Public Spaces: Reorienting Place-Based Composition

This panel argues that attending to Indigenous notions of place cultivates more action-oriented communities within and outside the academy.

E145

*Chair:* ku'ualoha ho'omanawanui, University of Hawai'i at Mānoa, "Indigenous Narratives in Public Spaces: Reorienting Place-Based Composition"

Speakers: 'Iolani Antonio, University of Hawai'i at Mānoa, "Indigenous Narratives: Transforming Rhetoric and Resurgence"

Caryn Lesuma, University of Hawai'i at Mānoa, "Composing in Public Spaces: Visual Rhetoric and Civic Discourse"

Lauren Nishimura, University of Hawai'i at Mānoa, "Articulating Identity and Place: Community- and Self-Representation Online"

11-Writing Pedagogies and Processes

# A.23 Gaming the System: Interactive Pedagogies and Game Design

This panel examines the value of gaming as curricular design in writing courses.

B111

Chair: Mariana Grohowski, Indiana University Southeast

Speakers: Maureen Fitzpatrick, Johnson County Community College, "Video Games, Composition, and the Rise of Polythesesism: New Media Tools and Writing to Explore"

- Scott McDonald, University of California, Merced, "RPGs in FYCs: Connecting Game-Based Pedagogy with the Composition Classroom"
- Andreas Mechsner, CSU Stanislaus, "RPGs in FYCs: Connecting Game-Based Pedagogy with the Composition Classroom"
- Mark Mullen, The George Washington University, "Playing to Win: Introducing World of Writing: The RPG"

#### **4-Creative Writing**

# A.24 Medical Narratives—Cultivating Stories, Voices, Selves, Knowledge, Action

This interactive roundtable focuses on medical narratives as forms of creative nonfiction in composition teaching and rhetorical research.

Portland Ballroom 257

*Chair:* Tiffany Friedman, University of North Carolina at Chapel Hill *Speakers:* Lynn Z. Bloom, University of Connecticut, Storrs, "My Intimate Understanding of Illness/Disability: Student Storytelling on the Cutting Edge"

- Jane Danielewicz, University of North Carolina at Chapel Hill, "The Writer's Craft: Turning the Ethnographic Interview into an Illness Narrative"
- Jordynn Jack, University of North Carolina at Chapel Hill, "UNC Writing Diabetes Study: Illness Narratives and Narrative Coding"

Sarah Singer, University of North Carolina at Chapel Hill, "Evidence, Authority, and Knowledge Production: Contested Illnesses and Rhetorical Appeals"

Jennifer Stockwell, University of North Carolina at Chapel Hill, "UNC Writing Diabetes Study: Illness Narratives and Narrative Coding"

# 1-First-Year and Advanced Composition

# A.25 Google Classroom Hacks: How Technology Can Help Writing Instructors Cultivate Students' Reflection, Metacognition, and Transfer of Learning

We present research on students' metacognition and offer suggestions for incorporating Google apps into reflection, process, and feedback.

B114

*Speakers:* Kelsey Hixson-Bowles, Indiana University of Pennsylvania Marissa McKinley, Indiana University of Pennsylvania Roger Powell, Indiana University of Pennsylvania

2-Basic Writing

# A.26 Accelerating Developmental English at Atlantic Cape: The Triad Model

Atlantic Cape's triad model of developmental acceleration pairs students from two composition courses in one corequisite support course.

D135

*Speakers:* Stephanie Natale-Boianelli, Atlantic Cape Community College Richard Russell, Atlantic Cape Community College

# 13-Writing Programs

# A.27 Cultivating Programs in Science Communication: Insights from General Education Programs, Two-Year Colleges, and Interdisciplinary Minors

This panel considers the role of science writing coursework in general education programs, two-year colleges, and interdisciplinary minors.

# E147

Speakers: Jonathan Buehl, The Ohio State University

Gabriel Cutrufello, York College of Pennsylvania, "Cultivating General Education Courses in Science Writing: Opportunities and Challenges for a Writing-about-Writing Context"

Maria Gigante, Western Michigan University, "STEAMing the Development of a Science Communication Minor"

Arthur Schuhart, Northern Virginia Community College-Annandale, "Cultivating STEM Writing Programs at the Two-Year College"

#### 11-Writing Pedagogies and Processes

A.28 Modes for Mainstreaming Students with Disabilities: Addressing the Complexities of Access through Assistive Technologies and Tactics of Inclusion

This panel explores the complexities of access, inclusion, and methods in teaching traditional classes with "mainstreamed" students.

#### A105

- *Chair:* Tara Wood, Rockford University, Poplar Grove, IL, "Modes for Mainstreaming Students with Disabilities: Addressing the Complexities of Access through Assistive Technologies and Tactics of Inclusion"
- Speakers: Victoria Anderson, New York University, "When Worlds Collide: Autism in the University Classroom"
- Charlotte Brammer, Samford University, "Leveraging Writing Center Tutors to Break (Invisible) Disability Barriers"
- Pamela Chisum, Miami University of Ohio, "My Name Is Meg: How Augmentative and Assistive Communication Devices Have Given Me a Voice"
- Maggie Collins, Bowling Green State University, "Improving Writing Skills and Perceptions: Assistive Technology in the Writing Center"

Margaret Moore, Fairfield University, "My Name Is Meg: How Augmentative and Assistive Communication Devices Have Given Me a Voice"

#### 13-Writing Programs

A.29 Negotiating Literacy: Tutor Reflection and Approaches in Multilingual Cross-Cultural Writing Center Sessions

> We examine the ways writing center tutors reflect on sessions to facilitate "negotiated literacy."

#### F150

*Chair:* Kristi Girdharry, Johnson & Wales University *Speakers:* Areti Sakellaris, Northeastern University Michael Turner, Northeastern University Belinda Walzer, Northeastern University

#### 11-Writing Pedagogies and Processes

# A.30 Reconsidering Revision and Reflection: Two Studies of the (Dis)Connections between Revision Knowledge and Practice

This session examines the relationship between students' metacognitive reflection and their revision practices.

B113

*Speakers:* Martin Camper, Loyola University Maryland, Baltimore Heather Lindenman, Elon University Justin Lohr, University of Maryland, College Park

1-First-Year and Advanced Composition

# A.31 The Future of College Writing and How to Stop It

What is our field's response to the erosion of FYW on college campuses due to state-level college credit initiatives (DE, AP, CLEP)?

# B116

*Chair:* Clancy Ratliff, University of Louisiana at Lafayette *Speakers:* Deborah Coxwell-Teague, Florida State University, Tallahassee Morgan Gresham, University of South Florida, St. Petersburg Eva Payne, Chemeketa Community College Clancy Ratliff, University of Louisiana at Lafayette Kathy Rose, Iowa State University Carol Wittig, University of Richmond (VA)

#### 12-Theory

# A.32 Re/Orienting Writing Studies: Queer Methods to Change the Field

This roundtable explores the need for and current work on queer and queered methods and methodologies in rhetoric and writing studies.

Portland Ballroom 252

Chair: Trixie Smith, Michigan State University Speakers: William Banks, East Carolina University Matthew Cox, East Carolina University Caroline Dadas, Montclair State University Hillery Glasby, Michigan State University Stacey Waite, University of Nebraska-Lincoln Stephanie West-Puckett, East Carolina University

#### 10-Research

# A.33 Cultivating Capacity for Collaborative Research, Understanding Change: Preliminary Findings from Longitudinal Case Studies of Undergraduates as Writer-Researchers

Speakers describe a longitudinal study of undergraduates' researched writing and source engagement based on documents and interviews.

E141

Speakers: William Carpenter, High Point University Leanne Jernigan, High Point University Cara Kozma, High Point University Holly Middleton, High Point University Donna Scheidt, High Point University Kathy Shields, Wake Forest University

# 9-Professional and Technical Writing

# A.34 A Day in the Life: Reporting the Results of a 2015 CCCC Research Initiative Grant on Professional Writers in the Workplace

Reports on CCCCs-supported research on workplace writing. Discusses site observations, survey results, and implications for writing programs.

# D133

- *Speakers:* Eva Brumberger, Arizona State University, Tempe, "A Day in the Life: (Re)Defining Writing in the Workplace"
- Claire Lauer, Arizona State University, Tempe, "A Day in the Life: Portrait of the Writer in the New Millennium"

# 5-History

# A.35 Disciplinarity and Identity

Presenters use classical and canonical criticism in rhetoric and composition to explore disciplinary ways of knowing and being.

# B112

Chair: Amber Buck, University of Alabama

- *Speakers:* Gregory Coles, Penn State University, "Myth-Making and the Narrative Construction of Identity"
- Andrew Hillen, Utah State University, "A Historical Example of How Language Defines Disciplinary Genres"
- Loren Roberson, University of Memphis, "Who We Are: Reinterpreting Classical Rhetoric as a Form of Disciplinary Identity"
- Jerry Stinnett, Duquesne University, "Emig, Crisis, and Professional Composition: Cultivating Critical Capacity by Complicating Tales of Disciplinary Self-Creation"

#### 5-History

# A.36 Alt/Histories of Composition: Early Writing Textbooks, the "Other" Dartmouth, and MLA Job Lists

This panel draws on archives associated with composition to tell alternative histories of the formation of our field.

B118

*Speakers:* Lance Cummings, University of North Carolina Wilmington Margaret Strain, University of Dayton Annette Vee, University of Pittsburgh

11-Writing Pedagogies and Processes

# A.37 Cultivating Accessibility and Inclusion through Disability Pedagogy and Universal Design

This session examines student learning environments in relation to universal design principles and inclusive learning.

C126

Chair: Kim Allison, Texas Woman's University

Speakers: Jane Denison-Furness, Central Oregon Community College, "Accessing the Dream: Rethinking Design and Delivery in the Basic Writing Classroom"

- Mark Leahy, University of South Florida, "Creating Postpedagogical Safe Spaces"
- Logan Middleton, University of Illinois at Urbana-Champaign, "Writing Deafness: Navigating Gestural Language, Literacy, and Deaf Identity in the Composition Classroom"

Zach Petrea, Heartland Community College, "Engaging Curriculum Revision: Assessing a Three-Year Program to Cultivate Universal Design for Learning"

#### 10-Research

# A.38 Women's Ways of Making Histories: Complicating Feminist Rhetorical Historiography

This panel complicates feminist research methodologies by reexamining and reconceiving the ways we do feminist historiography.

C124

Chair: Jessica Enoch, University of Maryland

Speakers: Suzanne Bordelon, San Diego State University, "Complicating Domesticity: 'Dame Shirley' and the California Gold Mines, 1851–1852"

Cristina Ramirez, University of Arizona, Tucson, "Checking Our Linguistic and Cultural Blindspots: The Gendered, Cultural, and Disciplinary Politics of Recovery" Bo Wang, California State University, Fresno, "Conceiving Feminism between Worlds: The Ladies' Monthly and 'the Woman Question,' 1933–1937"

Respondent: Jessica Enoch, University of Maryland

12-Theory

### A.39 The Rhetorical Potential of Visual Confusion

Four panelists examine how overly functional approaches to information graphics obscure their communicative and pedagogical potential.

D137

- Speaker: John Jones, West Virginia University, "Delaying Certainty in Visual Design"
- Drew Loewe, St. Edward's University, "Infographics and Bullshit"
- Madeleine Sorapure, University of California, Santa Barbara, "Designed to Explore"
- Michael Trice, Massachusetts Institute of Technology, "STEM Writing as Diagrammatic Confusion"

#### 14-Cultivating Connections, Cultivating Space

A.40 "You Can't Do THAT at Community College!" Challenging Stereotypes of Rigor and Student Engagement in a Two-Year Setting

This panel examines their responses to misconceptions and assumptions about what should and can be taught in two-year writing courses.

# A106

- Speakers: Kofi Adisa, Howard Community College, "Inventing the Community College: Going beyond 'What's Expected' of/from Composition Professors by Students and Peers"
- Sylvia Lee, Howard Community College, "Swinging the Pendulum, Striking Balance: Creative Writing Strategies and Composition in the Community College FYC"
- Rick Leith, Howard Community College, "What Are YOU Doing Here? Fighting Resistance to First-Year Student Engagement in the Community"
- Juliette Ludeker, Howard Community College, "'Don't You Think You're Being Too Hard for a Community College Class?': Teaching toward/ against Student and Faculty Assumptions about What Composition 'Is'"

#### 11-Writing Pedagogies and Processes

# A.41 Rhetorical Approaches to Sustainability and the Environment

This panel examines historical and current relationships between rhetoric, writing, and ecological concerns.

C122

Chair: Paul LaPrade, University of Texas at El Paso

Speakers: Marissa Juarez, Central New Mexico Community College, "Cultivating Sustainability, Creating Change: Campus as a Living Lab Initiatives in the Technical Writing Classroom"

Michael Knievel, University of Wyoming, "Rural Rhetoric and Agency: Wind Power, Agriculture, and Reconciling Contrasting Narratives of Place"

Emmett Ryan, Indiana University of Pennsylvania, "Fast Food, Slow Composition, and Teaching Food Studies in the College Writing Classroom"

6-Information Technologies

# A.42 Designing while Feminist: Composing an Inclusive Practice of Digital Design

Interdisciplinary scholars and media makers apply intersectional feminist rhetoric to negotiate an inclusive rhetoric of digital design.

# Portland Ballroom 254

Speakers: Dev Bose, University of Arizona, "Embodying Learning Online"

Christine Martorana, College of Staten Island, "Crafting Feminist Social Media"

Nicole Ashanti McFarlane, Fayetteville State University, "Making Place for Femininity"

Anne-Marie Womack, Tulane University, "Remaking Accessible Syllabi" *Roundtable Leader:* Patricia Fancher, University of California, Santa Barbara, "Building Alliances in Webspaces"

#### 12-Theory

# A.43 Historical Publics, Rhetorical Figures

Speakers will discuss the rhetorical and historical realities of individual and cultural publics.

B110

Chair: Suzanne Lane, Massachusetts Institute of Technology

- Speakers: Erika Strandjord, Concordia College, "Paradox as a Rhetorical Strategy and Ethical Approach to Living in the World"
- Louise Zamparutti, University of Wisconsin-Milwaukee, "Mary Baker Eddy: Platonic Rhetoric, Counterpublicity, and Religious Identity Construction"

#### 10-Research

# A.44 Improving the Experience and Efficacy of Testing for Placement

While taking critical stances toward testing, these speakers present research-based advice about how to improve writing assessment practices.

C125

*Chair:* Marcy Llamas Senese, independent writing program consultant *Speakers:* Elizabeth Keating, University of Houston, "Give Them a Sob Story': Mobilizing Student Experiences of Standardized Test Writing to Improve Teaching and Assessment"

- Gillan White, Saginaw Valley State University, "A Humanistic Approach to Quantitative Analysis or a Quantitative Approach to Humanism: Putting Placement Testing in Its Place"
- Meng Yu, Georgia State University, Atlanta, "Building Boundary of Writing Assessment through Validation"

7-Institutional and Professional

# A.45 What Is Writing Studies Made of?

Tackling questions of structures and boundaries of the field: presenters explore disciplinary futures growing out of earlier alliances.

D140

Chair: Holly Ryan, Pennsylvania State University, Berks

*Speakers:* Peter Campbell, University of Pittsburgh, "Cultivating Argumentation"

John Dunn, Eastern Michigan University, Ypsilanti, "Capacity and Change since the 2003 Alliance of Rhetoric Societies (ARS) Conference: Looking Back to Look Ahead"

Cory Holding, University of Pittsburgh, "Cultivating Argumentation"

Bob Samuels, University of California, Santa Barbara, "Contingent Labor, Writing Studies, and Writing about Writing"

#### 14-Cultivating Connections, Cultivating Space

# A.46 (Trans)lingual and -national Perspectives in Writing Studies

Panelists discuss varying projects that focus on improving composition writing practices.

A103

Chair: Benjamin Foster, Portland Community College

Speakers: David Martins, Rochester Institute of Technology, "Redesigning FYW to Cultivate Students' Transnational Literacy Practices"

Vivette Milson-Whyte, The University of the West Indies, Mona,

"Cultivating Transnational Composition: Terms of Exchange in/for Capacity Building"

Ruby Nancy, East Carolina University, "Audre and Gloria Made Me Do It: Queering Genres, Translinguality, and Multivocality in Writing Studies Scholarship"

#### 3-Community, Civic & Public

# A.47 Exploring Public Religious Displays in the Rhetorical Extracurriculum and Classroom

How can compositionists draw from public religious displays to support students' rhetorical awareness and development?

E143

Chair: Elizabeth Vander Lei, Calvin College

*Speakers:* Christopher Brown, RCTE, University of Arizona, "In Defense of 'Preaching to the Choir': A Place for the Sermonic in the Composition Classroom"

Geoffrey Clegg, Western Michigan University, "Reflecting Rhetoric: World Hijab Day and the Extensions of Rhetorical Performance and Community Literacy"

Emily Cope, York College of Pennsylvania, "Campus Preachers and the Secular Imaginaries of Evangelical Undergraduates"

TJ Geiger, Baylor University, "Hope in the Ashes: Rhetoric of the 'Ashes to Go' Campaign"

#### 8-Language

# A.48 ESL beyond the ESL Classroom

This panel articulates the need for a more capacious understanding of ESL beyond the confines of the ESL classroom, with implications for faculty and writing program development.

D132

Chair: Gita DasBender, Seton Hall University

- Speakers: Daniel Floyd, University of Cincinnati, "Access for All, Not One-Size-Fits-All: ESL Strategies as Universally Designed Composition Pedagogies"
- Jennifer Haan, University of Dayton, "'I am not an ESL Teacher': Faculty Response to Internationalization and Writing across the Disciplines"
- Petger Schaberg, University of Colorado Boulder, "Extending the Mentoring Relationship from Chinese ESL Students to Non-ESL Classrooms"

#### 14-Cultivating Connections, Cultivating Space

A.49 Neoliberal Discourses, Translingual Dispositions: Cultivating Critical Perspectives among Scholars in Composition, Applied Linguistics, and Sociolinguistics Scholars from multiple disciplines explore how composition's translingual

turn can work around and through the hegemony of neoliberalism.

C120

*Chair:* Sara P. Alvarez, University of Louisville *Speakers:* David Green, Howard University Christopher J. Jenks, University of South Dakota Ryuko Kubota, University of British Columbia Jerry Won Lee, University of California, Irvine *Respondent:* Suresh Canagarajah, Penn State University

1-First-Year and Advanced Composition

#### A.50 Cultivating Graduate Writing and Teaching

This panel emphasizes graduate student professional development and encouragement.

B117

Chair: John McKinnis, Buffalo State, State University of New York
Speakers: Crystal Colombini, University of Texas at San Antonio,
"Cultivating Graduate Writing Success through Rhetorical Imitation"
Rosalind Diaz, University of California-Berkeley, "RADQOMP: An Experiment in Radical Queer Pedagogies of Composition"
Heather Lang, Florida State University, "Cultivating (Graduate) Writers: Encouraging Institutional Support, Meta-Awareness, and Writerly Habits in Dissertation Boot Camps"

Nancy Wilson, Texas State University, "Cultivating Awareness: Deconstruction as a Tool for Diversity in the TA Practicum and FYE Classroom"

# 13-Writing Programs

# A.51 Institutional Ethnography and WAC/WID Development: Mapping Standpoints on Writing as Paths to Engagement

Institutional Ethnography offers WAC/WID programs useful ways of identifying opportunities to shape disciplinary writing requirements.

E144

Chair: Chris Fosen, California State University, Chico

Speakers: Susan Delaney, Ithaca College, "How Does Your Garden Grow? Cultivating a Culture of Writing in an Era of Mandates"

- Chris Fosen, California State University, Chico, "Mapping Standpoints on Writing: Austerity Budgeting and Local Systems of Value in WAC Development"
- Sherry Linkon, Georgetown University, "Tracing and/or Building: Using Institutional Ethnography to Engage Faculty"

#### 6-Information Technologies

# A.52 (Re)Uniting Reading, Writing, and Digital Composition: Changing Teaching and Learning through Online Literacy Education and Research

This panel addresses three subdisciplines—reading, writing, and digital composition—as key literacies for online composition education.

# D134

Chair: Beth Hewett, Defend & Publish

*Speakers:* Beth Hewett, Defend & Publish, "Writing to Teach: Facilitating Online Students' Reading, Writing, and Digital Composition"

- Alice Horning, Oakland University, Rochester, MI, "Cultivating Reading Online and Off: A Key to Digital Literacy"
- Jennifer Sheppard, San Diego State University, "Literacies of the Infographic: A Multimodal Approach to Integrating Reading, Writing, and Designing in Online Classes"

# **B Sessions:** 12:15–1:30 p.m.

# **Poster Sessions**

# Portland Ballroom Lobby

#### The United Study of Missions: Modern Christian Education for 20th-Century American Women

How members of early 20th-century women's foreign missionary societies educated each other about the world and their position in it.

Marion Wolfe, The Ohio State University

# Taking It to the Streets: Developing Activist Teacher Responses to Basic Writing Placement Processes

In a time when Basic Writing is again under fire, I argue that we need first to consider the effectiveness of placement mechanisms.

Michelle Stevier-Johanson, Dickinson State University

#### Inspired to Unplug: How Writing about Their Digital Selves Motivated Students to Disconnect These Online Identities

Presentation of revelatory writing produced in a University of California, Santa Cruz, composition course in which students interrogate their "digital selves."

Lindsay Knisely, University of California, Santa Cruz

# Ask Amy: Newspaper Advice Columns Enhancing International Students' Writing

Discussing how newspaper advice columns can be great sources for enhancing international students' writing in ESL and other classes.

John Stasinopoulos, College of DuPage

#### Meaningful Accessibility: Using Universal Instructional Design to Cultivate a More Accessible Writing Classroom

Presenter connects Universal Instructional Design to FYC learning and teaching objectives in order to increase accessibility.

Rachel Donegan, Middle Tennessee State University

continued on next page

#### Teaching Writing to Practicing Educators in an Online Environment: Best Practices

Showcasing an online, graduate-level writing course that allows secondary teachers to develop as writers and as teachers of writing.

Kristin Stang, California State University, Fullerton Chris Street, California State University, Fullerton

# Psychosocial Disability, Mental Disability, Neurobiological Diversity, and C/S/X: Challenging Cultural Norms, Creating Space for Divergent Texts

Examines labels concerning mental disability, cultural reactions to it, and who speaks, who listens, and who is its object.

Nancy Reichert, Kennesaw State University, Marietta

# Cultivating Success: A Framework for Building High School–College Collaborations

College and high school faculty connect to discuss the potential of "Framework for Success" for preparing students for college writing.

Hillory Oakes, Hebron Academy

# Cs the Day: More Than Just Sparkleponies

This poster will share descriptive and correlative assessment data from the 2016 Cs the Day game play and post-conference survey.

Scott Reed, Georgia Gwinnett College Rochelle Rodrigo, University of Arizona

# Text Recycling across Academic Disciplines

This poster presents data about "text recycling" in both editorial and pedagogical contexts across a number of academic disciplines.

Susanne Hall, California Institute of Technology

# **Cultivate and Think Tank Sessions**

Cultivating Feminist Capacity for Action

### B.01 Cultivating Rhetorics of Interruption as Feminist Praxis in Rhetoric and Composition Studies

After presenting the results of our collaborative research on the ways in which feminist rhetoric and composition teacher-scholars continue to experience and navigate sexism and other exclusionary practices in the academy, we will engage attendees in a conversation with the intent to engage in grassroots organizing within the discipline and beyond. Participants will address questions such as:

- How can rhetoric and composition studies help us to understand, resist, and reframe patriarchal practices so deeply embedded in institutions of higher education?
- How can we best leverage the institutional locations of rhetoric and composition programs, writing programs, and writing centers to address systemic sexism and exclusion in our field and in the academy?
- How can we use our pedagogy to shift the culture of sexism, discrimination, and exclusion? What are the pedagogical potentials and risks of interruption (for instructors, students, administrators, etc.)?

Because the primary objective of this Cultivate session is to cultivate a space in which feminist compositionists and rhetoricians build our capacity to take strategic action, we hope these questions will enable attendees to work together to identify specific approaches to interruption as feminist praxis, including how we might sustain ourselves as professionals and how we can implement interruption as a rhetorical tool for social justice education and anti-oppression across institutions.

#### Portland Ballroom 252

*Facilitators:* Erica Cirillo-McCarthy, Stanford University Elise Verzosa Hurley, Illinois State University, Normal Amanda Wray, University of North Carolina, Asheville Cultivating Scholarship/Publication

# B.02 "Dull Duty" and Disciplinary Issues: A Roundtable with NCTE Editors

The purpose of this session is to broaden our understanding of the often-invisible processes and people who serve as guides and gatekeeper of our field's periodicals. In order to help us better understand editorial practices and challenges, this session will begin with a report of results from a national study of journal editors in the field. After thus broadly surveying the role of the editor, editors from five journals will offer brief (5–7 minutes) remarks on the state of editing.

Portland Ballroom 257

*Facilitators:* Jonathan Alexander, University of California, Irvine Ellen Cushman, Northeastern University, Boston Rachael Green-Howard, University of Delaware Holly Hassel, University of Wisconsin, Marathon County Melissa Ianetta, University of Delaware Amy Lynch-Biniek, Kutztown University, PA

Cultivating Ourselves throughout Our Careers

# B.03 Seasons of a Writing Teacher's Life: Sustaining Energy throughout Our Careers

This Cultivate session will allow for a conversation about the unique challenges and privileges specific to writing teachers at various stages of their careers. We will introduce a set of discussion questions and then facilitate a workshop-style forum in order to glean from the group's collective wisdom effective strategies, innovative solutions, and even positive reframing techniques that can help us—and colleagues at our home institutions—sustain our energy through the seasons of our careers. We hope that one outcome of the session will be a series of concrete strategies to bring home—or to advance to the CCCC for a position statement—in order to retain and cultivate teachers across the lifespan of their careers in both formal and informal ways.

Portland Ballroom 251

*Facilitators:* Shareen Grogan, National University Alyssa O'Brien, The University of Sydney

#### 8-Language

# B.04 "The Empire Writes Back": Toward a Geopolitical Paradigm of Translingualism

Sponsored by the Asian/Asian American Caucus This Asian/Asian American Caucus-sponsored roundtable offers a geopolitical lens for studying translingual communication in South Asia.

#### Portland Ballroom 256

Chair: Debarati Dutta, University of North Carolina, Charlotte Speakers: Debarati Dutta, University of North Carolina, Charlotte Rashi Jain, Montgomery College Sonia Sharmin, University of Georgia Respondent: Suresh Canagarajah, Penn State University

#### 11-Writing Pedagogies and Processes

# B.05 How WPAs Can Build Capacity for Student Veteran Learning

Sponsored by the Writing with Current, Former, and Future Members of the Military Standing Group

Speakers and audience will address curricular and pedagogical questions about how WPAs can build capacity for serving student veterans.

# D135

*Speakers:* Ashley Ludewig, University of Louisville Jeffrey Turner, Joint Forces Staff College/National Defense University Kuhio Walters, West Chester University

Cathrine White-Hoekstra, Southern Illinois University/John A. Logan College

Roundtable Leader: Steve Bailey, Central Michigan University

#### 12-Theory

# B.06 Ecocomposition and Empowerment: Service-Learning as a Vehicle for Implementing Ecological Pedagogy

We offer our model to explore the practical application of ecocomposition using service-learning and foster discussion about best practice.

#### A108

*Speakers:* Jaquelyn Davis, University of Nevada, Reno John Ellis, Saint Mary's College of California Ruth Sylvester, Saint Mary's College of California

#### 12-Theory

# B.07 Cultivating Roses: Native Women Writing for Action

This panel celebrates the ways Native women use writing to rewrite narratives perpetuated by the dominant discourse.

A106

*Speakers:* Resa Crane Bizzaro, Indiana University of Pennsylvania, "Writing and Rhetorical Sovereignty: Strategies for Creating Change in Indigenous Communities"

Rose Gubele, University of Central Missouri, "Standing with the Red Shawls: The Rhetoric of Digression in *The Round House*"

Kenlea Pebbles, Michigan State University, "Indigenous Women's Voices and Words: How Social Media Can Create Awareness and Change"

#### 11-Writing Pedagogies and Processes

# B.08 Socially Just Pedagogy for the College English Classroom

This panel seeks to evaluate Asao Inoue's assertions for holistic classroom ecologies that allow for equality in assessing students.

Portland Ballroom 253

Chair: LuMing Mao, Miami University Speakers: Danielle Bacigalupo, St. John's University Raquel Corona, St. John's University Carolyn Salazar Nunez, St. John's University Respondent: Asao Inoue, University of Washington, Tacoma

#### 3-Community, Civic & Public

# B.09 Radical Localism: Cultivating Institutional Literacies for Community Engagement

This panel explores the cultivation of institutional literacies from three different perspectives, institutions, and community partnerships.

# E143

- *Speakers:* Rosanne Carlo, College of Staten Island (CUNY), "What To Do When You're New: Developing Institutional Literacies through an Ecological Perspective for Community Outreach"
- Adam Hubrig, University of Nebraska-Lincoln, "Possible Positionalities: (Re)Imagining Graduate Student–Run Community Engagement's Place in the University"

Rachael Wendler Shah, University of Nebraska-Lincoln, "Giving Teeth to Reciprocity: Community Members Grading Students"

Jessica Shumake, University of Arizona, "Giving Teeth to Reciprocity: Community Members Grading Students"

#### 11-Writing Pedagogies and Processes

# B.10 Cultivating Innovation: Design Thinking in the Composition Classroom

This session explores theoretical and pedagogical connections between design thinking, composition studies, and the writing classroom.

B118

Chair: Scott Wible, University of Maryland

- *Speakers:* Angela Glotfelter, Miami University of Ohio, "Participatory Design Thinking: Teaching Human-Centric Problem-Solving in the Composition Classroom"
- William C. Kurlinkus, The University of Oklahoma, "Making as Research: Adopting Design Methods in First-Year Composition"
- Sarah Summers, Rose-Hulman Institute of Technology, "Design Thinking and Team Writing: The Benefits of Prototyping in the Technical Writing Classroom"
- Scott Wible, University of Maryland, "Critical Designs for the Composition Classroom"

#### 10-Research

# B.11 Cultivating Compositional Rhythms, Intensities, Movements

Four unique approaches to writing and rhetorics cultivate new disciplinary knowledge while remaining rooted in personal interests and cares.

# D139

- *Chair:* Jody Shipka, University of Maryland, Baltimore County, "Worlds of Involvement: From the Hobby to the Scholarly"
- Speakers: Aaron Beveridge, University of Florida, Gainesville, "Why Text Still Matters"
- Laurie Gries, University of Colorado Boulder, "Doing Visual Studies in a Digital Age"

Brian McNely, University of Kentucky, "Archives, Affects, Ambience"

#### 2-Basic Writing

# B.12 "Between belongingness and otherness": Identity, Writing Workshops, and the New Demographic

This panel shares the theoretical and practical application of a writing workshop series used to support basic writing across the curriculum.

D131

Speakers: Haley Delgado, Washington State University, "Inclusive Language and Personal Experience in Academic Writing"

Rachel Sanchez, Washington State University, Pullman, "Identification and Representation in Undergraduate Writing Workshops"

Jonathan Torres, Washington State University, "Writing and Feedback: A Dialogue of Identity"

1-First-Year and Advanced Composition

# B.13 Cultivating Capacity: Developing Research-Based Support for Graduate and Faculty Writers

This session will model data-driven strategies for supporting graduate and faculty writers and for fostering on-campus cultures of writing.

E145

Speakers: Michele Eodice, University of Oklahoma, Norman Erin Harrington, University of Rhode Island Shannon Madden, University of Rhode Island Sandra Tarabochia, University of Oklahoma Respondent: Candace Epps-Robertson, Old Dominion University

#### 10-Research

# B.14 Revealing the Educational Experiences and Needs of Los Otros DREAMers

Presentation of initial results from a CCCC research initiative study of "Otros Dreamers" literacy backgrounds.

# B116

*Chair:* René De los Santos, Universidad Autónoma de Baja California *Speakers:* Aida Cortes, Universidad Autónoma de Baja California René De los Santos, Universidad Autónoma de Baja California Tatiana Galván de la Fuente, Universidad Autónoma de Baja California Saul González Medina, Universidad Autónoma de Baja California Priscilla Nuñez Tapia, Universidad Autónoma de Baja California

#### 11-Writing Pedagogies and Processes

# B.15 Who Has the Right to Speak? Power and Discourse in the Classroom

This session examines instances of silencing of marginalized voices as well as power struggles in classroom spaces.

C125

Chair: Travis Grandy, University of Massachusetts Amherst

- Speakers: Jennifer Bay, Purdue University, "Revisiting Contrapower Harassment in the Composition Classroom 20 Years Later: What Has Changed?"
- Jill McKay Chrobak, Oakland University, Rochester, "The Struggle Is Real: Whiteness Studies, Hip-Hop Pedagogies, and the Rhetorics of White Privilege"
- Honora M. Neal, Colorado Mesa University, "Creating a Climate for Growth: Cultivating Equity in Student Classroom Discourse"
- Shana Scudder, University of North Carolina at Greensboro, "A Stance of Openness: Cultivating Student Agency in Curriculum Design"

9-Professional and Technical Writing

# B.16 Transitions and Transfers in Technical and Professional Communities

Explorations of transfer and transitioning into the workplace.

B117

Chair: Sarah Rude-Walker, Spelman College

- *Speakers:* Brian Fitzpatrick, George Mason University, "Didn't Get the Memo: Refining Professional Writing Transfer Strategies through the Study of Authentic Writing Spaces"
- Jessica McCaughey, The George Washington University, "Didn't Get the Memo: Refining Professional Writing Transfer Strategies through the Study of Authentic Writing Spaces"
- CP Moreau, Carnegie Mellon University, "From College to the Cubicle: A Multiple-Voiced Inquiry into the Literate Practices of Recent College Graduates Entering the Professional Workplace"
- Lisa Sperber, University of California, Davis, "Using Threshold Concepts in Writing in the Sciences and Health Sciences"

#### 8-Language

# B.17 Making Language Visible in Composition: Investigating the Role of Language in the Training and Practices of Writing Instructors

Speakers present three case studies focused on making language more visible in writing instruction, assessment, and instructor preparation.

#### D137

- Speakers: Laura Aull, Wake Forest University, "Language Use and Peer and Instructor Evaluation"
- Zak Lancaster, Wake Forest University, "Making Stancetaking Language Visible: Opportunities and Challenges for Instructor-Readers"
- Christine Tardy, University of Arizona, "Locating Language in Writing Teacher Education: An Analysis of Trends and Materials"
- Madelyn Tucker, University of Arizona, "Locating Language in Writing Teacher Education: An Analysis of Trends and Materials"
- **Respondent:** Amy Devitt, University of Kansas, Lawrence, "Response: Addressing the Challenges of Making Language Visible to Writing Instructors"

#### 5-History

# B.18 Cultivating New Capacities for Action: Women Rhetors and Multimodal Rhetoric in the Early-20th Century

Three 20th-century women's innovations in audio and visual rhetoric enabled challenges to ideologies of racism, gender, and military intervention.

#### A105

Speakers: Jill Lamberton, Wabash College, "A Pacifist on Speaking Tour: Maude Royden, 1937–1939"

Lisa Mastrangelo, Centenary University of New Jersey, "Subverting the Rhetorical Paradigm: The Photography of Evelyn Cameron and the Difficulty of the 'Exceptional Woman' Myth"

Henrietta Wood, University of Missouri–Kansas City, "Enacting Equality: Eleanor Roosevelt's Visual Arguments for African American Rights, 1935–1953"

#### 2-Basic Writing

 B.19 Reading, Writing, and the Identities of Basic Writers Speakers offer strategies for supporting and advancing basic writers. A109

Chair: Heather Aguailar, Ventura College

Speakers: Michelle Brazier, Raritan Valley Community College, "Cultivating Critical Readers: Basic Writers in First-Year Composition"

Joanna Lackey, SUNY Westchester Community College, "A Double Curriculum: Cultivating the Insider/Outsider Perspective of Mainstreamed Basic Writers"

Alexa Offenhauer, Teachers College, "Cultivating Scholars: The Literature Workshop and Basic Writing"

12-Theory

# B.20 The Cultural Powers of Multimodal Composing

This panel examines the potential for cultural and rhetorical meaning making in multimodal and digital composing.

D134

Chair: Jessica Restaino, Montclair State University

*Speakers:* Courtney Patrick-Weber, Bay Path University, "Creating a 'Language' of Trauma: Exploring Trauma Writing through Multimodal Formats"

- Mark Triana, Washington State University, "Critical Making' Cultures in Post-Embargo Cuba: Toward a Critical Theory of [Multimodal] Composition and Adaptive Consumption"
- Matthew Vetter, Indiana University of Pennsylvania, "Understanding and Teaching Critical Digital Praxis"

13-Writing Programs

# B.21 WPA Legacies: Stories of Love, Labor, and Loss

Looking across three different multigenerational administrative perspectives, this panel adds to scholarship on WPA legacies and narratives.

E144

- Speakers: Kristi Costello, Arkansas State University, Jonesboro, "When Foregoers Let Go: The Rhetoric and Reality of WPA Loss"
- Kelly Kinney, University of Wyoming, "Foregone but Not Forgotten: Wisdom from Multigenerational WPAs"

Kate Navickas, Cornell University, "Affirming Legacies: Lessons from the Exiting Writing Center Director"

#### 1-First-Year and Advanced Composition

# B.22 Composition and Dual-Credit Programs: Negotiating Boundaries between High School and College-Level Writing

This panel considers the changing definition of "college-level writing" in light of the increased prevalence of dual-credit programs.

B113

Speakers: Megan Bardolph, Penn State New Kensington Amy Lueck, Santa Clara University Caroline Wilkinson, New Jersey City University

14-Cultivating Connections, Cultivating Space

# **B.23** Some Rhetorical Provocations on Genre

Each panelist presents a provocation on genre studies.

F152

Chair: Elizabeth Chamberlain, Arkansas State University

*Speakers:* Julie Amick Cook, University of North Carolina at Charlotte, "A Knot-Worked Composition: An Analysis of Digital Genre Chains and Reflection"

Neil Nakadate, Iowa State University, "Rhetorical Theory and Creative Nonfiction—James Kinneavy, Exploratory Discourse, and the Writing of Memoir"

Luke Thominet, Florida International University, "After Careful Consideration, We've Selected Another Candidate: A Directed Content Analysis of Academic Job Candidate Rejection Letters"

Nicole Wallack, Columbia University, Undergraduate Writing Program, "Essays at the Center: Reintegrating Writing Studies in the 21st Century"

11-Writing Pedagogies and Processes

# B.24 Learning the Language of the Digital Native: Cultivating Writing Instruction in the Digital Age

A cross-section of the writing community at our school addresses teaching writing in the digital age in an interactive presentation.

C120

Speakers: John Alberti, Northern Kentucky University Jen Cellio, Northern Kentucky University Jonathan Cullick, Northern Kentucky University Jude Noel, Northern Kentucky University Elizabeth VandeWater, Northern Kentucky University

#### 11-Writing Pedagogies and Processes

# B.25 What We Talk about When We Talk about Failure: Cultivating Failure-Curious Writing Pedagogies

This panel asks both what writing scholars mean when we talk about failure and what we can learn from failure.

B119

Speakers: Jacob Babb, Indiana University Southeast, New Albany, "The Complexities and Contradictions of Teachers' Responses to Student Failure"

Allison Carr, Coe College, "On the Instability of Failure"

- Nicole Caswell, East Carolina University, "Privileging Failure in Writing Center Assessment Designs"
- Steven Corbett, George Mason University, "Failed Knowledge Transfer and Peer-to-Peer Pedagogies"

1-First-Year and Advanced Composition

# B.26 Anyone Can Code-Mesh: Teaching and Tutoring Strategies for the First-Year Writing Classroom

The panel presents strategies for integrating code-meshing in first-year composition through course and assignment design and tutoring.

B114

- *Speakers:* Whitney Gegg-Harrison, University of Rochester, "Learning to Think about Language in a First-Year Writing Class: Code-Meshing as an Object of Study in Formal, Argumentative Writing"
- Sarah Lamade, University of Rochester, "Supporting the Author's Own Voice: Developing Strategies for Tutoring Code-Meshing"
- Stella Wang, University of Rochester, "Building a Linguistically Inclusive Classroom: The Place and Practices of Code-Meshing in FYC"

Suzanne Woodring, University of Rochester, "Considering Audience and Teaching Culture through Informal, Code-Meshing Opportunities: Code-Meshing as a Communicative Tool"

13-Writing Programs

# B.27 Cultivating Reflective Consciousness in First-Year Composition: Classroom Partnerships with Writing Centers

Identifies various ways in which students' reflective writing significantly improves through metacognition and writing center tutorials.

E146

Speakers: Malcolm Campbell, University of Mississippi LaToya Faulk, University of Mississippi Alice Myatt, University of Mississippi

#### 14-Cultivating Connections, Cultivating Space

# B.28 Political Empathy: Writing for Change in Diverse Classrooms and Cultures

Empathy pedagogies are used to examine the personal, social, and rhetorical functions of writing in support of cross-cultural understanding.

F151

- *Speakers:* Lisa Blankenship, Baruch College, City University of New York, "Narrative Argument and the Politics of Empathy"
- Julia Kiernan, Kettering University, "Transnationalism as Empathetic Pedagogy"
- Eric Leake, Texas State University, "Critical Reflection and Teaching in the Modes of Empathy"

Respondent: Ellen Cushman, Northeastern University

7-Institutional and Professional

# B.29 Creating Change in Writing Centers through Labor Research and Activism

This panel outlines our study on the personal, professional, and programmatic risks resulting from contingent writing center positions.

C124

Chair: Liliana M. Naydan, Penn State Abington Speakers: Dawn Fels, University of Pittsburgh Margaret Herb, University of Tennessee at Chattanooga Respondent: Clint Gardner, Salt Lake Community College

1-First-Year and Advanced Composition

# B.30 Facilitating Political Discourse in the Classroom

This panel explores how instructors might integrate conversations surrounding the US political climate.

# A104

Chair: Jeanette Lehn, Florida State University

Speakers: Adriana Gradea, Illinois State University, "Including Post/ Communist Rhetorical Analyses in Rhetoric and Composition Pedagogies"

Mara Grayson, Teachers College, Columbia University; Pace University, "Racial Literacy in the Composition Classroom: Developing Discursive Practices through Critical Writing and Textual Analysis"

Mariam Kushkaki, Arizona State University, "Content, Culture, and Cultivation: A Culturally Sustaining Pedagogy for First-Year Composition"

Stephen Whitley, Collin College, "Coercion or Cultivation? Navigating Political Minefields in the FYC Classroom"

### 13-Writing Programs

# B.31 Under Pressure: Challenges in Writing Program Administration

Panel will share strategies for productive collaboration and innovation in varied contexts of Writing Program Administration.

E148

Chair: Barbara L'Eplattenier, University of Arkansas at Little Rock

- *Speakers:* Ellen Cecil-Lemkin, Florida State University, "Cultivating Collaboration and Distributing Power in Writing Program Administration"
- Liberty Kohn, Winona State University, "Does Past Graduate Training in Writing Instruction Change Tenured English Profs' Writing Instruction, and Can a (Non)-WPA Influence Tenured Profs' Teaching Practices?"
- Karla Lyles, University of Mississippi, "Where Standardization and Creativity Meet: Cultivating a Culture of Innovation among Writing Program Administrators and Teachers"
- Lizbett Tinoco, University of Texas at El Paso, "Cultivating Voices: Changing Perceptions of Writing Program Administrators at Community Colleges"

1-First-Year and Advanced Composition

# B.32 Serving the Underserved

This panel presents complex strategies for supporting historically marginalized backgrounds in the classroom.

A103

Chair: Dana Elder, Eastern Washington University

*Speakers:* Jennifer Escobar, Moreno Valley College, "Engaging Underserved Students by Using Relevant and Inclusive Readings and Reading Strategies in Composition"

Tara Hembrough, Southeastern Oklahoma State University, "Creating Change: Supporting Native American Student Veterans in the FYC Classroom"

Christopher Parsons, University of Michigan, "Writing Better When It Matters: Ideologies about Gender and Writing from an Interview Study with Late-Career High School Students"

Tori Peters, University of Wisconsin-Madison, "Writing, Welfare, and Rhetorical Awareness in First-Year Composition" Thursday, 12:15-1:30 p.m.

#### 6-Information Technologies

### B.33 Critical Issues in Multimodal Composing

Panelists confront institutional and technological challenges in multimodal research, teaching, and authorship.

B111

Chair: Michelle Blake, West Chester University of PA

Speakers: Elisabeth Buck, University of Massachusetts Dartmouth, "Rhetoric and Composition Scholars on the Status of Academic Publications: Cultivating Digital Future(s)"

Jason Loan, University of North Carolina at Chapel Hill, "Cultivating Rhetorical (Media) Archaeology: The Dead, the Ephemeral, and Multimodality"

Stuart Selber, The Pennsylvania State University, State College, "Cultivating Supportive Institutional Environments for Multimodal Projects"

#### 7-Institutional and Professional

# B.34 Cultivating Interinstitutional Capacity in an Urban Writing Ecology

This session maps the writing ecology connecting our city's community college and university, identifying unrecognized transfer capacity.

#### E147

Speakers: Nic Contreras, University of Utah Shauna Edson, University of Utah Nathan Overturf-Lacy, University of Utah Wes Porter, University of Utah Sandra Salazar-Hernandez, University of Utah Christie Toth, University of Utah Justin Whitney, University of Utah

#### 2-Basic Writing

# B.35 Implementing Directed Self-Placement (DSP) at Different Contexts: The Struggles and Successes

This session will discuss student self-placement into first-year writing classes at different contexts and inform the attendees about DSP.

D133

Chair: Aparna Sinha, California State University, Maritime Academy Speakers: Pat Burnes, University of Maine, "Helping At-Risk Students through DSP"

- Michael Cripps, University of New England, "Cultivating DSP in the Context of Post-SAT Writing Placement and the Elimination of Non-Credit Basic Writing"
- Thomas Friedrich, Plattsburg State University of New York, "Responding to Austerity at a Regional Comprehensive: DSP Program Creation as 'Community of Practice'"
- Martha Schaffer, Case Western Reserve University, "DSP Assessment: How Novice Writers Can Revise a Writing Curriculum"

3-Community, Civic & Public

B.36 Issues of Public Health: Strategies for Public Intellectual Work

Various perspectives on the idea of the public intellectual.

B110

Chair: Jess Boykin, Arizona State University

- Speakers: Jessie Casteel, University of Houston, "The Public (Intellectual) Health Crisis: Rhetoric, Objectivity, and Vaccines"
- Stephen Cohen, University of Louisville, "Cultivating Inclusive Prevention Policies: Re-Reading 'Risk' in CDC PrEP Prescription Guidelines"
- Sarah Warren-Riley, Illinois State University, "Extending the Good of Public Rhetorics Scholarship: Strategies for Intervention beyond Academic Walls"

#### 11-Writing Pedagogies and Processes

# B.37 Re-Placing Literacy: Cultivating Spaces for Alternative Literacies in the Writing Classroom

Inviting nonacademic literacies into the classroom can enhance learning for marginalized groups, but can also provoke student resistance.

#### A107

- Speakers: Chelsea Lonsdale, Henry Ford College, Dearborn, MI, "Minimal Effort, Maximum Conflict: Resistance and Alternative Literacies"
- Amanda Sladek, University of Nebraska at Kearney, "Engaging Basic Writers with a 'New Literacies Narrative"
- Brittney Tyler-Milholland, University of Kansas, "Complicating the Rural Binary with a 'Place and Space Analysis'"

8-Language

# B.38 "I guess I'm the ESL person": Politics of Institutional Identity and Change-Making for L2 Specialists at Smaller Institutions

This roundtable brings together lone L2 specialists to discuss the challenge of working alone and the possibilities for creating change.

Portland Ballroom 255

Speakers: Rebeca Fernández, Davidson College Suzanne Fontaine, Harvey Mudd College Mellissa Martinez, Claremont McKenna College Shawna Shapiro, Middlebury College Mark Shea, Mount Holyoke College James Wright, Transylvania University Jennifer Eidum Zinchuk, Elon University

#### 6-Information Technologies

# B.39 Cultivating Capacity in Open-Access Publishing: The Next 20 Years of the WAC Clearinghouse

This panel will reflect on developments in open-access publishing over the past 20 years and consider promising directions for the next 20.

# Portland Ballroom 258

Chair: Susan McLeod, University of California, Santa Barbara
Speakers: Cheryl Ball, West Virginia University, "Banding Together with Vega: Independent Journal and Press Partnerships"
Mike Palmquist, Colorado State University, "Open-Access Books: The Art, Craft, Theory, and Economics of the Publishing Collaborative"
Michael Pemberton, Georgia Southern University, Statesboro, "Open-Access Journals: Beyond Volumes, Issues, and ISSNs"
Respondents: Charles Bazerman, University of California, Santa Barbara
Will Hochman, Southern Connecticut State University
Joan Mullin, University of North Carolina at Charlotte
Chris Thaiss, University of California, Davis

#### 14-Cultivating Connections, Cultivating Space

# B.40 Cultivating Faculty Development via Online Writing Instruction: A Story of Mentorship and Collaboration

This panel discusses the importance of mentorship and collaboration in developing hybrid composition courses at a large, state university. **D138** 

Speakers: Doreen Deicke, San Francisco State University John Holland, San Francisco State University Tara Lockhart, San Francisco State University Ron Richardson, San Francisco State University Martha Rusk, San Francisco State University Michael Shannon, San Francisco State University

#### 1-First-Year and Advanced Composition

# B.41 New Alliances: Computer Science Illuminates Linguistic Patterns in Student Essays

We will discuss computational linguistics that highlights patterns in student essays taken as a large corpus of text.

#### B115

Chair: Duncan Buell, University of South Carolina

Speakers: Duncan Buell, University of South Carolina, "Natural Language Processing to Analyze FYC—Its Power and Limitations"

- Chris Holcomb, University of South Carolina, "Cultivating FYC through Big Data Analytics"
- Thomas Peele, The City College of New York, "Cultivating Part-Time Faculty Expertise in Corpus-Driven Studies"

#### 8-Language

# B.42 Identity, Code-Meshing, and Cultural Specificity in Multilingual Students' Language Practices

These panelists look at the ways in which identity and cultural specificity affect multilingual pedagogy and writing.

#### B112

Chair: Jennifer Light, Indiana Wesleyan University

*Speakers:* Charissa Che, University of Utah, "Cultivating Chinese Voices: Heritage Identities and Multilinguality at the American University"

Jung Sook Kim, The Ohio State University, "Reclaiming Identities through Critical Language Awareness in Second Language Pedagogy"

Travis Leake, California State University, Los Angeles, "Reimagining Article Acquisition Techniques for Slavic Native ELLs"

Kay Losey, Grand Valley State University, "How Does Code-Meshing Improve Student Writing? Exploring the Effectiveness Question"

# 13-Writing Programs

# B.43 International and Multilingual Students in the Writing Center

Speakers discuss engaging the experiences and perspectives of students and administrators.

D140

#### Chair: Carrie Bailey, University of Phoenix

Speakers: Ibtissem Belmihoub, North Dakota State University, Fargo, "What to Expect When You Don't Know What to Expect: Analysis of International Student Experiences at Writing Centers"

Mihaela Giurca, University of Washington, "Pedagogy in the Writing Center: Using Course Design and Active Learning Principles to Support English Language Learners"

Jialei Jiang, Indiana University of Pennsylvania, "Writing Centers' Support of Multilingual Writers: A Survey on Writing Center Administrators"

#### 12-Theory

# B.44 My Ol', Queer, Kentucky Home: Teaching, Theorizing, and Cultivating Queer Archives

This panel seeks to analyze the use of queer Kentuckian archives and their impact in FYC, local communities, and beyond.

# C123

# Speakers: Michael Baumann, University of Louisville, "Teaching with Queer Archives in FYC"

Sherrie Gradin, Ohio University

Caleb Pendygraft, Miami University of Ohio, Oxford, "Bluegrass Blues: Trauma in Queer, Rural Literacy Archives"

Travis Rountree, University of Louisville, "Engaging Queer Archives: Analyzing and Celebrating LGBTQ Artifacts"

3-Community, Civic & Public

# B.45 Cultivating Ecological Community Literacies in School Gardens

This panel reviews projects in school gardens that apply ecological approaches to literacy, build community, and improve civic engagement.

E142

Chair: Veronica House, University of Colorado Boulder

*Speakers:* Carla Sarr, University of Cincinnati, "Grounded Rhetoric: Planting Sustainability at School"

- Kelly Shea, Seton Hall University, "Cultivating Service in a Campus Garden"
- Stephanie Wade, Unity College, "Root Systems: Creating and Sustaining Community Connections via School Gardens"

Sarah Young, Arizona State University, Phoenix, "Common Ground: The School Garden for Interdisciplinary Project-Based Learning"

11-Writing Pedagogies and Processes

## B.46 Cultivating a Generative Support Pedagogy: Understanding Veteran Identities in Writing Classrooms and Programs

This panel cultivates a more thorough understanding of student veteran identities to locate areas of pedagogical change in writing programs.

#### Portland Ballroom 254

Speakers: Katt Blackwell-Starnes, Lamar University, Beaumont, TX Cassandra Branham, University of Central Florida Kathryn Broyles, American Military University, Charles Town, WV Lydia Wilkes, Idaho State University

14-Cultivating Connections, Cultivating Space

## B.47 Past the Law: Moving from Legal to Just in Disability Accommodations

Questioning ableist discourses of accommodations via new rhetoric that focuses on advocacy over obligation.

F150

Chair: Brenda Brueggemann, University of Connecticut

*Speakers:* Rhea Yablon Kennedy, Gallaudet University, "A Heightened Sense of Justice: Leaps toward Universal Design in Multimedia Communications"

- Sushil Oswal, University of Washington, "Institutional Policies, Advocacy, and Academic Needs: Accommodational Rhetoric Intersecting Disability Support Services, Faculty, and Students with Disabilities"
- Tonya Stremlau, Gallaudet University, "Unringing the (A.G.) Bell: Deaf Community Advocacy for Language Access"

#### 12-Theory

## B.48 Remixing, Sampling, and Cultural Assemblages

Panelists explore the personal and political rhetorical practices of remixing and assemblage.

D132

Chair: Erin Breaux, South Louisiana Community College

Speakers: Eric House, University of Arizona, "Jackin' for Beats: Realizing the Inventive Possibilities of Hip-Hop Compositions"

Travis Maynard, Florida State University, Tallahassee, "Cultivating Assemblage Practice via an Animated Short"

Liz Rohan, University of Michigan-Dearborn, "Eminem's Notebooks: Teaching Rhetoric and the Power of the Personal"

#### 10-Research

## B.49 Assessment from Varied Institutional Perspectives

Speakers present research on assessment from across disciplines and institutional positions.

C122

Chair: Karla Knutson, Concordia College

*Speakers:* Rachel Briney, Brigham Young University, "Not Seeing Eyeto-Eye: How Compositionists and Applied Linguists View and Assess Student Texts Differently"

Jessica Downey, Miami University, "Learner Responses to Global Englishes: A Negotiated, Sociocritical Language Curriculum"

Grant Eckstein, Brigham Young University, "Not Seeing Eye-to-Eye: How Compositionists and Applied Linguists View and Assess Student Texts Differently"

Jamal Khlifat, University of Colorado Boulder, "Evaluation of Training Student Reviewers for the Purpose of Enhancing Writing Quality in ESL Writing Classes"

#### **B.50** New and Alternative Assessment Strategies

These presentations approach assessment from a proactive angle, including local responses to national initiatives.

C126

Chair: Damián Baca, University of Arizona, Tucson

*Speakers:* Joelle Adams, Santa Monica College, "Assessment and Feedback in the Equitable Composition Classroom"

Amanda Athon, Governors State University, University Park, IL, "Cultivating Habits of Mind through Writing Assessment"

Carl Whithaus, University of California, Davis, "Digital beyond the Digital: Situated Writing Assessments as Alternatives to SBAC and PARCC"

## **C Sessions:** 1:45–3:00 p.m.

## **Cultivate and Think Tank Sessions**

Cultivating Accessibility

C.01 Acknowledging and Facilitating Invisible Disabilities in the Classroom and Community

Focusing on learning disabilities, affective and sensory conditions, and autism, this Cultivate session will foster awareness of neurodiversity in the classroom and will cultivate community around accessibility options for students with invisible disabilities. The goal of this interactive session is for everyone to gain increased openness toward others they might have previously misunderstood and become conscious of their own position within a varied cognitive landscape. Participants will leave with tools and insights to create more equitable conditions for learning. Additionally, during the session, we will work together to produce a list of possible practice/policy changes, areas for further study, and resources to share; this list will be continuously updated and made available to all, even those not in attendance.

Portland Ballroom 256

*Facilitators:* Ellen Birdwell, Alvin Community College Natalie Malin, Texas Woman's University Madaline Walter, Benedictine College, Atchison, KS

*Cultivating Graduate Programs and Two-Year College Faculty Preparation* 

C.02 What's the Point of the MA in Composition Studies? Cultivating a Sustainable Future for Graduate Programs and Two-Year College Faculty

The spaces between MA in composition programs and faculty positions in two-year writing programs are fertile but largely uncultivated, as campuses and programs struggle to sustain themselves amid increasingly unfavorable budgetary and political environments, all the while dealing with diminished enrollment in the humanities. Programs, students, and faculty lose with this insularity. This session will draw on the resources of two- and four-year writing faculty, MAin-composition program directors, and graduates of those programs to cultivate spaces for interinstitutional collaboration.

Portland Ballroom 257

Facilitators: Maggie Cecil, California State University, San Bernardino
Chloe de los Reyes, California State University, San Bernardino
Carol Haviland, California State University, San Bernardino
Darin Jensen, University of Nebraska-Lincoln
Nathan Jones, California State University, San Bernardino
Stephen Ruffus, Salt Lake Community College

Christie Toth, University of Utah

#### Think Tank on Taking Action as an Organization

#### C.03 CCCC Public Policy Think Tank

Professional organizations are expected to issue responses to events that come to the attention of national and international media relevant to their areas of commitment and expertise. While CCCC has a long history of preparing and issuing resolutions and statements addressing such matters (e.g., language rights, working conditions for writing teachers, writing assessment), it lacks a nimble means by which to address developments of concern to its membership that merit quick response.

This will be a working session in which attendees will participate in developing a set of concrete proposals for how CCCC might be enabled to take quick and appropriate action in response to issues of concern to its membership relevant to its area of commitment and expertise. Specifically, this Think Tank will be devoted to identifying and articulating

- the range of concerns arising in the public media to which CCCC as an organization should respond;
- the organizational mechanisms by which CCCC might determine how best to respond to such matters;
- the forms such responses might take.

### Portland Ballroom 251

*Facilitators:* Matthew Abraham, University of Arizona Jonathan Alexander, University of California, Irvine Bruce Horner, University of Louisville John Trimbur, Emerson College Nancy Welch, University of Vermont, Burlington

#### 14-Cultivating Connections, Cultivating Space

## C.04 Cultivating Indigenous Rhetorics through Three Sisters Methodologies

Sponsored by the American Indian Caucus

This session uses the concept of Three Sisters companion planting to cultivate Indigenous rhetorics by established and emerging scholars.

B113

*Chair:* Andrea Riley-Mukavetz, Bowling Green State University, OH *Speakers:* Catheryn Jennings, Michigan State University, "The Sooner State: Settler Colonial Rhetoric, the Tourist's Gaze, and Oklahoma Heritage Tourism"

- Joyce Rain Anderson, Bridgewater State University, "Cultivating the 3Rs: Respect, Reciprocity, Responsibility as Indigenous Practices in the Academy"
- Jaquetta Shade, Michigan State University, "Cultivating Community Literacies through Indigenous Food Rhetorics"
- Cindy Tekobbe, The University of Alabama, "MazaCoin: A Story of Techno-Capitalism, Popular Journalism, and Indigenous Sovereignty"
- Luhui Whitebear-Cupp, Oregon State University, "The Murder of Anna Mae Pictou Aquash: The American Indian Movement, Internalized Colonization, and a Rhetoric of 'Tradition'"

**Respondents:** Lisa King, University of Tennessee, Knoxville Malea Powell, Michigan State University

*Roundtable Leader:* Qwo-Li Driskill, Oregon State University, "Klosh Tumtum/Good Thoughts: Indigenous Rhetorics as Intertribal Language"

3-Community, Civic & Public

## C.05 Digital, Apostolic, Mystical, Embodied: Religious Women's Disarticulating Rhetorics

Sponsored by the Rhetoric and Religious Traditions Standing Group Rhetoric and Religious Traditions sponsored panel about the disarticulating public rhetorics of religious women.

C124

Chair: Jeffrey Ringer, University of Tennessee, Knoxville

*Speakers:* Mary Juzwik, Michigan State University, "Rhetorical Practices and Mystical Connections: Comparing the Spiritual Legacies of Simone Weil and Evelyn Underhill"

Annie Kelvie, University of Illinois, "Eshet Chayil: Taking Back the Proverbs 31 Woman in a Shifting Faith"

Mari Ramler, Clemson University, "#toplessjihad"

Jonathan Stone, University of Utah, "From Ordination to Apocalyptic Revelation: Women's Apostolic Voices at the Fringes of Mormonism"

#### 14-Cultivating Connections, Cultivating Space

### C.06 Pedagogy, Place, and Public Memory: Cultivating Feminist, Hip-Hop, and Queer Archival Research Methodologies

This panel engages with archival research to discuss pedagogy, place, and public memory in marginalized communities.

C123

*Speakers:* Victor Del Hierro, Michigan State University Rebecca Hayes, Michigan State University Vani Kannan, Syracuse University

11-Writing Pedagogies and Processes

#### C.07 Places and Spaces

This panel examines both local and virtual pedagogies in pursuit of situated student learning.

D134

Chair: Délice Williams, University of Delaware

Speakers: Brandie Bohney, Indiana Tech, "Use Your Words! Audio and Video Feedback for Better Student Revisions"

Jens Lloyd, University of California, Irvine, "Campus Connections: Rewriting Pedagogical Environments in Lower-Division Courses"

Scott Rogers, Pacific Lutheran University, "'You Are Here': Exploring Space and Difference via Interactive New Media Composing"

14-Cultivating Connections, Cultivating Space

#### C.08 Cultivating a Space for Everyday Writing

This panel explores artifacts of everyday writing and argues that such an exploration provides a more robust understanding of writing.

D139

Speakers: Joseph Cirio, Florida State University Jacob Craig, College of Charleston Jeffrey Naftzinger, Florida State University Erin Workman, Florida State University, Tallahassee **Respondents:** Chris Anson, North Carolina State University Kathleen Blake Yancey, Florida State University

#### 10-Research

# C.09 Research on Alternative Genres and Methods in the Writing Classroom

Panelists share findings from studies of patchwriting, reader reports, and construct-centered research projects to provide insights about effective peer review practices.

C125

Chair: Pamela Bromley, Pomona College, Claremont

Speakers: Lindsay Illich, Curry College, "Reading the Work of Others: A Study on Meaningful Peer Review"

Jamie Peterson, Kent State University, "Who Says What and Why It Matters: A Look into College Writing Classroom Assessments"

Mary Lourdes Silva, Ithaca College, "Anchoring in Patchwriting: An Exploratory Study of FYC Student Citation Practices"

11-Writing Pedagogies and Processes

# C.10 Cultivating Responsive Pedagogy: Diving in with the Habits of Mind in the Two-Year College

Examines the connection between habits of mind and challenges in writing courses, suggesting tactics to foster these characteristics.

E145

Chair: Nancy Sommers, Harvard University

Speakers: Amy Flessert, Northern Virginia Community College-Annandale

Christine Kervina, Northern Virginia Community College-Annandale Amy Patterson, Moraine Park Technical College Cheri Spiegel, Northern Virginia Community College-Annandale

7-Institutional and Professional

## C.11 Cultivating Continuity across Community College Writing Contexts: A Threshold Concept at the Intersection of ALP, ESL, FYC, and Literature

Community college instructors explore course boundaries by examining a single threshold concept in student writing from five courses.

D131

Speakers: Ruth Holmes, Lord Fairfax Community College, "Rhetorical Choice in ALP"

Frost McLaughlin, Lord Fairfax Community College, "Rhetorical Choice in Literature"

Miriam Moore, Lord Fairfax Community College, "Rhetorical Choice in ESL"

Jennifer Schaefer, Lord Fairfax Community College, "Rhetorical Choice in FYC"

#### 1-First-Year and Advanced Composition

#### C.12 Community Engagement and Critical Inquiry

This panel explores community as a topic of inquiry; presenters share strategies and assignments for engaging the community.

A103

Chair: Krystin Gollihue, North Carolina State University

Speakers: Jessica Bannon, University of Indianapolis, "Fostering Community Engagement through Local Qualitative Research"

Gavin Hurley, Lasell College, Newton, MA, "Faithful, Reasoned Writing: Belief, Religion, and Rhetorical Argumentation in the Composition Classroom"

Kaya Oakes, University of California, Berkeley, "Profile Writing in Composition: Escaping the Classroom"

13-Writing Programs

#### C.13 Cultivating Feminist Leadership in Writing Programs and Beyond

We draw on scholarship and experience to consider ways that women administrators can cultivate the leadership needed for success.

F151

Chair: Peggy O'Neill, Loyola University Maryland

- Speakers: Angela Crow, James Madison University, "Excluding Well-Intentioned Others: Learning to Assess Risk More Accurately"
- Letizia Guglielmo, Kennesaw State University, GA, "Walking Away as a Feminist WPA"

Cindy Moore, Loyola University Maryland, "Some of This Stuff Really Can't Be Taught': Reconciling Feminist Leadership Mentoring with the 'Born Leader' Archetype"

- Peggy O'Neill, Loyola University Maryland, "Using Feminist Repurposing to Shape Writing Program Leaders"
- Annette Powell, Bellarmine University, "How Does Our Intersectionality Impact the Possibilities for Change?"
- Elizabeth Wardle, Miami University, "Double Binds: Constraints as a Call to Institutional Activism"

Respondent: Hildy Miller, Portland State University

#### 10-Research

## C.14 Gifts, Heritage, Habit: How Literacies Move among Writers

This panel shows how multilingual literacies passed among migrant writers as gifts, family heritage, or writerly habit change as they move.

E143

- Speakers: Florianne Jimenez, University of Massachusetts Amherst, "The Role of Peers in Literacy Strategies"
- Eugenia Krichevsky, University of Massachusetts Amherst, "Immigrant Literacy Heritage"
- Rebecca Lorimer Leonard, University of Massachusetts Amherst, "Literacy's Relay Nature"
- Angela Rounsaville, University of Central Florida, "Intergenerational Literacy Transfer"

#### 1-First-Year and Advanced Composition

## C.15 What Transfers? Developing Research Instruments to Assess Whether Comparative Genre Analysis Helps Students Transfer Rhetorical Knowledge across Contexts

Evaluating survey instruments designed to assess whether students are prepared to transfer rhetorical knowledge from FYC to future academic work.

B114

Chair: Joanna Wolfe, Carnegie Mellon University

Speakers: Ana Cooke, Carnegie Mellon University, "'Troubling' Comparative Genre Analysis"

- Danielle Wetzel, Carnegie Mellon University, "Do Students Perceive Comparative Genre Analysis as a Transferable Method?"
- Laura Wilder, University at Albany, SUNY, "Describing the Signposts That Signal Positive Transfer"
- Joanna Wolfe, Carnegie Mellon University, "Does Comparative Genre Analysis Prepare Students to Analyze Unfamiliar Writing Prompts?"

#### 10-Research

# C.16 Learning from Our Elders: Qualitative Studies of Literacy in Later Life

With findings from four studies of elders' literate activities, this panel examines how literacy shapes and is shaped by old age.

E142

Chair: Kristine Blair, Youngstown State University

Speakers: Lauren Bowen, University of Massachusetts Boston, "The Next Great Leap"

Suzanne Rumsey, Indiana University–Purdue University Fort Wayne, "Holding on to Literacies"

- Allegra Smith, Purdue University, "Creating Usable Interfaces to Facilitate Literacies"
- Yvonne Teems, Hofstra University, "Testing the 'Limits of the Local' with Seniors' Literacy/Body Practices"

#### 12-Theory

C.17 Furthering Available Means: Gathering Women's and Feminist Rhetorics to Cultivate Capacity and Create Change

A dialogue between pairs of anthology editors explores how gathering women's rhetorics expands possibilities for rhetorical participation.

#### Portland Ballroom 253

Chair: Charlotte Hogg, Texas Christian University

- *Speakers:* Charlotte Hogg, Texas Christian University, "Creating Change: Furthering Available Means across Generations"
- Joy Ritchie, University of Nebraska-Lincoln, "Cultivating Capacities: Anthologizing to Theorize an Emerging Field"
- Kate Ronald, Miami University, Oxford, OH, "Cultivating Capacities: Gathering to Sponsor New Rhetorical Participation"
- Shari Stenberg, University of Nebraska-Lincoln, "Creating Change: Transversing Gender and Geography"

#### 10-Research

## C.18 Mapping Transnational Literacies: Cultivating Translingual Perspectives of Textual Practice in Our Research and Teaching

This panel articulates a "mobile literacies" framework for tracing translingual practices across transnational networks.

#### E144

Chair: Paul Prior, University of Illinois

- Speakers: Steven Fraiberg, Michigan State University, "Startup Nation: Studying Transnational Literacy Practices in Israel's Startup Ecosystem"
- Kevin Roozen, University of Central Florida, Orlando, "Reassembling Translingual Practice and Identity: Tracing Trajectories of Images across Temporal, Spatial, and National Borders"
- Xiaoye You, The Pennsylvania State University, University Park, "Hot Pot Literacy: Mapping out Literacy Networks at a Chinese International School"
- Respondent: Paul Prior, University of Illinois

## **Tribute Session**

Tribute Session: Richard Ohmann

## C.19 "As If History Had Causes and We Might Be Agents": The Public Intellectualism of Richard Ohmann

Panel addresses Richard Ohmann's influence as historian of English Studies, journal editor, and social movement scholar and activist.

D136

*Speakers:* Christopher Carter, University of Cincinnati Russel Durst, University of Cincinnati Patricia Harkin, retired Richard Ohmann, Wesleyan University

#### 6-Information Technologies

## C.20 The Changing State of Research in Online Writing Instruction

Twenty-five years of OWI research helps us change our teaching, expand our capacity for understanding, and cultivate new areas of research.

F150

**Speakers:** Kevin DePew, Old Dominion University Kimberly Fahle, Old Dominion University Heidi Harris, University of Arkansas at Little Rock Jason Snart, College of DuPage, Glen Ellyn, IL

#### 5-History

## C.21 Historical Frameworks for Cultural and Material Productions

Drawing on a range of cultures and material artifacts, presenters on this panel connect rhetorics of production with the making of multidimensional meaning.

B110

*Chair:* Bonnie Boaz, Virginia Commonwealth University *Speakers:* Diann Baecker, Virginia State University, St. Petersburg, "Writing with Scissors: Scrapbooks as Rhetorical Heirlooms"

- Susanna Engbers, Kendall College of Art and Design, "Quilts, Quilt-Making, and the Cultivation of Voice in the Women's Christian Temperance Union"
- Jason Markins, Syracuse University, "When Making Was All the Rage: Reading Contemporary Maker Movements alongside the Arts and Crafts Movement"
- Jill Morris, Frostburg State University, "Early 20th-Century Disaster Shows as Multimedia Rhetoric"

#### 8-Language

## C.22 Writing for Publication as Multilingual Undergraduate Students

This 75-minute session focuses on experiences of three multilingual undergraduate students who write for publication.

#### D135

Chair: Pisarn Bee Chamcharatsri, University of New Mexico, Albuquerque

- Speakers: Monica Garcia, University of New Mexico, "Beyond the Language Issues"
- Adnan Mohammad, University of New Mexico, "Beyond Collaborative Writing"

Felipe Rodriguez, University of New Mexico, "Beyond Writing the Manuscript"

3-Community, Civic & Public

## C.23 Reclaiming Community to Create Change in (and for) Higher Education

Five differently situated research projects examine the profound impact campus-community partnerships can have on college writing instruction.

Portland Ballroom 258

Speakers: Kaitlin Clinnin, The Ohio State University Lucas Corcoran, The Graduate Center, CUNY Andrea Efthymiou, Hofstra University Jenn Fishman, Marquette University Laura Matravers, University of Louisville

## C.24 All Together Now: Collaboration in the Writing Classroom This panel will delve into the nuanced dimensions of collaboration. D132

*Chair:* Nahla Hoballah, Eastern Washington University *Speakers:* William Duffy, University of Memphis, "Teaching Collaboration as a Noninstrumental Technology"

- Ruby Pappoe, University of Texas at El Paso, "Using Online Participatory Skills to Cultivate Student Collaboration"
- Victoria White, University of California, Davis, "Process and Product: Assigning and Assessing Collaborative Writing"

#### 8-Language

## C.25 Cultivating Capacity for Translingual and Transmodal Research Methods

Research methods for examining the intersection of translingual and transmodal communication and composing.

D133

Speakers: Alanna Frost, University of Alabama in Huntsvile, "Photo-Elicitation Interviews (PEI) with Chinese Students"

Evgenia Gulyaeva, Russian Presidential Academy of National Economy and Public Administration (RANEPA), "Making Meaning with Total Linguistic Fact in Global English Contexts"

Suzanne Malley, Columbia College Chicago, IL, "Sensory Ethnographic Methods: Creating Translanguaging Knowledge"

3-Community, Civic & Public

#### C.26 Latinx Youth Cultivating Anti-Neoliberal Rhetorics

This panel explores how Latinx youth respond and challenge oppressive legislation through linguistic and rhetorical practices.

#### A106

Speakers: Genevieve Garcia de Mueller, University of Texas Rio Grande Valley

Juan Guerra, University of Washington, Seattle Cruz Medina, Santa Clara University, CA Ana Milena Ribero, Oregon State University

### C.27 Cultivating a Capacity for Change Using Translanguaging, Style, and Rhetoric at HSIs

Our panelists use translingualism, grammar coupled with stylistics, and ethnic rhetoric to argue for a translanguaging pedagogical approach.

#### Portland Ballroom 252

Chair: Sonia Arellano, University of Arizona, Tucson

Speakers: Jaime Armin Mejía, Texas State University, "Translanguaging as a Rhetorical Strategy for Reversing the Ill Effects of Assimilation"

Shane Teague, Texas State University, "Translingual Orientations to Writing Instruction in Hispanic-Serving Institutions: Negotiating Difference, Culture, Power, and Language in Unique Contact Zones"

Megan A. Walker, Texas State University, "Toward an Inclusive Stylistics Pedagogy: Cultivating Metalinguistic Skill in Multicultural Composition Classes"

Respondent: Laura Gonzales, The University of Texas at El Paso

#### 11-Writing Pedagogies and Processes

## C.28 Agents of Change: Service-Learning in Composition Classrooms to Engage, Inspire, and Empower Marginalized and Underserved Students

This session discusses ways to employ service-learning as an innovative pedagogy, specifically to close equity gaps and empower students.

A107

Chair: Melanie James, Moreno Valley College

Speakers: Jade Hidle, MiraCosta College, "Literature and the Lanai: Empowering Experiential Learning with Pacific Islander Students"

Melanie James, Moreno Valley College, "Agents of Social Change: Social Justice, Student Equity, and Compositional Authority"

Jacob Strona, MiraCosta College, "Empowering Student Voices: Bridging the Credit/Non-Credit Chasm through Service-Learning"

Syndee Wood, MiraCosta College, "Service-Learning and the Real World Value of English Class"

## C.29 Evaluating Reflections in First-Year Composition: Enacting Metanoic and Kairotic Thinking

This panel will open up a discussion of the concepts of metanoia and kairos in relation to reflection in FYC classrooms.

A108

- *Speakers:* David Boeving, Eastern Michigan University, "Meta-thought for the Exploration of New Literacies: Teaching Metanoia and Paranoia in FYC"
- Joseph Montgomery, Eastern Michigan University, "Zines as Grounded Reflection: Creating Change through Content and Process"
- Chris Stuart, Clemson University, "Ludic Reflections: Cultivating Risk-Taking through Metanoic Process"

11-Writing Pedagogies and Processes

## C.30 Participation, Collaboration, and Student Discourse

This panel will help attendees distinguish between types of student engagement in the writing classroom.

C126

Chair: Bahareh Alaei, Mt. San Jacinto College

*Speakers:* David Boyles, Arizona State University, "Fertile Fields and Feral Children: Cultivating the Rhetorical Practices of Participatory Cultures in the Writing Classroom"

Michelle Gibeault, University of Arkansas, "RSS Feeds for Investigating Discourse Communities in the Composition Classroom"

Michel LaCrue, University of Arkansas, "RSS Feeds for Investigating Discourse Communities in the Composition Classroom"

Mary Stewart, Indiana University of Pennsylvania, "Designing Effective Activities for Interactive Learning in Technology-Mediated FYC: Cooperation, Coordination, and Collaboration"

13-Writing Programs

## C.31 Five Years of Writing Program Excellence

This roundtable includes WPAs from seven programs that were recipients of the CCCC Writing Program Certificate of Excellence from 2011 to 2016.

Portland Ballroom 255

Chair: Dominique Zino, LaGuardia Community College (CUNY) Speakers: Jennifer Campbell, Roger Williams University, "Metacognition" Melinda Knight, Montclair State University, "Collaboration" Tim McCormack, John Jay College of Criminal Justice, "Consistency-

and-Coherence" Jim Nugent, Oakland University, Rochester, MI, "Kairos" John-Michael Rivera, University of Colorado Boulder, "Innovation" Shevaun Watson, University of Wisconsin-Milwaukee, "Research" Julia Willis, University of Colorado Boulder, "Relationship"

#### 11-Writing Pedagogies and Processes

## C.32 Cultivating Feminist Pedagogical Approaches to Digital Archives

New feminist models for undergraduate and graduate pedagogical practices involving digital archives.

#### B116

- *Speakers:* Heather Adams, University of Alaska Anchorage, "Backchannel Archives: Rethinking Undergraduate Inquiry and the Writing Internship"
- Jessica Enoch, University of Maryland, "Crowdsourcing Suffragists: Recovering Forgotten Picketers in the Undergraduate Rhetoric Classroom"
- Michelle Smith, Marist College, "Preserving Public Memory: Leveraging the Local and the Digital in the University Archive"
- Pamela VanHaitsma, Old Dominion University, "Digital Curation: Collecting Archives for Graduate Research on Women's Rhetorics"

#### 7-Institutional and Professional

**C.33** Collective Action to Improve Faculty Working Conditions Panelists offer four perspective on initiatives to enact professional change beneficial to students' learning.

#### B112

Chair: Steven Katz, Clemson University

Speakers: Louise Bown, Salt Lake Community College, "Cultivating Capacity, Creating Change: A New Rank Advancement Process at Our Community College"

- Aaron Krall, University of Illinois at Chicago, "Organizing Work: Faculty Unions, Higher Education, and the Capacity for Change"
- Halle Neiderman, Kent State University, "Understanding and Combatting Higher Administrations' Misunderstandings of Composition"

Cynthia Ris, University of Cincinnati, "When Interests Conflict: Faculty as Agents of Change in the Development of Online Teaching and Learning"

#### 8-Language

## C.34 Policies and Publics in Multilingual Research

Speakers discuss public engagements with language and policy in academia, communities, and media.

B117

Chair: William Lalicker, West Chester University, PA

Speakers: Katherine Flowers, University of Illinois at Urbana-Champaign, "Navigating Monolingual, Multilingual, and Translingual Orientations in Local Language Policy: A Case Study of Anti-English-Only Activism"

Tim Green, University of Michigan, "Unearthing the Roots of Public Controversy: Language Ideology and Ethical Composition Instruction"

Hua Zhu, Miami University, "Toward a Critical-Dramatistic Analysis of Rhetoric: Studying Ideological Representations of China in Online News Reports"

6-Information Technologies

## C.35 Approaches to Making Meaning with "New" Media

Presenters interrogate grammars and rhetorics of digital assemblage.

B111

Chair: Dalel Serda, College of the Mainland, Texas City, TX

*Speakers:* Erin Kathleen Bahl, The Ohio State University, "Untangling Webtexts: Investigating Multimodal Scholarship through Digital Autoethnography"

Michael Black, University of Massachusetts Lowell, "Studying Digital Literacy Using the Internet Archive and Geocities"

Kevin Brock, University of South Carolina, "Treating Code as a Persuasive Argument"

Brett Oppegaard, University of Hawai'i at Mānoa, "Bundled Together, but Inseparable No Longer: Experiments in Using Mobile Apps to Examine Mobile Media for Informal Learning"

Michael Rabby, Washington State University, "Bundled Together, but Inseparable No Longer: Experiments in Using Mobile Apps to Examine Mobile Media for Informal Learning"

#### 3-Community, Civic & Public

## C.36 Disturbin' the Peace: Theorizing Hip-Hop Community Protest, Revolution, and Activism

This panel argues that hip-hop culture inclusively cultivates future writers, scholars, and leaders and promotes social justice.

E146

Speakers: Tessa Brown, Syracuse University, NY Marcos Del Hierro, University of New Hampshire Michael Gallaway, University of Texas at San Antonio Alexis McGee, University of Texas at San Antonio

3-Community, Civic & Public

## C.37 Prison and Detention: Rethinking Borders and Access

Panelists attend to issues of social justice and racism in the criminal justice system.

A109

Chair: Jason Hoppe, United States Military Academy

Speakers: Bruce Bowles, Texas A&M University–Central Texas, Killeen, "Racism In, Racism Out: Masking Racism in the Criminal Justice System through 'Objective' Risk Assessment Tools"

- Alexandra Cavallaro, California State University, San Bernardino, "Cultivating Citizenship in the Prison Literacy Classroom"
- Glenn Hutchinson, Florida International University, "Borders and Access: Immigration and Composition"

1-First-Year and Advanced Composition

## C.38 Cultivating New Possibilities through Dual-Enrollment First-Year Writing

We focus on the impact on local students and teachers of a large dualenrollment program at an urban, Hispanic-serving public institution.

#### B118

Speakers: Mike Creeden, Florida International University Vernon Dickson, Florida International University Kimberly Harrison, Florida International University Preston Scanlon, Miami Dade Public Schools

#### 1-First-Year and Advanced Composition

# C.39 Teaching with Technology: Approaches for Online, Onsite, and Hybrid Teaching

Strategies for research and teaching using technology in digital environments are emphasized in this session.

#### A104

Chair: Jenn Sloggie-Pierce, Old Dominion University

*Speakers:* Chris Gerben, St. Edward's University, "(Re)Claiming Project-Based Learning for the Composition Classroom"

- Mary Gray, University of Houston, "Sustaining Innovation: Results from a Hybrid, Online Studio–Supported First-Year Writing Course"
- Cat Mahaffey, University of North Carolina at Charlotte, "Design Once, Teach Twice: Flexible Course Design for Online and Onsite Teaching"
- Kristen Miller, Tuskegee University, "Using Social Media to Help Students Incorporate Writing Feedback"

#### 13-Writing Programs

# C.40 Online Writing Instruction and the Changing Role of the Writing Program Administrator

This panel discusses online writing instruction and the challenges and opportunities it presents to Writing Program Administrators.

#### E147

- Speakers: Glenn Lester, Park University, Parkville, MO, "Cultivating Instructor Agency in Enterprise Model Online Writing Course Design"
- Amy Mecklenburg-Faenger, Park University, "Comparing Apples and Horses: Developing Mechanisms for Fairly Evaluating Online Versus Face-to Face Instruction"
- Emily Sallee, Park University, "The Politics of Change in Online Writing Program Administration: Aligning Administrative and Academic Priorities for Student Success"

#### 12-Theory

## C.41 Rhetorics of Disability: Cultivating Change across Discourse Communities and Developing Connections for Receptivity

This panel explores disability rhetorics in popular and academic cultural arenas to bring awareness of representation and inclusivity.

Portland Ballroom 254

- *Speakers:* Kristeen Cherney, Georgia State University, "Cultivating Digital Inclusion: Assessing the Challenges of Digital Classroom Texts and Inclusivity on the Web"
- Kristen Ruccio, Georgia State University, "Surfing for Exploitation: Representations of Disability in Social Media Memes"
- Kat Weigle, University of Texas at San Antonio, "Marking the Invisible: Self-Stigmatization and Combatting Rhetorical Disability"

#### 14-Cultivating Connections, Cultivating Space

C.42 Do Boot Camps Work? Creating and Assessing the Conditions for Productive Graduate-Student Writing A study of graduate student writers' Boot Camp experience to determine

A study of graduate student writers' Boot Camp experience to determine its effects on their relationship to writing.

E141

*Chair:* Liz Tinelli, University of Rochester *Speakers:* Rachel Lee, University of Rochester Deborah Rossen-Knill, University of Rochester Liz Tinelli, University of Rochester

9-Professional and Technical Writing

C.43 Composing with and Responding to Audio and Written Feedback in Technical and Professional Communication

Perspectives on work with audio and written feedback in technical and professional communication.

C122

Chair: Robert Koch, University of North Alabama

Speakers: Shuwen Li, University of Michigan, Ann Arbor, "Cultivating Students' Ethos: Using Performative ePortfolio in Professional and Technical Writing Class"

Judith Szerdahelyi, Western Kentucky University, Bowling Green, "Speaking Out about Listening In: Cultivating Capacity for Audio Response on Students' Written Assignments"

Megan Voelkel, George Mason University, "Constantly Drafting: Workplace Writing and Feedback"

#### 2-Basic Writing

## C.44 Basic Writing Gone, Placement Broken: Reinventing Assessment and Instruction in the Anti-Remediation Era

Writing teachers respond to the elimination of basic writing and the invalidation of their placement measure with innovative practices.

#### A105

Chair: Jessica Restaino, Montclair State University

- *Speakers:* Laura Field, Montclair State University, "How We Talk about Ourselves: Instruction in the Corequisite Workshop"
- Jennifer Holly-Wells, Montclair State University, "The Plan for Supplementary and Corequisite Instruction Using Multiple-Measures Placement"
- Emily Isaacs, Montclair State University, "Evaluating the Workshop and Corequisite Model for Basic Writing"
- Catherine Keohane, Montclair State University, "The Politics of Remediation: From Basic Writing to Corequisite Courses"
- Rick Reid, Montclair State University, "How We Talk about Ourselves: Instruction in the Corequisite Workshop"

#### 9-Professional and Technical Writing

## C.45 Cultivating Collaboration between Writing Studies and Engineering

This panel considers collaboration between engineering and writing faculty, and how together they advance the goals of the university.

#### D137

*Chair:* Jennifer Mallette, Boise State University *Speakers:* Jennifer Mallette, Boise State University Hongxing Qi, The University of British Columbia Michael Schoen, The University of British Columbia Tatiana Teslenko, The University of British Columbia Elaine Wisniewski, University of Michigan, Ann Arbor

#### 13-Writing Programs

## C.46 Issues in Peer and GTA Training for Writing Centers

Strategies that help writing centers train tutors to navigate challenging pedagogical topics will be shared.

F152

Chair: Moushumi Biswas, University of Texas at El Paso

*Speakers:* Scott Chiu, California Lutheran University, "Directing a New Writing Center as a Cultivating Project on Campus"

Joshua Hilst, Utah Valley University, "Ask Me No Questions: Pushing Back on Minimalist Tutoring in the Writing Center"

Melissa Keith, Boise State University, "The Affective Dimension of the Professional Development of Graduate Student Administrators in a Writing Center Community of Practice"

14-Cultivating Connections, Cultivating Space

C.47 WID Faculty Development for All: Cultivating Part-Time and Satellite-Campus Faculty across Disciplines

This panel will discuss the challenges faced by a WID faculty development program attempting to meet the needs of satellite faculty.

D138

- Chair: Andrew Cook, Limestone College, "Foundations to Driving Change in Faculty Development"
- Erin Pushman, Limestone College, "Changes at Home and Abroad: Cultivating WID Faculty Development at Main and Satellite Campuses"
- Frances Salamon Cook, Johnson and Wales University, "Building Connections among Faculty"

12-Theory

#### C.48 Pop Culture, Power, and Rhetorical Resistance

This panel explores moments of rhetorical subversion and resistance in popular culture.

D140

Chair: Brian Lewis, Century College

- Speakers: Luc Chinwongs, North Dakota State University, "Beautiful Boy Soldiers: Kaoru Shintani's Area 88 and the Negotiation of Japanese Postwar Masculinity"
- Sarah Jackson, The Ohio State University, "Beyond the 'Bumper Sticker': An Ideographic Analysis of Disney's *Zootopia*"
- Michael Kailus, University of Central Missouri, "'I am made of love, and I'm stronger than you': Queering American Superhero Mythology in Rebecca Sugar's *Steven Universe*"
- Edward Lee, University of Hawai'i at Mānoa, "Assigning Meaning to the Rhetorical Dimensions *of K-Town Reality Show*"

#### 12-Theory

## C.49 Writing, Rhetoric, and the Sensing/Feeling Subject

Panelists discuss the role of sensory and emotional responses to/in rhetoric and composition.

E148

Chair: Beth Maxfield, Henderson State University

*Speakers:* Adam Cogbill, University of New Hampshire, Portland, "Fostering Working Alliances: The Implications of Intersubjectivity Theory for Writing Instruction"

- Christina Haas, University of Minnesota, Twin Cities, "The Feeling of Writing: Toward a Sensorium of Writing"
- Sheryl Ruszkiewicz, Oakland University, "The Roles of Mindfulness and Playfulness in Rhetorical Analysis"

Chris Scheidler, University of Louisville, "Touching and Hearing the Writing Feel(s)"

#### 12-Theory

## C.50 Process Pedagogy after Postprocess: Improvisational, Relational, Ecological

Advances new "writing as a process" pedagogies in light of postprocess, postpedagogical, new materialist, and ecological theories.

B119

Chair: Jody Shipka, University of Maryland, Baltimore County
Speakers: Christina LaVecchia, University of Cincinnati
Hannah Rule, University of South Carolina
John Whicker, Fontbonne University
Respondent: Jody Shipka, University of Maryland, Baltimore County

14-Cultivating Connections, Cultivating Space

# C.51 Considering Comics in College Composition and Communication

Four takes on comics in rhetorical studies and composition.

C121

Chair: Elliot Reed, University of Florida

Speakers: Michelle Cohen, The Ohio State University, "The Audible Hand: What Comics Can Tell Us about Composition"

Sergio Figueiredo, Kennesaw State University, "Cultivating a Rhetoric of the Senses: A Networked Historiography of Rudolphe Töpffer's 'Modest Art'" Oriana Gatta, Indiana University of Pennsylvania, "(Un)McClouded Conflict: Comics and/as Critical Pedagogy"

Michael Sutcliffe, Portland Community College, "Visualizing Democracy: Graphic Novels and Journaling to Cultivate Critical Conversations about Racism and Justice"

1-First-Year and Advanced Composition

## C.52 Content Conflict: An Argument for Alternative Approaches to "Writing about Writing"

An argument that supports the rhetorical dexterity of WAW but proposes alternative content that more fully considers the needs of students.

#### B115

Chair: Sam Morris, University of Arkansas

- Speakers: Erin Daugherty, University of Arkansas, "Writing Past Conflict, Writing for Your World"
- Logan Hilliard, University of Arkansas, "Creatively Composing: Engaged Liberation in First-Year Composition"
- Sam Morris, University of Arkansas, "Gladdening the Process: Voice, Social Identity, and Young Adult Literature"

14-Cultivating Connections, Cultivating Space

## C.53 The New Reach of CCCC: Cultivating Transnational Conversations and Collaborations

Presentations on three recent collaborative projects on pedagogy, outreach, and program development in the United States, Mexico, and South Africa.

C120

Chair: John Bean, Seattle University, WA

Speakers: María de Lourdes Caudillo Zambrano, Universidad Iberoamericana, "Whose WPA?: Collaborative Transnational Development of Writing Programs in Mexico"

Susan Meyers, Seattle University, "Writing beyond the Classroom: The Pedagogy of 'Transnational Selves'"

Elsa Oliveiera, University of Witwatersrand, "Cultivating Community: Personal Writing as LGBTQ Activism in South Africa"

## **D Sessions:** 3:15–4:30 p.m.

## **Poster Sessions**

## Portland Ballroom Lobby

## Where Are the Women? Gender and Citation in Rhet-Comp ANT Scholarship

A study of citation patterns through the lens of gender in the text *Thinking with Bruno Latour in Rhetoric and Composition*.

Joseph Torok, Wayne State University

#### Implementing Course Contracts in FYC at the HSI Two-Year College

Implementing course contracts into FYC pedagogy at HSI community colleges reconciles historical and racial injustices that devalue process, progress, and production, i.e., the labor of writing, in favor of "traditional" final product grading as the single end goal.

Clayton Nichols, Arizona Western College

## Deliberating the Future (of Driving): Productive Speculation and the Practice of Framing

This session demonstrates one way of facilitating deliberative discourse among strangers about a polarizing future public controversy.

Christina Santana, Arizona State University

## Cultivating WAC Rhetorical Knowledge through First-Year Writing Poster Assignments

An investigation into WAC rhetorical situations through a FYW research poster assignment and student conference.

Albert Wray, University of North Carolina at Charlotte

#### Conscientiously Creating Conditions for Successful Collaboration in a Technical Communication Service Course

Poster shares a three-pronged approach developed over three years to support successful collaboration in a tech comm service course.

Debra Purdy, Boise State University

## Embodied Learning and the Writing Classroom: Advocating Efficacy through the Body

Research, theory, and experiences of study participants advocate further engagement of embodied learning in the writing classroom.

Jennifer Tobin, Harrisburg Area Community College

## Fostering Grit in the Classroom: Understanding Student Perceptions of Failure

This work examines "grit" as an indicator of success while discussing the benefits of class-supported failure in cultivating grit.

Megan Palmer, Southern New Hampshire University

## **Reaching Capacity in Multimodal Projects: Students' Perceptions of Digital Storytelling**

This project examines students' perceptions of multimodal projects as used in a research writing course.

Crystal Bickford, Southern New Hampshire University

## **Cultivate and Think Tank Sessions**

Cultivating Intersectional Approaches to Academic Labor

## D.01 Working and Getting Worked: An Interactive, Decolonial, Queer, and Feminist Roundtable on Labor in Rhetoric and Composition

Addressing the need for deeply intersectional approaches to issues of academic labor and building upon earlier cross-caucus work in this area, our Cultivate session aims (1) to shed light on how larger social and cultural problems of White supremacy, settler colonialism, neoliberalism, sexism, transphobia, ableism, and classism, among other political and social forces, pervade the workings of the academy; and (2) to cultivate relationships and materials that bring an intersectional perspective and sustainable approaches to labor issues within the conference space, in classrooms, at universities, across campuses, and in personal lives. This roundtable begins with a collaboratively produced framework that situates the contexts and logics of "Othered" women's labor in the academy. Next, facilitators will engage attendees through series of questions and through texts, objects, and experiences that further consider the dimensions of "Othered" women's labor in rhetoric and composition. The goal of this session is to provide an interactive experience that considers the complex dimensions of women's labor in the profession and purposefully cultivates community around and through intersectional women's identities inside and outside of the discipline.

Portland Ballroom 256

continued on next page

*Chair:* Terese Guinsatao Monberg, Michigan State University *Facilitators:* Casie Cobos, independent scholar, Houston, TX Kate Firestone, Michigan State University Gabriella Gutiérrez y Muhs, Seattle University Franny Howes, Oregon Tech Stephanie Mahnke, Michigan State University Ersula Ore, Arizona State University-Tempe Patricia Poblete, Iowa State University, Ames Dora Ramirez, Boise State University Flourice Richardson, Illinois State University Jennifer Sano-Franchini, Virginia Tech Aimee Suzara, Independent Author and Arts Educator *Respondents:* Angela M. Haas, Illinois State University Stephanie Kerschbaum, University of Delaware

*Cultivating Personal and Professional Development for Non-Tenure-Track Faculty* 

# D.02 Cultivating Balance: Personal, Research, and Teaching Strategies for Contingent Faculty

In this Cultivate session, join with colleagues to discuss and develop creative responses to issues of life and career for contingent faculty. Brief presentation of ideas and innovations around balancing work and life, maintaining a research agenda, and countering the pernicious effects of underemployment will be followed by three roundtable discussion sessions wherein participants can share and gather useful strategies and ideas.

Portland Ballroom 257

*Facilitators:* Seth Kahn, West Chester University, PA Jeffrey Klausman, Whatcom Community College Melody Niesen, University of Central Missouri, Warrensburg

Cultivating Inclusive Writing Instruction

## D.03 Decolonizing Writing Assignments

In this facilitated discussion, participants will collaborate on decolonizing writing assignments, particularly for institutions or classrooms situated in transnational spaces. Our experiences teaching at an American branch campus in Qatar have made us think more deeply about the ways we cultivate connections between home literacies, first languages, and the writing classroom, and we are eager to invite others' contributions into this conversation. Specifically, we're wondering about others' answers to these two questions: in what ways can we cultivate home literacies and languages in writing assignments, and what happens to our teacher identity/authority when we don't speak our students' first language or share their home literacies? We hope participants will leave the session with renewed commitments and action plans for inclusive writing instruction for multilingual writers, for welcoming home/indigenous languages and literacies into the classroom, for experimenting with multiple strategies that work best for our different contexts, or even for learning how to make sense of our own discomfort with the challenge of decolonizing writing.

Portland Ballroom 253

*Facilitators:* Amy Hodges, Texas A&M University at Qatar Khadija Mahsud, Texas A&M University at Qatar Mysti Rudd, Texas A&M University at Qatar

### 13-Writing Programs

## D.04 Preparing for Writing Center Leadership Roles

Sponsored by the International Writing Centers Association Leaders will describe their varied administrative roles and invite a discussion of how to best prepare (as) future writing center leaders.

Portland Ballroom 251

Speakers: Julia Bleakney, Elon University Shareen Grogan, National University Jackie Grutsch McKinney, Ball State University Rebecca Hallman Martini, University of Houston Amber Jensen, George Mason University Karen Johnson, Shippensburg University, PA Lindsay Sabatino, University of North Carolina at Greensboro Trixie Smith, Michigan State University

8-Language

## D.05 Cultivating Conversations with HBCUs: Afrocentric Pedagogy, Language, and Writing Program Administration

Sponsored by the Black Caucus

This roundtable offers areas for pedagogical consideration at HBCU writing program sites in relation to Students' Right to Their Own Language (SRTOL).

Portland Ballroom 252

continued on next page

Speakers: Collin Craig, St. John's University Jason DePolo, North Carolina A&T State University David Green, Howard University, Washington, DC Karen Jackson, North Carolina Central University Staci Perryman-Clark, Western Michigan University, Kalamazoo Faye Spencer Maor, North Carolina A&T State University

#### 10-Research

### D.06 Retention, Persistence, and Writing Programs

Sponsored by the Council of Writing Program Administrators This panel invites participants into a conversation about the role of writing programs in university efforts to retain students.

C123

Chair: Heidi Estrem, Boise State University
Speakers: Sarah Harris, College of the Sequoias, "Success"
Holly Hassel, University of Wisconsin, Marathon County, "Faculty Development"
Rita Malenczyk, Eastern Connecticut State University, "Surveillance"
Sarah Snyder, Arizona State University, "Data"
Respondent: Dawn Shepherd, Boise State University

14-Cultivating Connections, Cultivating Space

# D.07 Cultivating Creative Rhetorical Inquiry: Crafting Social Justice through Poetry, Fiction, and Filmmaking

We explore the hybrid and creative strategies rhetoricians undertake to blend their scholarly output with fiction, poetry, and filmmaking.

D139

*Speakers:* Steven Alvarez, St. John's University, "Crafting Ethnopoetry: Ethnography, Ethnopoetics, and the Study of Writing"

Kate Birdsall, Michigan State University, "Blurring Boundaries, Becoming (An)other: 'Doing' Social Justice with Autoethnography"

Alexandra Hidalgo, Michigan State University, "The Hybrid Liminal Scholar: A Video Exploration of Blending Our Personal and Professional Lives"

14-Cultivating Connections, Cultivating Space

## D.08 Cultivating Virtues

In this panel, the presenters examine the role of virtue and virtue ethics in teaching writing.

C120

Chair: John Duffy, University of Notre Dame

- Speakers: Lois Agnew, Syracuse University, "Cultivating the Virtue of Intellectual Humility"
- John Duffy, University of Notre Dame, "Cultivating the Virtue of Incivility"
- John Gallagher, University of Illinois at Urbana-Champaign, "Cultivating the Virtues of Patience and Persistence"
- John Schilb, Indiana University, Bloomington, "Cultivating the Virtue of Nuance"

#### 2-Basic Writing

#### D.09 Alternative Connections to Basic Writers

This panel explores alternative means of engaging students through new theories and recovered texts.

A109

Chair: Aimee Mapes, The University of Arizona

- Speakers: Wiley Davi, Bentley University, "Neuroscience and the Basic Writing Classroom"
- Hope Parisi, Kingsborough Community College/CUNY, "Engaging (and Crossing) Public Intellectual Traditions of Education Writing and Basic Writing's 'Documented Narrative': Cultivating Our Stories and Our Scholarship"
- Chad Seader, Syracuse University, "Performing a Stance: Enacting Alternative Pedagogies with Attention to Transfer and Assessment"

#### 13-Writing Programs

## D.10 What Can We (Not) Do? A Report from a Developing Writing Center

A new writing and communication center seeks to establish a unique institutional identity and implement innovative methodologies.

#### E147

*Speakers:* Andrea Bishop, University of Memphis Chuck Robinson, University of Memphis Scott Sundvall, University of Memphis 12-Theory

## D.11 Genre Activists

This panel theorizes how genres are questioned, criticized, and reinvented by critical participants for activist aims.

A108

Speakers: Risa Applegarth, University of North Carolina at Greensboro, "Queer Genre Work"

Erin Branch, Wake Forest University, "Food Activism in New Genres" Lindsay Russell, University of Illinois, "Genre Invention"

**Respondent:** Chelsea Milbourne, University of North Carolina at Chapel Hill

7-Institutional and Professional

## D.12 Preparing Graduate Students to Labor in the Field

Presenters discuss ways to better prepare and mentor graduate students to teach, thrive, and succeed in a field fraught with labor problems.

Portland Ballroom 254

Chair: Casie Fedukovich, North Carolina State University

*Speakers:* Steve Fox, Indiana University–Purdue University Indianapolis, "Preparing Masters Students for the Labor Market: Perspectives from an MA Program"

Michelle LaFrance, George Mason University, "Integrating Labor Issues in Graduate Curriculum: On Making the Unspoken Spoken"

Amy Lynch-Biniek, Kutztown University, PA, "Integrating Labor Issues in Graduate Curriculum: On Making the Unspoken Spoken"

Jessica Philbrook, Walden University, "Bridging the Gap between Graduate Students and Contingent Faculty"

3-Community, Civic & Public

#### **D.13 Objects of Justice: Four Riffs on Politics and Materiality** Our panel brings together diverse research sites and methods to explore

objects of justice in everyday publics and politics.

E146

Speakers: Lindsay Marshall, University of Illinois at Chicago, "The Material of Disease"

Nadya Pittendrigh, University of Houston-Victoria, "Residues of Sovereignty in Social Justice"

Candice Rai, University of Washington, "Objects of (In)Justice in the Global University"

*Respondent:* Matthew Pavesich, Georgetown University, "Charting Material Invention"

#### 8-Language

## D.14 Multimodal Writing and Multilingualism

This panel discusses various multimodal approaches to teaching multilingual writing.

B117

Chair: Michael Edwards, Washington State University, Pullman

*Speakers:* Mathew Sillito, University of Utah, "Translingualism Online: Developing Proactive Approaches to Online Curricula That Utilize Translingualist Pedagogies"

Adam Sprague, Bowling Green State University, "Teacher Action Research as Agent for Change: Utilizing Teacher Action Research to Improve ESL Students' Comfort and Achievement Levels in the Writing Classroom"

Tamara Warhol, University of Mississippi, "Social Networking Socializing ESL Writers"

3-Community, Civic & Public

## D.15 Teaching with Wikipedia: Cultivating Community, Creating Change

In this panel, presenters share their work and facilitate discussion on the benefits and challenges of teaching with Wikipedia.

Portland Ballroom 255

Speakers: Amy Carleton, MIT

David Cregar, New York University Greta Kuriger Suiter, Massachusetts Institute of Technology Cecelia A. Musselman, Northeastern University Rebecca Thorndike-Breeze, Massachusetts Institute of Technology

#### 10-Research

# D.16 Tracing the Impact of Undergraduate Research in Writing Studies

Our panel offers data-driven answers to the question, "What impact is undergraduate research having on rhet-comp/writing studies?"

E142

*Chair:* Jenn Fishman, Marquette University *Speakers:* Dominic DelliCarpini, York College of Pennsylvania Jane Greer, University of Missouri, Kansas City Megan Schoettler, Miami University of Ohio

## D.17 Embodied Exposition: Theater in the Composition Classroom

Faculty who teach expository writing to BFA students explore the experiential uses of theater and performance principles in composition.

B116

Speakers: Megan Shea, New York University, "Affective Research: Hacking the Chore of Inquiry"

Michael Tyrell, New York University, "The Sound of Drama: Reading and Voiced Texts"

Christopher Wall, New York University, "Through the Side Door: Inductive Introduction of Concepts through Visual Complexity"

Ethan Youngerman, New York University, "Beyond Conversation: Dramatic Dialogue as Experiential Textwork"

## 6-Information Technologies

## D.18 Cultivating Code Literacy

Two presenters tell stories of learning to code and investigating applications for wearable devices. A third responds as a seasoned programmer.

D133

Chair: David Blakesley, Clemson University

*Speakers:* David Blakesley, Clemson University, "Augmenting (Rhetorics and) Realities: Developing for the Microsoft Hololens"

Ann Hill Duin, University of Minnesota, "Investigating Wearables for Composition Pedagogy"

David Rieder, North Carolina State University, "Adventures in Coding"

11-Writing Pedagogies and Processes

# D.19 Cultivating STEM-Writing Success through Diagnostic Assessment, Genre Analysis, and Writing Centers

Panel discusses three approaches to writing pedagogy that support success and retention of STEM students throughout their college careers.

A106

Chair: Natasha Artemeva, Carleton University

Speakers: Natasha Artemeva, Carleton University, "From Diagnosis to Support: Targeting the Writing Development of First-Year Engineering Students for Retention and Success"

- Dana Ferbrache-Darr, The Ohio State University, "Writing Centers and STEM Writing: Meeting the Needs of Graduate Students in STEM Fields"
- Janna Fox, Carleton University, "From Diagnosis to Support: Targeting the Writing Development of First-Year Engineering Students for Retention and Success"
- Katherine Schaefer, University of Rochester, NY, "Working with Disciplinary Experts: Using a Rhetorical Genre Analysis Approach to Teaching 'Writing Up Your Research' in Biology"

#### 5-History

## D.20 Composing Activist Spaces: The Spatial Rhetorics of Civil, Disability, and Men's Rights Movements

This panel investigates how activists compose new meanings of space to argue for inclusion, rights, and justice.

F149

Speakers: Elizabeth Ellis, University of Maryland Evin Groundwater, University of Illinois at Urbana-Champaign Ruth Osorio, University of Maryland, College Park Respondent: Jessica Enoch, University of Maryland

1-First-Year and Advanced Composition

D.21 Using Rhetoric to Promote a Nurturing Space for Disproportionately Impacted Student Groups in Community College First-Year Composition (FYC)

This panel explores equity-minded pedagogy in the first-year composition classroom that engages disproportionately impacted students.

#### B114

Chair: Jorge Villalobos, MiraCosta College

Speakers: Erica Duran, MiraCosta College, "Cultivating Their Strengths: How Flipping the FYC Course Advantages Student Veterans"

Brandon Reynolds, California State University San Marcos, "Cultivating Student Discussion on Race through Monster Narratives"

Monica Rodriguez, Palomar College, "Using the Rhetoric of Mêtis to Nurture Student Trust and Dialogue"

#### 9-Professional and Technical Writing

## D.22 Local and Global Demands on Technical and Professional Communication across Contexts in Latin America

This panel examines local and global demands on communication practices in Spanish for engineering and public health across Latin America.

F151

Chair: Chris Thaiss, University of California, Davis

Speakers: Rachel Bloom-Pojar, University of Dayton, "¿Tienes diabetes o Tienes azúcar? Negotiating Spanishes in a Transnational Health Program"

- Julie Gerdes, Texas Tech University, "Countering Narratives with Shared Metaphor Systems: An Analysis of the 2016 Zika Outbreak"
- Elizabeth Narváez-Cardona, Universidad Autónoma de Occidente, Colombia, "Characterizing Senior Writing of Colombian Industrial Engineers"
- Lucia Natale, Universidad Nacional de General Sarmiento, "The Challenges of Reporting the Professional Practice in Engineering in Argentina"

#### 12-Theory

## D.23 Mobile Interactivity as Public Writing Practice

This panel advances rhetorical theories of mobile composition genres such as augmented reality, knowledge games, and interactive memorials.

B118

*Speakers:* Sidney I. Dobrin, University of Florida Steven Holmes, George Mason University Sean Morey, University of Tennessee-Knoxville John Tinnell, University of Colorado Denver

#### 8-Language

## D.24 Negotiating Language Identities: Language Narratives, Translingual Englishes, and the Writing Goals of International Students

Student language narratives negotiate language identities and challenge categories ("international," "native") in US classrooms.

D135

*Chair:* Jonathan Hall, York College, City University of New York *Speakers:* Jonathan Hall, York College, City University of New York, "Everyday Translingualism: Language Narratives and Negotiated Language Practices"

- Nela Navarro, Rutgers University, New Brunswick, "Negotiating Language Goals: Language Identities, Ideologies, and Practices of International Students as Challenges for 'English-Only' Writing Programs"
- Heather Robinson, York College/CUNY, "Translanguaging and the Art of Negotiation"

#### 14-Cultivating Connections, Cultivating Space

## D.25 Locations of Change: Cultivating Intellectual Exchange among Communities

Panelists offer strategies for intergenerational interactive work in rhetoric/ composition and writing studies theory and practice.

#### F152

Chair: Laura Micciche, University of Cincinnati

Speakers: Jennafer Alexander, University of Missouri-Saint Louis

- Mary Boland, California State University, San Bernardino, "Cultivating Exchange: When Composition Graduate Students and Faculty Across the Disciplines Collaborate"
- Suellynn Duffey, University of Missouri–St. Louis, "Beyond the Waves: Rhetorics of Intergenerational Feminisms"
- John Hanly, Monmouth University, "Can Senior Seminar Become a Site for the Intellectual Work of Composition? Cultivating Reflection on Composition, Rhetoric, and English Studies"

#### 11-Writing Pedagogies and Processes

## D.26 Sustaining Reading and Cultivating Writing in Crowded Digital Spaces

The panel examines collaborative meaning-making and composing strategies for cultivating and sustaining reading practices in digital spaces.

## A107

- Speakers: Mary Lamb, Clayton State University, "Collaborative Reading: Texts, Screens, and Para-readers"
- Donna Qualley, Western Washington University, Bellingham, "How Writing Can Sustain Reading"
- Cheryl Smith, Baruch College, CUNY, "Social Annotation for Close Reading"

Kristen Turner, Fordham University, "Creating Connected Adolescent Readers"

4-Creative Writing

## D.27 The Creative Capacities of Writing Studies

Explores creativity in peripheral writing studies contexts, including STEM, autobiography, ethnography, and creative writing pedagogy.

C124

*Chair:* Kevin Moore, University of California, Santa Barbara, "Creativity and Ethics in the Engineering Writing Classroom"

- *Speakers:* Janelle Adsit, Humboldt State University, "Is Creative Writing Part of Writing Studies?"
- Sue Doe, Colorado State University, Fort Collins, "How the Arts Can Inform STEM Writing: Social Practice as Threshold Concept in Writing Studies"

Daniel Wuebben, University of Nebraska at Omaha, "Creativity and Collaboration in Autobiographical Curriculum"

### 13-Writing Programs

## D.28 Peer Teaching and Tutoring Strategies in the Writing Center and Beyond

Panelists discuss teaching for transfer, proofreading, and other response strategies for facilitating student writing in the writing center and beyond.

## E148

Chair: Emily Isaacs, Montclair State University

- Speakers: Daisy Miller, Hofstra University, "Listening and Reporting: Peer Tutors as Transfer Informants"
- Heather Blain Vorhies, University of North Carolina at Charlotte, "Challenging the Myth of Self-Correction in the Writing Center"

Carolyn Wisniewski, University of Illinois at Urbana-Champaign, "Novice Writing Teachers' and Tutors' Development of Effective Response Strategies"

14-Cultivating Connections, Cultivating Space

## D.29 Searching Global Rhetorics, Recovering Alternative Discourse Communities

This panel will explore alternative discourse communities that non-Western rhetorical practices can afford in the writing classroom.

D137

Speakers: Stephen K. Dadugblor, University of Texas at Austin, "Ghanaian Rhetorics in Contemporary Political Discourse"

Iklim Goksel, Indiana University–Purdue University Fort Wayne, "Balbal Stones: Seeking Alternative Discourse Communities in Turkic Visual Rhetoric"

- Elif Guler, Longwood University, "Kutagdu Bilig: Rhetoric as the Study of Finding Happiness in an 11<sup>th</sup>-Century Islamic Text"
- Shurli Makmillen, Claffin University, "Rhetorics of Identity and Identification in Indigenous Academic Writing"
- Michelle Riedlinger, University of the Fraser Valley, "Rhetorics of Identity and Identification in Indigenous Academic Writing"

#### 3-Community, Civic & Public

D.30 Queer Pedagogies: Fostering Stronger Collaboration and Community Engagement

> Queer perspectives on approaching and enacting community engagement. B110

Chair: Lucy Rai, The Open University

- Speakers: Jennifer Ansley, Duke University, "Queer Pedagogies in the First-Year Writing Classroom"
- Amanda Fields, Fort Hays State University, "Collaborative Composing: Social Action in an LGBTQIA+ Student Organization at a Rural State University"
- Caro Raedeker-Freitas, San Diego State University, "Hearing Queers in the Archives: Stories of Public Subjectivities through Sound"

#### 12-Theory

## D.31 Institutional Fatigue: Confronting Bias in Academic and Nonacademic Workplaces

Panelists theorize and address the rhetorical/historical realities of bias and marginalization in academic and nonacademic workplaces.

#### D134

Chair: Nathan Shepley, University of Houston

- Speakers: Danielle Lavendier, University of New Hampshire, "Body of Knowledge: The Teacher's Body and the Objectifying Stare"
- Jean Kearns Miller, Washtenaw Community College, "Collegiality and the Fate of Disabled Faculty"
- Sarah Moseley, Old Dominion University, "Becoming Firefighters: Women's Heritage Literacies in the Workplace"
- David Wallace, California State University, Long Beach, "A Queer Reading of the Rhetoric of Microaggressions"

12-Theory

## D.32 Public Bias and Counterpublic Resistance

Three panelists discuss the rhetorical strategies for resisting and speaking back to public rhetorics of bias and oppression.

D140

Chair: Adnan Salhi, Henry Ford College

Speakers: Doug Cloud, Colorado State University, "Resisting Change: Rhetorical Strategies for Revealing/Concealing Animus in Public Arguments about LGBTQ People"

Holly Fulton, Arizona State University, "Cultivating Thick Understandings of Race in the Composition Classroom through the Cross-Pollination of Public Spheres"

Sarah Puett, University of Minnesota, Twin Cities, "Literacy of Counterpublics: Ethnographic Studies of Local Resistance"

6-Information Technologies

## D.33 Deploying Feminist Rhetorical Strategies Online

Presenters analyze gender virtual spaces to illuminate their oppressive and empowering qualities.

B112

Chair: Jacqueline Amorim, Florida International University

Speakers: Christine Jeansonne, Louisiana State University, Baton Rouge, "Creating Communities: Feminist Rhetorical Strategies for Composing Together Online"

Stephanie Weaver, University of Louisville, "Screencapture or It Didn't Happen: The Multimodal Citation Practices of GamerGate"

11-Writing Pedagogies and Processes

## D.34 Theories of Grammar and/or Style

This panel examines the benefit of renewed attention to style versus grammar in developing students as writers.

D132

Chair: Pavel Zemliansky, University of Central Florida

Speakers: Keith Comer, Massey University, "Writers' Interactions with Grammar and Style Checking Applications: Not Drowning but Waving"

Keith Rhodes, University of Denver, "Feeling Our Way toward Engagement: Teaching Written Style as Culturally Structured Intuition"

Brandy Scalise, University of Kentucky, "'I am a writer': Rhetorical Grammar and Student Agency"

#### 14-Cultivating Connections, Cultivating Space

## D.35 Cultivating a Critical Approach to Social Media Research in Rhetoric and Writing Studies

Our panel critically examines social media, exploring how platforms shape data circulation, activist discourses, and exclusionary practices.

D138

*Speakers:* Dustin Edwards, University of Central Florida Bridget Gelms, Miami University Liz Lane, Purdue University

1-First-Year and Advanced Composition

## D.36 Learning to Write Disciplines: Cultivating Students' Disciplinary Knowledge across Sites of Learning

This panel examines three sites of disciplinary learning for undergraduates and offers strategies for furthering students' development.

B115

Chair: Gwendolynne Reid, North Carolina State University

Speakers: Rachel Buck, University of Arizona, Tucson, "Cultivating Disciplinary Knowledge in the Composition Classroom: The Challenges and Rewards of Using MICUSP"

Gwendolynne Reid, North Carolina State University, "Of Whales, Hearts, and Databases: An Undergraduate's Rhetorical Education in and out of the Lab"

Robin Snead, University of North Carolina, Pembroke, "The Spaces within and between: Rhetorical Borderlands in Disciplinary Writing"

5-History

## D.37 Global Sites of Rhetorical Histories

Presenters on this panel map new locations toward the goal of an inclusive historiography of rhetoric.

B111

Chair: Erin Kelly, University of Victoria

Speakers: Lisa Arnold, North Dakota State University, "Uncovering Transnational Literacy History: Beirut's 'Muslim Crisis' of 1909"

Natalia Avila, Pontificia Universidad Católica de Chile, "What We Talk about When We Talk about Writing Studies in Latin America"

Erin Cromer, Purdue University, "(Re)Historicizing Transnational Rhetorics: Cultivating Methodologies of Historiographical Integration"

Miriam Fernandez, Washington State University, "Malintzin, the Aspasia of the Americas"

Federico Navarro, Universidad de Chile/CONICET, "What We Talk about When We Talk about Writing Studies in Latin America"

#### 9-Professional and Technical Writing

## **D.38 Global and Local Issues in Intercultural Communication** This panel explores intercultural communication in technical and

professional communication in local and global contexts.

C122

Chair: Jennifer Gray, College of Coastal Georgia

Speakers: Ana Codita, Case Western Reserve University, "Incorporating Intercultural Communication in the Technical Writing Pedagogy: A New Horizon, or a Dilemma?"

Dilli Edingo, York University, "New Media-Enhanced Intercultural Communication: An Emic Way of Producing Knowledge and Making Meaning"

Lehua Ledbetter, University of Rhode Island, "Cultivating Regionally Adaptive Professional Writing Curricula: A Case Study"

3-Community, Civic & Public

## **D.39** Queer Archives, Producing Public Memory, and Activism This panel examines queer activist strategies for documentation and

circulation across several archival, multimodal, and pedagogical sites.

E145

Speakers: Angie Balsarini, University of Nebraska at Omaha, "Queer Film and Producing Public Memory for the Queer Omaha Archives"

Tammie M. Kennedy, University of Nebraska at Omaha, "Queer Film and Producing Public Memory for the Queer Omaha Archives"

Casey Miles, Michigan State University, "The Queer Critical Research Practices of the Gender Project"

Laura Tetreault, University of Louisville, "Queer Digital Archives and Activist Circulation"

11-Writing Pedagogies and Processes

## D.40 Failure as Opportunity

These presentations showcase the benefits of failure in both student learning and faculty development.

C126

Chair: Katelyn Stark, Florida State University

*Speakers:* Calley Marotta, University of Wisconsin, "Complicating Failure: Toward a Situated Understanding of Failure and Difficulty in Multimodal Classrooms"

Meredith Singleton, Miami University, "Braving the Winds of Change: Lessons Learned from Faculty Participants in a Pedagogical Study"

Julia Smith, Georgia Institute of Technology, "Look to Your Right and Left, One of You Will Fail: Reclaiming Failure as Opportunity in the Multimodal Classroom"

#### 7-Institutional and Professional

## D.41 Now What? Creating the Post–Job Market Action Plan

Presentation on interview data from a CCCC's grant project, little narratives, and professional sustainability.

B119

*Speakers:* Juliette Kitchens, Nova Southeastern University Claire Lutkewitte, Nova Southeastern University Molly Scanlon, Nova Southeastern University

14-Cultivating Connections, Cultivating Space

## D.42 Challenges to the Field: Cultivating New Perspectives on Persistent Issues

Panelists offer challenges to persistent issues facing members of our discipline.

C121

Chair: Elizabeth Flynn, Michigan Technological University

Speakers: James Arrington, University of Pennsylvania, "Disciplining the Digital"

Rebecca Garcia, California State University, San Bernardino, "Rejecting Process, Fostering Chaos: How the Language of Writing Reinforces Hegemony"

Joshua Kutney, Lakeland University, "(Re-)Creating Composition Studies: A Discipline's Search for a Unifying Vision"

Alberta Ramirez, San Bernardino Valley College, "Rejecting Process, Fostering Chaos: How the Language of Writing Reinforces Hegemony"

Jon Stansell, Belmont College, "Voice' Is Alive Today: Steps toward Conceptual Rehabilitation"

11-Writing Pedagogies and Processes

## D.43 Composing Medical Humanities: Innovative Writing Pedagogies

This panel considers innovative approaches to composing in the spaces of interdisciplinary medical humanities outreach and instruction.

## A105

Chair: Anita Helle, Oregon State University

Speakers: Vicki Tolar Burton, Oregon State University, "Contemplative Composing for Resilience and Compassion"

George Estreich, Oregon State University, "Writing about Intellectual Disability for a Clinical Audience: Biography of an Essay"

Anita Helle, Oregon State University, "Embodied Rhetorics and Attunement in Reading/Writing Pedagogies"

#### 1-First-Year and Advanced Composition

## D.44 From Culling Sources to Cultivating Successful Habits of Mind: Reconsidering the Research Essay in the 21st Century

We highlight ways innovative research projects provide students with increased perspective, academic confidence, and transferable skills.

B113

- *Chair:* Bri Lafond, Riverside City College and California State University, San Bernardino
- Speakers: Francesca Astiazaran, California State University, San Bernardino, "Engaging L2 Learners through Multimodal Research: #makingmeaning #usingwhatyouknow"
- Ashley Hamilton, University of La Verne, "Implementing Selfe's Notions of Aurality and Writing: Cultivating Humor in the FYC Classroom through a Multimodal Research Project"
- Bri Lafond, Riverside City College and California State University, San Bernardino, "Thinking Outside the 'Box Logic': Curating Context in the FYC Classroom"
- Daniel Reade, Norco College, "A Steady Construction of Knowledge: Cultivating Awareness of Conversation and Context"

1-First-Year and Advanced Composition

## D.45 Writing Program Pedagogies for STEM Education

Presenters explore pedagogies that meet the needs of STEM programs.

A103

Chair: Trevor Meyer, University of South Carolina, Columbia

- Speakers: Kimberly Bernhardt, New York University Expository Writing Program, "Accommodating Changing Student Populations: Adapting Writing Program Pedagogy to Meet the Needs of STEM-Focused English Language Learners"
- Nathan Bollig, University of Minnesota-Twin Cities, "Cultivating Composition Skills Across Curriculums: Recognizing and Retaining Rhetorical Knowledge in a Writing-Intensive Engineering Course"
- Susan Lang, Texas Tech University, "'You're Doing What?!': Piloting STEM-Style Delivery of First-Year Writing"
- Monica Norris, Texas Tech University, "'You're Doing What?!': Piloting STEM-Style Delivery of First-Year Writing"
- Jason Rocha, University of Wisconsin-Madison, "Science as Narrative: Toward a First-Generation STEM Literacy"

#### 12-Theory

## D.46 Queering Public Rhetorics: Cultivating Writing Pedagogies at the Intersections of Race, Class, Gender, Sexuality

Bringing community-based discourses of identity into writing pedagogies invites students to cultivate power and a public voice.

D136

Chair: Kathleen Livingston, Michigan State University

*Speakers:* Wonderful Faison, Michigan State University, "Race, Writing Centers, and Composition: Subverting Racialized and Classed Institutional Spaces"

Kathleen Livingston, Michigan State University, "Queer Community-Based Pedagogy for Consent Education"

Molly Ubbesen, University of Wisconsin-Milwaukee, "Queering and Querying the Practice of Preferred Names and Gender Pronouns" *Respondent:* Zan Goncalves, Franklin Pierce University

13-Writing Programs

## D.47 Ecology, Uncertainty, and Agency in WAC Programs

Speakers and attendees engage in robust conversation about ecological principles of WAC/WID across institutions and development stages.

Portland Ballroom 258

Speakers: Laura Davies, SUNY Cortland Crystal Hendricks, Syracuse University Brian Hendrickson, University of New Mexico, Albuquerque Tiffany Rousculp, Salt Lake Community College Jason Saphara, Colorado State University-Pueblo Christian Weisser, Penn State Berks, Reading, PA

## 13-Writing Programs

## D.48 Cultivating Change from the Ground Up: Models for Grassroots Curricular Assessment

This panel presents results of three grassroots approaches to curricular assessment, spurring change based on multiple perspectives.

## E144

*Speakers:* Maria Conti, University of Arizona, "Rooted in the Evidence: Student Learning Outcomes and Curriculum Assessment"

Rachel LaMance, University of Arizona, "Planting Seeds for Linguistic and Cultural Success: Assessment of an L2 Basic Writing Course"

Susan Miller-Cochran, University of Arizona, "Taking Time to Till the Soil: Fostering Faculty Autonomy through Involvement in Programmatic Assessment"

#### 10-Research

## D.49 Innovation, Adaptation, Transparency: Creating Change in Writing Research Methodologies

This panel advocates and enacts new methodological models of writing research, calling for disciplinary change, flexibility, and openness.

#### E141

*Speakers:* Elizabeth Chamberlain, Arkansas State University, "Hello, World: Productive Intersections of Algorithmic Thinking and Humanistic Inquiry"

- Rachel Gramer, University of Louisville, "Bounding and Aligning: The Warp and Weft of Writing Research Dissertation Methods"
- Jessica Restaino, Montclair State University, "Method as Lost and Found: Risk, Uncertainty, Knowledge-Making"

Mary P. Sheridan, University of Louisville, "Community Teach-In: Building Methodologies in CE"

Respondent: Bob Broad, Illinois State University

#### 13-Writing Programs

## D.50 Creating Meaningful Programmatic Assessment with the AAC&U VALUES Rubrics

Report on survey of national use of AAC&U VALUES rubrics, two case studies of their use, and a brief interactive workshop on adapting the rubrics.

#### E143

*Speakers:* Nicki Litherland Baker, Fountainhead Press Jennifer Grouling, Ball State University Patricia Lynne, Framingham State University Megan O'Neill, New Jersey Institute of Technology

10-Research

## D.51 Cultivating Writing Students' States of Mind

Panelists explore how student-writers' mindsets affect writing processes and performances.

C125

Chair: Jessica Melilli-Hand, College of Coastal Georgia

Speakers: Erika Nielson, Texas State University, "Cultivating Mindfulness and Compassion in Developmental Literacy Students"

Laura Schubert, James Madison University, "Do Fixed Mindsets Hinder Student Writers, and How Can Writing Tutors Help Cultivate Growth Mindsets?"

Ryan Stark, Corban University, "Spiritual Development in Undergraduate Writing Curricula"

#### 1-First-Year and Advanced Composition

## D.52 Implications of WAC: Sites of Writing Education for and in Scientific Majors and Programs

Presenters discuss interdisciplinary awareness in First-Year Composition.

A104

Chair: Laura Romano, Ball State University

Speakers: Sandie Friedman, George Washington University,

"Metadisciplinary Awareness: Theory and Practice for First-Year Composition"

Ann Martin, Louisiana State University, "This Won't Hurt a Bit: Preparing Pre-Nursing Students, Pumping Up Your University Writing Program, and Pleasing Yourself in the Process"

Kenny Smith, University of California, Santa Barbara, "How to Write with Statistics: Cultivating a Better Understanding of Science in the FYC Classroom"

#### 1-First-Year and Advanced Composition

## D.53 Perforating Writing Studies: Exploring Content through Games, Networks, Software Development, and Digital Collaboration

This panel explores shifting disciplinary definitions of writing and content creation through pedagogical practices and curriculum design.

F150

*Speakers:* Jeff Greene, Kennesaw State University Kim Haimes-Korn, Kennesaw State University Pete Rorabaugh, Kennesaw State University

#### 2-Basic Writing

D.54 The Politics of Belief in Student Capacity: How Three California Community Colleges Initiated the California Model of Corequisite Composition

Early adopters from three colleges will share their experiences of implementing corequisite developmental courses at their campuses.

D131

*Speakers:* Chris Gibson, Skyline College Joshua Scott, Solano College Wendy Smith, San Diego Mesa College

## **E Sessions:** 4:45–6:00 p.m.

## **Cultivate and Think Tank Sessions**

#### Cultivating Caregiving

## E.01 Cultivating Balance in Caregiving: A Cross-Generational Conversation

Our Cultivate session involves a cross-generational conversation taking up a phenomenon affecting all generations: all generations are caregivers and they are caring for all other generations. Our session begins with a brief introduction that draws on research and resources about care, caregiving, interdependence, and disability to set the topic. Conversation, however, will be the primary activity. Participants will move to cross-generational tables for open discussion of scenarios and concerns, guided by table leaders who will facilitate discussion, take notes, and report back to the large group and to the cosponsoring CCCCs groups: CCCC Taskforce on Cross-Generational Connections, Standing Group on the Status of Women in the Profession, and the Committee on Disability Issues.

Portland Ballroom 251

*Chair:* K. Hyoejin Yoon, West Chester University *Facilitators:* Patrick Berry, Syracuse University Kristine Blair, Youngstown State University Jay Dolmage, University of Waterloo, Ontario, Canada Candace Epps-Robertson, Old Dominion University Kay Halasek, The Ohio State University, Columbus Lydia McDermott, Whitman College, Walla Walla, WA Elisabeth Miller, University of Nevada, Reno Louise Wetherbee Phelps, Old Dominion University Christine Tulley, University of Findlay

#### Cultivating Our Public Voice

## E.02 Cultivating a Public Voice: Entering Public Discourse as Public Intellectuals, Experts, Activists, and Digital Citizens

Concerned with public misconceptions about writing, the work of rhetorical studies, and the field of composition studies, many rhetoric and composition scholars have urged us to take up roles as public intellectuals, experts, community activists, and digital citizens, translating our knowledge for various publics, counterpublics, and audiences. Now is a kairotic moment to "go public." In order to cultivate a public voice for individual scholars, students, and the broader field, the facilitators of this session offer examples of the way each has worked to enter public dialogues to bring about change. Facilitators will provide models and a process for others to follow. Ultimately, we hope to raise the profile of the field and of teachers and students in the discipline who wish to take on important public discussions and raise discourse to new levels.

#### Portland Ballroom 252

*Facilitators:* Paul Butler, University of Houston, "Public Intellectuals to the Rescue: Going Public to Promote Digital Literacy"

Frank Farmer, University of Kansas, "From Mediation to Remediation: The Unlikely Travels of a Counterpublic Intellectual"

Dianna Winslow, Rochester Institute of Technology, "Cultivating Public Pedagogies: The Work of Community-Engaged Teacher-Scholar Activists"

Respondent: Ryan Skinnell, San Jose State University

#### Think Tank on Equity in CCCC

### E.03 Cultivating a More Equitable Professional Organization

The goal of this session is to work with a diverse group of participants from across identifications to develop a list of actionable recommendations for the CCCC Executive Committee and for the organization more generally. Building on the Cultivate session "Working and Getting Worked: An Interactive, Decolonial, Queer, and Feminist Roundtable on Labor in Rhetoric and Composition," this Think Tank will start with a fifteen-minute rapid brainstorm of issues over Google Drive. These issues will be used to develop a collectively articulated vision statement or set of long-term goals, along with a clear list of action items that can be immediately delivered to the EC.

#### Portland Ballroom 256

*Facilitators:* Stephanie Kerschbaum, University of Delaware Garrett Nichols, Bridgewater State University Catherine Prendergast, University of Illinois at Urbana-Champaign Joyce Rain Anderson, Bridgewater State University Donnie Sackey, Wayne State University Jennifer Sano-Franchini, Virginia Tech Bo Wang, California State University, Fresno

#### 7-Institutional and Professional

### E.04 Studies in Writing and Rhetoric: Cultivating Capacity for Authors, Creating Change for the Field

Sponsored by the Studies in Writing and Rhetoric Series Annual session to provide an opportunity to learn about the Studies in Writing and Rhetoric series, as well as to meet the editor and editorial board.

E145

Chair: Stephen Parks, Syracuse University

- Speakers: Telsha Curry, Syracuse University, "Beginning a Conversation with SWR"
- Jay Jordan, University of Utah, "Cultivating Capacity: From Dissertation to Book Proposal"
- Vani Kannan, Syracuse University, "Beginning a Conversation with SWR" Rhea Estelle Lathan, Florida State University, "Creating Change: From Proposal to Book"
- Jaquetta Shade, Michigan State University, "Producing the Future: The Book I Need"
- 9-Professional and Technical Writing

#### E.05 Engineering Communication and the Professional Identities of Women in Engineering

Sponsored by the Writing and STEM Standing Group

This panel explores gender and communication in engineering using both historical texts and experiences of women students and professionals.

F150

Chair: Marie Paretti, Virginia Tech

Speakers: Meaghan Brewer, Pace University, "Practical Genius: Engineering, Technology, and Useful Knowledge in Godey's Lady's Book"

Cassandra Groen, Virginia Tech, "Gender, Communication, and Identity in Civil Engineering"

Mary McCall, Purdue University, "The Impact of the Technical/ Communication Divide on Female Engineering Identity Formation"

Lisa McNair, Virginia Tech, "Gender, Communication, and Identity in Civil Engineering"

Sean Moxley-Kelly, Arizona State University, "Professional Identity Sponsorship and Rhetoric of Credibility in the Society of Women Engineers" 14-Cultivating Connections, Cultivating Space

## E.06 Intersectionality: Rhetorics of Labor, Identity, and Coalition Politics for Writing Studies Activists

Sponsored by the Labor Caucus

This panel examines the intersectionality of rhetorics of labor, identity, and coalition politics for writing studies activists.

Portland Ballroom 257

Chair: Michelle LaFrance, George Mason University

Speakers: Anicca Cox, "Working the Edges: Organizing Action Frameworks"

- Craig Crowder, University of Kentucky, "Rhetorical Agency in Worker-Student Coalitions"
- Seth Kahn, West Chester University, "Trans Justice, Economic Justice: An Intersecting Dialogue"
- G. Patterson, Ball State University, "Trans Justice, Economic Justice: An Intersecting Dialogue"
- Maxwell Philbrook, University of Missouri-Columbia, "On Disruptive Coalitions"

1-First-Year and Advanced Composition

## E.07 A Reasonable Faith: Rhetoric, Christianity, and the Teaching of Writing

This panel asks that we rethink faith as a source of rhetorical theory and practice.

B114

*Chair:* John Pell, Whitworth University *Speakers:* Carrie Bates, SUNY Potsdam Dana Elder, Eastern Washington University Peter Moe, Seattle Pacific University, "Habit, Virtue, Writing"

12-Theory

## E.08 Rewriting the Political Economy of Composition

The session offers ways to rewrite the work of composition, assessment, and writing programs by applying political economic theory.

B116

Chair: Min-Zhan Lu, University of Louisville

*Speakers:* Bruce Horner, University of Louisville, "English-Only Monolingualism and the Devaluation of Composition"

- Asao Inoue, University of Washington, Tacoma, "The Circulation of Judgment and Value in the Writing Classroom"
- Tony Scott, Syracuse University, "Mobilities, Crisis, and Valuation in the Political Economies of Composition"

8-Language

## E.09 Language and Justice in Composition Pedagogy and Program Development

Speakers discuss issues of program development for teaching writing to English-language learners.

C122

Chair: Matthew Bridgewater, Woodbury University

Speakers: George Bunch, University of California, Santa Cruz, "Disciplinary Literacy for Language Minority Students in Community Colleges"

- Tyler Evans-Tokaryk, University of Toronto, "Social Justice, WAC, and Academic Literacies: A Case Study in Knowledge Transfer between Canadian and South African Writing Centres"
- Kylie Kenner, University of California, Santa Cruz, "Disciplinary Literacy for Language Minority Students in Community Colleges"
- Nora Lang, University of California, Santa Cruz, "Disciplinary Literacy for Language Minority Students in Community Colleges"
- Christopher Micklethwait, St. Edward's University, "Combined Studio/ Stretch Model for At-Risk International Students in First-Year Writing"

Heather Schlaman, University of California, Santa Cruz, "Disciplinary Literacy for Language Minority Students in Community Colleges"

6-Information Technologies

## E.10 Activist Rhetorics in 140 Characters

Panelists advocate for the use of Twitter in responding to injustice, trauma, and oppression.

B112

Chair: Spencer Smith, Ohio University

Speakers: Elisa Findlay, University of Wisconsin-Madison, "Digital Micro-Activism: Dismantling Sexism One Tweet at a Time"

Megan McIntyre, Dartmouth College, "Twitter's #OpenDoor: Material-Rhetorical Agency and Altruism in the Aftermath of Terror"

Olivia Ordonez, University of Michigan, "#NotMyNHL: Context Collapse and Online Identity"

#### 13-Writing Programs

## E.11 The Aim of Out in the Center: Cultivating Change through Public Controversies and Private Struggles

This session examines how public controversies that enter the writing center can cultivate capacity for individual and institutional change.

E147

*Chair:* Harry Denny, Purdue University *Speakers:* Robert Mundy, Pace University Liliana M. Naydan, Penn State Abington Richard Severe, Valparaiso University Anna Sicari, St. John's University, Queens, NY

13-Writing Programs

## E.12 Cultivating Success: Building Connections and Creating Conditions for Change

Working to ensure our program meets the demands of students and their future employers, we investigate the needs of the workplace community.

E146

*Speakers:* Patricia Welsh Droz, University of Houston–Clear Lake Leticia French, University of Houston–Clear Lake Lorie Jacobs, University of Houston–Clear Lake

8-Language

## E.13 Cultivating Learning through Recognition of Multilinguals' Rhetorical Attunement across Contexts

This panel discusses multilinguals' rhetorical attunement across contexts and pedagogies to cultivate student learning during this process.

D137

*Chair:* Anne Ruggles Gere, University of Michigan, Ann Arbor *Speakers:* Eunjeong Lee, Penn State University, "Rhetorical Attunement and Transfer: Seeing the Invisible in Multilingual Student Writing"

Ryan McCarty, University of Michigan, "Translational Learning: Bilingual Students' Language Developments in Early College"

Shakil Rabbi, Pennsylvania State University, State College, "Learning through Recontextualization: The Role of Rhetorical Attunement for a Graduate Writer Writing for Scholarly Publication" 8-Language

## E.14 Investigating Unfamiliar Genres to Promote Second-Language Writing Teacher Development: Novice Teachers' Engagement with the Unfamiliar Genre Project in an L2 Writing Teacher Education Course

We present multiple perspectives on how novice L2 writing teachers used an unfamiliar genre project to foster professional development.

D138

Chair: Dorothy Worden, University of Alabama

- Speakers: Shiao-Wei Chu, American Language and Culture Program, University of Idaho, "Pedagogical Content Knowledge, Unfamiliar Genres, and the Novice Teacher of L2 Writing"
- Tenzin Dulal, University of Idaho, "Teaching Short Story Writing to EFL Learners"
- Lorrae Fox, University of Idaho, "Using Audio Essays to Cultivate Voice and Self-Efficacy in ESL College Writing"

Derek Reagan, University of Idaho, "Autoethnography: Adapting an Unfamiliar Genre for Critical Reflection and Liberatory Learning"

Dorothy Worden, University of Alabama, "Pedagogical Content Knowledge, Unfamiliar Genres, and the Novice Teacher of L2 Writing"

11-Writing Pedagogies and Processes

## E.15 Cultivating Pedagogies: Innovations in Professional Development

Through examination of new technologies and theories, this panel provides options for expanding faculty approaches to teaching writing.

D134

Chair: Tara Williams, California State University, Fresno

*Speakers:* Shannon Howard, Auburn University at Montgomery, "Are They Really Ideas Worth Spreading? Relying on TED Talks to Teach Research, Idea Formation, and Brainstorming"

- Rory Lee, Ball State University, "The Teaching of Digital Rhetoric and the Cultivation of an Emerging (Sub)Field"
- Lisa Tremain, Humboldt State University, "We Are Engaged In Transfer, Too: Meta-Transfer and Reflective Professional Practice in Writing Programs and Classrooms"

#### 1-First-Year and Advanced Composition

### E.16 Building a Mentor Program: Shadow Clusters, Immersion, and Integration

Panel discusses the shift in the mentoring program for GTAs. Changes include shadowing, immersion, and program and course integration.

B115

Speakers: Daniel Abitz, Georgia State University Angela Marie Christie, Georgia State University Charles Grimm, Georgia State University Yunye Yu, Georgia State University

#### 12-Theory

## E.17 Charting the Audio and Cognitive in Composition and Writing

These panelists look at ways of learning writing through audio charting and cognitive mapping.

D140

Chair: Simone Billings, Santa Clara University

*Speakers:* Sara Hillin, Lamar University, "This Is Your Brain on Writing: Exploring the Cognitive Science–Based Composition Theory of Ronald Kellogg and Olive Thierry"

- Julia Romberger, Old Dominion University, "The Environments We Write In: Cognitive Niche Theory and Writing Practices"
- Jon Wargo, Wayne State University, "Cultivating a Composition That Listens: Sonic Literacies and Hearing Intra-Active Writing"

5-History

#### E.18 Unsettling (the) Archives

Presenters demonstrate diverse approaches to using archives, both familiar and unfamiliar to the field.

B111

Chair: Isaac Hinojosa, Texas A&M Corpus Christi

Speakers: Bradfield Dittrich, University of New Hampshire, "Texts of Value: Edward Channing and the Product Movement"

Corey McCullough, University of New Hampshire, "Collecting Ourselves: The National Archives of Composition and Rhetoric and the New History"

Keith Miller, Arizona State University, Tempe, "Rethinking Malcolm X: How Archives in Syracuse Refute the National Memory of an Icon"

Elizabeth Ashley Rea, Florida State University, "Cultivating an Ear for Difference: Listening as Sonic Archival Practice"

#### 7-Institutional and Professional

## E.19 Identity and Affect in Teacher Development

Presenters advocate improvement of writing instructor training through cultivating teacher awareness of affect, diversity, and identity formation.

B117

Chair: Roberta Henson, Indiana Wesleyan University

Speakers: Connie Kendall Theado, University of Cincinnati, "Cultivating Culturally and Linguistically Responsive Teaching in College Writing Classrooms: The Teacher-Ethnographer's Notebook"

Michal Reznizki, University of San Francisco, "Cultivating Identity in the Practicum Course"

Elizabeth Saur, Miami University, "Understanding Affect's Capacity: Recognizing the Potential of Instructors' Affective Experiences in the Composition Classroom"

Tatjana Shell, North Dakota State University, "Cultivating Effective Strategies for Preparing International TAs to Teach College Composition: What American WPAs Should Know about Us"

#### 13-Writing Programs

## E.20 Switching the Players: Cultivating Cross-Disciplinary Conversations around Writing

Interdisciplinary writing conversations via an interdisciplinary minor; highlighted disciplinarity, upper-division requirement, and assessment.

F151

Chair: Lisa Lebduska, Wheaton College (MA)

*Speakers:* Joseph Farago-Spencer, California State University, San Bernardino, "Approximating Disciplinary Membership in the Natural Sciences"

Lisa Lebduska, Wheaton College (MA), "Cultivating an Interdisciplinary Writing Minor"

Amanda Taylor, California State University, San Bernardino, "Interdisciplinary Approaches to Disciplinary Writing"

10-Research

## E.21 Researching Multimodal Writing Assignments

This session presents research about multimodal writing assignments, exploring how sound, image, video, and blogging impact student learning.

C126

Chair: Jeffrey Breitenfeldt, Leeward Community College

- Speakers: Bonnie Boaz, Virginia Commonwealth University, "Reimagining the Process Movement: Investigating Students' Processes for Composing Multimodal Compositions"
- Christopher Dean, University of California, Santa Barbara, "Blogging to Cultivate Expert-Novices"
- Barbara Gordon, Elon University, "Cultivating Learning: An Investigation of Multimodal vs. Traditional Writing Assignments"
- Jessica Gordon, Virginia Commonwealth University, "Re-imagining the Process Movement: Investigating Students' Processes for Composing Multimodal Compositions"
- Kathleen Patterson, University of California, Santa Barbara, "Blogging to Cultivate Expert-Novices"

14-Cultivating Connections, Cultivating Space

#### E.22 Facilitating Transfer between Writing Center Studies and Composition Studies

This panel reveals productive sites of collaboration between writing center theory and comp theory.

C120

*Speakers:* Tyler Kaplan, Arizona State University Sierra Lomprey, Washington State University Kathryn Tucker, Nevada State College

#### 10-Research

### E.23 Cultivating Big Data Collaborations: Pedagogy, Design, Research

We report on an interdisciplinary big data project and develop recommendations for writing studies researchers undertaking similar projects.

#### E142

Speakers: Christopher Basgier, University of North Dakota, "Topical Tagging: A Digital Research Method for Disciplinary Discourses"

- Travis Desell, University of North Dakota, "Integrating Interdisciplinary Writing and Research into a Senior Computer Science Capstone Course"
- Jared Estad, University of North Dakota, "Writing up Research vs. Writing Code for a Big Data Software Platform"
- David Haeselin, University of North Dakota, "Make It So: Specialized Vocabulary in Amateur Discourse Communities"

#### 1-First-Year and Advanced Composition

## E.24 Impact of Dual Enrollment on First-Year Composition

Presenters discuss negotiating the complications of dual enrollment. A104

Chair: Kelly Whitney, New Mexico State University

- *Speakers:* Staci Bernard-Roth, Central Gwinnett High School, "Serving Two Masters: Negotiating Contradicting Expectations in Dual-Enrollment Classes"
- Scott Campbell, University of Connecticut, "High School Teachers in the FYC Ecology: Revising the Terms of Contingency"
- Lucia Pawlowski, University of St. Thomas, "Solidarity through Resistance: Material Contexts in a High School–College Collaboration"

Kristen Weinzapfel, North Central Texas College, "Whose Culture Is It Anyway? Navigating the Hidden Curriculum in Dual-Credit Composition"

#### 11-Writing Pedagogies and Processes

# E.25 Responses to Challenges in Teaching and Learning Non-Western/Global Rhetorics

Scholar/teachers share for discussion pedagogical implications of current research in non-Western/global rhetorics.

Portland Ballroom 255

*Chair:* Keith Lloyd, Kent State University *Speakers:* Geghard Arakelian, Syracuse University Nicole Khoury, University of Illinois, Chicago Elizabeth Lowry, Arizona State University, Scottsdale Adnan Salhi, Henry Ford College Hui Wu, University of Texas at Tyler

14-Cultivating Connections, Cultivating Space

## E.26 Drawn Together: Cultivating Research and Theory at the Intersection of Rhetoric and Comics Studies

Cultivating connections between rhetoric and composition and comics studies beyond pedagogical imperatives.

E144

Speakers: Susan Kirtley, Portland State University Rich Shivener, University of Cincinnati Respondent: Molly Scanlon, Nova Southeastern University

#### 7-Institutional and Professional

### E.27 Breaking New Ground: Cultivating Teacher/Scholar/ Activist Development across Institutional Contexts

This panel explores ways to cultivate professional activism, support for literacy, and teacher-scholar collaborations across institutions.

D136

Chair: Christie Toth, University of Utah

- Speakers: Nicole Green, University of Nebraska-Lincoln, "Branching Out, Growing Together: Toward Creating a New Secondary/Postsecondary Collaborative Branch on the NCTE/CCCC Family Tree"
- Darin Jensen, University of Nebraska-Lincoln, "Cultivating a New Generation of Two-Year-College Teacher/Scholar/Activists"
- Katie McWain, University of Nebraska-Lincoln, "A Foot in Both Worlds: Toward a Teacher Development Framework for Dual-Enrollment Composition"
- Amy Williams, University of Utah, Salt Lake City, "Existing as if You Were a God': Cultivating a Richer Understanding of Prospective College Students' Literacy"

Respondent: Christie Toth, University of Utah

11-Writing Pedagogies and Processes

# E.28 The Play's the Thing: Cultivating Voice and Agency through a Gaming Pedagogy

This panel will explore how games and structured play can help writers think through processes, discover agency, and cultivate voice.

A105

*Chair:* Angela Green, University of Mississippi *Speakers:* Thomas Bagwell, University of Mississippi Dave Miller, University of Mississippi Colleen Thorndike, University of Mississippi

#### 9-Professional and Technical Writing

## E.29 Contemporary Issues in Technical and Professional Communication Genres

Speakers explore theories and uses for technical and professional genres in and beyond the classroom.

C125

Chair: Annie James, Howard University

Speakers: Brian Gogan, Western Michigan University, "Using 'White Paper Pedagogy' to Cultivate Diversity, Inclusion, and Equity"

Lenny Grant, Virginia Tech, "Intra-Institutional Science Writing Collaborations: A Case Study with Recommendations"

Cassandra Hockman, Virginia Tech, "Intra-Institutional Science Writing Collaborations: A Case Study with Recommendations"

Stefanie Johnson, Adventist University of Health Sciences, "Homegrown: Changing National Policy by Cultivating Local Genres"

#### 3-Community, Civic & Public

## E.30 Students as "Agents of Integration" and Social Change: Cultivating Transfer between the Classroom and Community

Through studies of students' co- and extracurricular community engagement, we explore ways to support transfer beyond classroom contexts.

## Portland Ballroom 258

Speakers: Sarah Hart Micke, University of Denver, "Students Teaching Writing: Cultivating Transfer in a Community Literacy Organization"

Megan Kelly, University of Denver, "Lessons from the 'Campaign Toolbox': What We Can Learn about Composition from Student Activist Organizations"

Heather Martin, University of Denver, "Self-Directed Service in the Composition Classroom: Opportunities for Agency and Transfer"

#### 1-First-Year and Advanced Composition

## E.31 Tracing Roots, Cultivating New Growth: A Retrospective Prospective Exploration of Transfer

Interactive session about how three instructors' roots in one graduate program shape transfer projects at their separate institutions.

B113

*Chair:* Donna Qualley, Western Washington University, Bellingham *Speakers:* Justin Ericksen, Whatcom Community College Samuel Johnson, Wenatchee Valley College LeAnne Laux-Bachand, University of Washington Tacoma

#### 14-Cultivating Connections, Cultivating Space

## E.32 Sustaining the Myriad: Rhet/Comp Scholarly-Creatives Talkin' That Talk

This round-robin panel elucidates the discourse of rhet/comp scholars who develop writing voices both within and outside of rhet/comp.

C123

*Speakers:* Tara Betts, University of Illinois, Chicago Todd Craig, Medgar Evers College, CUNY Keith Gilyard, Pennsylvania State University, University Park Gwendolyn Pough, Syracuse University

1-First-Year and Advanced Composition

## E.33 Approaches to Teaching Personal Narrative

Conversations that complicate the "writer" and social awareness of undergraduate writers are considered.

A103

Chair: Diane Davis, Johnson County Community College

*Speakers:* Thomas Allbaugh, Azusa Pacific University, CA, "Teaching Personal Writing, Teaching Genre: Cultivating Genre and Social Awareness in Undergraduate Writers"

Philip Sloan, Oakton Community College, "(Re)Conceptualizing the 'Writer' in Composition Studies"

Robert Yagelski, SUNY-Albany, "Writing about More Than Writing: Teaching Academic Writing as a Means to Well-Being"

#### 10-Research

## E.34 Cultivating Change in Writing Assessment for Large-Scale and Classroom-Based Practices

Assessment scholarship has begun to take up the challenge of ethical writing assessment, and this panel builds upon this conversation.

E143

Speakers: Robin Gallaher, Northwest Missouri State University, "Understanding the Role of Heuristic-Driven Decision Making in Program Assessment Knowledge Transfer and Validity"

Leigh Graziano, University of Arkansas at Monticello, "Measuring without Rulers: Toward a Non-Hierarchical Approach to Programmatic Assessment"

Josh Lederman, Brandeis University, "Validity Theory and Classroom-Based Assessment"

Marc Scott, Shawnee State University, "Racialized Whiteness and Writing Assessment: A Case for Antiracist Writing Assessment in Appalachia"

#### 5-History

## E.35 Balancing the Books: Political Economy and Literacy Education across History

We consider literacy education at various moments since the late 19th century to examine how political economy shapes teaching and learning.

B119

*Speakers:* Paige Hermansen, University of Arkansas, Fayetteville Jasmine Lee, University of California, Irvine Marcus Meade, University of Nebraska-Lincoln

#### 13-Writing Programs

## E.36 The Utility and Assessment of Writing Centers for Graduate Students

Presenters explore writing centers' measured capacity for graduate student writers.

F152

Chair: David Cregar, New York University

Speakers: Anne Ernest, University of Utah, "Cultivating Writing Center Growth through Assessment and eTutoring"

Linda Macri, University of Maryland, "Cultivating Capacity to (Understand) Transfer: Articulating and Assessing Writing Center Outcomes"

Jessica Newman, University of Louisville, "Beyond the Typical Session: How Writing Centers Can Better Meet the Needs of Graduate Student Writers"

3-Community, Civic & Public

#### E.37 Methods for Community Engagement

Panelists offer three distinct methods and models for community engagement.

A109

Chair: Ryan P. Shepherd, Ohio University

Speakers: Erin Carlson, Purdue University, "Seeing Community Engagement through Their Eyes: Examining Student, Instructor, and Community Partner Roles via Photovoice Reflective Methods"

McKinley Green, The University of Minnesota–Twin Cities, "Reapproaching Reciprocity: An Epistemological Model for Reciprocity in Civic Engagement Partnerships"

- Jeremy Land, Baylor University, "Bridging the Gap between Poverty and Privilege: How Writing and Community Service-Learning Works at Baylor University"
- Nora McCook, The Ohio State University, "Literacy Volunteer Sponsorship: From Literacy Volunteerism's Past to Today's Community Engagement"

#### 9-Professional and Technical Writing

E.38 Thinking Inclusively and Cultivating Empathy: Teaching Writing to Future Professionals

This interactive panel proposes professional writing course revisions toward cultivating inclusivity and empathy in future professionals.

#### D139

Chair: Kami Day, retired, Norman, OK

- Speakers: Amanda Cuellar, University of Oklahoma, "Introducing Cultural Probes in Technical Writing"
- William Gerdes-McClain, University of Oklahoma, "Universal Usability in Technical Writing"
- Amanda Klinger, University of Oklahoma, "Empathy and Inclusion in the Health Professions: Teaching Care in Communication"
- Annemarie Mulkey, University of Oklahoma, "Empathy and Inclusion in the Health Professions: Teaching Care in Communication"

14-Cultivating Connections, Cultivating Space

#### E.39 Cultivating Community Action and Response

The panelists provide theoretical and practical resources for social engagement.

#### C121

Chair: Barbara Hall, Perimeter College/Georgia State University Speakers: Kevin Carey, Reynolds Community College, "Share Your Work: Cultivating Communities of Labor and Care"

Russell Mayo, University of Illinois at Chicago, "Share Your Work: Cultivating Communities of Labor and Care"

- Shane McCoy, University of Washington, "How Does Social Justice Pedagogy Affect Students? Cultivating Students' Critical Capacities for Social Justice in Writing about Literature Courses"
- Vanessa Kraemer Sohan, Florida International University, "(Un) Conventional Means: A Case Study of Alternativity, Transcultural Literacy, and Transmodality"

#### 11-Writing Pedagogies and Processes

## E.40 The "Poly" in Polytechnic: Teaching Rhetorical Arts to Technical-Major Students

We propose techniques to meet the needs of writing students within polytechnic institutions while emphasizing the value of rhetorical arts.

A107

- *Speakers:* Genesea Carter, University of Wisconsin-Stout, "The Ongoing Life of 'Humans of New York': Public Rhetoric Ecology and Facebook in the Composition Classroom"
- Gregory Schneider-Bateman, University of Wisconsin-Stout, "What Does a Good Job Look Like? Engaging the Hyperpragmatic Composition Student"

#### 2-Basic Writing

# E.41 Stretching against the Grain: Blended Stretch in the 21st Century

We will present successes and failures of the Stretch Writing Redesign since being awarded a CCCC Research Initiative grant in 2015.

## B118

Speakers: Susan Naomi Bernstein, Arizona State University Shillana Sanchez, Arizona State University James Wermers, Arizona State University Respondent: Karen Dwyer, Arizona State University

#### 11-Writing Pedagogies and Processes

## E.42 A Rhetoric of Empathy to Build Audience Accessibility to Medical Research

The speakers will discuss the process of converting medical texts to patient manuals to include empathy to build access to medical writing.

## A108

*Speakers:* Amy Kirsling, Northwestern University Evan Rivers, University of New Mexico William Rivers, University of South Carolina

Emi Stuemke, University of Wisconsin-Stout, "Makerism, Craft, and the Manual Training Tradition"

#### 13-Writing Programs

## E.43 Cultivating a Rhetorical Consciousness: Supporting Graduate Student Writers Across the Curriculum

Discusses resources to cultivate rhetorical consciousness among grad students, facilitating their development as scholars and educators.

D135

*Speakers:* Alison Bright, University of California, Davis Lauren Fink, University of California, Davis Katharine Rodger, University of California, Davis Julia Singleton, University of California, Davis

#### 4-Creative Writing

## E.44 Building Alliances between WAC, WID, STEM, and Creative Writing

Speakers posit that creative writing courses enhance WAC, STEM, and WID writing.

B110

Chair: Janine Morris, University of Cincinnati

*Speakers:* Sara Cooper, University of Houston, "Against the Grid: Composing Agency through Multigenre Writing"

Chris Drew, Indiana State University, "Spreading the Pedagogical Wealth: Utilizing Current Creative Writing Pedagogy throughout the English Curriculum (and Beyond)"

Erick Piller, University of Connecticut, "What's Creative about Creative Writing? Toward a Pedagogy of Transversal Flexibility"

#### 12-Theory

## E.45 Embodying Activism: Cultivating Rhetorical Strategies as Marginalized Bodies

Panelists consider the activist rhetorical engagement practices of marginalized bodies in administrative, teaching, and research spaces.

F149

Chair: Kaitlin Clinnin, The Ohio State University

Speakers: Katherine DeLuca, University of Massachusetts, Dartmouth, "Writing Back to the Haters: Cultivating Rhetorical-Ethical and Embodied Perspectives in Writing Pedagogy"

continued on next page

- Katie Manthey, Salem College, "Embodying Professional Writing: 'So, I'm Thinking about Getting a Tattoo . . . .'"
- Charlesia McKinney, University of Kansas, "Identity, Agency, and Self-Representation: Exploring Embodied Narrative Resistance in the Composition Classroom"
- **Respondent:** Kaitlin Clinnin, The Ohio State University, "Response: Embodied Rhetorical Activism in the Work of Writing Practitioners"

#### 10-Research

# E.46 Deepening Our Disciplinary Understanding: The Writing Studies Tree as "Purposeful Cultivation"

What nurtures our work as writing scholars and teachers? We use WST research and redesign to explore individual and disciplinary relationships.

E141

*Chair:* Douglas Eyman, George Mason University *Speakers:* Jill Belli, New York City College of Technology, CUNY Amanda Licastro, Stevenson University Benjamin Miller, University of Pittsburgh

#### 12-Theory

## E.47 Rhetoric and Disability: Neurodiversity, Communication Practices, and Self-Advocacy

Panelists discuss the rhetorical affordances offered by the communicative practices of neurodiverse and disabled communities.

E148

Chair: Jennifer K. Johnson, University of California, Santa Barbara

**Speakers:** Gretchen Cobb, Indiana University of Pennsylvania, "Black American Sign Language: A New Alliance to Cultivate a Deaf Voice in Composition"

GL Crossley, Marian University, "Realizing the Capacity of Audience: An Alternative Model"

- Rebecca Miner, University of Central Missouri, "Collective Courage and Cultural Empowerment: Cultivating Self-Advocacy as a Way to Challenge Stigma and Create Hope"
- Alba Newmann Holmes, Swarthmore College, "The Garden of Forking Paths: Working with Neurodiverse Writers"

7-Institutional and Professional

## E.48 Editing for Inclusion and Change

Six editors in our field will discuss practices and policies that aim for greater inclusivity as well as progressive change.

## Portland Ballroom 254

Chair: Andrea A. Lunsford, Stanford University

- Speakers: Jonathan Alexander, University of California, Irvine, "Editing for Inclusivity"
- Jessica Enoch, University of Maryland, College Park, "Editing without Appropriating"
- Cheryl Glenn, Pennsylvania State University, "Cultivating Feminist Capacity"
- Shirley Logan, University of Maryland, College Park, "Perspicuity: Writing to Be Understood"
- Andrea A. Lunsford, Stanford University, "Editing for Progressive Change"

Roxanne Mountford, University of Oklahoma, "Editorial Encomia"

11-Writing Pedagogies and Processes

### E.49 Constructing Student Identities

This panel explores perceptions of student identity in relation to the institution and the classroom.

D132

Chair: Elizabeth Allan, Oakland University, Rochester, MI

*Speakers:* Scott Lasley, University of New Hampshire, "Crashing the Party: Cultivating a Counterpublic Space in the Writing Classroom"

Bryan Lutz, Iowa State University, "Millennials and the Role of Myth in Composition"

## **Tribute Session**

Tribute Session: Stanley Fish

# E.50 Thirty Years of Stanley Fish on Writing: Looking Backward, Moving Forward

This panel will consider the legacy of Stanley Fish's work in writing theory while attempting to move the discourse beyond tired polemics.

#### A106

Speakers: Edward Comstock, American University, "What Stanley Fish Can Teach Neurorhetoric"

Hunter Hoskins, American University, "What's Living or Dead in Stanley Fish's Composition Theory?"

Mary Switalski, American University, "Teaching Fish: Uses and Limits"

#### 6-Information Technologies

### **E.51** Cultivating Cinematically, Composing Collectively Cultivating their composing skills, this panel renders arguments about video via video toward a cinematic view of contemporary composition.

C124

Chair: Bonnie Lenore Kyburz, Lewis University

Speakers: Bahareh Alaei, Mt. San Jacinto College, "Composing a Symbiotic Collective"

Geoffrey Carter, Saginaw Valley State University, University Center, "Composing a Performative Collective"

Bonnie Lenore Kyburz, Lewis University, "Composing a Cruel Collective"

Amy Loy, Cypress College, "Composing a Symbiotic Collective"

Respondent: Sarah Arroyo, California State University, Long Beach,

"Video Composition, Participatory Composition"

## Thursday Special Interest Group Meetings

## 6:30–7:30 p.m.

## TSIG.01 Council of Basic Writing SIG: Collaboration, Community, Caucusing

This collaborative meeting will focus on how basic writing teachers can use pedagogy to shape local and national policies.

B111

*Speakers:* Jason Evans, Prairie State College Michael Hill, Henry Ford College, Dearborn, MI Lynn Reid, Fairleigh Dickinson University

## TSIG.02 Dual Enrollment SIG

The Dual Enrollment SIG will provide a space for conversations, action, and advocacy regarding DE and its impact on first-year composition.

C122

*Chairs:* Christine Denecker, The University of Findlay Casie Moreland, Arizona State University, Tempe

## TSIG.03 Non-Western/Global Rhetorics Special Interest Group

This SIG considers the study, analysis, and codification of rhetorical practices of different nations and civilizations.

#### A108

*Speakers:* Tarez Samra Graban, Florida State University Nicole Khoury, University of Illinois, Chicago Keith Lloyd, Kent State University Shakil Rabbi, Pennsylvania State University, State College Adnan Salhi, Henry Ford College

## TSIG.04 National Archives of Composition and Rhetoric

The National Archives of Composition and Rhetoric gathers and makes available to researchers rare materials and important records.

A104

*Chairs:* Jenna Morton-Aiken, University of Rhode Island Robert Schwegler, University of Rhode Island

## TSIG.05 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.

A105

*Chairs:* April Baker-Bell, Michigan State University Alexandra Hidalgo, Michigan State University

## TSIG.06 International Writing Centers Association Town Hall

Open meeting for IWCA members and those involved in writing center work or research.

B113

*Speakers:* Shareen Grogan, National University Jackie Grutsch McKinney, Ball State University

## TSIG.07 Community Writing SIG

This SIG provides collaborative space for participants to share their research, pedagogy, and current projects.

D137

*Chairs:* Joyce Meier, Michigan State University Connie Snyder Mick, University of Notre Dame

## TSIG.08 Standing Group for Disability Studies

Each year, our Standing Group for Disability Studies holds a meeting to engage with other scholars working at the nexus of Disability Studies and Writing Studies. We review the group's focus, our mentor program, and share work in progress with one another, as well as discuss group leadership opportunities and the state of our web presence.

B117

*Chairs:* Tara Wood, Rockford University, Poplar Grove, IL Amy Vidali, University of Colorado Denver

## TSIG.09 Cognition and Writing Special Interest Group: Creating and Maintaining Interdisciplinary Research Relationships

This year's SIG will focus on strategies for establishing cognition and writing research projects with colleagues across the disciplines.

B114

*Chairs:* Patricia Portanova, Northern Essex Community College, MA Michael Rifenburg, University of North Georgia

## TSIG.10 Special Interest Group for the Assembly for Expanded Perspectives on Learning: Writing as Way of Being Human

This is a business meeting for the Assembly for Expanded Perspectives on Learning and will include experiments with writing practices.

B115

Chair: Nate Mickelson, Guttman Community College, CUNY

## TSIG.11 Teaching for Transfer (TFT) SIG

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. In addition, we'll forecast other opportunities to learn about TFT.

E146

Speaker: Kathleen Blake Yancey, Florida State University

## TSIG.12 Legal Writing and Rhetoric Special Interest Group

The inaugural meeting of this SIG, cultivating the field of legal writing and rhetoric outside traditional spaces and places.

A107

Chair: Lindsay Head, Louisiana State University

## TSIG.13 Special Interest Group for Non-Native English-Speaking Writing Instructors

This SIG's aim is to bring together non-native English-speaking writing instructors so that they can connect, share, and network.

B119

Chair: Judith Szerdahelyi, Western Kentucky University, Bowling Green

*Speakers:* Chen Chen, North Carolina State University Tatjana Shell, North Dakota State University

## TSIG.14 Appalachian Rhetoric, Composition, and Literacy SIG

Our meeting will offer a two-part caucus that opens with a business meeting and concludes with opportunities for research and collaboration.

A109

*Chairs:* Jonathan Bradshaw, Western Carolina University Sara Webb-Sunderhaus, Indiana University–Purdue University Fort Wayne

## TSIG.15 SIG for Senior, Late-Career, and Retired Professionals in Rhet/Comp/Writing Studies

SIG members will continue work on two projects developed over the past two years and initiate a proposal for standing group status.

A103

*Speakers:* Darsie Bowden, DePaul University Louise Wetherbee Phelps, Old Dominion University

## TSIG.16 Writing Fellows Programs SIG

Annual meeting of Writing Fellows program directors, with opportunities for networking and sharing resources.

B110

*Chair:* Thomas Moriarty, San Jose State University *Speakers:* Michelle Hager, San Jose State University Thomas Moriarty, San Jose State University Pat Walls, San Jose State University

## TSIG.17 Medical Rhetoric Standing Group

This group celebrates its 22nd year as a SIG and 2 years as a Standing Group. Our business meeting will cover elections, minutes, and networking.

B112

*Speakers:* Barbara Heifferon, Louisiana State University Lisa Meloncon, University of Cincinnati

## TSIG.18 Special Interest Group: Teaching in Prison: Pedagogy, Research, and Literacies

The Special Interest Group on prison pedagogy, research, and literacies provides a forum for prison literacy researchers and teachers.

D134

*Chairs:* Patrick Berry, Syracuse University Laura Rogers, Albany College of Pharmacy and Health Sciences, NY

## **TSIG.19** Labor Caucus SIG Business Meeting

Open to all, this SIG offers a space to discuss labor, update on the caucus's progress, and develop strategies for change.

#### C124

*Chairs:* Craig Crowder, University of Kentucky Sue Doe, Colorado State University, Fort Collins Vandana Gavaskar, Santa Barbara City College Heather Julien, Emory University Galen Leonhardy, Black Hawk College Amy Lynch-Biniek, Kutztown University Jessica Philbrook, Walden University Maxwell Philbrook, University of Missouri, Columbia

## TSIG.20 Rhetoric's Histories, Theories, Pedagogies Special Interest Group

This Special Interest Group was formed in 2013 to foster connections among professional organizations interested in rhetorical studies.

#### A106

*Speakers:* Lois Agnew, Syracuse University Roxanne Mountford, University of Oklahoma

## TSIG.21 Meeting of the International Network of Writing-Across-the-Curriculum Programs

Annual CCCC session facilitated by Consultants Board, with smallgroup discussions on WAC/WID planning and administration.

D138

Chairs: Michelle Cox, Cornell University Jeffrey Galin, Florida Atlantic University, Boca Raton Anne Ellen Geller, St. John's University Dan Melzer, University of California, Davis Speakers: Vicki Tolar Burton, Oregon State University, Corvallis Pamela Childers, The Clearing House Michelle LaFrance, George Mason University Mary McMullen-Light, Johnson County Community College Teresa Redd, Howard University David Russell, Iowa State University, Ames Chris Thaiss, University of California, Davis Dilek Tokay, Sabanci University, Istanbul, Turkey Terry Zawacki, George Mason University

## TSIG.22 SIG for Untenured Writing Program Administrators

This SIG helps untenured writing program administrators (FYC, WAC, writing centers, etc.) navigate teaching, research, and administration.

D133

Speaker: Christopher Basgier, University of North Dakota

## TSIG.23 Second Language Writing Standing Group Business Meeting

Provides a discussion space for writing scholars, teachers, and administrators to explore issues of L2 writing research and advocacy.

D135

Chair: Katherine Silvester, Indiana University, Bloomington

## TSIG.24 Kenneth Burke Society at CCCC

This year's KBS SIG will focus on the panoply of intersections between undergraduate research and Kenneth Burke studies.

B118

Speaker: Ethan Sproat, Utah Valley University

## TSIG.25 Progressive Approaches to Grammar, Punctuation, and Usage

This SIG will explore progressive approaches to grammar in the classroom: creating change by using grammar as a set of tools, not rules.

C120

Speakers: Loretta Gray, Central Washington University Joseph Salvatore, The New School

## TSIG.26 Contemplative Writing Pedagogies Special Interest Group

This SIG will explore best practices in contemplative pedagogy, offering support in incorporating practices into the writing classroom.

D132

*Speakers:* Emily Beals, California State University, Fresno Jennifer Consilio, Lewis University Donna Strickland, University of Missouri, Columbia Christy Wenger, Shepherd University, Shepherdstown, WV

## TSIG.27 SIG for the Creative Nonfiction Standing Group: Peter Elbow on Creative Nonfiction

Business meeting of the Creative Nonfiction Standing Group, including a conversation with Peter Elbow.

B116

*Chairs:* Peter Elbow, University of Massachusetts Amherst Irene Papoulis, Trinity College, Hartford, CT

## **TSIG.28** Cultural Rhetorics Consortium Meeting

A business meeting of the Cultural Rhetorics Consortium in which we discuss initiatives that are of special interest to CCCC members.

C121

**Speakers:** Phillip Bratta, Michigan State University Alexandra Hidalgo, Michigan State University Malea Powell, Michigan State University Cindy Tekobbe, The University of Alabama

## TSIG.29 Studio PLUS

The Studio SIG works to support Studio approaches and programs being used across various educational contexts.

C125

*Chairs:* Rhonda Grego, Midlands Technical College Mark Sutton, Midlands Technical College

## Friday, March 17 Special Events and Meetings

All sessions and events are located in the Oregon Convention Center unless otherwise noted.

## Mentoring@Cs

Breakfast: D130, 8:00 a.m.-9:15 a.m. Meeting: A103, 7:30 p.m.-8:30 p.m.

Mentoring@Cs central goal is to forge informal mentoring relationships between newcomers and veterans in the field. The CCCC Committee on the Status of Graduate Students (4C SOGS) and the Writing Program Administration Graduate Organization (WPA-GO) partner each year (since 2015) to match mentees and mentors based on specific research, teaching, and professionalization interests, put them in email contact with one another, and encourage them to meet and chat at the conference by providing a number of social gathering opportunities.

## **Standing Group for Effective Practices in Online Writing Instruction: New Beginnings**

DoubleTree Hotel, Morrison Room 9:30 a.m.–12:00 p.m. *Co-Chairs:* Kevin DePew, Old Dominion University Scott Warnock, Drexel University

This will be the first meeting of the Standing Group for Effective Practices in Online Writing Instruction.

## Planning for Next Year's CCCC Convention

Action Hub 2:00–3:00 p.m.

Individuals interested in discussing program proposals for the 2018 CCCC Annual Convention in Kansas City, MO, March 14–17, are invited to meet Asao Inoue, 2018 Program Chair, in the Action Hub.

## **CCCC** Awards/Recognition Reception

Portland Ballroom 252 & 253 5:00 p.m.–6:30 p.m.

## Inclusive Arts Vibe Dance Company Performance

Portland Ballroom 251 & 258 7:00–8:00 p.m.

In collaboration with the Portland Disability Art and Culture Project, the Standing Group for Disability Studies is sponsoring a performance by the Inclusive Arts Vibe Dance Company (IAVDC). The IAVDC strives to build "an equitable community through dance" by providing integrated dance classes to youth with and without disabilities. Don't miss this amazing performance!

## The 30th Annual Poetry Forum: Exultation of Larks

D132 7:30 p.m.–10:30 p.m.

*Chair:* Katherine Oldmixon, Huston-Tillotson University, Austin, TX *Facilitator:* Jennine Krueger, Huston-Tillotson University, Austin, TX

This forum has become a valued annual gathering for CCCC poets and friends of poetry. Those who write should bring original material to read for about five minutes. Those who enjoy the company of poets should come to listen, respond, and share in the pleasures of the occasion. Poet readers should contact Katherine Oldmixon (kdoldmixon@htu.edu) if they have questions.

## **Caucus after the Caucus**

Portland Ballroom 254 8:00 p.m.–9:00 p.m.

## AA and Al-Anon Meeting Space

8:00 p.m.–10:00 p.m.

Meeting space is set aside for those who desire to have an AA or Al-Anon meeting. AA, Room D133 Al-Anon, Room D134

## CCCC Jam

Portland Ballroom 251 & 258 9:30 p.m.-1:30 a.m.

CCCC isn't CCCC without a night of fun, dancing, and partying! And Friday night will be the jam to beat all jams. So bring your best two-step and your coolest moves and get your party on at CCCC 2017!

## **F Sessions:** 8:00–9:15 a.m.

## **Poster Sessions**

## Portland Ballroom Lobby

#### Seeking "Quality" in Contract Grading: A Case Study of a Technical Writing Classroom

This poster presents research from a contract grading study implemented in a technical writing classroom in the Northeast.

Lisa Litterio, Bridgewater State University

#### Boundaries to the Instructional Use of Facebook: A Grounded Theory Collective Case Study

This presentation, based on a grounded theory study, will include a framework of five boundaries to the instructional use of Facebook.

Jodi Whitehurst, Arkansas State University-Beebe

### Cultivating Relationships and Transforming Culture in Writing Programs Using Liberating Structures

An Appreciative Inquiry about program planning and a discussion about Liberating Structures, building trust, and unleashing innovation!

Lucia Dura, University of Texas at El Paso

#### Cultivating Cross-Disciplinary Connections: Faculty Perspectives on Writing-Intensive Courses

A qualitative research project intended to determine the experience, values, and needs of faculty teaching writing-intensive courses.

Jen Talbot, University of Central Arkansas

#### Technical Writing Strategies for the CTE Teacher

This poster session examines high school career and technical education teachers' responses to workshop training in technical writing strategies for classrooms.

Teresa Farrell, Eastern Oregon University

## Hierarchies and Harkness: Shifting from the Podium to Encircled Modes of Investigation

This poster session advocates for the use of the Harkness method in the analysis of literature in the classroom.

Christian Gregory, Teachers College, Columbia University

### "To the King and Councell": Situating Early Quaker Women's Petitions to Authorities

Analysis of 17th-century Quaker women's letters to authorities, as both traditional deliberative rhetoric and feminist critique.

Elizabeth Imafuji, Anderson University

## Questioning, Negotiating, Cultivating: Student Editors and Multimodal Submissions

Research analyzing how student editors define effective multimodal composition and cultivate that knowledge across the university.

Dalyn Luedtke, Norwich University, Northfield, VT

## **Cultivate and Think Tank Sessions**

Think Tank on CCCC Student Veteran Policy

## F.01 Think Tank on Cultivating Change for Current, Former, and Future Members of the Military in Composition Studies

With all branches of the US military affected by reduced fiscal resources, dwindling troop strength, and a lack of a unified mission, the perceptions and experiences of transitioning military personnel may be distinctly different in 2016 than they were in 2011; in light of these evolving changes, college composition faculty face a new set of challenges for responding to transitioning service members. The 2017 CCCC Convention presents an excellent opportunity for cultivating conversation about what the 2015 CCCC student veteran policy is doing (for writing teachers, administrators, military students, and student veterans) two years since its passing. How does this policy stand up against the evolving experiences of service members transitioning out of the military and into college? This Think Tank session is meant to spark communication, build upon the community, and move us toward continued, sustainable efforts for working with military-affiliated students in writing programs and classes. Grounded in the Student Veterans in the College Composition Classroom policy statement, facilitators will lead attendees through reflection, scrutiny, and enacting change locally and nationally.

## Portland Ballroom 257

*Facilitators:* Lt. Col. Alan Brown, United States Military Academy, West Point, NY Mariana Grohowski, Indiana University Southeast

#### Cultivating Policy Advocacy

## F.02 Taking Action: Everyday Advocacy

This session introduces participants to the idea of Everyday Advocacy: that, given the current narrative surrounding educational issues, we as teachers and scholars have a unique role in providing the public with a different narrative about issues we care about deeply (writing pedagogy, literacy, testing, etc.). Based in last year's CCCCs Taking Action Workshops and the Everyday Advocacy website (everydayadvocacy.org), the session will introduce participants to the background of this movement and the concepts that ground it; offer examples of how compositionists might introduce the ideas behind Everyday Advocacy to their graduate students and colleagues (through a full course in advocacy for writing teachers; through three-day summer workshops for K–16 teachers; and through existing courses); and work with participants to determine how they might incorporate advocacy approaches into their own teaching and how to get started.

In addition to this Cultivate session, Cathy Fleischer will offer Everyday Advocacy sessions in the Action Hub on Thursday (10:30–11:45 a.m.) and Friday (12:30–1:45 p.m.).

Portland Ballroom 256

Facilitators: Linda Adler-Kassner, University of California, Santa Barbara Cothy Eleischer, Fastern Michigan University

Cathy Fleischer, Eastern Michigan University

#### Cultivating Professional Engagement through Mentoring

## F.03 Cultivating Capacity: Mentoring Challenges and Opportunities

This Cultivate session will take an action-oriented look at the challenges and opportunities inherent in mentoring with the goal of cultivating new voices in our field and in our organizations. Drawing on their experiences as both mentees and mentors, the facilitators of this session will focus especially on the kind of informal mentoring that can encourage a colleague to propose his first conference presentation or to run for an office in her regional TYCA association. Consideration also will be given to mentoring as a way of being, personally and professionally, as well as valued and necessary throughout one's career. Participants will be invited to share examples of effective and ineffective mentoring and to articulate new ways

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they might encourage their own and their colleagues' growth and development.

## Portland Ballroom 255

*Facilitators:* Ruben Casas, California State University, Fresno Resa Crane Bizzaro, Indiana University of Pennsylvania Lisa Ede, Oregon State University Dodie Forrest, Yakima Valley Community College Asao Inoue, University of Washington, Tacoma Eva Payne, Chemeketa Community College Vershawn Young, University of Waterloo, Canada

#### 3-Community, Civic & Public

## F.04 Cross-Caucus Community Engagement

Cross-Caucus Sponsored Session

Leaders from identity-based caucuses will lead discussions and conversations focused on identity-based community engagement.

Portland Ballroom 252

Chair: Cristina Kirklighter, Texas A&M University, Corpus Christi

Speakers: Isabel Baca, University of Texas at El Paso, "Latin@ Caucus Community Engagement"

- Collin Craig, St. John's University, "Black Caucus Community Engagement"
- Rebecca Hayes, Michigan State University, East Lansing, "Queer Caucus Community Engagement"
- Terese Guinsatao Monberg, Michigan State University, "Asian/Asian American Caucus Community Engagement"
- Joyce Rain Anderson, Bridgewater State University, "American Indian Caucus Community Engagement"

#### 8-Language

## F.05 What Linguistics Can Offer the Composition Teacher

Sponsored by the Linguistics, Language, and Writing Standing Group Current work in linguistics provides powerful tools for analyzing and creating texts in multiple contexts, at the sentence level and beyond.

F151

Speakers: Nora Bacon, University of Nebraska at Omaha Michael Israel, University of Maryland, College Park Daniel Kies, College of DuPage Sandra Kies, Benedictine University Cameron Mozafari, University of Maryland, College Park Respondent: Rei Noguchi, California State University, Northridge

#### 1-First-Year and Advanced Composition

Capacity, Action, and Change: 21st-Century Implications **F.06** for Student Retention in First-Year Writing

In this presentation, four speakers will discuss the history and theory that guides retention-based initiatives in first-year writing.

A105

Speakers: Jonathan Bush, Western Michigan University, Kalamazoo Jeanne LaHaie, Klamath Community College Staci Perryman-Clark, Western Michigan University, Kalamazoo Adrienne Redding, Western Michigan University, Kalamazoo Respondent: Staci Perryman-Clark, Western Michigan University, Kalamazoo

#### 8-Language

#### **F.07** Multilingualism, Identity, and Power

This panel looks at the ways that multilingual speakers assert their agency and resist efforts to disempower them.

B112

Chair: Susan Youngblood, Auburn University

- Speakers: Lava Asaad, Middle Tennessee State University, "I'm a Refugee and I'm OK: Instructor's Identity in Resisting Classrooms"
- Nancy Bou Ayash, University of Washington, Seattle, "From Beirut to Seattle: Unpacking Tensions of Language Difference in Superdiverse Urban Eduscapes"
- Maria Carvajal, University of Illinois at Urbana-Champaign, "'I Don't Just Speak English. And I Don't Just Speak Spanish. I Speak Both:' Pedagogical Implications and Applications of Students' Definitions of Spanglish"
- Sammantha McCalla, St. John's University, "Language as Criteria for Full Citizenship: A Look at the Dehumanization of Patois Speakers"

#### 7-Institutional and Professional

## F.08 Social Advocacy Education in the Most Segregated City in America

Cross-disciplinary collaboration fostered development of an Associate of Arts in Social Advocacy to prepare students to challenge inequities.

C120

- *Chair:* Jennifer Mikulay, Milwaukee Area Technical College, "Facilitating Cross-Disciplinary Program Development in the Most Segregated City in America"
- *Speakers:* Kimberly OmniEssence, Milwaukee Area Technical College, "Championing Change through Small-Group Communication in the Most Segregated City in America"

#### 12-Theory

## F.09 Reading and Listening as Writing Students and Writing Teachers

Panelists argue for a more capacious understanding of reading and audience that incorporates listening to our readers, writers, and students.

D140

Chair: Jennie Vaughn, Gannon University

Speakers: Daniel Keller, The Ohio State University at Newark, "Theorizing Audience for Readers and Writers"

- Beau Pihlaja, The University of Texas at El Paso, "Lurking as Rhetorical Listening: Cultivating Productive Engagement on Race with Social Media"
- Kara Wittman, Pomona College, "'On the Presumption of Knowing How to Read': Teaching Our Own Literacy in a Writing Classroom"

#### 8-Language

## F.10 The Rhetorical Choices of Migrant Adolescents in Structured Debate Competitions Demonstrating Language Finesse and Growth Mindset

This session focuses on the discourse of adolescent migratory farmworkers that indicates a growth mindset of learning.

## D133

*Speakers:* Julie Antilla-Garza, Seattle Pacific University Kristine Gritter, Seattle Pacific University

Anna Varley, Milwaukee Area Technical College, "Reading and Writing for Advocacy in the Most Segregated City in America"

#### 14-Cultivating Connections, Cultivating Space

#### F.11 Interacting with Texts

Innovative ways of interacting with texts within and beyond the composition classroom.

#### F152

Chair: Paul Walker, Murray State University

- Speakers: Rita Celariste, SUNY New Paltz, "Challenging Assumptions: Educational Opportunity Program Career Project"
- Mary Fakler, SUNY New Paltz, "Challenging Assumptions: Educational Opportunity Program Career Project"
- Susan Gebhardt-Burns, Norwalk Community College, "Stand Up! The Usefulness and Importance of Conferencing While Standing (versus Sitting) in the Composition Classroom"
- Joan Perisse, SUNY New Paltz, "Challenging Assumptions: Educational Opportunity Program Career Project"

Ben Stewart, New York University, "Distant Reading without Computers"

11-Writing Pedagogies and Processes

F.12 Sowing the Seeds of Change: Enacting Agency and Action through a Transformative Multiliteracy Pedagogy

Research findings and student artifacts supporting a transformative pedagogical stance attained through multimodal and digital practices.

B114

Speakers: Marilyn Buono, Hofstra University Josefa Pace, Sonoma State University Melinda Smith, Hofstra University/Manhasset Public Schools

#### 10-Research

## F.13 A Transition Point: Developing Writing Capacity for First-Generation College Students

This panel presents findings from three qualitative studies of writing transitions of first-generation college students.

C124

**Speakers:** Katherine Alford, Arizona State University Jessica Early, Arizona State University Christina Saidy, Arizona State University

## 13-Writing Programs

## F.14 Creating a Community of Writing Programs: A Collaboration with the Community College System

Since 2009, a university WAC program has collaborated with faculty in the state's community colleges to support development of WAC courses.

F150

 Chair: Georgia Rhoades, Appalachian State University, "Writing Across Institutions: An Eight-Year Collaboration"
 Speakers: Sharon Alusow Hart, Appalachian State University Dennis Bohr, Appalachian State University
 Amanda Finn, Appalachian State University
 Georgia Rhoades, Appalachian State University

### 12-Theory

## F.15 Teaching and Assessing for Racial Justice

This panel offers strategies for promoting equity and racial justice in teaching, assessment, and evaluation.

Portland Ballroom 254

Chair: Aja Martinez, Binghamton University, SUNY

*Speakers:* Brian Bailie, University of Cincinnati, Blue Ash College, "'Teaching While White': Race, Writing, and Rhetoric in the Composition Classroom"

Candace Epps-Robertson, Old Dominion University, "Teaching While Black': Pedagogical Strategies for Facing Resistance"

Nicole Gonzales Howell, University of San Francisco, CA, "Writing Assessment and Race: The Politics of Classroom Management and Grading Practices"

Zosha Stuckey, Towson University, "'Intergroup Dialogue' as a Pedagogy for Racial Justice"

13-Writing Programs

## F.16 Race Matters in Centers and Programs

Speakers explore the issues of who tutors and who uses writing center services: race matters.

E148

Chair: Peter Vandenberg, DePaul University

Speakers: Mark Bennett, University of Illinois at Chicago, "Supporting Student Writers at a Dual AANAPISI/HSI University"

Collie Fulford, North Carolina Central University, "Austerity's Invention: Advancing an Advanced Writing Curriculum in Hard Times"

Jennifer Marciniak, Berea College, "Exploring Reasons Why African American Students Might Hesitate to Work as Writing Center Consultants: A Study of Berea College"

Elijah Simmons, Miami University, "Where is ma Migo?"

#### 5-History

### F.17 Composition in the Eighties: Retrospect and Prospect

The 1980s were a watershed decade for composition. Three teacherscholars whose early careers were forged then will each exam a key idea.

E145

Chair: Irwin Weiser, Purdue University

- Speakers: Douglas Hesse, The University of Denver, Colorado, "WordStar and Dual Floppies: Lingering Lessons from the First Large Writing Program Taught Exclusively in Computer Classrooms"
- Steve North, University at Albany, SUNY, "What Is (Writing Beyond) Composition?"
- Kathleen Blake Yancey, Florida State University, "The More Things Change, the More . . . : The Role of the Student-as-Composer in Composing Process Research Past and Present"

Respondent: Jody Shipka, University of Maryland, Baltimore County

#### 10-Research

## F.18 Investigating Cognition in Writing Development: Habits of Mind, Deliberate Practice, and the Potential of Big Data

Adaptive learning platforms can enable both the deliberate practice necessary for writing development as well as Big Data research.

#### E142

*Chair:* Gwen Gorzelsky, Colorado State University *Speakers:* Gwen Gorzelsky, Colorado State University Carol Hayes, The George Washington University, Washington, DC Joseph Paszek, University of Detroit Mercy

#### 11-Writing Pedagogies and Processes

## F.19 Teaching Writing to Veterans and Active Military Personnel

This session explores curricular strategies that cultivate community and rhetorical acumen among students who are active military personnel or veterans.

C126

- *Chair:* Mark Blaauw-Hara, North Central Michigan College, Petoskey, "Perceptions of Identity and Influence: Preliminary Results from a Multi-Year Study with Student Veterans beyond First-Year Composition"
- *Speakers:* Lourdes Fernandez, George Mason University, "Communities of Practice on the Military Base: Cultivating Composition Instructor Ethos, Identity, and Participation"
- Corrine Hinton, Texas A&M University Texarkana, "Perceptions of Identity and Influence: Preliminary Results from a Multi-Year Study with Student Veterans beyond First-Year Composition"
- Bree McGregor, George Mason University, "Communities of Practice on the Military Base: Cultivating Composition Instructor Ethos, Identity, and Participation"
- Melody Pugh, United States Air Force Academy, "Firing the 'New Canon': Reconsidering the Rhetoric of 'Skills-Based' Writing Courses"

3-Community, Civic & Public

## F.20 (In)capacities of Anti-Semitism: Composition, Writing, and the Israeli/Palestinian Debate

The panelists aim to "create capacities" for debating anti-Semitism as it appears in writing both inside and outside the academy.

## E146

*Speakers:* Andrea Greenbaum, Barry University, "Die Saeuberung: Cleansing the Academy and the Stillness of Opposition: A Visual Analysis"

- Brandon Katzir, Louisiana State University, "'A Polite Hatred': Anti-Semitism, Academia, and the Anglophone Left"
- Jennifer Rice, University of Kentucky, "Definitional Impasse: The Messy Rhetoric of Anti-Zionism and Anti-Semitism"

Jaime Wright, St. John's University, "Debate as State of Exception" *Respondent:* Deborah H. Holdstein, Columbia College Chicago

#### 1-First-Year and Advanced Composition

**F.21** Critical Approaches to Integrating Reading and Writing Panelists share how students are engaged through "reading" of humor and film.

### A103

Chair: Eric Detweiler, Middle Tennessee State University

- Speakers: Anita August, Sacred Heart University, "A Terrible Beauty Is Born!—Cultivating Critical Consciousness and Classroom Community Using Visual Trauma as Narrative in First-Year Composition (FYC)"
- Kirk Boyle, University of North Carolina at Asheville, "Cultivating Rhetorical Consciousness through Comedy: The *Portlandia* Assignment"
- Amy Green, Hobart and William Smith Colleges, "In Their Own Words: Reading and Writing as Generative, Recursive Practices in the Composition Classroom"
- Barbara Smith, University of Central Missouri, "Cultivating Reading Engagement"

#### 11-Writing Pedagogies and Processes

F.22 Cultivating Online Pedagogy: Feedback, Workshops, and Experiential Learning in First-Year Composition

This panel discusses issues related to instructor feedback, peer review, and course design in online composition classrooms.

#### B116

- Speakers: Jennifer Cunningham, Kent State University at Stark, "Online Composition Students' Responses to Instructor Feedback"
- Steve Edgehouse, Stark State College, "Vlogshopping: Using Video to Enhance Online Writing Workshops"
- Lauren Garcia-DuPlain, The University of Akron, "Monoculture Course Design: An Experiment in Online, Experiential English Composition"

#### 14-Cultivating Connections, Cultivating Space

## F.23 Backward, Forward, Outward, Onward: Cultivating Connections between Writing Studies and English Studies

Facing the challenges of cultivating connections between writing studies and other areas of English study in an era of hyperspecialization.

### Portland Ballroom 251

Speakers: Darin Ciccotelli, Soka U	University of America, "Post-Process
Theory and Creative Writing"	

- Brandee Easter, University of Wisconsin-Madison, "Peer Review and Workshop Pedagogy: Troubled Histories"
- Tim Mayers, Millersville University, "Institutional Histories and Writing Studies"
- Julie Alexander, Miami University, "Business Writing and Creative Writing: Converging Agendas"
- James Ryan, University of Wisconsin-Madison, "Peer Review and Workshop Pedagogy: Troubled Histories"
- Jonathan Udelson, University of Louisville, "Creative Writers in the Composition Classroom"

#### 7-Institutional and Professional

## F.24 The Language of Technology in Professional Documents and Local Contexts: Cultivating Technologically Responsive Positions, Practices, and Persons

Results of a review of the language of technology in 40 years of professional statements and how such language can shape teacher preparation.

D131

Speakers: Kerri Hauman, Transylvania University Stacy Kastner, Mississippi State University Alison Witte, Trine University, Angola, IN

#### 3-Community, Civic & Public

## F.25 I Have the Best Words: What Rhetoric Can Learn from Donald Trump

This roundtable explores the impact of the Trump presidential campaign on rhetoric, politics, and public discourse.

### Portland Ballroom 253

Speakers: Collin Brooke, Syracuse University, "Don't Read the Comments? How #Trump Broke/red the Internet"

- Trish Roberts-Miller, University of Texas at Austin, "Trump and the Demagoguery Charge"
- Ryan Skinnell, San Jose State University, "Trump's Stump: On the Risky Appeal(s) of Donald Trump's Anti-Rhetoric"
- Brad Vivian, Pennsylvania State University, "Donald Trump, Neoliberal Assemblages, and Late Modern Sovereignty"

Amy Young, Pacific Lutheran University, "Rhetorics of Fear and Loathing: Donald Trump's Populist Style"

#### 8-Language

## F.26 Revisiting Expectations in Students' Right to Their Own Language

These panelists challenge the unstated assumptions that SRTOL dictates deficit in writing courses and listen to instructor aspirations and concerns in its implementation.

B117

Chair: Sonia Arellano, University of Arizona, Tucson

- Speakers: Stephanie Boone-Mosher, University of South Carolina, Columbia, "Overworked, Underpaid, and Marginally Employed: Why Writing Teachers Resist Learning about and Enacting Pluralist Pedagogies"
- Jennifer Justice, Northern Illinois University, "More Than Remediation: SRTOL and Identity Pedagogies in First-Year Composition"
- Erica Lange, Ohio University, "Discontinuing Dis(missing) the SRTOL: Defending the Students' Right to Define and Develop Their Own Language in FYC"

11-Writing Pedagogies and Processes

## F.27 Transferring to Wonderland: How Writing Classes Can Cultivate Community for Transfer Students

Presenters share teaching strategies to connect transfer and reentry students to the culture of the university in required writing courses.

B115

Chair: Jennifer Campbell, University of Denver

*Speakers:* April Chapman-Ludwig, University of Denver, "'Lost in the Tulgey Woo': Teaching Transfer Students to Navigate the Writing Sequence"

Robert Gilmor, University of Denver, "Begin at the Beginning': Building a Community with Transfer Students in the Archives"

Zoe Tobier, University of Denver, "Because I Was a Different Person Then': Writing Transfer Students' Stories of Self, Community, and Other"

### 2-Basic Writing

## F.28 ALP at Ten: A Decade Retrospective of the Accelerated Learning Program at the Community College of Baltimore County

As ALP turns 10, the founders of the model, adopted at 230 schools, look back on a decade of successes, missteps, and lessons learned.

D136

*Chair:* Peter Adams, Community College of Baltimore County, MD *Speakers:* Susan Gabriel, Community College of Baltimore County, MD Jamey Gallagher, Community College of Baltimore County, MD

10-Research

## F.29 Data Studies and Rhetoric and Composition: Pedagogical, Disciplinary, and Methodological Possibilities

Our field can engage pedagogically, experimentally, and institutionally to help realize the humanistic values afforded by data studies.

E141

**Speakers:** Daniel Anderson, University of North Carolina at Chapel Hill Ashley Hall, Wright State University Jim Ridolfo, University of Kentucky Courtney Rivard, University of North Carolina at Chapel Hill

## 8-Language

## F.31 Cultivating Capacity and Creating Change for Students' Right to Their Own Language

This panel will examine, strategize, and theorize new possibilities for how we consciously create the conditions for learning and for change.

## D135

- Speakers: April Baker-Bell, Michigan State University, "Writing While Black: Disrupting Internalized Hegemonic Language Ideologies"
- Stephanie Jones, Antelope Valley College, "Connecting Strategies of Domination: An Epistemological Analysis of Black Vernacular and Creole Englishes"
- Bonnie Williams, California State University, Fullerton, "Theoretical and Historical Perspectives on Language Rights in California"

#### 9-Professional and Technical Writing

### F.32 Genre Theory in Action

Three panelists explore information ecologies, hybridization, and the material constraints of genre.

#### C122

Chair: Wendy Sharer, East Carolina University

- Speakers: Erica Baumle, Texas Tech University, "Information Ecologies: Technical Communication in Online Game Support Community Sites"
- Mike Duncan, University of Houston-Downtown, "The Rhetoric of the Kamikaze Manual"
- Jillian Hill, University of Houston-Downtown, "The Rhetoric of the Kamikaze Manual"
- Naoko Ozaki, Rice University, "The Rhetoric of the Kamikaze Manual"
- Krista White, Kent State University, "Cultivating New Understanding of the Annual Report as a Hybridized Genre through Application of a Hybridized Methodology"

#### 1-First-Year and Advanced Composition

### F.33 Teaching for Transfer beyond First-Year Composition: Professional and Business Writing

Presenters consider using teaching for transfer beyond first-year writing.

#### A104

Chair: Joel Williams, Edward Waters College

- Speakers: E. Jann Harris, University of Nevada, Reno, "Remixing the Old and the New: Cultivating the TFT Metaphor"
- Patricia Jenkins, University of Alaska Anchorage, "Applying TFT to an Upper-Division Professional Writing Course: Broadening the Curricular Reach"
- Cynthia Johnson, Miami University, "Broadening the Transfer Landscape: Cultivating Transfer-Focused Writing Curricula beyond Composition Programs"
- Nicole Varty, Wayne State University, "Flexible Writing in Literate Ecologies: A Longitudinal Study of Student Writing Knowledge Transfer into, during, and after First-Year Writing"

#### 11-Writing Pedagogies and Processes

## F.34 Cultivating Pedagogies for Social Justice: Exploring Issues of Diversity in Writing Courses

Pedagogies for first- and second-year writing courses focused on issues of diversity and social justice.

C123

- Speakers: Ann Amicucci, University of Colorado, Colorado Springs, "Student Reflection on Language Diversity: Exploring Social Justice Issues in First-Year Composition"
- Sarah Henderson Lee, Minnesota State University, "World Englishes Texts and Academic Writing: Perceptions of L2 Writers in a First-Year Composition Class"
- Kristene McClure, Georgia Gwinnett College, "Tying Themes to Outcomes in FYC: Reflections on 'Researching Linguistic Diversity'"

Gloria Park, Indiana University of Pennsylvania, IN, "Integrating Issues of Diversity and Social (In)Justice in Undergraduate Research Writing"

#### 12-Theory

## F.35 The Affective and Political: Cultivating Theories for the Classroom

This panel looks at the ways in which the affective and a cultivation of emotion engage with/against the political in learning environments.

#### D134

*Chair:* Geoffrey Schwarz, The University of Texas Rio Grande Valley *Speakers:* Catherine Chaput, University of Nevada, Reno, "The Political Economic and Affective Terrains of Composition"

James Daniel, Philadelphia University, "Freshman Composition as a 'Precariat' Enterprise"

Brittany Kelley, University of Jamestown, "Doing Scholarly Emotion: Cultivating a Theory of Emotioned Academic Work"

Anne Shea, California College of the Arts, "Best Practices' and Structural Inequality"

#### 11-Writing Pedagogies and Processes

## F.36 Beyond Transfer: Approaches to Teaching Sustainable Writing Practices

This panel explores strategies for teaching sustainable writing practices through conversation, collaboration, and intercultural exchange.

#### A108

- Speakers: Scott Gibson, Universidad San Francisco de Quito, "Sustaining Writing Practices across Languages and Cultures among Bilingual Students"
- Kathleen Leuschen, Wake Forest University, "Teaching Rhetorical Listening in Conversation through Writing Groups"
- Cheryl Marsh, High Point University, "Creating Cultural Awareness through Writing Groups in the Literature/Global Studies Classroom"
- Lauren Shook, University of North Carolina at Greensboro, "Cultivating Community-Engaged Writing in First-Year Writing"

#### 12-Theory

## F.37 The Subject of Decoloniality: Walter Mignolo and the Study of Writing

This panel analyzes the work of critical theorist Walter Mignolo in the context of the study of writing, rhetoric, and literacy.

#### Portland Ballroom 258

Chair: Gabriela Rios, University of Oklahoma

*Speakers:* José Cortez, University of Arizona, "Impossible Subjects" Iris Ruiz, University of California-Merced, "Persistent Coloniality" Raúl Sánchez, University of Florida, "Forget Mignolo"

#### 13-Writing Programs

F.38 Taming the Multimodal Beast: Cultivating Sustainable Programmatic Multimodal Curricular Transformation

This panel offers strategies for the manageable cultivation of multimodal curricular transformation in first-year composition programs.

#### E143

- Speakers: Logan Bearden, Eastern Michigan University, Ypsilanti, "The Work of Composition: How Outcomes Statements Define (Multimodal) Composition Curricula"
- Leigh Gruwell, Auburn University, "Beyond Digital: Building a Capacious Multimodal Composition Curriculum"

Natalie Szymanski, University of Hawai'i-West O'ahu, "An Administrative Ecological Heuristic for Sustainable Programmatic Multimodal Transformation"

## 1-First-Year and Advanced Composition

## F.39 Regenerative Pedagogies for FYC: Multimodality, Rhetorical Grammar, Revision, and Reflection

This panel presents innovative, multimodal approaches to teaching invention, grammar, revision, and reflection in FYC.

A107

*Chair:* Bre Garrett, University of West Florida *Speakers:* Kara Griffith, University of West Florida Karen Manning, University of West Florida Hannah Trevino, University of West Florida

#### 2-Basic Writing

## F.40 Placement and Assessment in Basic Writing: ALP, L2, and WAC

Presenters consider curricular initiatives of basic writing populations.

A109

Chair: Henrietta Wood, University of Missouri-Kansas City

Speakers: Matthew Hollrah, University of Central Oklahoma, "Cultivating Corequisite Developmental Writing: An Institutional Case Study"

James Pacello, Berkeley College, "Put Yourself in Their Shoes: Student Perspectives on Transferring Writing Knowledge Across the Curriculum"

Zoe Speidel, University of New Mexico, "Rethinking Administrative Action and Teacher Preparation for Developmental FYC"

Nicole Williams, Bridgewater State University, "Cultivating and Creating Confidence: The Long-Term Effects on At-Risk Readers and Writers of an Enhanced Model of First-Year Writing"

#### 13-Writing Programs

## F.41 Cultivating a Capacity-Building Writing Center Praxis: Mobilizing Empirical Research to Improve Practice, Professionalize Tutors, and Support Writers

This panel posits empirical research as a means to inform writing center praxis that supports institutional access for tutors and writers.

E147

Chair: Georganne Nordstrom, University of Hawai'i at Mānoa Speakers: Samantha Ikehara, University of Hawai'i at Mānoa, "Assessing the Promise of Inclusion: The Problematic Nature of Tutor Training Manuals" Avree Ito-Fujita, University of Hawai'i at Mānoa, "An Online Writing Center's Writing across Communities and Writing in Digital Initiatives"

Georganne Nordstrom, University of Hawai'i at Mānoa, "Collaboration and Professionalization in the Writing Center: Practitioner Inquiry as Praxis and Research"

Isaac Wang, University of Hawai'i at Mānoa, "Tutoring Each Other: Tutor Collaboration in the Writing Center"

14-Cultivating Connections, Cultivating Space

### F.42 Archival Methods: Cultivating Disasters in Action

This panel presents the work of four researchers as they cultivated new methods of teaching, research, writing, and critique.

#### D138

Speakers: James Beasley, University of North Florida, "Cultivating Disciplinary Knowledge"

- Kristeen Graves, University of North Florida, "Cultivating Critical Pedagogies"
- Katrice Stover, University of North Florida, "Cultivating Diverse Research Strategies"
- Jeanette Viglilotti, Virginia Commonwealth University, "Cultivating Critical Memory"

#### 11-Writing Pedagogies and Processes

### F.43 Analog Gaming/Multimodal Writing

Pedagogical affordances of board game media and modes for rhetoric, research, and writing.

#### B113

Speakers: Richard Colby, University of Denver Richard Colby, University of Denver Jennifer deWinter, Worcester Polytechnic Institute, MA Matthew A. Hill, University of Denver Rebekah Shultz Colby, University of Denver

### 6-Information Technologies

## F.44 Engaging Students in Online Classes

Panelists examine outcomes of implanting high-impact practices, writingintensive activities, and community-based learning in online writing environments.

B111

Chair: Jennifer Hewerdine, Arizona Western College, Yuma

- *Speakers:* Keith Grant-Davie, Utah State University, "Enacting a Community of Inquiry Framework for Asynchronous Discussion Forums in Online Classes"
- Zapoura Newton-Calvert, Portland Community College, "Disrupting the Online Writing Classroom with Community-Based Learning: A Call for Flexible Volunteer Options, Community Action, and Authentic Student Ownership of the Writing Process"
- Natalie Stillman-Webb, University of Utah, "Cultivating Ethos in the Online Writing Course: Student Perceptions of Teaching Presence"

#### 6-Information Technologies

## F.45 Engaging L2 Writers in a Cross-Cultural Multimodal Online Writing Curriculum: Creating a Broader Understanding of Our Disciplinary Landscape

We will present the results of a study that followed an experimental online multimodal writing course aimed to engage L2 writers.

C121

*Chair:* Michelle Stuckey, Arizona State University, Tempe *Speakers:* Andrew Bourelle, University of New Mexico Tiffany Bourelle, University of New Mexico Todd Ruecker, University of New Mexico Mariya Tseptsura, University of New Mexico

14-Cultivating Connections, Cultivating Space

#### F.46 How Captioning Cultivates Change

The compositional and rhetorical processes of captioning as dual acts of access and aesthetics, form and content, style and substance.

B119

*Chair:* Tonya Stremlau, Gallaudet University, Washington, DC *Speakers:* Brenda Brueggemann, University of Connecticut Janine Butler, East Carolina University, Greenville, NC Chad Iwertz, The Ohio State University

### 9-Professional and Technical Writing

## F.47 We Can Charge for That? The Ins and Outs of Creating and Running a Usability Lab

This roundtable discusses creating and running a university-based usability lab to help attendees facilitate their own labs and research. D137

Speakers: Michael Brooks, Auburn University Joyce Carter, University of Arkansas, Little Rock Jimmy Ginn, UX Firm Tharon Howard, Clemson University Laura Palmer, Kennesaw State University–Marietta Campus Derek Ross, Auburn University Virginia Spears, Auburn University Ed Youngblood, Auburn University

#### 10-Research

## F.48 Understanding Writing Students' Perspectives on Instructor Feedback

Presenters use various research methodologies to gain more accurate understandings about how students take up and apply instructor feedback on their writing.

C125

Chair: Emily Cooney, University of North Alabama

Speakers: Andrea Beaudin, Texas Tech University, "Student Reception and Application of Instructor Feedback: A UX Analysis"

- Amanda Brooks, Florida State University, "(Un)Sure Writers: Self-Efficacy Fluctuations and the Writing Process"
- Tyler Carter, Purdue University, "A Corpus Analysis of FYC Student Perceptions of Written Teacher Feedback"
- Laura Gabrion, Oakland University, "Nurturing Self-Efficacy: Using Revision Plans to Enhance Instructor Feedback"

Suthathip Thirakunkovit, Mahidol University, "A Corpus Analysis of FYC Student Perceptions of Written Teacher Feedback"

### 3-Community, Civic & Public

## F.49 Cultivating Civic Literacy in Generation Why? Rhetorical Engagement and Citizen Awareness in Composition Classrooms

As teachers of writing, we are uniquely positioned to foster a sense of agency by promoting civic literacy in and outside the classroom.

E144

- *Speakers:* June Johnson Bube, Seattle University, "Cultivating Citizenship through Rhetorical Practices in Ethical Listening, Collaboration, and Negotiation"
- Beth Maxfield, Henderson State University, "Cultivating Resistance to the Status Quo: One Approach to Raising Civic Awareness in the Composition Classroom"
- Tara Roth, Seattle University, "Writing for Arts Advocacy and Civic Responsibility through Academic Service-Learning"

#### 3-Community, Civic & Public

**F.50** Politicizing Community Action Pedagogy and Research Three perspectives on public intellectualism.

B110

*Chair:* Rachael Wendler Shah, University of Nebraska-Lincoln *Speakers:* Beth Huber, Western Carolina University, "UnKoch My Classroom: Dark Money and the Composition Classroom"

- Kyle Larson, Miami University, "Counterpublic Intellectualism: Cultivating the Capacity for Public Engagement"
- Seth Myers, University of Colorado Boulder, "Digital Action Research: Students Creating Change in Mediated Communities"

1-First-Year and Advanced Composition

## F.51 Cultivating Transfer with the Teaching-for-Transfer Writing Curriculum: A National Multi-Institutional Study

This panel shares findings from a two-year and four-year college multiinstitutional study on the efficacy of the Teaching for Transfer curriculum.

## A106

Speakers: Sonja Andrus, University of Cincinnati/Blue Ash College, OH Sharon Mitchler, Centralia College Tonya Ritola, University of California Santa Cruz Kara Taczak, University of Denver Howard Tinberg, Bristol Community College

#### 11-Writing Pedagogies and Processes

#### F.52 Bodies and Minds

These presentations discuss embodied learning in the writing classroom. D132

Chair: Hidy Basta, Antioch University Seattle

Speakers: Jennifer LeMesurier, Colgate University, "Loosening the Semiotic Shackles: Critically Engaging with Performing Bodies"

Ana Isabel Roncero-Bellido, Illinois State University, "Embracing Students' Diverse Literacies through a Pedagogy of the Flesh"

Ernest Stromberg, California State University, Monterey Bay, "Writing and the Rhetorics of Healing"

14-Cultivating Connections, Cultivating Space

## F.53 Making Capacities: The Maker Movement and Writing Studies

This panel maps ways that making and makerspaces can inform pedagogy, theory, disciplinary identity, and community research and engagement.

D139

Speakers: David Sheridan, Michigan State University John Sherrill, Purdue University Ann Shivers-McNair, University of Washington Rick Wysocki, University of Louisville

## **G Sessions:** 9:30–10:45 a.m.

## **Cultivate and Think Tank Sessions**

Cultivating Leadership

## G.01 Cultivating Leadership on and off Campus: A Roundtable with Senior Administrators

In this Cultivate roundtable, senior faculty who have served in multiple leadership roles will discuss how leadership skills and strategies cross over into areas both expected and unexpected, on and off campus, and how we might communicate these to junior faculty in order to cultivate future leaders. After each facilitator briefly shares his or her unique experiences and insights, attendees will have the opportunity to engage in Q & A and discussion about effective and proactive leadership strategies.

Portland Ballroom 253

Chair: Howard Tinberg, Bristol Community College

Respondent: Douglas Hesse, The University of Denver, Colorado

- *Facilitators:* Lynee Gaillet, Georgia State University, Atlanta, "Being 'The Fixer'"
- Susanmarie Harrington, University of Vermont, "Using Leadership Skills off Campus"
- Barbara L'Eplattenier, University of Arkansas–Little Rock, "Not Just Lifting as We Climb, but Making Room"
- Barry Maid, Arizona State University, Phoenix, "Campus Leadership in Times of Austerity"
- Kelly Ritter, University of Illinois at Urbana-Champaign, "Whose Side Are You On?"
- Shirley Rose, Arizona State University, "Faculty Shared Governance: Leading by Example"
- Susan Thomas, The University of Sydney, Australia, "Promoting Leadership beyond US Borders"

#### Think Tank on Advocating for Fair Compensation

#### G.02 Change That Pays the Bills

Many institutions of higher education highlight the importance of students developing strong written and verbal communication skills, yet the educators who tirelessly deliver the courses that cultivate those skills are often not adequately compensated for their work. This Think Tank will focus on pooling participants' collective knowledge of ways to advocate for fair compensation at the state, institution, and programmatic levels. Participants can expect to join in a conversation in which they have the opportunity to both identify and learn about strategies and resources that those in attendance know have helped faculty members make positive strides toward just salaries. This collaborative effort asks participants to move beyond ruminating on the problem of low compensation and instead focus on teaching each other how to create positive change so we, as educators, can afford to continue teaching composition.

### Portland Ballroom 258

Facilitators: Stacey Johnson, University of Colorado at Colorado Springs

Jennifer McArdle, University of Colorado at Colorado Springs

Cultivating Persistence and Success for International Students

G.03 Retention = Success (?): Fostering International Student Persistence and Achievement

> In this interactive Cultivate session, second language writing specialists from graduate-level English for academic purposes (EAP) and firstyear composition programs share stories of working in diverse settings to develop and evaluate innovative EAP and composition curricula to improve international, multilingual learners' retention and achievement. After discussing examples of small but meaningful victories achieved with initiatives such as embedded tutorials, stretch programs, and intensive academic language courses, participants will develop strategies for overcoming challenges at their own institutions.

Portland Ballroom 257

*Facilitators:* Greer Murphy, Claremont Graduate University Sarah Snyder, Arizona State University

Cultivating New Lines of Inquiry

## G.04 Cultivating New Lines of Inquiry: Three Emerging Scholarly Spaces

This Cultivate session offers a shared space for three new lines of scholarly inquiry: Borderlands (Multilingual Latinx Writers), Rural Research and Advocacy, and Public Land Activism.

Portland Ballroom 256

continued on next page

### Cultivating New Lines of Inquiry: Expanding Research and Advocacy for Multilingual Latinx Writers in the Borderlands and Beyond

Conversations about the role and importance of linguistic diversity in composition have been ongoing for decades, starting with (and before) the 1974 Students' Rights to Their Own Language resolution. This interactive session will engage the audience in a discussion about new research methods and advocacy/pedagogical models for incorporating linguistic diversity in writing instruction. The session is guided by the following questions:

- (How) Do current theories and orientations to linguistic diversity in composition reflect and account for the diverse histories and experiences of our students?
- How do we continue to develop practical methods for researching language difference in composition?

Presenters will facilitate a crowdsourcing activity to invite contributions from the audience on theories and frameworks they use in multilingual research and advocacy (e.g., second language writing, translingualism, trans/multimodality, etc.).

*Facilitators:* Beth Brunk-Chavez, University of Texas at El Paso Lucia Dura, University of Texas at El Paso Laura Gonzales, University of Texas at El Paso Kate Mangelsdorf, University of Texas at El Paso Todd Ruecker, University of New Mexico

#### Cultivating New Lines of Inquiry: Rural Research and Advocacy

A session for scholars engaged in, or interested in beginning, research and advocacy in composition, rhetoric, and literacy studies as they pertain to rural education and rural literacies, whether that work takes place in schools, colleges, universities, nonprofits, or communities in rural areas. Since the publication of *Rural Literacies* in 2007, research into rural literacies and rhetorics has grown, with follow-up edited collections as well as numerous presentations, dissertations, articles, and community action projects. This session invites those interested in rural literacies together to:

- share their current projects,
- locate themselves with and speak back to the existing work on rural literacies,
- form new connections for possible collaborations, whether in the classroom or in research or community projects, and

 discover ways to be engaged in advocating for rural places, schools, and communities to have more of a public voice and public recognition.

Facilitators: Megan Adams, The University of Findlay Cori Brewster, Eastern Oregon University Chowaing Chagra Belekeh, University of Texas at El Paso Kim Donehower, University of North Dakota Abby Dubisar, Iowa State University Helen Diana Eidson, Auburn University Charlotte Hogg, Texas Christian University Callie Kostelich, Texas Christian University Caleb Pendygraft, Miami University of Ohio, Oxford Marisa Sandoval Lamb, Columbia Basin College and University of Arizona
Eileen Schell, Syracuse University
W. Kurt Stavenhagen, Syracuse University

#### **Cultivating New Lines of Inquiry: Public Land Activism**

This session cultivates new lines of inquiry and research opportunities that focus on social action for all scholars in attendance. Because of our own research interests and the theme and location of the conference. we will be using the issue of public/private land use generally and the Malheur Refuge occupation specifically as touchstones to anchor the conversation. This session draws theoretical insights from ecocomposition, ecocriticism, organizational communication theory, conflict resolution, stasis theory, and rhetorical analysis as tools for social action on these issues. Potential areas of research collaboration include issues such as land use, indigeneity, ethical food sourcing, and social and geographic borders, and a way to move from theory to action on such topics. This Cultivate session is intended to be a place for scholars to share how they have developed new lines of inquiry that allow for productive research motivated by (and deeply attuned to) social action. Rather than presenting our compendium of strategies as an end game, we want to combine our ideas in a lively conversation with session participants in the hopes that all in attendance will walk away with a handy take-home toolkit of dynamic and editable strategies for rhetoric and composition scholarship as well as new writing partners to get our collaborative work published.

*Facilitators:* Douglas Christensen, University of Utah Joshua Lenart, University of Utah David Sumner, Linfield College Jessie Woolley-Richards, University of Utah

#### 14-Cultivating Connections, Cultivating Space

## G.05 Queer Mentorship and the Risks of Creating Change

Sponsored by the Queer Caucus

"Creating change" carries great risk for many LGBT2Q people. Queer mentorship helps and may provide a model for institutional change.

Portland Ballroom 252

Chair: Garrett Nichols, Bridgewater State University

Speakers: Rob Faunce, John Jay College of Criminal Justice, CUNY, "Affect, Intersectionality, and the Queer Moment in Composition"

- Leida Mae, Oregon State University, "Intimacy with Strangers:
  - 'Coming Out' for Service and the Perilous Rhetorics of (In)voluntary Vulnerability"

Eric Pritchard, University of Illinois at Urbana-Champaign, "Living History: Black Queer Elders, Mentoring, and Intergenerational Social Change"

#### 12-Theory

## G.07 Cultivating Critical Approaches to Internationalization: Examining Asian/Asian American Literacies and Identities

This panel illuminates the tension we find in students who defy linguistic and national categorization.

C123

*Speakers:* Yu-Kyung Kang, Gonzaga University Eileen Lagman, University of Colorado Boulder Thomas Mcnamara, California State University, Fresno Kaia Simon, University of Illinois at Urbana-Champaign

11-Writing Pedagogies and Processes

## G.08 The Information (Literacy) Superhighway: Cultivating Change in Writing Classrooms and Writing Programs

This session will examine two pieces of the changing picture of information literacy's place in the writing classroom.

## B115

Speakers: Joy Adams, American University–NEW Bender Library Alex Hodges, American University Jenise Overmier, American University–NEW Bender Library Alison Thomas, American University

#### 7-Institutional and Professional

# G.09 Where Do Lecturers Fit? Exploring the Culture of Change through the Study of Full-Time Non-Tenure-Track Faculty Experiences

This panel will discuss a local study investigating lecturers' perceptions of emotional labor and burnout.

C120

*Speakers:* Tiffany Hitesman, Boise State University Lana Kuchta, Boise State University Carrie Seymour, Boise State University

9-Professional and Technical Writing

## G.10 Translating Inclusivity in Technical Communication

Panelists explore possibilities for design practices that foster inclusivity. C122

*Chair:* Michael Pemberton, Georgia Southern University, Statesboro *Speakers:* Natasha Jones, University of Central Florida, "Cultivating Capacity, Creating Change: Disability, Design, and Inclusion"

- Mary Ann Saunders, University of British Columbia, "How Do You Wish to Be Cited? How Trans Scholars Change How We Think about Citation"
- Katja Thieme, University of British Columbia, "How Do You Wish to Be Cited? How Trans Scholars Change How We Think about Citation"
- Massimo Verzella, Penn State Erie, The Behrend College, "Translation Is UX: Learning about Cultural Differences through the Study of Rhetorical Shifts"
- Stephanie Wheeler, University of Central Florida, "Cultivating Capacity, Creating Change: Disability, Design, and Inclusion"

#### 13-Writing Programs

G.11 Composition, Interdisciplinarity, and the Limitations of the Traditional English Department in the 21st Century: Cautionary Tales and New Collaborations

This panel explores the complex, evolving, and at times contentious relationships between English departments and composition programs.

F149

Chair: Jason Palmeri, Miami University of Ohio, Oxford Speakers: Tracy Carrick, Cornell University, "Anywhere but Here: Exploring Why Students Avoid English-Based Composition Courses"

continued on next page

Dan Collins, Guttman Community College, "Rule #1: Avoid the D-Word" Derek Owens, St. John's University, "Imagining an Interdisciplinary

Writing Studies Minor"

- Matthew Pavesich, Georgetown University, "Leveraging Composition's New Cool"
- Tara Roeder, St. John's University, "We Already Have a Writing Minor: Reclaiming Composition in the 21st Century"

Peter Vandenberg, DePaul University, "(A) Value Proposition: Remediating the 'Service Course' Mentality"

Respondent: Roseanne Gatto-Dominici, St. John's University

6-Information Technologies

## G.12 Beyond "Best Practices" in OWI: Proposing Processes for Online FYC

The speakers extend the concept of OWI best practices to include instructor-centered processes for designing and managing online FYC.

F151

Speakers: Collin Bjork, Indiana University, "Ethics of the Interface: A Process of Virtue"

Michael Lutz, Indiana University, "Beyond Gamification: What Can Game Design Teach Us about the Online Classroom?"

Alex Penn, Indiana University, "More Than a Tool: Using (and Teaching) Web-Conferencing Software to Co-Create a Classroom"

Respondent: Justin Hodgson, Indiana University

12-Theory

#### G.13 Posthuman Subjectivity and Nonhuman Rhetoric

Speakers discuss issues of posthuman subjectivity, nonhuman rhetoric, and vitalism.

D134

Chair: Josh Lederman, Brandeis University

Speakers: Lisa Bailey, University of South Carolina, Columbia,

"Cultivating Capacity for Invention by Collaborating with Ambient, Nonhuman Agents"

- Baotong Gu, Georgia State University, "Face, Precious Memories, and Poetic Rhetoric vs. Dis/appearance of Reality"
- Chelsea Skelley, The University of Miami, "Rhetorical 'Interfacings': Positing 'Interface Studies' to Foster Posthuman Subjectivity"
- Xiaobo Wang, Georgia State University, "Face, Precious Memories, and Poetic Rhetoric vs. Dis/appearance of Reality"
- Robert Wilkie, University of Wisconsin-La Crosse, "Composing the Nonhuman: Class and Vitalist Rhetoric"

#### 14-Cultivating Connections, Cultivating Space

## G.14 Rhetorics of Literacy and Social Justice: Definitions and Consequences

This panel examines the complex relationship between literacy and social justice in both academic and nonacademic spheres.

F150

Chair: Anna Knutson, University of Michigan

Speakers: Sam Head, The Ohio State University, "Literacy's Social Rhetoric among the Somali Immigrants of Columbus, Ohio"

Casey Otemuyiwa, University of Michigan, "What Does 'Social Justice' Mean? A Review of Its Use in NCTE Journals"

Bonnie Tucker, University of Michigan, Ann Arbor, "What Do We Really Mean When We Say Someone Is Illiterate? Literacy Discourse in the US Media 1990–2015"

#### 5-History

## G.15 Already Seeing, Always Looking: The History of Visual Literacy and Instruction in the Long Nineteenth Century

Using archival data, our presentation explores literacy as "always, already" visual and examines the resulting ideological implications.

D131

- *Chair:* Lauren Salisbury, Bowling Green State University, "Now and Then, Then and Now: Twenty-First Century Implications for Visual Learning"
- Speakers: Sara Austin, Bowling Green State University, "Tools, Techné, and Training: Visual Instruction in Normal Schools"
- Kelly Moreland, Bowling Green State University, "Embodied Curation: Translating the Archives for a Digital Space"

3-Community, Civic & Public

## G.16 Sponsoring Civic Engagement and Activism at the Two-Year College

This panel demonstrates how a two-year college writing course sequence can actively sponsor community literacies and social justice.

E144

*Speakers:* Jane E. Hindman, Guttman Community College, CUNY, "Inventing the Community: Developmental Students as Neighborhood Activists"

Charles Jordan, Guttman Community College, CUNY, "Social Action: Letter Writing for Social Justice"

continued on next page

Nate Mickelson, Guttman Community College, CUNY, "Reading Citizens, Being Citizens: Using Poetry to Develop Transferable Writing Skills"
Vanita Naidoo, Guttman Community College, CUNY, "Reimagining Proficiency: Building Academic Skills through Analysis of Class, Institutional Surveillance, and Social Justice"

14-Cultivating Connections, Cultivating Space

## G.17 Listening Up, Taking Action: Conditions for Countering Injustice and Enacting More Equitable Relations

This panel identifies three sets of rhetorical conditions toward countering injustice and creating change toward more equitable relations.

E141

Chair: Cedric Burrows, Marquette University

Speakers: Rasha Diab, The University of Texas at Austin, "The Conditions for Being: Toward an Affiliative Disposition"

Thomas Ferrel, University of Missouri–Kansas City, "The Conditions for Doing: Actualizing New Visions toward Creating Change"

Beth Godbee, Marquette University, "The Conditions for Seeing: Cultivating Capacity through Counter-Conditioning" *Respondent:* Cedric Burrows, Marquette University

#### 8-Language

## G.18 Interdisciplinary Landscapes: Developing a Collaborative Professional Development in Multilingual Pedagogy for Writing and Language Programs

Panel offers a translingual interdisciplinary teacher development and pedagogical framework to cultivate multilingual students' abilities.

D135

**Speakers:** Alyssa Cavazos, The University of Texas Rio Grande Valley, "A Translingual Approach to Professional Development for First-Year Spanish and Writing Instructors"

Marcela Hebbard, The University of Texas Rio Grande Valley Crystal Rodriguez, The University of Texas Rio Grande Valley Geoffrey Schwarz, The University of Texas Rio Grande Valley

1-First-Year and Advanced Composition

## G.19 Exploring Narrative and Identity through Genre

This panel explores issues of cultural identity.

#### A103

Chair: Paul Shovlin, Binghamton University, NY

- *Speakers:* Sara Kelm, Texas Christian University, "A Conversion Narrative: The Effect of Adapting a Narrative from Paper to Audio on Students and the Classroom Community"
- Karla Knutson, Concordia College, "Ethnographic Remix: Cultivating Transfer for First-Year Writers"
- Johanna Schmertz, University of Houston-Downtown, "Cultivating Transformative Literacy Narratives"

2-Basic Writing

## G.20 Basic Writing Redesign: Cultivating Student Growth and Faculty Collaboration

Panelists will present how their Basic Writing program has been transformed with the adoption of an integrated reading and writing course.

C124

**Speakers:** Susan Grace, Wright College Kim Knutson, Wright College, City Colleges of Chicago Maria Ortiz, City Colleges of Chicago–HWC Tara Whitehair, Wright College

6-Information Technologies

#### G.21 On Beyond Expressivism in Digital Storytelling

Panel explores digital storytelling beyond its current expressionist orientation.

D137

*Speakers:* Casey Boyle, The University of Texas at Austin, "Hello, Story!" Trisha Campbell, University of Pittsburgh, PA, "The Voice You Speak with May Not Be Your Own"

Jodie Nicotra, University of Idaho, "Composing 'Found Narratives'" Nathaniel Rivers, Saint Louis University, "Serial Exposition"

13-Writing Programs

G.22 Cultivating the Data for New Kinds of Writing Support: An Empirical Study of Writing Fellows in the First-Year Writing Classroom

This session reports findings from an empirical study of Writing Fellows in first-year writing classrooms.

E147

Chair: Thomas Moriarty, San Jose State University

Speakers: Michelle Hager, San Jose State University, "Let's Talk about Ideas: How Students in First-Year Writing Courses Use Writing Fellows"

continued on next page

Thomas Moriarty, San Jose State University, "Let's Talk Numbers: Measuring the Value of Embedded Writing Support"

Pat Walls, San Jose State University, "Let's Compare Data: How Students in First-Year Writing Courses Engage with Writing Center Tutors"

#### 10-Research

## G.23 Writing Our Worlds "For Another First Time": Ethnomethodological Approaches to Studying Literate Action

Draws from several research studies to explore the history, current uses, and potential futures for ethnomethodology in writing research.

E143

**Speakers:** Ryan Dippre, University of Maine Stacey Pigg, North Carolina State University Paul Prior, University of Illinois at Urbana-Champaign

#### 11-Writing Pedagogies and Processes

## G.24 Finding Leverage Points to Cultivate More Engagement in Online Feedback and Revision

This panel identifies new ways teachers can describe peer commenting, overcome student resistance, monitor effort, and value contributions.

#### B118

- Speakers: Charles Donelan, Santa Barbara Independent, "Peer Review as Digital Writing: Expanding the Discursive Range of Online Comments"
- James Donelan, University of California, Santa Barbara, "The Intrusive Instructor and the Nosy Neighbor: Online Peer Review, Process, and Student Resistance"
- Michael Edwards, Washington State University, Pullman, "A Digital Pedagogy for Economically Diverse Valuations of Intellectual Labor and Capital"
- Melissa Graham Meeks, Gordon State College, "Mapping Early Indicators and Tipping Points in Online Feedback and Revision"

#### 13-Writing Programs

## G.25 Placement Testing under Fire and the Efficacy of Writing Center Assessment

This panel examines alternative placement solutions and challenges in assessing writing centers.

#### E148

Chair: Darin Jensen, University of Nebraska-Lincoln

- Speakers: William Condon, Washington State University, "Everything You and Your Bosses Need to Know about Why Large, Commercial Assessments Are a Bad Idea"
- Tristin Hooker, Missouri State University, "Necessity Is the Mother of Community: New Writing Centers in the Era of Self-Placement"
- Prabin Lama, Virginia Tech, "Do They Know What We Do? Making the Contribution of Writing Centers Visible through Assessment"
- Michele Lockhart, The University of Texas at Dallas, "Local Placement under Fire: Changing English Placement Policy from 2005 to 2015 in Texas"
- Kathleen Mollick, Tarleton State University, "Local Placement under Fire: Changing English Placement Policy from 2005 to 2015 in Texas"

14-Cultivating Connections, Cultivating Space

## G.26 Cultivating Safe Spaces in the Urban Public University

A panel of four CUNY educators presents research and pedagogy on cultivating safe spaces that increase students' academic engagement.

D139

- Speakers: Sau-Fong Au, Brooklyn College, "A Center of One's Own: Creating an Intentional/Unintentional Space to Support Diverse Student Populations"
- Robin Ford, Queensborough Community College, "Critical Spatial Literacy: Understanding Students' Need for Safe Texts"
- Nava Renek, Brooklyn College, "A Center of One's Own: Creating an Intentional/Unintentional Space to Support Diverse Student Populations"
- Joanna Sit, Medgar Evers College, "'Come As You Are': Safe to Write in the Sartorial Vernacular"
- Bakar Wilson, Borough of Manhattan Community College, "Cultivating Safe Spaces/Community for LGBT Students"

1-First-Year and Advanced Composition

## G.27 Twenty-Five Years of Faith in Writing: Religion and Composition, 1992–2017

This panel will challenge conventional understandings and definitions of religion and its emergence in the composition classroom.

### A106

Speakers: Patrick Brooks, Saint Louis University Paul Lynch, Saint Louis University Matthew Miller, Saint Louis University Respondent: Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

#### 14-Cultivating Connections, Cultivating Space

#### G.28 Methods of Mentorship

Diverse perspectives on the opportunities and challenges facing students and mentors in and beyond the university.

#### F152

Chair: Matthew Warner, North Dakota State University

**Speakers:** Brittany Hull, Indiana University of Pennsylvania, "'I'm Takin' My Ass Home': Feminist Mentoring as a Necessity for African American Women Composition Doctoral Candidates"

- Ashley Patriarca, West Chester University, "The University in Plain Language: Cultivating Communication with Underrepresented Minority and First-Generation Students"
- Maria Soriano, John Carroll University, University Heights, OH, "Mind the Gaps: Using the CCCC Statement on Preparing Teachers of College Writing to Cultivate Connections for Graduate Teaching Assistants"
- Erin Wecker, University of Montana, "Grounded in Tradition. Charging into the Future': Cultivating Success for Students Transitioning from Tribal Colleges to Four-Year Institutions"

11-Writing Pedagogies and Processes

#### G.29 Listening to Learn, Learning to Listen

These presentations investigate student feedback in writing conferences and as located in first-day writing samples.

D132

Chair: Kathryn Comer, Barry University

Speakers: Kelly Blewett, University of Cincinnati, "Why and How to Carefully Read First-Day Writing Samples"

Lisa Swan, University of Maryland, College Park, "Cultural Mismatches: A Case Study of Student Perspectives of Writing Conferences"

Terese Thonus, University of Kansas, "Metaphorical Feedback and Student Revision"

12-Theory

## G.30 Cultivating Space for Augmented Reality in Writing Studies Research

This panel examines the theoretical, pedagogical, and historical implications of Augmented Reality for writing and rhetorical studies.

B119

*Speakers:* Scot Barnett, Indiana University, Bloomington, "Augmented Reality, or the Cultural Logic of Nonmodernity"

Shannon Butts, University of Florida, "Writing Mobilities, Augmenting Space, and Cultivating Re-vision"

Jacob Greene, University of Florida, "From Augmentation to Articulation: (Hyper)linking the Spaces of Public Writing"

#### **4-Creative Writing**

#### G.31 Grief and Pedagogy: Seeing Creating Writing as Therapy

Speakers consider how memoirs and personal narratives enable writers to grieve.

B110

Chair: Leigh Jones, Hunter College, CUNY

Speakers: John Branscum, Indiana University of Pennsylvania, "Narrative Intersections between Writing as Art and Writing as Therapy"

Elizabeth Howells, Armstrong State University, GA, "The Art of Losing: Reflections on Reading and Teaching, Re-visioning, and Regeneration"

Madaline Walter, Benedictine College, Atchison, KS, "Has It Changed?

Exploring the Rhetoric of Neurodivergent Memoirs over Time" Tana Wojczuk, Columbia University, "Fail Better"

#### 11-Writing Pedagogies and Processes

## G.32 Epistemological Play and Cultivating Impactful Relationships through Gamification of Learning in the Classroom, Campus, and Communities

Cultivating relationships through play moves writers within, between, and beyond the classroom to nurture growing applications for writing.

B114

Chair: Sherena Huntsman, Utah State University

*Speakers:* Sherena Huntsman, Utah State University, "Playing with Service-Learning and Community Partnerships"

Jennifer Scucchi, Utah State University, "Playing Well with Others in the Composition Classroom"

Bethany Shirley, Utah State University, "Interdisciplinary Research and the Academic Playground"

#### 12-Theory

## G.33 Research on Responding to Student Writing: What Comments Do

Panelists examine the interconnections between student self-efficacy, instructor comments, and learning to write.

C121

Speakers: Darsie Bowden, DePaul University Carolyn Vos, DePaul University Bridget Wagner, DePaul University

#### 8-Language

# G.34 Feedback, Evaluation, and Collaboration in Multilingual Writing

This panel brings together conversations on the roles of collaboration and feedback in the growth and changes of multilingual students' writing.

B117

Chair: Ollie O. Oviedo, Eastern New Mexico University, Portales

- *Speakers:* David Frear, Zayed University, "A New Methodological Approach to the Provision of Written Corrective Feedback as Part of the Process Approach to Writing"
- Kyung Min Kim, Miami University, "Collaboration and Negotiation of Voices: Multiple Sources of Feedback Merge"
- Xiaoqiong You, University of New Hampshire, "The Role of Collaborative Writing in Socializing Multilingual Writers into the Business School"

#### 10-Research

## G.35 Engaging Pedagogies

Panel participants describe myriad pedagogical approaches aimed at deepening students' engagement in the work of the writing classroom.

C125

Chair: Eliot Parker, Mountwest Community and Technical CollegeSpeakers: Rachel Chapman, Texas Christian University, "FeministSeeking Classroom Research: Tracing Studies of Feminist Pedagogy inWriting Courses"

Dale Grauman, Iowa State University, "Cultivating Students' Value of First-Year Composition through Genre Pedagogy"

Matthew Zajic, University of California, Davis, "College Writing Instructors and Inclusive Instruction: Self-Reported Attitudes and Behaviors Pertaining to Universal Design and Accessibility"

#### 10-Research

## G.36 Exploring the Archival Depths: Using Primary Sources from Special Collections in First-Year Composition

Faculty detail their findings teaching first-year composition with a focus on archival research.

E142

*Speakers:* Agnieszka Czeblakow, University of Texas at San Antonio Christina Frasier, University of Texas at San Antonio Darren Meritz, University of Texas at San Antonio

#### 11-Writing Pedagogies and Processes

#### G.37 Face to Face and Interface

This panel examines collaboration in the writing classroom, specifically toward new learning interfaces.

C126

Chair: Stephen McElroy, Florida State University

Speakers: Kathryn Douglas, Fairleigh Dickinson University,

"Unstructured Collaborations: Partnerships That Embrace Multiliteracy to Cultivate Voice, Sustain Conversation, and Lead to Activism"

Ethan Jordan, Bowling Green State University, "An Ecology of Interfaces: Transparency through User-Centered Design in FYC"

John Miles, Wofford College, "Building Capacities for Change: Student Reflection, ePortfolios, and Writing across the College"

#### 5-History

## G.38 Feminist Historiography: Uncovering Rhetorical Activism

Panelists consider how religion, science, and "professionalism" both constrain and liberate women writers.

B111

Chair: Donna Evans, Eastern Oregon University, La Grande

Speakers: Paige Banaji, Barry University, "All the News That's Fit to Print: Campus through International News Coverage in the Anglicus, a Women's College Newspaper, 1960–1969"

- Jennifer Burgess, The Ohio State University, Columbus, "The Rhetorical Force of Business Writing: Catholic Women's Groups and a Rhetoric of Business Ethos"
- Carolyn Skinner, The Ohio State University, "The Popular Reception of *Sex in Education*: Coeducation, Medicine, and the Construction of Gender"

Amy Stolley, Grand Valley State University, "Inviting Conversation: Catherine McAuley's Rhetoric of Religious Difference"

#### 1-First-Year and Advanced Composition

## G.39 Cultivating Knowledge to Foster Program Development: Utilizing Data from a Five-Year Study of a Large Advanced Writing Program

The panel discusses a survey of more than 8,500 students in advanced writing courses, looking at issues of transfer, diversity, and WPA awareness.

A105

continued on next page

*Speakers:* Dana Ferris, University of California, Davis Hogan Hayes, California State University, Sacramento Sean McDonnell, University of California, Davis

#### 1-First-Year and Advanced Composition

## G.40 Dual Enrollment: Cultivating Inquiry and Considering Implications

This panel details various methods of inquiry that focus on the implications of students taking college writing courses in high school.

#### Portland Ballroom 251

Chair: Jaime Armin Mejía, Texas State University

Speakers: Christine Denecker, The University of Findlay, "When the Right Hand Knows What the Left Is Doing: What the Composition Field Can Learn from Concurrent Enrollment Partnerships"

Christine Farris, Indiana University, "Access and Disciplinarity in Concurrent Enrollment Composition"

Casie Moreland, Arizona State University, Tempe, "Access for 'All'? Validating the Fairness of Dual-Credit Composition Placement Testing"

#### 11-Writing Pedagogies and Processes

## G.41 Leading with Mindfulness: Creating Contemplative University Writing Cultures

We extend increasingly popular contemplative pedagogies to create mindful writing and learning cultures across our campuses.

#### A108

Chair: Asao Inoue, University of Washington, Tacoma

Speakers: Emily Beals, California State University, Fresno,

"Contemplative and Connected: Mindful Assessment Creates Mindful Learning"

Jennifer Consilio, Lewis University, "Making MAC (Mindfulness Across the Curriculum) Happen: Creating a Mindful Campus Culture"

Donna Strickland, University of Missouri, "When Faculty Write Mindfully: Toward a Secure Base"

Christy Wenger, Shepherd University, Shepherdstown, WV, "WPA as Witness: Developing Mindful Presence in a Writing Program"

#### 1-First-Year and Advanced Composition

#### G.42 Strategies for Implementing Feedback and Assessment

Presenters will discuss course contracts, writing assessment, and feedback in first-year composition.

A104

Chair: Kevin Roozen, University of Central Florida, Orlando

Speakers: Daniel Ernst, Purdue University, "Writing Assessment and the New College Admissions"

Joyce Inman, University of Southern Mississippi, "Understanding Work and Change in the Composition Classroom via Course Contracts"

Maria Treglia, Bronx Community College, New York, "Cultivating Marginal Feedback: Are Students and Teachers on the Same Page?"

#### 8-Language

## G.43 Emotion and Anti-Racist Rhetorics in Writing Studies: Anger as Performance-Rhetoric

This panel explores the roles that emotion and performance play in antiracist practices and pedagogies within rhetoric and composition.

D138

**Speakers:** Frances Condon, University of Waterloo, Canada Niesha-Anne Green, American University, Washington, DC Douglas Kern, University of Maryland, College Park Vershawn Young, University of Waterloo, Canada

#### 4-Creative Writing

## G.44 A Symbiotic (and Pedagogical) Relationship: Forging an Alliance between Creative Nonfiction and Composition

Three teacher-writer-scholars engage with intersections between creative nonfiction and composition in theory, pedagogy, and practice.

D133

*Speakers:* Michael Healy, Florida State University Klayton Kasperbauer, University of Nebraska at Omaha Jessica Thomsen, Florida State University

3-Community, Civic & Public

## G.45 Religion Matters: Cultivating Public Voices in Composition

Panelists discuss the affordances of engagement at the intersection of religious studies and secular matters in the composition classroom.

#### A109

Chair: Cathrine White-Hoekstra, Southern Illinois University/John A. Logan College

Speakers: Pearce Durst, North Central College, "Proclaiming Faith among Institutional Persuasions: Cultivating Authentic Public Voices"

continued on next page

David Holmes, Pepperdine University, Seaver College, "Black Religion Matters: African American Prophecy as a Theoretical Frame for Rhetorical Critique"

Myra Salcedo, University of Texas of the Permian Basin,

"Logoreligiology: Grappling with the Persistent Presence of the Rhetoric of Religious Words in the Secular Composition Classroom"

Nathan Wagner, Georgia State University, "Keeping the Faith: Student Belief as Academic Discourse"

#### 3-Community, Civic & Public

## G.46 Cultivating Change in Graduate Education: (Re)thinking Training for Politically Progressive Community Projects

Through four snapshots of university-community partnerships, we call for more preparation for politically progressive community work.

#### E146

Chair: Stephen Parks, Syracuse University

- Speakers: Kathleen Daly, University of Wisconsin-Madison, "Beyond Reflective Writing Assignments: Helping Students Think Critically about University-Community Partnerships"
- Chris Earle, University of Wisconsin-Madison, "What Forms of Rhetorical Agency Are Possible in Prison?"
- Annika Konrad, University of Wisconsin-Madison, "Negotiating the Use-Value of Non-Uplifting Rhetorics of Disability in a University-Community Partnership"
- Maria Novotny, Michigan State University, "Navigating Graduate Rhetorical Labor: Institutional Challenges to Collaboration with an Infertility Advocacy Organization"

Respondent: Stephen Parks, Syracuse University

1-First-Year and Advanced Composition

## G.47 Crop Rotation: Toward a Holistic Cultivation of Graduate Writers

Complicates traditional understanding of graduate students' genres, methods, and purposes.

#### A107

*Speakers:* Rhiannon Goad, The University of Texas at Austin, "Graduate Students and Public Scholarship in Digital Environments"

Hannah V. Harrison, The University of Texas at Austin, "Academics Alone Together: Graduate Writers and Their Feedback Networks"

Mary Hedengren, The University of Texas at Austin, "Academics Alone Together: Graduate Writers and Their Feedback Networks"

Thomas Lindsay, The University of Texas at Austin, "Attrition and Decision-Making Literacy for Doctoral Students"

#### 11-Writing Pedagogies and Processes

## G.48 Beyond the Discourse of Crisis Management: Internationalizing Composition through Multidisciplinary Collaboration

A multidisciplinary team shares how collaborating to internationalize firstyear writing improved their teaching and the L1 curriculum.

B116

*Speakers:* Sheila Boland Chira, University of Vermont Emily Crist, Champlain College Libby Miles, University of Vermont Benjamin Sienicki, University of Vermont

11-Writing Pedagogies and Processes

G.49 "Makin' Somethin' Outta Little-to-Nufin": Revisionist Histories, Liberatory Practices, and the Composition Classroom

This panel provides tools for implementing hip-hop pedagogy in the comp classroom, cultivating a new frontier of student-centered learning.

B113

Chair: Todd Craig, Medgar Evers College-CUNY

*Speakers:* Earl Brooks, The Pennsylvania State University, State College, "This Is the Remix: Hip-Hop Pedagogy and Radical Revision"

- Emilie Koenig, University of Houston, "Bring That Beat Back': Engaging Hip-Hop Literacies in the Comp Classroom"
- Maurice Wilson, University of Houston, "A Literacy of 'Praxis': Beyond Words, toward Action"

#### 13-Writing Programs

G.50 Advo

## Advocating for Students as Learners through Implementing the Write Class Placement Process

We describe programmatic and empirical research on the implementation of the Write Class placement process at four different institutions.

D136

Chair: Dawn Shepherd, Boise State University

Speakers: Rebecca Cantor, Azusa Pacific University, "Placing Emphasis on Student Voice: One University's Shift to the Write Class"

Heidi Estrem, Boise State University, ID, "Rhetorical Decision Making and the Write Class"

Angela Hathikhanavala, Henry Ford Community College, "Placement as Pedagogy, Not Punishment"

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Christian Purvis-Aldrich, College of Western Idaho, "Responsive and Adaptive: Placement in a Community College Context"

Dawn Shepherd, Boise State University, "Rhetorical Decision Making and the Write Class"

Samantha Sturman, Boise State University, "Refocusing Placement Data to Support Student Learning"

Respondent: Diane Kelly-Riley, University of Idaho, Moscow

#### 12-Theory

## G.51 Rhetorical Geographies and Cultural Mappings

Panelists explore mapping and geography in relation to rhetorics of culture, power, and colonization.

D140

*Chair:* Marie Moeller, University of Wisconsin–La Crosse *Speakers:* Kyle Boggs, University of Florida, "Writing/Riding: Bikepacking and the Haunted Geographies of American Subjectivity"

William Garrett-Petts, Thompson Rivers University, "The Vernacular Rhetoric of Cultural Mapping: Everyday Cartography in the Public Sphere"

Eileen James, University of Rhode Island, "Digital Rhetoric and Thick Mapping as Cultural Critique: The Problematic Rhetoric of Manifest Destiny and the Pioneer Spirit Embodied in 21st-Century Alaskan Reality Television Programs"

Jake McGinnis, University of Idaho, "The Contested West: Maps, Visual Rhetoric, and the New Sagebrush Rebellion"

14-Cultivating Connections, Cultivating Space

# G.52 Cultivating Ecocomposition: Enacting, Sustaining, and Innovating Composition Practices in the Anthropocene

We suggest sustainable, ecologically oriented approaches to cultivating writing for our current era of unpredictable environmental change.

## Portland Ballroom 255

*Chair:* Lauren Woolbright, Clemson University *Speakers:* Chet Breaux, University of Louisiana Lafayette Ryan Eichberger, University of Minnesota Juliette Lapeyrouse-Cherry, University of Minnesota Robert Zandstra, University of Oregon

#### 7-Institutional and Professional

## G.53 Evaluating Teaching, Evaluating Writing

Recognizing the complexity of evaluating writing and writing instruction, panelists present research on large-scale writing assessments, e-portfolios, student evaluations of teaching, and feedback on student writing.

B112

Chair: Ji-young Shin, Purdue University

Speakers: Doug Baldwin, Educational Testing Service, "(E)merging Constructs: Using Extended Reading Stimuli to Assess Writing"

- Joseph Forte, Purdue University, "Beyond Anonymity: Reforming Student Evaluations of Teachers (SETs)"
- Jillian Grauman, Iowa State University, "Cultivating the Voices of Novice Composition Teaching Assistants: A Longitudinal Analysis of New Teachers' Comments"

Bradley Smith, Governors State University, "Navigating Institutional Discussions about ePortfolios"

#### 7-Institutional and Professional

## G.54 Sustaining Identity through Cultural Practice(s) as a Cohort

We examine how our personalities, research, and cultural practices have provided academic and personal support in creating a cohort.

#### Portland Ballroom 254

Speakers: Elise Dixon, Michigan State University Hannah Espinoza, Michigan State University Shewonda Leger, Michigan State University Kristi Wiley, Michigan State University Roundtable Leader: Lauren Brentnell, Michigan State University

11-Writing Pedagogies and Processes

## G.55 We're Glad You're Here: Championing Access, Diversity, and Transfer through Multimodal Pedagogy

Multimodal pedagogy provides access, celebrates diversity, and encourages transfer of skills for two-year college students.

## E145

Speakers: Sravani Banerjee, Evergreen Valley College, "Celebrating Diversity with Multiple Modes"

Cheryl Hogue Smith, Kingsborough Community College, "Get in Here: Multimodality and Art as a Gateway to Academia"

Alan Hutchison, Des Moines Area Community College, "Multimodality, Learning Communities, and Transfer"

Suzanne Labadie, Oakland Community College, Royal Oak, MI, "Do as I Do: Multimodal Literacy for Two-Year College Faculty"

## H Sessions: 11:00 a.m.-12:15 p.m.

## **Poster Sessions**

## Portland Ballroom Lobby

#### "What kind of paper are you writing?": Writing Centers Address the Prompt

This poster reports results of a writing center consultant study about pedagogy development through the lens of assignment prompt analysis.

Jessica Heffner, SUNY Potsdam Courtney Werner, Monmouth University

## Inquiry on Pedagogy-Focused Teaching of Grammar Online: There's an App for That!

I am researching the use of the digital grammar tool NoRedInk in a classroom setting. This research examines how students use the tool.

Alyson Leitch, The University of Rhode Island

#### Writing across Cultures

The presenters invite conversation about an innovative method that interrogates race and white privilege in first-year writing classes.

Amanda Espinosa-Aguilar, Columbia Basin College, "Using the Model to Challenge Cultural Assumptions"

Robert Eddy, Washington State University, "The Stages of Intercultural Experience"

## Relationships between Multilingual Writers' Attitudes toward the Writing Center, Peer Review, and Revision

This session compares multilingual writers' attitudes toward the writing center with attitudes toward peer review, as related to revision.

Salena Anderson, Valparaiso University

## Utilizing Memes with International English Learning Students: Cultivating Explorations in Language and Popular Culture

FYW assignment for L2 learners involving description, analysis, and creation of Internet memes, including ideas for resolving challenges.

Janelle Newman, Mercyhurst University

### Technical Poetry: A Case Study of Teaching Poetry to Engineering Students, and Its Impact on Their Technical Writing

This project is an innovative interdisciplinary approach in teaching technical writing by incorporating poetry in the curriculum.

Maryam Alikhani, Teachers College, Columbia University

## Gathering Evidence: Toward a Deeper Understanding of Feedback on Writing across the Disciplines

Presentation of the results of a mixed-methods research project investigating how instructor feedback is defined, practiced, and perceived.

Darci Thoune, University of Wisconsin-La Crosse

### **Researching Basic Writing: Cultivating Multiple Measures Placement**

Our poster narrates the methodology and results of a research project that investigates basic writing placement procedures.

Virginia Crank, University of Wisconsin–La Crosse Sara Heaser, University of Wisconsin–La Crosse

#### Addressing Transfer Conditions across Disciplines: Cultivating Connections from First-Year Composition to Upper-Division Engineering Laboratory Courses

Presents preliminary data on research sponsored by an NSF grant to improve the writing skills of engineering undergraduates via transfer.

Dave Kim, Washington State University Wendy Olson, Washington State University Vancouver

#### Cultivating Change: Assessing Students' Writing and Understanding the Placement and Reevaluation of Students' Self-Ascribed Roles within Existing Natural Environments Following an Environmental Literature and Writing Class

Aimed at understanding how students' writing and sense of place-based identity are affected by taking an Environmental Writing class.

Yasmin Rioux, Indiana University of Pennsylvania

## **Cultivate and Think Tank Sessions**

#### Cultivating a Culture of Teaching

## H.01 Cultivating a Culture of Teaching in Large Composition Programs

How can we make the actual teaching of writing matter more in large composition programs? How can we foster communities of teachers in programs where faculty often feel isolated and unnoticed? How can we connect the work we do in our programs to what writing teachers are doing at other sites—including high schools, two-year colleges, and community literacy groups? This Think Tank hopes to bring together teachers and administrators from a wide range of institutions to share ideas about how the design of large composition programs can foster (or impede) effective teaching. After a brief opening survey of some current best practices, participants will be asked to work in small groups to develop a list of concrete strategies for changing the teaching culture of our programs and departments.

Portland Ballroom 258

*Facilitators:* Christine Cucciarre, University of Delaware Joe Harris, University of Delaware Délice Williams, University of Delaware

Cultivating Visibility for Institutional Service

H.02 Cultivating Institutional and Administrative Visibility Despite Boyer's arguments, starting in the 1990s, that universities should acknowledge their function as places of research and learning, discussions about administrative and other "service" leadership positions are oftentimes cautionary tales about taking on such positions before tenure is secured. Administrative work, typically labeled as service, does not "count" as much in the tripartite value system held by most universities that privilege first scholarship, then teaching, and relatively far below these two, service. Writing program administrators, as well as writing and technology specialists, have struggled with making all kinds of writing program technology-related and administrative work visible at their institutions. This session will cultivate a space to share strategies that have been effective in making labor visible. In this session we will share, and have participants share, strategies for making their labor "visible" within systems that usually only privilege typical pathways or positions (especially tenure track). Please consider bringing a laptop, tablet, or smartphone to participate digitally.

## Portland Ballroom 257

*Facilitators:* Susan Miller-Cochran, University of Arizona Rochelle Rodrigo, University of Arizona Julia Romberger, Old Dominion University

Cultivating Intellectualism in FYC

## H.03 Public Intellectualism in an Anti-Intellectual Public: Implications for First-Year Composition

This session was inspired by a recent *Chronicle of Higher Education* article titled "Teaching Students to Be Public Intellectuals." We will discuss how this endeavor can be conducted in the first-year writing classroom and will address the following questions:

- Where do first-year composition students (and first-year composition courses) fit into discussions of "the public intellectual"?
- What can we do at the undergrad level to foster a truly intellectual orientation among students who have been raised in a somewhat anti-intellectual era?
- What is the distinction between doing "public work" (e.g., servicelearning projects, contributing to nonprofit marketing campaigns, etc.) and acting as "public intellectuals"?
- How is this year's election rhetoric a reflection of where we are (or are not) in terms of "public intellectualism"?

Portland Ballroom 251

*Facilitators:* Brian Harrell, University of Akron Kristen Weinzapfel, North Central Texas College Jennifer Young, Tiffin University

#### 7-Institutional and Professional

## H.04 Independent Writing Departments and Programs: The Value of Collaboration in Attaining Visibility

Sponsored by the Independent Writing Departments and Programs Association Standing Group

Panel explores collaboration led by independent writing units that leads to increased visibility, creating change and increasing capacity.

E146

Chair: Alice Myatt, University of Mississippi

Speakers: Kathy Albertson, Georgia Southern University, Statesboro, "First-Year Writing: The First Course in Everybody's Major"

Creed Greer, University of Florida, "The Growth of Writing in the Disciplines in the University Curriculum"

Michael Pennell, University of Kentucky, "Writing (and Rhetoric) in the 'Real World': Professions in/with/of Writing"

#### 12-Theory

## H.05 More Than Writing through It: Self-Care, Disability, and Rhetorical Practice

Sponsored by the Disabilities Studies Standing Group This panel approaches care from a rhetorical disability studies perspective to challenge the normative nature of writing practices.

## Portland Ballroom 252

Chair: Dale Katherine Ireland, The Graduate Center, CUNY, "More Than Writing through It: Self-Care, Disability, and Rhetorical Practice"
Speakers: Elizabeth Brewer, Central Connecticut State University, New Britain, "Boss Compositionists, Plate Twirlers, and Figurehead Monarchs: Interdependent Care and the Hyper-Individualized WPA"
Allison Hitt, University of Central Arkansas, "At Least I'm Not Insane': Practicing Radical Self-Care in the Writing Classroom"
Amy Vidali, University of Colorado Denver, "Dear Disability: Humor, Self-Care, and Recommendation Letters"

Respondent: Dale Katherine Ireland, The Graduate Center, CUNY

#### 8-Language

## H.06 Language, Learning, and Literacy in the Classroom and the Community

This panel explores the intersections of classrooms and communities for multilingual students and English language learners.

B117

Chair: Jimmy Butts, Louisiana State University, Baton Rouge

- *Speakers:* Elvira Carrizal-Dukes, University of Texas at El Paso, "'In Elementary I got third place in State, then I started struggling in English and I started to dislike it': Language Use by Nonnative Speakers of English in a Borderland University"
- Isaac Ceniceros, The University of Texas at El Paso, "In Elementary I got third place in State, then I started struggling in English and I started to dislike it': Language Use by Nonnative Speakers of English in a Borderland University"
- Jeffrey Moore, Bowling Green State University, "English Language Learners and Community Building: Cultivating Change amidst Hostility"
- Ti Wu, University of California, Santa Barbara, "International Students' Perceptions about Their Writing Experience in an American University"

#### 11-Writing Pedagogies and Processes

## H.07 Voice Lessons: Formula, Creativity, and the Cultivation of Authorial Identity across Multiple Levels of Writing Instruction

Panelists explore tensions between formula and creativity in writing instruction, and the cultivation of voice those tensions can yield.

## Portland Ballroom 256

Speakers: James Clements, University of Southern California, Los Angeles

James Condon, University of Southern California, Los Angeles David Gooblar, University of Iowa, Iowa City

David Tomkins, University of Southern California, Los Angeles, "Writing from Without: Embracing Externalization in the Advanced Writing Classroom"

#### 12-Theory

# H.08 Cultivating Transnational Feminist Critique: The Rhetoric of Human Rights under Scrutiny

This panel builds on transnational feminist rhetorical work to problematize articulations of gender within human rights discourses.

B119

- *Speakers:* Karen Carter, Arizona State University, "Collaborative Action of Transnational Advocacy Networks (TAN) in the Philippines: The Role of Non-Governmental Organizations in Building Transnational Communications"
- Lydia McDermott, Whitman College, Walla Walla, WA, "Is Access to Midwifery a Basic Human Right? The Rhetorical Ecology of Global Midwifery"
- Jessica Ouellette, University of Southern Maine, "Engendering an Abjected Subject: Gender, Literacy, and Human Rights Rhetoric"
- Lana Oweidat, Goucher College, "Power, Ethics, and the War on Terror: Tensions between the Rhetoric of Saving and Cultural Relativism"

#### 14-Cultivating Connections, Cultivating Space

## H.09 Fostering Spaces of Difference and Their Circulation within Composition and Rhetoric Scholarship

Four monograph authors contemplate the impact of ongoing research and engage the audience in discussions of how to work across difference.

D139

*Chair:* Tiffany Rousculp, Salt Lake Community College *Speakers:* Stephanie Kerschbaum, University of Delaware Rhea Estelle Lathan, Florida State University Lauren Rosenberg, New Mexico State University *Respondent:* Tiffany Rousculp, Salt Lake Community College

13-Writing Programs

## H.10 Writing Studios as a Thirdspace: Mission Impossible?

Writing studios create thirdspaces in which multilingual language learners in composition courses can develop transferrable writing skills.

D137

*Speakers:* Tait Bergstrom, University of Washington Thuong Pham, University of Washington Dan Zhu, University of Washington

#### 11-Writing Pedagogies and Processes

## H.11 Bodies of Evidence: Cultivating Embodied Intelligence in the Writing Classroom

Our goal is to consider how embodied pedagogies cultivate a sense of community and challenge Western and male-centered systems of knowledge.

B114

Chair: Deborah Coxwell-Teague, Florida State University, Tallahassee Speakers: Sarah Blomeley, Belmont University, Nashville, TN, "'If I Said

You Had a Beautiful Body, Would You Hold It Against Me?': Delivery and the Rhetoric of Country Music"

- Amy Hodges Hamilton, Belmont University, Nashville, TN, "Nurturing the Personal: Trauma and Personal Writing in the Composition Classroom"
- Meg Scott-Copses, College of Charleston, SC, "What a Feelin': *Flashdance* in the Writing Classroom"

1-First-Year and Advanced Composition

### **H.12** Sustainable Multilingual Pedagogies for L2 Students This panel explores how instructors might avoid "lingual tourism" in the translingual classroom.

#### A104

Chair: Sonia Sharmin, University of Georgia

Speakers: Lisa Blansett, University of Connecticut, Storrs, "Sustainable Translingualism: Working Productively in Multiple Languages"

Erin Jensen, University of Utah, "Chinese International Students' Experiences in First-Year Composition Courses: Cultivating More Inclusive Classrooms"

Kate Mangelsdorf, University of Texas at El Paso, "Reworking the 'TA Class': Preparing Writing Instructors for Multilingual Students"

Anna Panszczyk, Boston University, "Context in Genre: Helping Bridge Course Content for the L1 and L2 Student in First-Year Writing"

Kimberly Shuckra-Gomez, Boston University, "Context in Genre: Helping Bridge Course Content for the L1 and L2 Student in First-Year Writing"

Lesley Yoder, Boston University, "Context in Genre: Helping Bridge Course Content for the L1 and L2 Student in First-Year Writing"

#### 7-Institutional and Professional

## H.13 Change Agents in the Workplace: How MA Graduates Transfer Rhetorical Knowledge into Action

We will show how our MA alumni use the transfer of rhetorical and pedagogical knowledge as change agents in their workplaces.

C120

Chair: Nancy Mack, Wright State University

Speakers: Melissa Faulkner, Cedarville University, "One MA Alum's Experiences in University and Community Contexts"

Nancy Mack, Wright State University, "What Our MA Alumni Use Every Day: Transfer of Curricular Values"

David Seitz, Wright State University, "The Transfer of Rhetorical Knowledge to Create Workplace Change"

3-Community, Civic & Public

## H.14 Cultivating Community Partnerships and Expanding Understandings of Writing

We describe cultivating partnerships beyond university walls—a vital step toward creating change in public narratives surrounding writing.

Portland Ballroom 254

Speakers: Cathy Fleischer, Eastern Michigan University Neal Lerner, Northeastern University, Boston, MA Charles Lesh, Auburn University Respondent: Ann Blakeslee, Eastern Michigan University

#### 13-Writing Programs

## H.15 Status in the Profession: Stories about WPA Work

Speakers share experiences that call attention to the need for increased status of WPAs.

#### E148

Chair: Michelle Riedlinger, University of the Fraser Valley

- Speakers: Joe Janangelo, Loyola University Chicago, "Reimaging Ideas of WPA Readiness and Renewal"
- Debbie Minter, University of Nebraska-Lincoln, "Reconceiving Reflection in a Neoliberal Age"
- James Seitz, University of Virginia, "Opportunity and Instability: 'Directing' a Writing Program through Curricular Change"

Chad Wickman, Auburn University, "Lost in Transition: Disciplinarity, Local Knowledge, and Programmatic Change"

Margaret Willard-Traub, University of Michigan-Dearborn, "Reconceiving Reflection in a Neoliberal Age"

#### 3-Community, Civic & Public

H.16 "Exchange for Change": An Inside Look at the Creation of a Community Writing Program across Prison Walls

This panel will discuss issues relevant to the creation of a prison writing program, using the Exchange for Change program as an example.

E144

Chair: Wendy Hinshaw, Florida Atlantic University

Speakers: Benjamin Bogart, University of Miami, "Persuasion on the 'Inside': What a Rhetoric and Writing Class Looks Like in Prison"

- Wendy Hinshaw, Florida Atlantic University, "Getting the Word Out: 'Why I Write'"
- Joshua Schriftman, University of Miami, "Indigenous Assessment Strategies in a Prison Context: Designing Assessment from the Inside Out"
- Respondent: Kathie Klarreich, Exchange for Change

3-Community, Civic & Public

## H.17 Transportation in Community Organizations: New Directions for Public Rhetoric

Three panelists provide perspectives at the intersection of transportation studies and community engagement.

A109

Chair: Maria Novotny, Michigan State University

Speakers: Kathleen Coffey, Miami University, "Strategies for Engaging Mobile Audiences with Community Organizations"

- Jessica Estep, Georgia Gwinnett College, "Moving Public Rhetoric: How Transportation Shapes Local Publics"
- Mark Latta, Marian University, "The City Bus and the Narratives That Move"

11-Writing Pedagogies and Processes

## H.18 Video Games, Struggles, and the Process of Writing Pedagogy

Video games in writing pedagogy classes have made us better readers, writers, and tutors.

B115

Speakers: Conor Flanagan, Vassar College, Poughkeepsie, NY Chad Fust, Vassar College, Poughkeepsie, NY Roman Gernat, Vassar College, Poughkeepsie, NY Jamie Maher, Vassar College, Poughkeepsie, NY Roundtable Leader: Matthew Schultz, Vassar College, Poughkeepsie, NY

## 13-Writing Programs

## H.19 Stabilizing Equilibria: Fostering Writing Transfer through Curricula, Assessment, and Collaboration

We examine the challenges and opportunities of maintaining a strong and sustainable campus writing culture amidst institutional change.

E147

- *Speakers:* Patrick Bahls, University of North Carolina at Asheville, "But Is It Sustainable?': Charting the Changeover from One Gen Ed Writing Requirement to Another"
- Brian Graves, University of North Carolina at Asheville, "Trees and Forest: Developing a Sustainable Assessment of FYW for Transfer"
- Jessica Pisano, University of North Carolina at Asheville, "Collaborating for Transfer in FYW"

1-First-Year and Advanced Composition

## H.20 Re-seeing the Self: Multifaceted Aspects of Passing as a Lens for First-Year Composition

Drawing from critical pedagogy, speakers will describe a curriculum for first-year composition that centers on the theme of "passing."

A106

*Speakers:* Dodie Forrest, Yakima Valley College Julie Swedin, Yakima Valley College

#### 10-Research

## H.21 The Discourse of Self-Commentary: What We Learn When Students Talk about Their Own Writing

Results of a CCCC-funded mixed-methods study of students' reflections on drafts in progress and relationships to their success as writers.

E142

*Speakers:* Chris Anson, North Carolina State University Chen Chen, North Carolina State University Meridith Reed, North Carolina State University

7-Institutional and Professional

# H.22 Writing Programs and Libraries in Dialogue about Data and Information Literacy

This panel offers insights into pedagogical possibilities built on shared ways of knowing, writing, and library instruction.

B112

Chair: Joan Mullin, University of North Carolina at Charlotte

- Speakers: Christine Masters, Francis Marion University, "What's the Big Deal about Big Data? Cultivating Data Literacy in Writing Studies"
- Matthew Moberly, California State University, Stanislaus, "The TRAIL Project: Teaching Research and Information Literacy through Interdisciplinary Curriculum Design"
- Michael Neal, Florida State University, "Intellectual Property beyond the Four Factor Test of Fair Use: Cultivating Conversations about Multimodal Composition beyond the Classroom"

11-Writing Pedagogies and Processes

## H.23 Visualizing Reading: Drawing, Adapting, Annotating

We claim the relationship between reading and composing merits renewed attention and offer ideas for making that relationship visible.

B113

Chair: Carrie Hall, University of Pittsburgh

Speakers: Kerry Banazek, University of Pittsburgh, "Descriptive Practice and Scaffolding Adaptation Exercises"

Carrie Hall, University of Pittsburgh, "Drawing and Metaphor"

Larry Hanley, San Francisco State University, "Digital Annotation and 'Creative Reading'"

12-Theory

## H.24 More Than a Feeling: Cultivating Affect Studies in Composition and Rhetoric

This panel builds from recent conversations surrounding affect theory and applies them to both research and pedagogy.

C121

*Chair:* Jason Luther, Syracuse University *Speakers:* Phillip Bratta, Michigan State University Steven Hammer, Saint Joseph's University *Respondent:* Laurie Gries, University of Florida, Gainesville

#### 1-First-Year and Advanced Composition

# H.25 Inclusive ESL Pedagogies and Practices in First-Year Composition

This panel considers how WPA outcomes impact populations including ESL students, international students, and students who transition into postsecondary college classrooms.

### A103

Chair: Michael Baumann, University of Louisville

Speakers: Nawwaf Alhazmi, Purdue University, "ESL/International Student Writers' Needs: The Missing Ingredient in the WPA Learning Outcomes Statement"

Cynthia DeRoma, University of Connecticut, "Cultivating Connections between ESL Instructors and FYC Programs"

Keely Mohon, Miami University, "Working with(in) the Contact Zone: The Results of a Comparative Rhetoric-Based First-Year Composition Course"

#### 10-Research

## H.26 Beyond Representation: Cultivating Student Capacities for Research, Reflection, and Self-Presentation

This panel presents three exemplars and engages questions of the potential for student research to transform the field of composition.

## E143

- *Chair:* Emily Schnee, Kingsborough Community College, CUNY, "Shifting the Research Paradigm: From Writing about to Writing with Students"
- Speakers: Annie Del Principe, Kingsborough Community College, CUNY, "Cultivating Dissent: Creating Space for Competing Ideas about Reading in College"

Rachel Ihara, Kingsborough Community College, CUNY, "Cultivating Dissent: Creating Space for Competing Ideas about Reading in College"

Lori Ungemah, Guttman Community College, CUNY, "Using Students' Research to Teach Writing: A First-Year Course in Ethnographic Research"

Respondent: Jessica Yood, The City University of New York

7-Institutional and Professional

## H.27 Writing Studies at the MLA: The Past and Future of English and Writing Studies

Delineates past, present, and future of writing at the MLA and a relationship to CCCC-timely, as a C's past chair will be MLA president.

E145

Chair: Clancy Ratliff, University of Louisiana at Lafayette

- *Speakers:* David Bleich, University of Rochester, "Territoriality and Censorship in Writing Studies and Literature"
- Anne Ellen Geller, St. John's University, "When NEH Funding Shaped the State of Writing Studies in English Studies"
- Deborah H. Holdstein, Columbia College Chicago, "The Past, Present, and Future of the MLA Publications Program"
- Melissa Ianetta, University of Delaware, "And Gladly Teach? Pedagogy and the Histories of the Field(s) in *College English* and *PMLA*"
- Carolyne King, University of Delaware, "And Gladly Teach? Pedagogy and the Histories of the Field(s) in *College English* and *PMLA*"

Respondent: Anne Ruggles Gere, University of Michigan, Ann Arbor

12-Theory

#### H.28 Literacies, Identities, and Locations

Panelists examine issues of identity, power, and space that inform located writing and literacy practices.

D134

*Chair:* Rebecca Gerdes-McClain, The University of Oklahoma, Norman *Speakers:* Quanisha Charles, Indiana University of Pennsylvania,

"Cultivating Awareness and Creating Change through English Language Teaching in South Korea"

Hannah Gerrard, Massey University, "Foundations and Flexibility: Literacy and the University in Twenty-First-Century New Zealand"

Kaitlin Marks-Dubbs, "Pay No Attention to the Grrrl behind This Movement: The Role of Dislocated Sponsorship in a DIY Campaign"

#### 14-Cultivating Connections, Cultivating Space

**H.29** Composition as Place-Making: Critically Cultivating Place This panel considers purposes and applications of critical place-making in composition, from basic writing to teacher development and WID.

#### D133

Chair: Tom Fox, National Writing Project

- Speakers: Cori Brewster, Eastern Oregon University, "Basic Writing as Critical Place-Making Practice"
- Heather Bruce, The University of Utah, "Revealing the Palimpsest: Indians, Scientists, Places, and the Writing Marathon"
- Kathryn Lambrecht, University of Nevada, Reno, "Shaping Place and Space in Disciplinary Research"

## **Tribute Session**

Tribute Session: Carolyn P. Handa

## H.30 Digital Fusion: A Celebration of Carolyn P. Handa and Her Work

This roundtable builds on the works of Carolyn P. Handa and invites dialogue on ways to cultivate new knowledge in and about digital spaces.

Portland Ballroom 253

Chair: Pamela Takayoshi, Kent State University, OH

*Speakers:* Leah DiNatale, University of Alabama, "The Politics of Blogging: Identity, Multimodal Composition, and Transformative Politics"

Lacee Nisbett, University of Alabama, "Discourses in Digital Communities: Observing Visual Rhetoric through Visual Culture"

Stephanie Don Chiemi Parker, University of Alabama, "The [Multi] Model Minority: Digital and Visual Narratives of Japanese American Incarceration"

Amanda Stevens, Miami University, OH, "Border Work: Reimagining 'Untraditional Frontiers'"

Collyn Warner, independent scholar, "#DigitalOrganizing: The Digital Fusion of Rhetorical Theory and Community Organizing"

## 8-Language

## H.31 Haunted by (Linguistic) Difference: Perceptions of Authority in the Classroom and Writing Center

Findings from studies in three distinct learning contexts explore language diversity and perceptions of authority in writing instruction.

## C124

Chair: Alexandria Lockett, Spelman College

*Speakers:* Gail Gibson, University of Michigan, "Writing It Right: The Authority of Automation in a Developmental Writing Course"

Benjamin Keating, University of Michigan, "Feedback Looks Different': Ideologies of Difference in Peer Response Groups at an Elite, Predominantly White Institution"

Molly Parsons, University of Michigan, "' . . . identity is like the word that comes up a lot': How Undergraduate Writing Tutors Make Sense of Issues of Identity and Difference in Practice and Theory"

Respondent: Alexandria Lockett, Spelman College

### 1-First-Year and Advanced Composition

## H.32 Sharing Threshold Concepts as the Foundation for Integrated Curricula, Collaborative Assessment, and Learning Transfer across Library-Writing Partnerships

IRB-approved study exploring co-teaching of shared threshold concepts for long-term transfer across writing programs and library sessions.

#### A105

*Speakers:* Cooper Day, Texas State University Brittney Johnson, St. Edward's University I. Moriah McCracken, St. Edward's University

#### 11-Writing Pedagogies and Processes

## H.33 Finding Rhetorical Power for Underrepresented Students

This panel explores how to value difference while cultivating the rhetorical agencies in rural and underrepresented writers.

#### C125

Chair: Ann Rivera, Villa Maria College

Speakers: Amanda Berardi Tennant, Carnegie Mellon University, "Critical Reflective Writing and the Stigmatized Self: A Study of Appalachian College Writers"

Marisa Sandoval Lamb, Columbia Basin College, "Redefining the Rural: Investigating Rural Writers' Literacies and Technology Use"

Cristina Toloza, Universidad Nacional de General Sarmiento, "Discourses on Education Inclusion in College: Approaches and Tensions between Conceptions and Practices"

#### 9-Professional and Technical Writing

## H.34 Cultivating Rhetorical Understandings of Science in the Classroom and Society

This panel considers rhetorical approaches to science for advanced science writing classes and the professions.

#### D131

Speakers: Brenda Rinard, University of California, Davis, "Using Classic Books in Biology to Teach the Rhetoric and History of Science"

Han Yu, Kansas State University, "Tree of Life in Popular Science Communication"

Michael Zerbe, York College of Pennsylvania, "CRISPR and Rhetoric"

#### 11-Writing Pedagogies and Processes

## H.35 Multimodality and Social Justice: Re-composing the First-Year Writing Classroom through Pedagogy, Assessment, and Aurality

Our panel works to cultivate space for social justice through multimodality in FYC in order to create change inside and outside of FYC.

B116

Chair: Mary Jo Reiff, University of Kansas, Lawrence

Speakers: Kristin DeMint Bailey, University of Wisconsin-Milwaukee, "Anti-Racist Pedagogies and Multimodality"

Casey Keel, University of Kansas, Lawrence, "Revising First-Year Composition's 'Modal Franca': Sounding Translingualism through Applying Aurality"

Shane Wood, University of Kansas, Lawrence, "Multimodality and Multimodal Assessment for Social Justice"

Respondent: Anis Bawarshi, University of Washington, Seattle

14-Cultivating Connections, Cultivating Space

### H.36 Intuition, Empathy, and Care in Medicine and Nonprofit Organizations

Panelists consider questions of empathy, care, and intuition in medicine and nonprofit organizations.

## F152

Chair: William Banks, East Carolina University

Speakers: Elizabeth L. Angeli, Marquette University, "Ambience in Medicine: The Senses, Intuition, and the Writing Process"

Ann Green, Saint Joseph's University, "Hospital Stories: Critical Teaching, Reflective Writing, and Empathy"

Kathryn Perry, California State University, Los Angeles, "What Is Hospitality? Understanding the Changing Literacy Narratives of Single Mothers"

6-Information Technologies

#### H.37 Decolonizing Game Play

Presenters use feminist theory and ethnic studies scholarship to reimagine possible identities and relationships in online gaming.

B111

Chair: Christiane Boehr, University of Cincinnati

Speakers: M. Melissa Elston, Northwest Missouri State University, "Games, Discourse, and Settler-Colonial Sexuality on the Digital 'Frontier'" Adam Ferguson, Tompkins-Cortland Community College, "Retheorizing the OTP: Rhetorics of LGBTQIA+ Gaming"

Kathleen Irwin, Texas Woman's University, "Final Colonial Fantasies: Expansionist Rhetoric in the Digital Era"

14-Cultivating Connections, Cultivating Space

## H.38 Cultivating the Land to Grow Rhetorical Practices: Land-Based Pedagogies in Rhetoric and Composition

Cultivating land and growing rhetorical practices in the classroom. D138

- *Speakers:* Lisa King, University of Tennessee-Knoxville, "Avoiding Rhetorical Monocropping: Cultivating a Diversity of Rhetorical Makings in the Classroom"
- Joyce Rain Anderson, Bridgewater State University, "Honoring Our Ancestors by Cultivating Storytelling in and beyond the Classroom"
- Gabriela Rios, The University of Oklahoma, "Cultivating Capacity in Campesino's Gardens: Stories from a Service-Learning Course"

#### 5-History

## H.39 Rethinking Genre Using 19th- and 20th-Century Rhetorical Artifacts

Using genre theory, presenters examine rhetorical artifacts and explore the evolution of particular genres.

B110

Chair: Alex Nielsen, Old Dominion University

Speakers: Alexander Landfair, New York University, "Reviving Paragraph Theory: The Paragraph and the Writing Process"

Matthew Nunes, Miami University Middletown, "Origins and Evolution of the Research Paper"

Sarah Polo, University of Kansas, "Cultivating Revisionist Historiography via Rhetorical Genre Studies: Social Action and the 1900 Compositions of Kate I. Hansen"

#### 11-Writing Pedagogies and Processes

### H.40 Reflective Assessments

This panel looks at student evaluations, image-based writing exercises, and student uptake as reflective mechanisms for assessment.

C126

Chair: Jinrong Li, Georgia Southern University

Speakers: Charlotte Asmuth, University of Maine, "Constructs of Reflection in the First-Year Composition Classroom"

Xyanthe Neider, Washington State University, "Exploring the Use of Images as Prompts in Localized Large-Scale Writing Assessment"

Brian Ray, University of Arkansas at Little Rock, "A Survey of SETs: What Are Universities Asking on Their Student Evaluation of Teaching Forms?"

11-Writing Pedagogies and Processes

# H.41 The Backpack Project: Reinforcing Composition as a Modalities-Responsive Discipline

The Backpack Project demos technology-driven, shared learning experiences that reinforce composition as a modalities-responsive discipline.

## B118

Chair: Sharon Burns, University of Cincinnati Clermont College Speakers: Katie Foran-Mulcahy, University of Cincinnati Clermont College

Mike Mitchum, University of Cincinnati

Kyle Warren, University of Cincinnati Clermont College

14-Cultivating Connections, Cultivating Space

## H.42 Cultivating (Creative) Composition on Campus: Digital Stories as Research Narratives

This panel examines digital storytelling as a tool for creating multimodal research narratives for circulation among a variety of audiences.

## F150

Speakers: Ralph Beliveau, The University of Oklahoma, Norman Rachel Jackson, The University of Oklahoma, Norman Laurel Smith, The University of Oklahoma, Norman Respondent: Michele Eodice, The University of Oklahoma, Norman

#### 12-Theory

# H.43 Theoretical Revisions to the Field of Rhetoric and Composition

These presenters offer up revisions to the ways we conceive of and discuss traditional theories of rhetoric.

D132

Chair: Dagmar Scharold, University of Houston-Downtown

- *Speakers:* Jai Hee Cho, California State University, Fullerton, "A Holographic Diagram of the Rhetorical Situation with the Ontological, the Epistemological, and the Rhetorical Spheres"
- Shuv Raj Rana Bhat, University of Texas at El Paso, "Unthought-of Connections: The Intersection of Critical Stylistics and Rhetoric and Composition"
- Ben Wetherbee, The University of Science and Arts of Oklahoma, "Literacy and Rhetoric as Complementary Keywords"

#### 2-Basic Writing

## H.44 Hearing Them Out: Understanding Student Self-Placement in California and Beyond

The panel analyzes student self-placement into first-year writing classes at different contexts and informs the literature on DSP.

### C123

- *Chair:* Aparna Sinha, California State University, Maritime Academy, "Struggles and Successes of Implementing DSP"
- Speakers: Cindy Baer, San Jose State University, "Hearing Them Out: A Study in Student Self-Placement at a California State University"
- Amy Heckathorn, California State University, Sacramento, "Designing, Building, Assessing, Reflecting: Looking Back on the DSP Shift"
- Kendon Kurzer, University of California, Davis, "Tapping (Self-)Expertise in L2 Writing Placement: A Role for DSP?"

5-History

## H.45 Cultivation of a Research Culture That Challenges Hegemony at an HBCU

The panelists discuss the collegial cultivation of rhetorical research at an HBCU.

D136

- Speakers: Shannon Breeding, Huston-Tillotson University, "An Ethnohistorical Study of Women's Rhetorical Voices in the Civil Rights Movement"
- Ryan Sharp, Huston-Tillotson University, "The Speaking Unspoken: Contemporary Black American Persona Poetry, the Archive, and Counterhistory"
- Shawanda Stewart, Huston-Tillotson University, "Oral Histories and Cultures of Pedagogy"

Brian Stone, California State Polytechnic University Pomona, "An Ethnohistory of Writing Studies at Huston-Tillotson University"

11-Writing Pedagogies and Processes

## H.46 Engaging Assignments, Engaging Writers

Drawing on a large qualitative study, we explore the relationship between assignment design and students' engagement with writing.

## A108

- Speakers: Mary Soliday, San Francisco State University, "Metaphors for Effective Design"
- Linda Swanson, San Francisco State University, "Cultivating New Ways to Design Assignments"
- Jennifer Trainor, San Francisco State University, "Assignment Design and Student Engagement"

## 10-Research

# H.47 Cultivating Writing Research via Corpus and Computational Collaboration

Case studies of interdisciplinary research merging corpus linguistics, rhetoric, and composition. Implications for collaboration.

E141

Chair: Bradley Dilger, Purdue University

*Speakers:* William Hart-Davidson, Michigan State University, "Closing the Loop: Using Machine Learning Techniques to Generate Formative Feedback from a Student Writing Corpus"

Lindsey Macdonald, Purdue University, "Using Corpora to Investigate the Impacts of Assignment Variation on Student Approaches to Writing"

- Ryan Omizo, University of Rhode Island, "Closing the Loop: Using Machine Learning Techniques to Generate Formative Feedback from a Student Writing Corpus"
- Shelley Staples, University of Arizona, "Intersections of Corpus Linguistics and Rhetoric and Composition"

#### 12-Theory

# H.48 Cultivating and Complicating Reflexive Inquiry in the Age of Neoliberalism

This roundtable explores importances and challenges of cultivating reflexivity in today's efficiency-focused culture of higher education.

## Portland Ballroom 255

Chair: Zachary Beare, University of Nebraska-Lincoln Speakers: Joy Barber, City College at Montana State University Billings, "The Costs of Slowing Down in the Age of Acceleration"

- Zachary Beare, University of Nebraska-Lincoln, "Well, This Sucks ...: Negative Affect and the Work of Reflexive Inquiry"
- Caitlin Carle, South Seattle College, "Dwelling in Hypocrisy: Reflexivity and the Politics of First-Year Writing"
- Kelly Myers, Boise State University, "Process vs. Product: The Movement of Empathetic Understanding"

Jessica Rivera-Mueller, Utah State University, "Learning to Question through Reflexive Inquiry: An Aim for Writing Teacher Education" *Respondent:* Donna Qualley, Western Washington University, Bellingham

#### 10-Research

## H.49 Seeing Things: Interrogating the Visual

The study of visual artifacts yields methodological insights that complicate traditional ways of approaching rhetorical ecologies.

### C122

*Chair:* Brian Hendrickson, University of New Mexico, Albuquerque *Speakers:* Ana Krahmer, University of North Texas Libraries, "User

Experience of Access Points: Eye-Tracking, Metadata, and Usability Testing"

Michael Madson, Medical University of South Carolina, "Greening the Ubiquitous City: Songdo's Cultivation of Ironic Eco-Identity"

Jenna Vinson, University of Massachusetts Lowell, "Cultivating a Collection of Journalistic Photographs for Analysis: The Nitty-Gritty of Visual Rhetorical Research in Composition Studies"

## 13-Writing Programs

# H.50 "Cripping" the Writing Program: Disability and Policy beyond the Ableist Script

Panel critically examines policy documents, specifically the syllabus, as a means to move beyond the ableist script.

F151

Chair: Lisa Meloncon, University of Cincinnati

- *Speakers:* Leslie Anglesey, University of Nevada, Reno, "Cripping' the Writing Classroom: Out of the Closet and Technology Policies in the Writing Classroom"
- Lisa Meloncon, University of Cincinnati, "Cripping' the Writing Classroom: Normalcy, Access, and Accessibility Statements"
- Melissa Nicolas, University of Nevada, "'Cripping' the Writing Program: Program Policy Statements and the 'Normal' Student"

Catherine Prendergast, University of Illinois at Urbana-Champaign, "Cripping' the Writing Classroom: Ableism and the Attendance Policy"

13-Writing Programs

## H.51 Writing Centers across the Globe

Speakers offer views of writing centers across the globe.

D140

Chair: Faye Spencer Maor, North Carolina A&T State University

*Speakers:* Brian Fallon, Fashion Institute of Technology, SUNY, "Writing Centers and Political Migrants: Cultivating Pedagogy in Response to Geopolitical Crisis"

- Karyn Hollis, Villanova University, "Cultivating Connections in Cuba: Educational Discourse and Service-Learning"
- Erika I-Tremblay, University of California, Santa Barbara, "Development of Writing Centers in Japan"
- Karen Orr Vered, Flinders University of South Australia, "Writing at the Centre: Mobilising Marginal Writing Practices and Support towards a Whole of Institution Plan"

## 1-First-Year and Advanced Composition

# H.52 Outcomes and Frameworks: Cultivating Information Literacy Capacity in Composition Classrooms

Using the revised ACRL Framework and WPA Outcomes, the panel analyzes the collaborative nature of composition and information literacy.

A107

- Speakers: Margaret Artman, Daemen College, "Toward a Theoretically Informed Collaboration for Writing and Information Literacy"
- Erica Frisicaro-Pawlowski, Daemen College, "Outlooks and Outcomes: Framing Disciplinary Dispositions of Writing and Information Literacy"
- Julie Slaby, Daemen College, "Information Creation as Process—Teaching the Process through the Research Portfolio: 'The Dream Team'"
- *Respondent:* Robert Monge, Western Oregon University, "Cultivating Collaboration: A Librarian's Perspective"

# **I Sessions:** 12:30–1:45 p.m.

# **Cultivate and Think Tank Sessions** Cultivating Social Justice Work in CCCC I.01 Cultivating and Mobilizing Social Justice Work in CCCC This collaborative session engages participants in a discussion about the organization's stance on and engagement in social justice work nationally, which includes the ways the writing classroom is a space for social justice. The facilitators will ask participants to help continue thinking about a vision of what social justice means for CCCC as an organization and how to mobilize this work for members. This session is meant to be fully interactive and dialogue-based, producing ideas and work that will shape the organization and what happens at 4C 2018 in Kansas City. Portland Ballroom 257 Facilitators: Damián Baca, University of Arizona, Tucson Frankie Condon, University of Waterloo Qwo-Li Driskill, Oregon State University, Corvallis Asao Inoue, University of Washington, Tacoma Stephanie Kerschbaum, University of Delaware Elaine Richardson, The Ohio State University, Columbus Vershawn Young, University of Waterloo, Canada Cultivating the Future of Online Writing Instruction 1.02 Cultivating Capacity, Creating Change: Assessing the Future of Online Writing Instruction (OWI) There are brilliant voices doing amazing things in their online writing courses, and there is a need to encourage these voices to speak; therefore, encouragement will be at the center of this Cultivate session. This session will be made up of three concurrent mini-discussions covering the following topics: • Cultivating New Voices/New Lines of Inquiry in OWI Research and Scholarship • Sustaining Ourselves as OWI Professionals • Cultivating OWI Connections After participants engage in small-group discussions, they will come together as a large group to share ideas. Participants will be encouraged to discuss how to get involved in the subfield of OWI.

Groups will record their main thoughts and action items from the smallgroup discussions, which will be collected, polished, and summarized on the OWI Community Forum (http://www.owicommunity.org/forum). Attendees should leave this session inspired to make a contribution to the subfield of OWI and with an understanding of how OWI fits into writing studies as a whole. Participants will be directed on how they can seek out support and create or maintain OWI connections among established scholars so that the participants' contributions are shared, whether they are non-tenure-track faculty, do adjunct work at a community college, or are just beginning their scholarly studies.

Portland Ballroom 251

*Facilitators:* Jessie Borgman, Texas Tech University Casey McArdle, Michigan State University Jennifer Stewart, University of Tennessee at Chattanooga

#### Cultivating a Culture of Mentoring

# I.03 Where's the Mentor Here? Creating a Culture of Mentoring in the New University and Beyond

Statistics show that up to 70% of the teaching workforce in higher education is composed of non-tenure-track faculty and graduate student instructors. In composition courses, the number of contingent faculty is even higher (AAUP). As the university changes, it is crucial to have trusted mentors who can guide graduate students through the rigors of graduate school, first-time instructorships, scholarly writing projects, and the job search. Mentors are also needed for non-tenure-track faculty, who often suffer from lack of visibility and burnout, as well as those who choose to pursue alt-ac positions as the university changes. In our session, we reconsider ways to create a culture of mentoring within and outside of our writing programs. How can we work beyond the often hierarchical relationships of tenure-track faculty and contingent faculty to create a culture of mentoring and egalitarianism? How can the field of composition, rhetoric, and writing studies create opportunities for mentoring that include the complex identities of present and future compositionists? What happens if our mentoring efforts are met with resistance?

## Portland Ballroom 252

*Facilitators:* Susan Andersen, Utah State University Lezlie Christensen Branum, Utah State University Risa P. Gorelick, Defend & Publish: We Help You Write Now Carrie Wastal, University of California, San Diego Marion Wilson, University of California San Diego

## 13-Writing Programs

# I.04 Responsive Program Design for the MA in Writing Studies

Sponsored by the Master's Degree Consortium of Writing Studies Specialists Standing Group

Speakers examine MA Writing Studies programs purposely composed to respond to rich local contexts rather than to the PhD.

C123

Chair: Rebecca Jackson, Texas State University

Speakers: Andy Buchenot, Indiana University–Purdue University, Indianapolis, "Creating an Online Certificate in Teaching Writing: New Technologies, New Audiences, New Challenges"

- Kory Ching, University of California, Davis, "Composing a Composition MA: An Ecology of Responsiveness"
- Adam Ellwanger, University of Houston-Downtown, "The Freestanding MA Program in Rhetoric and Composition: Ethnical Considerations"
- Jason Schneider, DePaul University, "Preparing MA Students to Teach Multilingual Writers"

Mia Zamora, Kean University Writing Project, "Strategies for Open Discovery in MA Writing Studies Program Design"

#### 3-Community, Civic & Public

# I.05 Received Passages: Prison Histories—They Don't Speak for Themselves

Sponsored by the Teaching in Prison: Pedagogy, Research and Literacies Collective Standing Group

This sponsored panel argues for the curation of histories that lead to more equitable representations of incarcerated people.

# C124

Chair: Patrick Berry, Syracuse University

*Speakers:* Cory Holding, University of Pittsburgh, "Securing Security in the University: Curating the History (and Future) of a College-in-Prison Program"

Michele McCormack, Chemeketa Community College, "Communicating the Inside Experience to an Outside World"

Laura Rogers, Albany College of Pharmacy and Health Sciences, NY, "New Approaches to Curating Prison Archival Materials: Prison Teachers, Creative Approaches"

Respondent: Tobi Jacobi, Colorado State University, Fort Collins

#### 11-Writing Pedagogies and Processes

I.06 Design Thinking Approaches in the Writing Classroom Faculty panel will connect design thinking, agile projects management (Scrum), and professional, technical, and first-year writing studies. B113

> Speakers: Trey Conner, University of South Florida St. Petersburg Margaret Debelius, Georgetown University, Washington, DC Travis DuBose, Rutgers University-Camden Joseph Moses, University of Minnesota Jason Tham, University of Minnesota Roundtable Leader: Rebecca Pope-Ruark, Elon University, "Using Scrum

to Guide Complex Projects in Professional Writing Courses"

6-Information Technologies

I.07 Linguistic Scaffolding as Intelligent Context: Teaching Academic Genres via Software-Mediated Corpora

Research to evaluate Corpus-Assisted Predictive Editor (CAPE) is described, evaluating its usefulness for teaching genre in the disciplines.

D131

*Chair:* Joseph Williams, University of Arkansas at Little Rock *Speakers:* David Fisher, Emory University, "CAPE as Thinking Context: Studying Process and Product"

James Lu, Emory University, "Hyperwriting with CAPE"

Joonna Trapp, Emory University, "A Time of Change Continued-Digital WAC/WID"

11-Writing Pedagogies and Processes

#### I.08 Sounds of Science

This panel examines science journalism, infographics, and the science of learning as relevant to writing classrooms.

D132

Chair: Jacob Craig, College of Charleston

Speakers: Katie Arosteguy, University Writing Program, University of California, Davis, "Using Infographics to Tell Stories in the Science Writing Classroom"

Rebecca Jones, University of Tennessee, Chattanooga, "The Power of Science Journalism: A Model for Ethical Research in Writing Courses"

Scott Stevens, University of Redlands, "Student Learning and the Science of Change"

#### 11-Writing Pedagogies and Processes

## I.09 She Blinded Me with Science (Pedagogy)

This panel examines strategies for writing instruction in STEM settings. C126

Chair: Michael Healy, Florida State University

Speakers: Nancy Barr, Michigan Technological University, "Reflection/ Deflection: Challenges of Incorporating Reflexive Writing into a Mechanical Engineering Program"

Heather Falconer, Northeastern University, "Breaking the 'Code' of Science: A Culturally Responsive Approach to Teaching Science Writing"

Laura McGrath, Kennesaw State University, "Cultivating Critical Approaches to STEM Rhetorics"

#### 10-Research

# I.10 Slouching toward Sustainability: Mixed-Methods Approaches to Sustainable and Valid Writing Program Assessment

We suggest sustainable methods for both large-scale quantitative assessment of student writing and rich qualitative analysis of features.

## Portland Ballroom 253

**Speakers:** Ellen Barton, Wayne State University Jared Grogan, Wayne State University Jeff Pruchnic, Wayne State University Christopher Susak, Wayne State University

#### 13-Writing Programs

# I.11 Linking Assessment to Faculty Development and WAC/WID: How One Change Leads to Another

For WPAs, institutional assessment creates faculty development opportunities that can benefit WAC/WID. We describe challenges and successes.

F150

Chair: Stephen Wilhoit, University of Dayton

*Speakers:* John Bean, Seattle University, "How Writing-Based Assessment Across the Disciplines Promotes Faculty Development as Well as Evidence-Based Pedagogical Research"

Carol Rutz, Carleton College, "WAC/WID Challenges in Small Schools"

Stephen Wilhoit, University of Dayton, "WID Infiltrates Gen Ed: The Role of Assessment and Faculty Development"

### 4-Creative Writing

# I.12 Cultivating Undergraduate Creative Writing Education

This panel highlights the contributions of undergraduate creative writing and journals.

### A109

Chair: Elizabeth Barnes, Boise State University

- Speakers: Shea Haskell, Utah Valley University, "Cultivating Our Garden"
- Phil Sandick, University of North Carolina at Chapel Hill, "'Living Decorously Instead of Going Out': Following the Historical Traces of Flannery O'Connor's Early Defense of the Program Era"
- W. Kurt Stavenhagen, Syracuse University, "Coaching the Publication of an Undergraduate Online Magazine"
- Joseph Zeppetello, Marist College, "The Capping Portfolio; Cultivating a Collection"

#### 13-Writing Programs

## I.13 Community Engagement and Service-Learning

This panel explores community engagement in writing programs and writing centers.

## E148

Chair: Lauren Springer, Mt. San Jacinto College

- Speakers: Nancy Barron, Northern Arizona University, "Creating Cultural Change: Establishing Culturally Significant Sites for Writing Across the Disciplines"
- Laurie Britt-Smith, College of the Holy Cross, "Civic Engagement and WAC/WID: Using Disciplinary Differences to Cultivate Civic Literacy in a First-Year Experience Program"
- Sarah Finn, Northeastern University, "Broadening the Scope of Service-Learning: Student Civic Engagement with Campus Activist Groups"
- Sibylle Gruber, Northern Arizona University, "Creating Cultural Change: Establishing Culturally Significant Sites for Writing Across the Disciplines"
- Aimee Krall-Lanoue, Concordia University Chicago, "Concerted Cultivation' and the Writing Center: Social Class and the Locations of Need"

### 1-First-Year and Advanced Composition

# I.14 Coming to Our Senses: Enabling Multiple Sensory Pathways in Active Learning Methods

Active learning improves student reading, writing, and critical thinking. Using multisensory instruction enables latent potential.

A106

Chair: William Hamilton, Neumann University

Speakers: William Hamilton, Neumann University, "Activating Student Ownership of Writing and Voice via Biography"

Whitney Impellizeri, Neumann University, "Fostering Active Learning for the Millennial Student Using the Flipped Classroom Model"

Janelle Ketrick-Gillespie, Neumann University, "Cultivating Independent Learners through Multisensory Active Learning and Authentic Assignments"

3-Community, Civic & Public

# I.15 Building Engaging Partnerships: Service-Learning from Three Perspectives

This panel explores creating sustainable service-learning partnerships from three perspectives: administrator, professor, and student.

E147

*Speakers:* Kyle Cataldo, St. John Fisher College, Rochester, NY Lynn Donahue, St. John Fisher College, Rochester, NY Wendi Sierra, St. John Fisher College, Rochester, NY

## 2-Basic Writing

# I.16 Research-Based Practices for Teaching Underprepared Readers in Writing Courses

This session describes research-based practices and teaching strategies for incorporating reading instruction into writing courses.

C121

Chair: Holly Hassel, University of Wisconsin-Marathon County

Speakers: Erin Ellison, University of Wisconsin–Rock County, "Teaching Reading in Corequisite Writing Support Courses"

Joanne Giordano, University of Wisconsin Colleges, "Designing Writing Assignments to Support Critical Reading"

Gillian Van Treese, University of Wisconsin–Waukesha, "Teaching Reading Comprehension Strategies in Writing Courses"

#### 9-Professional and Technical Writing

# I.17 Tracking and Tracing Effective Pedagogies in Technical Communication

Panelists explore various pedagogical strategies that they deem helpful to technical communication instructors.

B117

Chair: William Hart-Davidson, Michigan State University

- *Speakers:* Susan Conrad, Portland State University, "Improving Writing Instruction through Collaboration of Writing Specialists, Engineering Faculty, and Engineering Practitioners"
- Alexandria DeGrauw, The University of Utah, "Tracking Student Responses to Hot Topics in Science"
- Elizabeth Hildinger, University of Michigan, "Is Instructor Feedback Most Effective for Helping First-Year Students Make the Transition to Professional Writing?"
- Maureen Mathison, The University of Utah, "Tracking Student Responses to Hot Topics in Science"
- Charlyne Sarmiento, University of California, Santa Barbara, "Tracing Writing Development in the Lab: Understanding the Role of Writing in Undergraduate Students' Enculturation into the Sciences"
- Elane Wisniewski, University of Michigan, Ann Arbor, "Is Instructor Feedback Most Effective for Helping First-Year Students Make the Transition to Professional Writing?"

9-Professional and Technical Writing

# I.18 From STEM to STEAM: Analyzing Medical Rhetoric and Personal Narrative in Professional Writing

This panel analyzes the movement toward narrative in medical discourse and the incorporation of the humanities in the WID classroom.

## E141

- *Speakers:* Melissa Bender, University of California, Davis, "Seeking Connections: The Power and Risk of Metaphor in Medical Case Studies"
- Amy Clarke, University of California, Davis, "The Chief Concern: Finding the Narrative Core in Personal Statements"
- Larry Greer, University of California, Davis, "The Chief Concern: Finding the Narrative Core in Personal Statements"

Heather Milton, University of California, Davis, "Narrative Medicine: Issues of Agency and Subjectivity in Incorporating Narrative in Professional Writing Classes"

Karma Waltonen, University of California, Davis, "Seeking Connections: The Power and Risk of Metaphor in Medical Case Studies"

### 1-First-Year and Advanced Composition

# I.19 Reaffirming Access: Strategies for Rhetorical and Linguistic Pedagogy

Presenters discuss learners as decisions makers, supporting first-generation students, attitudes, and rhetorical templates in FYC.

## A103

Chair: Karen Wink, US Coast Guard Academy

*Speakers:* Jennifer Haigh, Cornell College, "What I Wish My Professors Knew: An Examination of the Challenges First-Generation Students Face and How They May Affect the Writing Classroom"

Catherine Journeaux, Zayed University, "The Learner as Decision Maker: Using Online Resources to Promote Self-Determination in the Writing Classroom"

Carrie Kilfoil, University of Indianapolis, "The 'Postmonolingual Condition' and the Rhetoric and Composition PhD: Language, Ideology, and Difference in a Doctoral Program"

Don Kraemer, California State Polytechnic University, Pomona, "Does It Matter Whether They Say What *They Say/I Say* Says They Do?"

## 12-Theory

## I.20 Feminist Rhetoric in Action

The presentations in this session offer feminist projects that blur the distinction between academia and activism.

## Portland Ballroom 254

Speakers: Elizabeth Miller, University of Missouri–Saint Louis,

"Protofeminism, the Woman Question, and the Public Sphere(s)"

Johnathan Smilges, Pennsylvania State University, "Inviting All Womanism(s)"

Lauren Terbrock, Saint Louis University, "Erasing the Dividing Line"

## 10-Research

## I.21 Reframing Writing Assessment

Panelists present research results that encourage rethinking of accepted principles of student writing assessment.

C122

Chair: Richard Severe, Valparaiso University

- Speakers: Catherine DeLazzero, Teachers College, Columbia University, "Designing Writing Assessment Research to Improve Policy and Practice: An Approach for Collecting and Analyzing Consequential Validity Evidence"
- Bridget Fullerton, University of Rhode Island, "Listening to Our Students: How Emergent Learning Outcomes Can Enrich Electronic Portfolio Assessment"
- Dayna Goldstein, Texas A&M–Texarkana, "The Category Formerly Known as Race in Writing Assessment"
- Mathew Gomes, Michigan State University, "The Places of Students in Writing Program Assessment Research"

#### 5-History

# I.22 Framing Rhetorical Failure, Cultivating Feminist Engagement

Contributing to feminist rhetorical historiography efforts, this panel revisits women's rhetorical failures in three professional contexts.

## Portland Ballroom 256

- *Speakers:* Jason Barrett-Fox, Arkansas State University, "Critically Panned: Revisiting Early Hollywood Scenarist Anita Loos's Filmic Failure"
- Jean Bessette, University of Vermont, "Statistically Queer: Rhetorical Failure in Early Twentieth-Century Studies of Sexuality"
- Sarah Hallenbeck, University of North Carolina Wilmington, "Patently Excluded: Nineteenth-Century Inventor Carrie Everson's Rhetorical Failures in the American West"

## 12-Theory

# I.23 Seeing and Understanding Our World: Visual, Spatial, and Material Rhetorics

Composing stories/understanding through block printing, photos of urban development, geocaching, and photos of nuclear tests.

## B119

*Chair:* Gregory Wilson, Texas Tech University, "Coming to Understand the Bomb through Visual-Material Networks"

Speakers: Timothy Elliott, Texas Tech

Rachel Wolford, Texas Tech University

#### 11-Writing Pedagogies and Processes

## I.24 Yikkety Yak: Do Talk Back!

This panel looks at Yik Yak and student grade complaints as opportunities for positive student engagement in an otherwise judgmental medium.

C125

Chair: Jessica Thomsen, Florida State University

Speakers: Caddie Alford, Indiana University, Bloomington, "Enacting Dérive: Yik Yak in the Argumentative Writing Classroom"

- Heather Hill, University of Maryland University College, "Cultivating Resilience to Counter Entitlement: An Investigation of the Causes and Solutions for Student Grade Complaints"
- Kristy Kelly, Oregon State University, "Local Anonymity: Hybrid Literacies and Yik Yak as an Inventive Site"

#### 11-Writing Pedagogies and Processes

# I.25 Changing Perspectives on Multimodal Composition Pedagogies: Utilizing (Inter)Modalities, Art, and Technology to Teach Transferable Rhetorical and Technical Competence

This panel presents different digital composition pedagogies with an eye toward teaching students transferable rhetorical/technical skills.

## B115

- *Chair:* Megan Keaton, Florida State University, Tallahassee, "Teach a Student to Fish: Building a Framework to Support Students' Technological Learning"
- Speakers: Matthew Sansbury, Georgia State University, "Cultivating Change by Listening to Our Past: Transferring Interdependent Modalities of Composition and Rhetoric from the Enlightenment for 21st-Century Pedagogies"
- Lelania Watkins, Georgia State University, "Composing Forward and Backward: Utilizing Multimodality and Art to Reshape Composition Pedagogy"

## 7-Institutional and Professional

# I.26 Collaborating across Statewide University Writing Programs: Sharing Best Practices

University of California writing programs collect and share best practices among their writing programs.

## D138

Chair: Philip Longo, University of California, Santa Cruz

*Speakers:* Derede Arthur, University of California, Santa Cruz, "Can We Talk? Building Communication between Writing Programs/Building Leaders from the Bottom Up"

Farnaz Fatemi, University of California, Santa Cruz, "Surveying Best Practices in First-Year Experience Writing Courses"

Jonathan Keeperman, University of California, Irvine, "Developing the Infrastructure to Support Diversity: Composition and the UC Experiment in International Education"

Roxi Power, University of California, Santa Cruz, "From Precarity to Necessity: UC Lecturers' Role in Building Their Writing Programs"

6-Information Technologies

# I.27 I'd Like to Add You to My Professional Network: Beyond the Obvious in Social Media Research

Researching the potentials and risks of social media to cultivate knowledge and connections in educational and professional contexts.

A107

*Chair:* Brandy Dieterle, University of Central Florida *Speakers:* Amber Buck, University of Alabama Randall Monty, University of Texas Rio Grande Valley Ehren Pflugfelder, Oregon State University Stephanie Vie, University of Central Florida

14-Cultivating Connections, Cultivating Space

# I.28 Considering Language in Use: Code-Switching and ESL Praxis

This panel considers the challenges and opportunities facing English language learners and the possibilities of code-switching in the classroom.

F152

*Chair:* Sidouane Patcha Lum, University of Texas at El Paso *Speakers:* Kevin Kato, Arizona State University, "Composition in an Age of Globalization: Cultivating Insights from Second Language Studies"

Kaitlyn Stunkard, University of Missouri–Kansas City, "Code-Switching, Education, and the Culture of Power"

## 14-Cultivating Connections, Cultivating Space

# I.29 Contemplating Disciplinary Boundaries: Interdisciplinarity and Contemplative Practice

Panelists will discuss disciplinary connections between cognition, neuroscience, contemplative practice, and composition studies.

E142

Speakers: Kate Chaterdon, Loyola University Maryland Yasmín Navarrete, Université Grenoble Alpes Erin Schaefer, Michigan State University

3-Community, Civic & Public

# I.30 Primary Research, Community Literacy, and Service-Learning: Implementing a Writing-Across-the-Community Paradigm in First-Year Composition and Beyond

Models for engaging FYC students in primary research are presented in order to advance a Writing Across Communities paradigm.

E146

- *Chair:* Elias Dominguez Barajas, University of Arkansas, "Advancing a Writing-Across-the-Community Paradigm in the Teaching of Writing"
- *Speakers:* Grant J. Bain, University of Arkansas, "Cultivating Curiosity: Primary Research, Ethnography, and Community Engagement in First-Year Composition Course Design"
- Sean Connors, University of Arkansas, Fayetteville, "Engaging Students in 'Place-Making' through Community Inquiry"
- Elias Dominguez Barajas, University of Arkansas, "The Northwest Arkansas Latino Literacy Project—Writing and Reading outside of School"
- Julia Paganelli, University of Arkansas, "Biliteracy and Service-Learning: Envisioning and Mapping Community"

#### 1-First-Year and Advanced Composition

# I.31 Cultivating Students' Agency: Confronting Trauma through First-Year Writing

Cultivating voices of students who have experienced the trauma of child abuse, sexual assault, domestic violence, racism, and xenophobia.

Portland Ballroom 258

Speakers: Michele Dunnum, Mott Community College Sondra Gates, Kirkwood Community College Colleen O'Brien, University of South Carolina Upstate Monika Shehi, University of South Carolina Upstate

#### 14-Cultivating Connections, Cultivating Space

# I.32 Cultivating Writerly Identities and Communities Across the Curriculum: Dissertation-Writing Retreats as Scholarly Intervention

This interactive panel presents critical inquiry and models for action to empower graduate student writers across disciplines.

E143

Speakers: Kathleen Baldwin, Georgia Southern University Liane Malinowski, University of Massachusetts Amherst Lisha Storey, University of Massachusetts Amherst

12-Theory

# **I.33** Sustaining and Cultivating Change: Locating the Sites and Stories for Social Justice Pedagogies

This panel provides more options for creating and sustaining social justice pedagogical spaces in rhetoric and composition.

#### Portland Ballroom 255

Chair: Pauline Baird, Bowling Green State University, "Wah De Story Seh?': Caribbean Village Women's Rhetoric"

*Speakers:* Danielle Donelson, Bowling Green State University, "Using Decoloniality and World Englishes to Reveal Complicated English-Speaker Identities within an Indonesian ESOL Classroom"

Shirley E. Faulkner-Springfield, Virginia State University, "Hearing + Listening = Believing: Espousing Social Justice through Voicing"

Andrea Riley-Mukavetz, Bowling Green State University, "Making Decolonial Knowledge Visible and Viable within Higher Education"

#### 12-Theory

#### I.34 Theorizing Trauma, Composing Hate

This panel considers the rhetorics of — and responses to — trauma and hate in varied contexts.

D140

*Chair:* Cynthia Bair Van Dam, American University, Washington, DC *Speakers:* Mais Al-Khateeb, New Mexico State University, Las

Cruces, "Transnational Rhetorics, Touches, and New Subjectivities: Responding to the Refugees' Crisis after the Paris Attacks"

Stephanie Larson, University of Wisconsin-Madison, "Writing as Public Healing: Sensation, Retribution, and Sexual Assault Prosecution"

Berto Reyes, University of Arizona, "Popularizing Hate: The Composition Practices of Hate Groups in Video Games"

Valerie Vancza, Suffolk University, "Too Close to Home: Trauma Theory and Research Inquiry on Sandy Hook"

## 3-Community, Civic & Public

# I.35 Cultivating Participatory Community Writing

Approaches to encouraging participation in community engagement and service-learning projects.

## A104

Chair: Jay Petrillo, Norwich University

*Speakers:* Steven Accardi, College of DuPage, "The Effects of a Community Engagement Project on University Students, Community Participants, and the Writing Itself"

- Megan Hartline, University of Louisville, "Cultivating Architectures of Participation for Community Writing"
- Bret Keeling, Northeastern University, Boston, MA, "Care in/of First-Year Writing: The 'Politics of Recognition and Belonging'"
- Meg McGuire, University of Delaware, Newark, "Changing the Landscape of Service-Learning: Approaches to Increased Student Engagement with Assignments Outside the Classroom"

## 7-Institutional and Professional

# I.36 Transforming Gendered Service and Leadership in Writing Programs: Accountability and Institutional Change

This panel identifies the challenges of gendered service and offers strategies for transformation at different types of institutions.

## D135

Speakers: Jennifer Heinert, University of Wisconsin–Waukesha County, "Labor, Missions, and Values: Institutional Misalignment and the Gendered Service Paradox"

Michelle Payne, Boise State University, "On Making a 'Bad Career Choice': Administration, Emotive Dissonance, and Institutional Change"

- Cassandra Phillips, University of Wisconsin-Waukesha, "Labor, Missions, and Values: Institutional Misalignment and the Gendered Service Paradox"
- Eileen Schell, Syracuse University, "A Dirty Job That Somebody Has to Do: Gendered Service and the Role of Departmental Chair"

1-First-Year and Advanced Composition

# I.37 Recultivating Composition in a Sophomore-Level Classroom: Assemblage, Circulation, and ePortfolios

This panel shares strategies to dispel student misconceptions of originality, audience, and (non)academic writing in a second-year course.

A105

Speakers: Amy Cicchino, Florida State University, "Circulating Composition beyond the Classroom"

- Rachel Efstathion, Florida State University, "ePortfolios as Sites for Student Curation of Everyday Writing"
- Christina Giarrusso, Florida State University, "Assembling a New Kind of Originality"

Respondent: Deborah Coxwell-Teague, Florida State University

## 6-Information Technologies

## I.38 Students Inhabiting Digital Learning Environments

Panelists examine how students adapt to digital learning technologies and apply this to writing online.

B111

Chair: Lauren Rosenberg, New Mexico State University

- Speakers: Anthony Atkins, University of North Carolina Wilmington, "Metaphors, Analogies, and the Digital: Mental Models Students Use to Understand and Explain Digital Tools and Environments"
- Michael Babcock, Central Virginia Community College, "Using Text Analytics as a Revision Heuristic in the College Composition Classroom"
- Michael Larkin, University of California, Berkeley, "Cultivating a Digital Reading Mindset in First-Year Composition"
- Colleen Reilly, University of North Carolina Wilmington, "Metaphors, Analogies, and the Digital: Mental Models Students Use to Understand and Explain Digital Tools and Environments"
- Tanya Tercero, University of Arizona, "Students' Perceptions of a First-Year Online Writing Course for English Language Learners"

## 11-Writing Pedagogies and Processes

I.39 Cultivating Student Invention: Challenging the Narratives of Digital Collaboration, Student Research, and Metacognitive Practices

An interactive and participatory knowledge-building experience looking at cognition in digital collaboration, student research, and writing.

## B118

Speakers: Patricia Medved, St. John's University, "The Changing Conversation of Research as Invention"

- Michael Reich, St. John's University, "Changing Spaces for Invention in Face-to-Face and Digital Student Writing Environments"
- Jason Wirtz, Hunter College, "Cultivating an Awareness of Nonconscious Invention in the Writing Process"

## 14-Cultivating Connections, Cultivating Space

# I.40 Locating Rhetorics of Oppression: Engaging Politics of Place

How varying intersectional frameworks of analysis can augment our abilities to reconceive place and place-based practices.

D139

Chair: Everardo Cuevas, Michigan State University

Speakers: Timothy Amidon, Colorado State University, "Secret Spots and Surf Cultures: Localism, Nomoi, and Appropriative Disclosure"

Everardo Cuevas, Michigan State University, "Coloniality in Tandem: Old Town Lansing and the Rhetorics of Urban Renewal"

Garrett Nichols, Bridgewater State University, "Look Away! Dixie Land!': The Confederate Flag as Icon of American Rurality"

Donnie Sackey, Wayne State University, "Research Notes from Flint, Michigan"

## 13-Writing Programs

# I.41 Offering Models of Assessment That Are Holistic Representations of Writers

To demonstrate efficacy, assessment often focuses on one aspect of writers. We offer three holistic assessment models in writing centers.

D136

*Speakers:* Pamela Bromley, Pomona College Julie Nelson Christoph, University of Puget Sound Andrea Scott, Pitzer College

## 8-Language

# I.42 Cultivating Critical Awareness of Language Usage as a Tool for Creating a Translingual Community

We will focus on ways to help students build translingual dispositions that facilitate rhetorical flexibility in their communication.

D137

Chair: Anis Bawarshi, University of Washington, Seattle
Speakers: Leighann Dicks, University of Kansas, "Translingual-ish: Black-ish and AAVE on TV and in Class"
Dion Simmons, University of Kansas
Wen Xin, University of Kansas

## 11-Writing Pedagogies and Processes

**1.43** Cultivating Alternative Pathways to Writing Assessment Our panel will offer both a theoretical analysis of and resistance to mandated writing rubrics.

#### B116

Chair: Chen Chen, North Carolina State University

- Speakers: Katelyn Egloff, Towson University, "#RBRC: Imagining *Rubric* as a Four-Letter Word"
- Casey Lichtman, Towson University, "Not Wired for Rubrics: An Exploration of Institutional Values and Silencing"
- June Locco, Community College of Baltimore County, "Student Writing Clubs—A Break from the Rubric"
- Deanna Murphy, Towson University, "Transforming Rubric Terminology: Re/Visioning Rubrics as a Way to Educate the Educators"

14-Cultivating Connections, Cultivating Space

## I.44 Doing What It Takes: Toward Meaningful Cultivation of Learning Spaces

Panelists challenge narratives about African American women, repositioning agency in critical pedagogies.

C120

Chair: Jessica R. Edwards, University of Delaware

- Speakers: Jessica R. Edwards, University of Delaware, "African American Women in the Media: Using Writing to Cultivate Agency"
- Michelle Grue, University of California, Santa Barbara, "Cultivating Empowerment by Changing the Narrative of Black Women in Academia"
- ReAnna Roby, The University of Texas at San Antonio, "A Student-Centered Expansion of Critical Pedagogy through Critical Race Feminism and Engaged Pedagogy"

#### 8-Language

# I.45 Including Multilingualism in the Cultivation of Teachers, Administration, and Programs

Using multilingual approaches in programmatic directives and teaching outcomes helps various student populations.

B112

Chair: Sarah Perrault, University of California, Davis

- Speakers: Tawnya Lubbes, Eastern Oregon University, "Cultivating Language Identities through a Case Study Approach in TESOL Preparation Programs"
- Jolivette Mecenas, University of La Verne, "Cultivating Campus Collaborations to Support L2 and Language Minority Writers in WAC/ WID Courses"
- Jennifer Slinkard, University of Arizona, "Cultivating Successful Cross-Cultural Composition Classrooms"

#### 14-Cultivating Connections, Cultivating Space

# I.46 Translingualism, Transmodality, and Tangled Disciplinary Roots: Growing through Our Theories

This panel addresses the complicated cross-disciplinary roots, current disjunctures, and future promises of translingualism.

## D133

Chair: Ghanashyam Sharma, Stony Brook University, NY

Speakers: Michelle Kaczmarek, The Pennsylvania State University, State College, "Researching Translingually: Beyond Linguistic Knowledge"

- Rachael Shapiro, Rowan University, "Translingual and Transmodal Synergies and Discord"
- Missy Watson, The City College of New York, CUNY, "The 'ism' in Translingualism: Exploring Etymologies"

#### 1-First-Year and Advanced Composition

# I.47 The Role of Writing Criteria in Transparency, Agency, and Community-Building in the Disciplinary Writing Classroom

Examines the use of partial-trait criteria and peer-based holistic scoring in writing courses linked to lecture courses in two disciplines.

## A108

*Chair:* Megan Callow, University of Washington, "Assessing Assessment: Considerations for Research on Criteria and Scoring" Speakers: Julie Dykema, University of Washington, "Students Norming Student Papers: A Step toward Peer Review and Self-Assessment"

Carrie Matthews, University of Washington, Seattle, "Writing and Learning in a Discipline through Peer-Based Holistic Scoring: Context and Results"

#### 12-Theory

## I.48 Objects, Technology, and Pedagogy in Materialism and New Materialism

These panelists engage with materiality to analyze various historical and material exigencies inside and outside of the classroom.

#### D134

Chair: Lisa Abney, Northwestern State University

Speakers: Summer Dickinson, Indiana University of Pennsylvania, "Narrating Objects: Unpacking Sensational Narratocracy in FYW Narratives"

- Edward Hahn, University of Wisconsin–Eau Claire, "Exile in the Gum Aisle: The Conceptual Politics of New Materialism in Writing Studies"
- Caitlin Pierson, University of Central Florida, "The Material-Rhetorical Situation: How Easter Dresses Respond to Exigencies"

#### 10-Research

# I.49 Creating a Transferable Sense of a Writing Self: Findings from a Longitudinal Study of WAW

A longitudinal study of learning transfer from writing-about-writing courses shows transfer as a function of a writer's sense of self.

#### F151

Chair: Doug Downs, Montana State University, Bozeman

Speakers: Doug Downs, Montana State University, Bozeman, "Transfer or Transformation? Taking New Selves to New Sites of Writing"

Kim Hoover, University of Pittsburgh, "Kinds of Consciousness: Affect, Metacognition, and Cosmic Minds?"

Miles Nolte, Montana State University, Bozeman, "Watch Out for That Exigence: What Military and Commercial Vessel Training Might Demonstrate about Facilitating Student Engagement in FYC"

Mark Schlenz, Montana State University, Bozeman, "Actualizing Selves in Universes of Discourse: Creativity, Identity, and Exigence in Metacognitive Transfer"

#### 10-Research

# I.50 Getting Our Hands Dirty: The Case for Conducting Collaborative Archival Research with Undergraduates

Speakers report on the feasibility and benefits of collaborative archival research practices for undergraduates in composition courses.

E144

**Speakers:** Sarah Franco, University of New Hampshire Molly Tetreault, University of New Hampshire Patty Wilde, Washington State University, Tri-Cities Campus, Richland, WA

11-Writing Pedagogies and Processes

# I.51 Multimodal Pedagogies: Digital Storytelling, Map Essays, and Technology as Text

Innovative approaches to technology and writing that encourage critical thinking, spatial analysis, visual literacy, and creativity.

B114

*Speakers:* Keri Behre, Marylhurst University, "Technology as Text: Preventing Tech Burnout for Online Students"

Perrin Kerns, Marylhurst University, "Digital Storytelling in the Writing Classroom: Word, Image, Tune"

Meg Roland, Marylhurst University, "Wayfinding in the Spatial Humanities: Poetic Cartographies, Maps, and Writing"

## 13-Writing Programs

# I.52 Assess This! Cultivating Cultural Change in the Face of Resistance

This panel will speak to the difficulties of combining writing assessment with program redesign at a large, multicampus community college.

## F149

Speakers: Allison Gross, Portland Community College Blake Hausman, Portland Community College Nick Hengen Fox, Portland Community College Jessica Johnson, Portland Community College Caroline Le Guin, Portland Community College Megan Savage, Portland Community College Elizabeth Smith, Portland Community College George Zamzow, Portland Community College

# J Sessions: 2:00-3:15 p.m.

# **Poster Sessions**

# Portland Ballroom Lobby

# Pedagogical Influence on Writer Self-Efficacy: A Case Study of Basic Writing Classes

Basic writing students need to develop self-efficacy as academic writers. This study explores how pedagogy relates to this development.

Bridget Kriner, Cleveland State University

# Regional Campus Student Populations and ITV Instruction: Barriers to the Instructor/Student Relationship

Considers barriers to instructor/student relationships with underserved student populations in a regional campus ITV environment.

Misty Chisum, Southeast Missouri State University Jennifer Gadberry, Southeast Missouri State University Kathryn Ingram-Wilson, Southeast Missouri State University

## Toward a Knowledge Worker Framework of Social Media: Evaluating Twitter Assignments in the Classroom

This poster describes a rubric for assessing social media assignments that enable a knowledge worker model of technical communication.

Laura Roberts, North Carolina State University

## Level Ten Teaching: Using Bullet Journals in the FYC Classroom to Create Mindfulness and Accountability

Using the Bullet Journal system as an effective tool for creating mindfulness and accountability in the classroom.

Hillary Yeager, Middle Tennessee State University

**Music and Writing: Peer Feedback in Writing Centers and Music Studios** We explore peer feedback in a conservatory writing center and extend our findings in other collaborative spaces, such as music studios.

Jelena Runic, Johns Hopkins University

# Collaborative Dissertations in Composition: A Feminist and Critical Disruption of the Status Quo

Laura and Sabatino Mangini share their story about writing composition's firstever collaborative and cooperative dissertation study.

Laura Mangini, Community College of Philadelphia Sabatino Mangini, Delaware County Community College

### **Smartphones Boost Student Motivation in the Classroom**

In a pre–post survey assessment, remedial ENG students report higher levels of intrinsic motivation in courses infused with design thinking.

Kara Jensen Maddox, Georgia Military College, Macon

**Sound Writing: Enabling and Enacting Tutor Training for Audio Essays** This poster uses data gathered from writing center tutors to identify best

practices for training them to support audio compositions.

Renee Drouin, Rutgers University Brynn Kairis, Rutgers University

# Cultivating Sustainability: The Composition Classroom as a Matrix for the Integration of Feminism and Evangelical Christianity

Composition teachers can cultivate sustainability within feminism and evangelicalism by integrating them in the classroom.

Laura Griffith, Idaho State University

# **Cultivate and Think Tank Sessions**

Think Tank on Prior Learning Assessment and Competency-Based Education

# J.01 Prior Learning Assessment and Competency-Based Education: What Writing Teachers Need to Know

Although prior learning assessment has existed for about four decades, in the last five years both it and the newer model of competency-based education have emerged as growing trends in higher education. These practices are still relatively unknown among most college writing faculty, however. As student debt continues to rise and colleges and universities seek out more (path)ways to increase graduation rates, writing faculty need to be informed about the workings of these approaches and, as some composition scholars have argued, the opportunities they may present.

Portland Ballroom 256

*Facilitators:* Chris Gallagher, Northeastern University, Boston, MA Holly Hassel, University of Wisconsin–Marathon County Cathy Leaker, SUNY Empire State College Michelle Navarre Cleary, DePaul University Eva Payne, Chemeketa Community College Clancy Ratliff, University of Louisiana at Lafayette

#### Cultivating Graduate and Early Career Academic Writers

# J.02 Meeting the Needs of Adult Writers: A Programmatic Coaching Perspective

This Cultivate mini-workshop session addresses the professionalization needs of graduate students and academic writers in early career. We consider how writing programs should include both program-level writing development opportunities and individual coaching for these adult writers. Graduate school is the new college, and the needs of adult writers is one of just-in-time learning, an andragogical model, rather than the just-in-case learning, the pedagogical model used with most undergraduate writing. Dissertations, scholarly articles, monographs, edited collection chapters, job materials, and the like form the corpus of just-in-time writing instruction needs that we address. Coaching is the preferred teaching style for many of these adult writers, and we demonstrate why and how to begin to approach adult writers differently from their undergraduate counterparts.

## Portland Ballroom 254

*Facilitators:* Beth Hewett, Defend & Publish Daveena Tauber, ScholarStudio Robin Zeff Warner, Defend & Publish

#### Cultivating CCCC Conference Proposals

# J.03 Conference Proposal Submission 101: A Guide to the Process

A successful convention program begins with high-quality proposals. In this Cultivate session, experienced Stage 1 and Stage 2 reviewers will describe the review (and acceptance) processes for each stage and the proposal submission policies and procedures. Additionally, facilitators will offer insights and advice for how to develop a strong CCCC proposal. During this interactive session, participants will have the opportunity to engage in a mock proposal review, to ask questions about the submission form and process, and to begin developing ideas for CCCC 2018 proposals.

Portland Ballroom 251

continued on next page

*Facilitators:* William Banks, East Carolina University Heidi Estrem, Boise State University, ID Dodie Forrest, Yakima Valley College, WA Jeffrey Klausman, Whatcom Community College Garrett Nichols, Bridgewater State University Timothy Oleksiak, Bloomsburg University Staci Perryman-Clark, Western Michigan University, Kalamazoo Kelly Ritter, University of Illinois at Urbana-Champaign Donnie Sackey, Wayne State University Jennifer Sano-Franchini, Virginia Tech Jennifer Wingard, University of Houston

#### 10-Research

## J.04 Qualitative Studies of Writing about Writing: Classrooms, Programs, and Trends

*Sponsored by the Writing about Writing Development Standing Group* Three qualitative studies of writing about writing focusing on an individual teacher, a program, and trends in US and Canadian pedagogy.

## C124

Chair: Jan Rieman, University of North Carolina at Charlotte

Speakers: Rebecca Babcock, University of Texas Permian Basin, Odessa, "Conceptions of WAW: A Qualitative Study"

- Cynthia Cochran, Illinois College, "Conceptions of WAW: A Qualitative Study"
- Lena Harper, Brigham Young University, "Contextualizing Contrasting Perceptions of WAW Failure: A Case Study of a Stand-Alone WAW-FYC Course"
- Samuel Stinson, Ohio University, Athens, "Writing-about-Writing and Post-Departmental Support"
- David Stock, Brigham Young University, Provo, UT, "Contextualizing Contrasting Perceptions of WAW Failure: A Case Study of a Stand-Alone WAW-FYC Course"
- Respondent: Doug Downs, Montana State University, Bozeman

## 9-Professional and Technical Writing

# J.05 Rhetorics of Health and Medicine: A Roundtable Examining Ways to Sustain Growth and Cultivate New Opportunities

Sponsored by the Medical Rhetoric Standing Group

The roundtable addresses questions about how to sustain growth and cultivate new opportunities in the field of medical and health rhetoric.

D131

Chair: Lora Arduser, University of Cincinnati

*Speakers:* Raquel Baldwinson, University of British Columbia, "Applied, Useful, and Involved: Creating Opportunities for Deliberative Rhetoricians"

Colleen Derkatch, Ryerson University, "Methodology and Disciplinary Identity: 'Legibility' in RHM"

Brian Harrell, University of Akron, "Creation, Collaboration, and Connection: Cultivating Meaningful Relationships between Those Who Write about Medicine and Those Who Practice Medicine"

Daniel Kenzie, Purdue University, "Cultivating Relationships within Medical Research: Traumatic Brain Injury, Scientific Uncertainty, and Rhetorical Interventions"

Christa Teston, The Ohio State University, "'Hit-and-Run Rhetorical Criticism' in RHM Scholarship"

13-Writing Programs

# J.06 Fostering Social Justice Frameworks: Activist Praxis in the Practical Spaces of Writing Programs

This panel takes on practical and theoretical notions, considering the ways the field implements or balks at activism in everyday practices.

## D136

Speakers: Erin M. Andersen, Centenary University, "Cultivating Change, Complicating Literacies: One Writing Center's History of Assessment"

Joshua Belknap, The Graduate Center, CUNY, "Destabilizing Monolingual Assumptions: Translingual WAC Workshops"

Seth Graves, The Graduate Center, CUNY, "Pragmatic Praxis: Critical Literacy in a Writing Across the Disciplines Course"

Robert Greco, The Graduate Center, CUNY, "Mapping Institutional Spaces to Foster Long-Term Activist WPA Goals"

## 14-Cultivating Connections, Cultivating Space

# J.07 Building Sustainable Coalitions to Support Communities of Color

This panel highlights how various communities of color build sustainable coalitions and networks of support.

F152

Chair: Gary Thompson, Saginaw Valley State University

- *Speakers:* Mara Holt, Ohio University, "Cultural Competencies: A Call from Black Lives Action Coalition"
- Sara Large, Lasell College, "The Cultivation of Cosmopolitan Identities through Translingual Practice: Mongolian Access Micro Scholarship Alumni on Facebook"
- Renee Moreno, California State University, Northridge, "'It's trauma because it's such a traumatized society': Engaging Social Justice in a Chicano Studies Writing Classroom"

## 10-Research

# J.08 Assessing the Assessment Process: Meta-Cultivation through a Portfolio Outcomes Project

This presentation will invite participants to learn about and participate in a meta-assessment of FYC portfolios.

## E144

Chair: Michael Day, Northern Illinois University, DeKalb

Speakers: Beth Buyserie, Washington State University, Pullman, "Meta-Assessment in Practice: Results and Applications of a Portfolio Outcomes Project"

Patricia Ericsson, Washington State University, "Setting the Stage for Programmatic Meta-Assessment"

Matthew Frye, Washington State University, "Gaining Momentum: Creating, Maintaining, and Revising a Local Assessment Instrument" *Respondent:* Tialitha Macklin, California State University, Sacramento

11-Writing Pedagogies and Processes

# J.09 Innovative Pedagogical Approaches: Cultivating and Integrating Threshold Concepts in the First-Year Writing Classroom

Researchers apply theory to practice and share innovative pedagogical approaches that integrate threshold concepts in writing classrooms.

## A108

Speakers: Margaret Bundy, Boise State University Danielle Packard, Boise State University Jan Roser, Boise State University

## 11-Writing Pedagogies and Processes

# J.10 Chopping Off the Heavy Hand: Fostering Dialogue by Flipping Assessment

Flipped assessment: exploring what happens when we invite students to initiate the assessment dialogue.

B113

*Chair:* Emilie Zickel, Cleveland State University *Speakers:* John Brentar, Cleveland State University Melanie Gagich, Cleveland State University Sarah Lacy, Cleveland State University

6-Information Technologies

## J.11 Manipulating Virtual Environments

In various and provocative ways, the presenters on this panel describe interventions in popular online ecologies.

B111

Chair: Ritu Sharma, Kaplan University

Speakers: Melissa Larabee, University of Illinois at Urbana-Champaign, "Why Comments Don't Suck: On Metaphors and Misunderstanding"

Spencer Schaffner, University of Illinois at Urbana-Champaign, "Gaming to the Top of the Amazon Review System"

Erika Sparby, Northern Illinois University, "Meming/Counter-Meming: Remixing Negative Memes to Deconstruct Stereotypes"

Rachael Sullivan, Saint Joseph's University, "Photoshop This! Visual Rhetoric in a Digital Culture"

10-Research

# J.12 Transfer, Habits of Mind, and Threshold Concepts: Trends Redefining the Fields

Participants describe lines of inquiry that are becoming increasingly important to understanding student writing for the purposes of pedagogical, programmatic, and institutional accountability.

## C122

*Chair:* Kelsie Hope Walker, University of Arkansas at Little Rock *Speakers:* Christopher Blankenship, Salt Lake Community College, "The

Frame and the Foil: Integrating Threshold Concepts and Outcomes Assessment in First-Year Composition"

Meghan Dykema, Florida State University, "Communicating Disciplinary Knowledge through Accreditation-Based Writing and Learning Initiatives"

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Robert Kaplan, Stony Brook University, "Transfer and the Writing Minor: Report on a First-Time Study"

Peter Khost, Stony Brook University, "Transfer and the Writing Minor: Report on a First-Time Study"

Shelley Reid, George Mason University, "Processes and Dispositions: Mapping Student Habits of Mind onto Composing Skills"

11-Writing Pedagogies and Processes

# J.13 Going Global

This panel explores the benefits of a globally focused curriculum in writing programs.

C125

*Chair:* Matthew Abraham, University of Arizona *Speakers:* Soni Adhikari, Stony Brook University Marohang Limbu, Michigan State University, East Lansing Maureen Salzer, Pima Community College

11-Writing Pedagogies and Processes

# J.14 Cultivating Promise: Marginalization, Advocacy, and Transformative Practice in the FYC Classroom

Transformative FYC practices hold potential to empower marginalized students—trauma survivors, autistic females, and basic writers.

B114

*Speakers:* Carol Erwin, Eastern New Mexico University, Portales Opal Greer, Eastern New Mexico University, Portales Denise Hill, Arizona State University

3-Community, Civic & Public

# J.15 #blackgirls4change: Cultivating Community and Creating Change through PhotoVoice

This panel focuses on PhotoVoice methodology, data collection, and findings with adolescent girls in the nation's second-oldest Black town.

# C123

Chair: Michelle Robinson, The University of Alabama

*Speakers:* Candace Chambers, The University of Alabama, "PhotoVoice in Action: Modeling Methodology, Demonstrating Change"

Khirsten Echols, University of Louisville, "Black Girls Cultivating Empowerment in Black Girls: The Real Work of PhotoVoice" Margaret Holloway, The University of Alabama, "PhotoVoice Methods, Challenges, and Changes: Research Cultivated in Communities"

Michelle Robinson, The University of Alabama, "Partnership, Pedagogy, Practice, and Publication: Cultivating Change in the Campus/ Community Gap"

1-First-Year and Advanced Composition

## J.16 Transforming Reluctant Writers' Attitudes toward FYC: Cultivating Advocates for Change

This panel explores a variety of theoretical and practical approaches to encourage students' advocacy for community and global change.

#### A106

Chair: Erin Sagerson, Weatherford College, TX

Speakers: Jared Abraham, Weatherford College, "Helping Reluctant Writers Find their Voice through Normalizing Writing in FYC"

Diann Ainsworth, Weatherford College, TX, "Grammar Snobs, Intellectual Elitists, and Pop Culture Fanatics: Cultivating Connections with the Academy through Student FYC Manifestos for Change"

Sarah Liles, Weatherford College, TX, "Inspiring Reluctant Writers through Increasing Community Engagement and Real-World Writing"

7-Institutional and Professional

# J.17 The Role of Composition and Writing Studies in Changing University Curricula

Writing program practices must meet pedagogical, political, and conceptual challenges as they adapt to changes in liberal arts nationwide.

D137

Chair: Joonna Trapp, Emory University

Speakers: Brad Peters, Northern Illinois University, "Composition and Writing Studies in the 'New' English Department"

Paul Puccio, Bloomfield College, "The Semesters of Our Discontent: Writing and the Changing Landscape of English Studies"

Trac Volz, Rice University, "Managing Collaboration and Conflict between a Writing Program and a School of Humanities"

Respondent: Joonna Trapp, Emory University

## 11-Writing Pedagogies and Processes

# J.18 Toward a More Ethical Writing Assessment: Cultivating Risk, Range, and Reflection with the Learning Record

The Learning Record is an open-ended method of assessment that enables instructors to put students' strengths at the center of evaluation.

Portland Ballroom 258

Speakers: Ron Brooks, Oklahoma State University Kendall Gerdes, Texas Tech University Steven LeMieux, University of Texas at Austin Sean McCarthy, James Madison University Timothy Richardson, University of Texas at Arlington

## 2-Basic Writing

# J.19 Cultivating Engagement through Open-Mindedness, Hospitality, and Intercultural Dialogue in Basic Writing Classrooms

This panel shares strategies for using open-mindedness, hospitality, and intercultural dialogue to engage basic writers in composition.

## D139

Chair: Karen Shea, Johnson & Wales University

Emily Spitzman, Bridgewater State University, "Facilitating Intercultural Dialogue to Foster Reflective, Ethnorelative Communication and Writing"

Speakers: Nancy A. Benson, University of Massachusetts, Dartmouth, "Cultivating Authentic Literacy Development with First-Year Students"

Karen Shea, Johnson & Wales University, "Open-Mindedness as Active Inquiry: The Key to Sustaining the Richness of Diversity"

14-Cultivating Connections, Cultivating Space

# J.20 Cultivating Compliance through Rhetorics of Self-Transformation

Panelists interrogate the seemingly self-transformative rhetorics of Title IX programs, "bootstrap" poverty narratives, and fitness apps.

C120

*Chair:* Connie Snyder Mick, University of Notre Dame, "Cultivating Compliance through Rhetorics of Self-Transformation"

- Speakers: Rebecca Brittenham, Indiana University South Bend, "Tracking the Perfected You"
- April Lidinsky, Indiana University South Bend, "Cultures of Compliance or Compassion: Rhetorics of Consent Campaigns on Campus"
- Connie Snyder Mick, University of Notre Dame, "Bootstrapping Our Way out of Poverty"

### 10-Research

# J.21 Connecting, Cultivating, Creating: Research on the Meandering Paths of Nontraditional Academic Women

This session discusses results of a pilot survey and follow-up interviews of women who began or completed graduate study after age thirty.

### D133

Chair: Linda Hanson, Ball State University, "Introduction"

Speakers: Theresa (Tess) Evans, Miami University, Oxford, OH, "Cultivating Spaces for Nontraditional Perspectives"

- Karen Neubauer, Purdue University, "Creating Narratives That Challenge Traditional Trajectories"
- Dani Weber, Sullivan County Community College, "Connecting with Colleagues on Meandering Paths"

6-Information Technologies

# J.22 Exploring New Media and Digital Culture through Lived Literacy Practices

An interactive session drawing on student-collected data to consider how inquiry can inform new media studies–related research.

E141

*Speakers:* Eleanor Kutz, University of Massachusetts Boston Denise Paster, Coastal Carolina University Christian Pulver, Roger Williams University

## 11-Writing Pedagogies and Processes

## J.23 Multilingual Connections

These panelists examine pedagogies that emphasize cross-cultural connections for EFL students and multilingual classrooms.

## C126

Chair: Kathleen Welch, University of Oklahoma

- Speakers: David Ramsey, Zayed University, "West Meets East: Dialogic Pedagogy in the Middle East"
- Brooke Ricker, Baruch College, CUNY, "Innovation from Negotiation: What EFL Writing Instruction Can Teach Us"
- Yi Yu, Indiana University of Pennsylvania, "Cultivating a Multimodal Reading Approach in First-Year Multilingual Writing Classrooms"

## 1-First-Year and Advanced Composition

# J.24 Cultivating (Meta)Transfer: Changing Individual, Programmatic, and Institutional Dispositions through a Revisioning of Stretch

Revisiting stretch with reflections on instructor and institutional dispositions, text analysis, and autoethnographic case studies.

## A105

- *Chair:* Lisa Tremain, Humboldt State University, "Theoretical Implications of Meta-Transfer"
- Speakers: Marianne Ahokas, Humboldt State University, "Disposition: It's Not Just for Students Anymore"
- Sarah Ben-Zvi, Humboldt State University, "In the Process of Transformation: Planning Our Future Research and Practice"
- Kerry Marsden, Humboldt State University, "Institutional Dispositions: When the Deficit Model Is Transferred to Stretch"
- Erin Sullivan, Humboldt State University, "Harnessing Constraint: How Disappointment and Frustration Fueled Our Reflection and Desire for Transformation"

## 14-Cultivating Connections, Cultivating Space

# J.25 Capacity Building for Community Engagement: Scaling Up from Local Inquiry to Writing Programs to Institutional Initiatives

Panelists discuss the relationship between community-based inquiry and first-year writing program administration.

## F149

*Chair:* Melissa Nicolas, University of Nevada, Reno *Speakers:* Austin Kelly, University of Nevada, Reno Amanda Pratt, University of Nevada, Reno Cassie Sander, University of Nevada, Reno Jim Webber, University of Nevada, Reno

## 14-Cultivating Connections, Cultivating Space

# J.26 Cultivating Capacities in Rhetoric, Mentoring, and Administering

This panel will discuss ways to cultivate rhetorical abilities and to develop professional capacities for mentoring and administering.

E145

Speakers: Cheryl Glenn, Pennsylvania State University, "Building Capacities through Mutual Mentoring"

- Shirley Logan, University of Maryland, College Park, "Cultivating Feminist Rhetorical Research Abilities in Undergraduates"
- Krista Ratcliffe, Purdue University, "Building Capacities and Change through Administrative Partnering"

Respondent: Joyce Irene Middleton, East Carolina University

#### 1-First-Year and Advanced Composition

J.27 Naming What WE Know: A Roundtable on Knowledge Production in Composition

This roundtable takes up the issue of knowledge production within the field of composition studies.

Portland Ballroom 252

*Chair:* Jonathan Alexander, University of California, Irvine *Speakers:* Jonathan Alexander, University of California, Irvine Eli Goldblatt, Temple University Angela M. Haas, Illinois State University Paula Mathieu, Boston College, Chestnut Hill, MA Jacqueline Rhodes, Michigan State University

#### 8-Language

J.28 Fostering Global Citizenship, Diversity, and Inclusion: Reaching beyond Linguistic Awareness in Translingual and Translocal Pedagogies

This panel discusses how translingual pedagogy can be used to advocate for global citizenship in the writing classroom.

#### E142

Chair: Julia Kiernan, Kettering University, Flint, MI

Speakers: Emily Cooney, University of North Alabama, "Creating Space for Translingual Discourse in the First-Year Composition Classroom"

- Ming Fang, Florida International University, "Same Principles, Different Practices: Promoting Global Citizenship and Diversity in First-Year Composition"
- Zsuzsanna Palmer, Grand Valley State University, "Building Connections through Conversations: The Power of Shared Allegiances and Interests That Reach beyond Borders"

Xiqiao Wang, Michigan State University, "Telling Stories, Finding Voices"

#### 3-Community, Civic & Public

#### J.29 Writing as Partnership: Negotiating and Sustaining Dynamic Community Writing Projects

This presentation suggests three methods to negotiate the complex and inherently asymmetrical partnerships of community writing projects. E147

Speakers: Emily Avery-Miller, Northeastern University Whitney James, Texas Christian University Elizabeth Parfitt, Emerson College Stephen Shane, Emerson College

#### 1-First-Year and Advanced Composition

#### J.30 Political Climate, Sustainability, and Paradigm Shifts

Cool Rogerian argument, reflection as action, technology, and permaculture principles informing first-year composition are discussed.

A103

Chair: Mike Cabot, American University, Washington DC

Speakers: LaRue Diehl, Papillion-LaVista South High School, Papillion, NE, "The Permaculture Classroom: Sustainable Design Principles for Composition Pedagogy"

- Faith Kurtyka, Creighton University, "The Permaculture Classroom: Sustainable Design Principles for Composition Pedagogy"
- Bonnie Markowski, University of Scranton, "Cultivating Change through the Ignatian Pedagogical Paradigm: Using Reflection AS Action"
- Adam Phillips, University of Tampa, "Technology and Composition: Fostering Change through Socially and Politically Conscientious Students"
- Kathleen Spada, Northern Kentucky University, "Starting with WHY: An Inquiry and Rogerian-Based Approach to Cultivating Critical Engagement in the Advanced Composition Classroom"

14-Cultivating Connections, Cultivating Space

#### J.31 Sensing Rhetoric and the Rhetoric of the Senses

This session examines connections between sensory-based contemplative practices and teaching.

E148

*Chair:* Heather Fitzgerald, Emily Carr University of Art and Design *Speakers:* Cheryl Hoy, Bowling Green State University, OH, "Locating the Present Moment: Finding the Mind/Body Connection in an Embodied Classroom"

Matthew Jacobson, University of Oklahoma, "Podcast Pedagogy Reconsidered: How 'Unrevised' Podcasts and the 'Wild Meat Movement' Model Rhetorical Complexity and Conversational Persuasion"

- Christine Olding, Kent State University, "'I Ain't No Note Reader': Re-creating Les Paul's Composing Process to Gain Multimodal Instructional Insight"
- Amanda Rzicznek, Bowling Green State University, "Locating the Present Moment: Finding the Mind/Body Connection in an Embodied Classroom"

#### 11-Writing Pedagogies and Processes

## J.32 Teaching Documentation: New Uses for Style Guides in the Writing Classroom

Sponsored by the Modern Language Association Pedagogical approaches to teaching documentation: how teaching with style guides can help students with writing and digital research.

B116

Chair: Andrea A. Lunsford, Stanford University

Speakers: Nancy Foasberg, Queens College, CUNY, "Citing Rhetorically in the Classroom"

Angela Gibson, Modern Language Association, "MLA Style in Practice: An Editor's Perspective on Learning and Teaching the New Style"

Denice Martone, New York University, "If I can find the source, I credit it': Understanding ESL Student Writers' Digital Research and Composing Habits"

Respondent: Deborah H. Holdstein, Columbia College Chicago

4-Creative Writing

#### J.33 Creative Nonfiction and Composition: Cultivating Creative, Academic, and Socially Conscious Connections

The presenters on this panel argue for creative nonfiction in the composition classroom.

F151

Chair: Allison Schuette, Valparaiso University

*Speakers:* Anne Auten, North Carolina State University, Raleigh, "Writing the Self: Implementing and Assessing Autoethnography in the First-Year Composition Classroom"

Melissa Goldthwaite, Saint Joseph's University, "Creative Nonfiction as a Foundational Academic Literacy"

Jenny Spinner, Saint Joseph's University, "Cultivating the Relationship between Creative Nonfiction and Composition Studies"

*Respondent:* Jane Danielewicz, University of North Carolina at Chapel Hill

#### 13-Writing Programs

#### J.34 Will the Center Hold? Addressing New Challenges to Writing Center Pedagogy and Autonomy

What can writing centers do to maintain 40+ years of pedagogy and practice when universities merge them with other units and fire faculty?

#### Portland Ballroom 257

**Respondents:** Chloe Diepenbrock, University of Houston–Clear Lake, "Being Strategic: Prevention, Response, and Recovery"

- Shareen Grogan, National University, "I Feel the Earth Move under My Feet"
- Ben Rafoth, Indiana University of Pennsylvania, "Rethinking the Mission of Writing Centers"

Patricia Stephens, Curry College, "Thing Fall Apart, but This Center Holds: Resisting One-Stop Shopping in the Learning Commons"

*Roundtable Leader:* Joe Essid, University of Richmond, "Leaving Camp Better Than I Found It"

#### 12-Theory

#### J.35 Citizenship, Rhetoric, and Political Life

This panel examines rhetorics of political power that support paranoia and warfare and invade the lives of students in the writing classroom.

D134

Chair: Celeste Amos, Loyola Marymount University

*Speakers:* Shereen Inayatulla, York College, CUNY, "Sans Papiers: Studying Citizenship and Documentation in the Writing Classroom"

- Michael MacDonald, University of Michigan-Dearborn, "Sans Papiers: Studying Citizenship and Documentation in the Writing Classroom"
- Bernie Miller, Eastern Michigan University, "Supporting Our Tropes: Witchcraft and the War on Terrorism"
- Michael Sobiech, Carson-Newman University, "Paranoia's Political Power: Donald Trump's Conspiracy Rhetoric"

#### 12-Theory

#### J.36 Post-/De-/Colonialisms in Composition and Beyond

Speakers utilize post-/de-/colonial perspectives and consider their applications in composition and beyond.

#### D132

Chair: Amber Jensen, George Mason UniversitySpeakers: Thomas Bolding, Southern Illinois University Edwardsville,"The Colonized Voice: Postcolonialism in Contemporary Composition"

Chelsea Murdock, University of Kansas, Lawrence, "Decolonizing the Conversation and 'The New Eden' Exhibit"

Joanna Sanchez-Avila, University of Arizona, "Came Back Haunted: Resistance toward Becoming a Copy of a Copy in Multiculturalism's Discourse of Difference and Inclusion"

13-Writing Programs

#### J.37 Access in Writing Centers and Programs

Speakers examine access and the future of multiliteracy in writing centers. D140

Chair: Noel Holton, SUNY Farmingdale

- *Speakers:* Joseph Cheatle, Michigan State University, "Building for the Future: Multiliteracy in the Writing Center"
- Jason Custer, Florida State University, Tallahassee, "Multiple Modes, Multiple Contexts: A Descriptive Overview of Administrator Philosophies and Practices for Preparing Tutors to Assist with Digital Multimodal Compositions"
- Roger Munger, Boise State University, "Student Distress: Understanding and Using Policies, Laws, and Acts to Foster Safer Conditions for Learning"
- Angela Shaffer, Texas Tech University, "How We Teach Our Teachers: UDL as Pedagogy"

12-Theory

J.38 Remediating Cross-Disciplinary Capacities: Digital Humanities, Social Media, Fan Studies, and Disability Rhetoric

Cultivating capacity at the intersections of composition and the digital humanities, social media, fan studies, and disability rhetoric.

#### B118

Chair: Christie Toth, University of Utah

- *Speakers:* Geneva Canino, University of Houston, "'Can We Talk?': Social Media Self-Advocacy and Rendering Disability"
- Merideth Garcia, University of Michigan, "Composing the Social (Media) Self: Connecting the Rhetorics of Social Media Communication and Academic Composing"
- James Hammond, University of Michigan, Ann Arbor, "Reassessing Distant Reading: Cultivating Connections between the Digital Humanities and Writing Assessment"
- Adrienne Raw, University of Michigan, "Tags and Trigger Warnings: Connecting Discourse in Fan and Academic Spaces"

8-Language

#### J.39 Poetics and Style in the Teaching of Writing

This panel encourages writing instructors to make use of literary and poetic strategies in the composition classroom to aid with literacy transfer and ESL development.

B112

*Chair:* Dawn Penich-Thacker, South Mountain Community College *Speakers:* Xinqiang Li, Michigan State University, East Lansing,

"Constructing a Western Realistic Discourse in the Contact Zone" Fang Yu Liao, Indiana University of Pennsylvania, "Cultivating English Composition Classes through Writing Poetry: A Translingual Approach"

Heidi Naylor, Boise State University, "Poetics: Literary Connections for FY Multilingual Writers"

Kristina Reardon, College of the Holy Cross, "Awakening the Sleeping Metaphor of Translation in Composition Studies"

3-Community, Civic & Public

#### J.40 Cultivating Social Activism in the Classroom

This session highlights ways to cultivate social activism effectively in response to varied, and often political, rhetorical situations.

C121

*Chair:* Craig Wynne, Hampton University *Speakers:* James Beitler, Wheaton College Heather Lettner-Rust, Longwood University Janet Lively, Northwestern Michigan College Craig Wynne, Hampton University

9-Professional and Technical Writing

#### J.41 Reproductive Discourses as Sites for Rhetorical Cultivation of Social Action

This panel considers the complex intersections between women's reproductive health and the discourses that mediate their bodies.

E143

Speakers: Lori Beth De Hertogh, James Madison University Erin A. Frost, East Carolina University Amy Koerber, Texas Tech University Sheri Rysdam, Utah Valley University

#### **Tribute Session**

Tribute Session: Harvey J. Graff

**J.42** Harvey J. Graff, Literacy Studies, and Composition This roundtable will reflect on literacy studies and composition through the work of Harvey J. Graff. Portland Ballroom 253 Chair: John Duffy, University of Notre Dame Speakers: Patrick Berry, Syracuse University, "Literacy Myths and Hope behind Bars" Kim Donehower, University of North Dakota, "Literacy as Community Property" John Duffy, University of Notre Dame, "Writing the 'People without History': Orality, Literacy, and the Work of Harvey J. Graff" Michael Harker, Georgia State University, "See Harvey J. Graff, or, A Necessary Beginning for the 'New' Humanities" Peter Mortensen, University of Illinois at Urbana-Champaign, "Town, Village, Farm: Another Look at Early Twentieth-Century Mass Literacy" Amy Wan, Queens College, CUNY, "Managing Literacy Myths in the Global University" Respondent: Harvey J. Graff, The Ohio State University

#### 7-Institutional and Professional

#### J.43 (Re-)Creating the MA: Cultivating Professional Development in the Classroom and Beyond

This panel suggests programmatic changes that cultivate professional development for the sake of the graduate students involved.

#### A107

Speakers: Michael Berns, California State University, Northridge Eric Kufs, California State University, Northridge J. C. Lee, California State University, Northridge Sharon Lim, California State University, Northridge Kylowna Moton, California State University, Northridge/LA City College 3-Community, Civic & Public

#### J.44 Rhetoric and Community Engagement: Implications for Food and Nutrition

Several perspectives on the relationship between community engagement initiatives, food, and nutrition.

B110

Chair: Shelley DeBlasis, New Mexico State University Carlsbad

Speakers: Meaghan Elliott Dittrich, University of New Hampshire, "Food Literacies: The Rhetoric of Meal-Kits and How They Cultivate

Culinary Capabilities"

Megan Schoen, Oakland University, "Writing Programs, Public Rhetoric, and the Flint Water Crisis"

Melissa Sprenkle, Northwestern Michigan College, "Community Engaged Writing Projects in a Rural Two-Year College: Raising Awareness of Hunger and Homelessness in Pure Michigan"

#### 3-Community, Civic & Public

#### J.45 The Rigged Race: Public Memory, Local Connections, and Cultivating Change

This roundtable explores the complex relationships between success and failure inherent to community engagement.

#### E146

Speakers: Tabetha Adkins, Texas A&M University-Commerce, "'I Didn't Know We Had to Fight:' Cultivating Change, One Cookie at a Time"

- Shannon Carter, Texas A&M University-Commerce, "125/50 Years Later: Challenging Institutional Memories in the Jim Crow South"
- Donna Dunbar-Odom, Texas A&M University-Commerce, "Cultivating Town-Gown Connections: Productive Failure and Sustainable Change"
- Diana Hines, Texas A&M University-Commerce, "Tapping the Well in Rural Texas: A University-Community Storytelling Project"
- Tobi Jacobi, Colorado State University, Fort Collins, "Not 'All Ellas': Risking Exploitation in a Prison Public Memory Project"

#### 11-Writing Pedagogies and Processes

J.46 Creating Socially Engaged Writing Pedagogies: Identifying and Analyzing Contemporary American Indian Realities in First-Year Writing, English Education, and Online Literature Courses

This teaching demonstration utilizes and examines a variety of writing activities. Participants will obtain ideas, materials, and resources.

B115

Chair: Matthew Hollrah, University of Central Oklahoma, Edmond
Speakers: Meredith Bigheart-Seagraves, University of Central Oklahoma, Edmond

Laura Bolf-Beliveau, University of Central Oklahoma, Edmond Timothy Petete, University of Central Oklahoma, Edmond

13-Writing Programs

#### J.47 Using Grounded Inquiry as a Method for (Re)Designing Writing Majors

This panel presents grounded inquiry as a method for cultivating action through the assessment, analysis, and (re)design of writing majors.

F150

*Chair:* TJ Geiger, Baylor University *Speakers:* Kara Poe Alexander, Baylor University Michael-John DePalma, Baylor University, Waco, Texas Coretta M. Pittman, Baylor University, Waco, TX Lisa Shaver, Baylor University Danielle Williams, Baylor University

1-First-Year and Advanced Composition

#### J.48 The Role of the Personal, Empathy, Compassion, and Metacognition in First-Year Composition Pedagogy

Presenters discuss enriching first-year composition through compassion, the personal, metacognition, and empathy in the classroom.

A104

Chair: Abby Dubisar, Iowa State University

Speakers: Samantha Looker, University of Wisconsin-Oshkosh, "Cultivating Active Empathy for Linguistic Difference: Rhetorical Listening and Testimonial Reading in First-Year Writing" Erica Rogers, University of Wisconsin–Eau Claire, "Cultivating Wholeness: Healing the Rift between Reason and Emotion, 'The

Public' and 'The Personal' in a Composition Classroom"

Albert Rouzie, Ohio University, "Learning to Represent Their Learning: Metacognitive Awareness in FYC"

#### 14-Cultivating Connections, Cultivating Space

#### J.49 Past Forward: How Rhetorical Practices before and beyond the Alphabet Can Inform Composition and Cross-Cultural Approaches to Rhetoric

Examines how nonalphabetic practices outside a Eurocentric framework can reform trends in multimodal, cross-cultural, and translingual rhetoric.

#### Portland Ballroom 255

Speakers: Chanon Adsanatham, University of Maryland Damián Baca, University of Arizona, Tucson Ellen Cushman, Northeastern University Jonathan Osborne, Northeastern University Elaine Richardson, The Ohio State University, Columbus

#### 12-Theory

J.50 Vital Concepts: Returning "Stability," "Context," and "Epistemology" to Posthumanist Writing and Rhetoric Studies

Returning/rethinking "outdated" concepts as a way of cultivating intellectual vitality in the classroom, the public sphere, and the field.

#### B119

*Speakers:* Julie Jung, Illinois State University, Normal, "Calling Out Posthumanism's Epistemic Neglect"

Chris Mays, University of Nevada, Reno, "Cultivating Stability in Writing (Studies)"

Maclain Scott, University of Texas at Austin, "Contextualizing Context"

#### 12-Theory

#### J.51 Listening, Making, Mattering, Writing, Changing: Some Ethical Intersections of Digitality and Media

This panel looks to Maker culture as we ask how to stretch the possibilities for writing classrooms.

#### D138

Speakers: Kristin Arola, Washington State University, "All Things Are Alive. Everything Is Related': An Indigenous Approach to Making"

Kristin Prins, Cal Poly Pomona, "DIY Public Rhetoric in the Multimodal Writing Workshop"

Anne Wysocki, University of Wisconsin-Milwaukee, "Making as Rhetorical Listening and Mattering"

#### 2-Basic Writing

# J.52 K–16 Partnerships and Initiatives: Benefiting Basic Writers

This panel examines local and national perspectives on K-12 connections, positive and negative.

A109

- Chair: Heather Aguailar, Ventura College
- Speakers: Lisa Abney, Northwestern State University, "Innovation in the Face of Policy Mandates: K–16 Partnerships, Corequisites, and College Readiness for First-Year Writing"
- Lisa Davis, Northwestern State University, "Innovation in the Face of Policy Mandates: K–16 Partnerships, Corequisites, and College Readiness for First-Year Writing"
- Lee Einhorn, Central Connecticut State University, "Save Basic Writing, Save the Public University"
- W. Gary Griswold, California State University, Long Beach, "Disjunctive Assessment: A Local and System-Wide Examination of the California State University Early Start Mandate"

Nicole Hancock, Southwestern Illinois College, "How to Grow an Assessment from the Ground"

Bradford Nadziejko, Southwestern Illinois College, "How to Grow an Assessment from the Ground"

10-Research

# J.53 Nourishing the Self, Cultivating the Archives, Enriching the Public: Sustaining the Work of Royster, Rohan, and Kirsch

This panel examines archival research in physical and digital sites by sustaining and expanding on the work of Royster, Rohan, and Kirsch.

#### D135

- *Speakers:* Erin Chandler, University of Montevallo, "Sustaining the Self in the Public Archives"
- Keri Mathis, University of Louisville, "Developing Capacity for Diverse Research Practices in the Archives"
- Jennie Vaughn, Gannon University, "Cultivating Relationships and the Archives"

9-Professional and Technical Writing

#### J.54 Entrepreneurship in Technical Communication? Yes!

Three case studies that cultivate discussion about entrepreneurship in technical communication.

B117

Chair: Geoffrey Clegg, Western Michigan University

*Speakers:* Jeffrey Gerding, Purdue University, "When Is a Solution Not a Solution? The Rhetorical Work of Civic Entrepreneurship in Solving Problems That Cannot Be Solved"

Allie Oosta, Amazon.com, "Writing in the Workplace: Document Revising as Collaborative Creative Process"

Jenna Sheffield, University of New Haven, "#contentstrategy: A Workplace Study of One Global Tech Startup's Digital Communication Strategies and the Implications for Professional Writing Pedagogy"

Kyle Vealey, West Chester University, "When Is a Solution Not a Solution? The Rhetorical Work of Civic Entrepreneurship in Solving Problems That Cannot Be Solved"

### K Sessions: 3:30–4:45 p.m.

#### **Cultivate and Think Tank Sessions**

Cultivating Response to Student Writing

# K.01 Cultivating Response: Seeing Teacher Comments through Students' Eyes

Responding to students' writing consumes so much time, energy, and empathy, and yet, paradoxically, it is the element of our work that we least understand. In this workshop-style Cultivate session, we will examine the task of responding to student writing and explore how students read and understand our written comments. Participants will first read a student's draft and the teacher's comments and discuss this material in a small-group breakout. We will then show a video of a discourse-based interview with the student, exploring what sense the student made of the teacher's comments relative to the intentions for the paper. Together, we will explore the basic questions: What kind of reader do we become when we take up residence in the margins of our students' papers? How do our comments help students become confident writers? And we will raise questions about responding, given the constraints of faculty workload and the demands of specific student populations. From a discussion of one draft, we will move to a larger reflection on what it means to be a thoughtful reader of student writing.

#### Portland Ballroom 255

*Facilitators:* Chris Anson, North Carolina State University Nancy Sommers, Harvard University Howard Tinberg, Bristol Community College

Cultivating Intergenerational Conversations about Retirement

#### K.02 Cultivating Your Future: An Intergenerational Conversation on Paths toward—and beyond— Retirement

Rhetoric and composition, like other fields, is in the early stages of a mass exodus of senior faculty as a generation of scholars goes into retirement; this carries momentous personal, professional, institutional, and political consequences. We need to foster field-wide discussion of the issues raised by this generational shift both for retiring faculty and for the profession. This Cultivate roundtable, sponsored by the SIG for Senior, Late Career, and Retired Professionals in Rhet/Comp/Writing Studies, brings together scholars from different generations—those

continued on next page

anticipating and planning retirement to those long-retired—to explore not only the personal dimension of retirement and the new horizons it opens, but also the impact such retirements have on the profession.

#### Portland Ballroom 257

Chairs: Darsie Bowden, DePaul University

Louise Wetherbee Phelps, Old Dominion University

*Facilitators:* Akua Duku Anokye, Arizona State University, Glendale, "Tending to That Pile of Research: With Pleasure"

Pamela Childers, The Clearing House, "A Healthy Professional and Personal Life after Retirement: Risks and Rewards"

Joan Mullin, University of North Carolina at Charlotte, "Leaving a Delicate Footprint: Planning, Supporting, and Mentoring as You Exit"

Charles I. Schuster, University of Wisconsin-Milwaukee, "Retirement: A View from 'Blade Runner'"

Chris Thaiss, University of California, Davis, "Teetering on the Edge of Retirement: Looking Forward, Then Looking Back"

Joel Wingard, Bethlehem, PA, "Me an Adjunct? Considerations for Teaching Part-Time"

WPA-GO Think Tank on Social Justice in Organizational and Disciplinary Spaces

#### K.03 Think Tank for Racial and Social Justice in the Writing Program Administrators–Graduate Organization and Beyond

Sponsored by the Writing Program Administrators–Graduate Organization

The WPA-GO (Writing Program Administrators–Graduate Organization) invites attendees to an interactive Think Tank session where we develop concrete strategies for working toward a socially just future inside our professional organizations of CCCC and CWPA as well as in composition and rhetoric more broadly. As a graduate organization, we are dedicated to interrupting racism and bias, and we are also committed to ensuring that conference and disciplinary spaces represent the needs and interests of graduate students from historically marginalized and underrepresented groups. This featured session is designed to "cultivate" collaborative exchanges that are actionoriented and audience-engaged with the goal of explicitly confronting racism through critical and intersectional lenses. Recognizing that the work of undoing racism and bias is complex and situation-specific makes further conversation during and after the convention even more important; thus, attendees can expect to leave our Think Tank with resources and links to our session's digital spaces so that we may continue the collaborative projects we start during the session.

#### Portland Ballroom 256

*Facilitators:* Jamila Kareem, University of Louisville Mandy Macklin, University of Washington, Seattle

#### 10-Research

#### K.04 Centering Transnational Work: A Study of Writing Practices in Tertiary Education in Romania, Nepal, India, and Colombia

Sponsored by the Transnational Composition Standing Group This panel examines the discourses and pedagogies of writing at specific institutions in four countries.

#### D131

**Speakers:** Sara P. Alvarez, University of Louisville Christiane K. Donahue, Dartmouth and Université de Lille Santosh Khadka, California State University, Northridge Ligia Mihut, Barry University Brice Nordquist, Syracuse University Ghanashyam Sharma, Stony Brook University

14-Cultivating Connections, Cultivating Space

#### K.05 Think Tank for Newcomers—Developing Papers and Sessions for CCCC 2018

Sponsored by the CCCC Newcomers' Orientation Committee At this Think Tank, newcomers will have an opportunity to develop ideas for papers and sessions for CCCC 2018 under the guidance of established scholars in our field.

Portland Ballroom 254

Chair: Christine Tulley, University of Findlay

8-Language

# K.06 Self-Perception, Reflexivity, and Cultivation in ESL/EFL Student Learning

ESL/EFL/multilingual students' self-perceptions influence their learning, writing, and outcomes in writing classes.

B117

Chair: Erica Frisicaro-Pawlowski, Daemen College

Speakers: Heather Finn, Borough of Manhattan Community College, CUNY, "Articulating Struggle: ESL Students' Perceived Obstacles to Success in a Developmental Writing Class"

Pearl Pang, Yonsei University, South Korea, "Lose That EFL Identity! Cultivating Writers Using Literacy Narratives as a Site of Reflective Agency"

Carol Severino, University of Iowa, "International Undergraduate Students' Perceptions of Their Second Language Writing Development and the Role of Writing Resources in It"

1-First-Year and Advanced Composition

#### K.07 Four Perspectives on Mentoring Graduate Student Teachers of Composition

Panelists working as/with graduate student FYC instructors describe their experiences and specific strategies they have used for mentoring.

#### A108

Chair: Cheryl Glenn, Penn State University

Speakers: Sarah Adams, Penn State University, "Cultivating Collaborative Reflection: Mentoring with Video Recording"

- Amanda Kellogg, Radford University, "Critical Thinking in Teaching Communication and Communicating about Teaching"
- Curry Kennedy, Penn State University, "On Being Good Soil: Rhetorical Trust and the Role of the Graduate Mentee"
- Frank Napolitano, Radford University, "Resistance and Responsibility: Reshaping a Mentoring Program in the Face of Administrative and Instructional Conflict"

10-Research

# K.08 Peer Review Research, Latent Semantic Methods, and Writing Analytics

Researchers from the University of South Florida and the University of Pennsylvania report on lessons learned based on 250,000 peer reviews. E143

Chair: Laura Aull, Wake Forest University

- Joe Moxley, University of South Florida, Tampa, "Collaborating and Researching with My Reviewers"
- Speakers: Rodger LeGrand, University of Pennsylvania, "Using NVivio to Research the Peer Review Corpus"
- Lan Ngo, University of Pennsylvania, "Latent Semantic Analysis of the Peer Review Corpus"

Valerie Ross, University of Pennsylvania, "Review of Peer Review Research and Theoretical Groundwork"

3-Community, Civic & Public

K.09 Discursive Agency in Illness: Empowering Everyday Writers to Cultivate Critical Communities

Speakers analyze online writing communities that seek to bring together those suffering from three chronic conditions.

E146

Speakers: Susan Ghiaciuc, James Madison University Cynthia Martin, James Madison University Cathryn Molloy, James Madison University Bryna Siegel Finer, Indiana University of Pennsylvania

1-First-Year and Advanced Composition

#### K.10 Writing about Writing and Teaching for Transfer

Speakers consider the efficacy of Writing about Writing in multiple venues and genres.

#### A103

Chair: Kenlea Pebbles, Michigan State University

Speakers: Veronica Flanagan, University of California, Santa Cruz, "Teaching First-Year Composition in a College Core Course"

Joel Heng Hartse, Simon Fraser University, "Implementing a Writingabout-Writing Approach in a High-Stakes Foundational Writing Course"

Ariel Zepeda, California State University, San Bernardino, "Reimagining Transfer through Multimodal Re-mediation" 12-Theory

#### K.11 Visual Spaces, Physical Places, and Social Action

These panelists engage how space, place, bodies, and visual rhetorics shape identities, history, and social action.

E148

Chair: Janine Butler, East Carolina University

Speakers: Diana Epelbaum, Marymount Manhattan College, "The Eighteenth-Century Woman Naturalist and the Student Writer: A Cultural Historicist Approach to Rhetorical Genre Studies in the Classroom"

Shannon Fanning, Iowa State University, Ames, "Cultivating a New Understanding of Visuals in the Classroom: Teaching Visual Genres as Social Action"

- Sarah Hirsch, University of California, Santa Barbara, "Decoding the 'X': The Intersection of Visual Rhetoric and Materiality in Post-Katrina New Orleans"
- Jason Kalin, DePaul University, "Writing with Time: Cultivating Temporal Visualities in Mobile Composition"

14-Cultivating Connections, Cultivating Space

#### K.12 Soundwriting Pedagogies: Teaching Audio and Cultivating Community

Roundtable participants discuss their experiences teaching with audio and invite others to join the community.

Portland Ballroom 251

*Chair:* Michael Faris, Texas Tech University *Speakers:* Jennifer Buckner, Gardner Webb University Jeremy Cushman, Western Washington University Courtney Danforth, College of Southern Nevada Shannon Kelly, Western Washington University Ben McCorkle, The Ohio State University at Marion Kyle D. Stedman, Rockford University

3-Community, Civic & Public

#### K.13 Implications for Embodied Rhetoric and Civic Engagement

Examines the relationship between embodiment and spatial rhetorics.

A109

Chair: John Pell, Whitworth University

- Speakers: Khem Aryal, Syracuse University, "Writing Civic: Engaged Writer, Engaged Citizen"
- Joshua Barsczewski, University of Massachusetts, "Public Bodies: Examining the Rhetorical Spaces of LGBT Activism"
- Kevin Mahoney, Kutztown University, "Centers for Struggle: Building Independent Spaces for Political Literacies"

#### 1-First-Year and Advanced Composition

K.14 Transfer's Evolution: Changing Our Terms, Interrogating Our Methodologies for Studying Transfer

A roundtable discussion about the changing terms for naming and methodologies for researching transfer.

#### Portland Ballroom 258

*Chair:* Michael-John DePalma, Baylor University, Waco, Texas *Speakers:* Anis Bawarshi, University of Washington, Seattle Dan Fraizer, Springfield College, MA Kali Mobley, University of Tennessee, Knoxville Mary Jo Reiff, University of Kansas, Lawrence Jeffrey Ringer, University of Tennessee, Knoxville Alisa Russell, University of Kansas, Lawrence

7-Institutional and Professional

K.15 Learning First: Creating Sustainable Change through K–12/University Writing and Assessment Partnerships

Panelists and respondent describe and analyze several school-university writing and assessment partnerships designed to put learning first.

#### C124

Chair: Diane Kelly-Riley, University of Idaho, Moscow

- Speakers: Bob Broad, Illinois State University, Normal, "When Good Ideas Go Unsustained"
- Chris Gallagher, Northeastern University, Boston, "Learning on Three Legs: A Model for Sustainable K–12/University/Community Partnerships"
- Diane Kelly-Riley, University of Idaho, Moscow, "Livin' in Our Own Private Idaho: Sustaining School-University Partnerships in a State Public Education System Driven by Privatized Interests"

Respondent: Christine Farris, Indiana University

#### 14-Cultivating Connections, Cultivating Space

#### K.16 Multiple Perspectives in New Materialist Rhetorics

Panelist discuss the affordances of new materialist rhetorics in a variety of venues.

F151

Chair: Kristi Girdharry, Johnson & Wales University

- *Speakers:* Devon Cook, Purdue University, "Letterpress Typesetting as a Composition Practice: A New Materialist Approach"
- Benjamin Harley, University of South Carolina, "Cultivating an Ecological Public"
- Alex Parrish, James Madison University, "Humans, Dolphins, and Other People: Cultivating an Expansive View of Rhetorical Theory and Practice"

#### 13-Writing Programs

#### K.17 Emergent Transfer in Action: Researching Transfer of Learning in Writing Centers

This panel will engage attendees in extended conversation to analyze potential moments of transfer in writing center consultations.

#### E145

*Speakers:* R. Mark Hall, University of Central Florida Bradley Hughes, University of Wisconsin-Madison Rebecca Nowacek, Marquette University

11-Writing Pedagogies and Processes

#### K.18 Aurality in the Composition Classroom

Aural texts, alongside visual, digital, and written texts, improve analysis, research, and reflection in the composition classroom.

#### B114

- *Chair:* Jacqueline (Lyn) Megow, Eastern Washington University, "Aurality and Reflection: A Multimodal Statement of Writing Philosophy"
- Speakers: Kate Peterson, Eastern Washington University, "Podcast as Pedagogy: Authorial Agency in the Research Process"
- Liz Rognes, Eastern Washington University, "Listening In' and Rhetorical Analysis of Audio Texts"

#### 13-Writing Programs

# K.19 Confluence and Navigation: Graduate Students, Faculty, and Disciplinary Currents

We will present research on graduate writing from two research-intensive universities, survey support strategies, and invite discussion.

E147

*Chair:* Laura Brady, West Virginia University *Speakers:* Laura Brady, West Virginia University Susan Lawrence, George Mason University Nathalie Singh-Corcoran, West Virginia University Terry Zawacki, George Mason University

9-Professional and Technical Writing

#### K.20 Creative Collaborations: Cultivating New Voices from the Undergraduate Legal Writing Community

Emphasizing creativity and collaboration, panelists cultivate a space for legal writing in undergraduate English curricula.

#### E142

Chair: Brian Larson, Georgia Institute of Technology

Speakers: Antonio Elefano, University of Southern California, "And Justice for All: What Non-Lawyers Can Learn from Legal Writing"

- Lindsay Head, Louisiana State University, "Initial Implementation: Grading Contracts and Course Design in Undergraduate Legal Writing"
- Lisa-Jane Klotz, University of California, Davis, "Opening Arguments: Introducing Legal Discourse to Pre-Law Students"
- Phil Mink, University of Delaware, "The Rhetoric of the Law: Teaching Pre-Law Students to Write Like Judges"

Willie Schatz, University of Maryland, "Torts and Courts for Undergrads"

3-Community, Civic & Public

#### K.21 Naming the Tools: The Pedagogy and Practice of Community-Based Writing and Research

This panel theorizes rhetorical tools for the public work of rhetoric when that work is most needed and most vexed.

C121

Speakers: Jennifer Clifton, University of Texas at El Paso, "Phronesis for Contemporary Public Life: Toward an Integrated Model of Rhetorical Expertise and Rhetorical Wisdom"

continued on next page

- Elenore Long, Arizona State University, Phoenix, "Detangling Empowerment Knots: Configuring Knowledge Work to Support Joint Discovery and Change"
- Deborah Mutnick, Long Island University, NY, "Naming the Rhetorical Tools for Building Democracy in Contested Urban Spaces"
- Christopher Wilkey, Northern Kentucky University, "Fighting Gentrification through Community Literacy: Democracy as Taking the Side of the Oppressed"

#### 6-Information Technologies

#### K.22 Changing Course: Creating an Interactive iBook for First-Year Composition

Panelists reflect on how they reconceptualized their roles and work as compositionists in the process of creating an interactive FYC iBook.

#### D138

Chair: Deborah Bertsch, Columbus State Community College, OH

Speakers: Deborah Bertsch, Columbus State Community College, OH, "Cultivating Partnerships: Collaborating with Apple Education, Instructional Designers, Librarians, Dual-Credit Stakeholders, and Students"

Don Bruce, Columbus State Community College, "Creating Pedagogy: Re-seeing Widgets, Learning Objects, and the Mobile Student"

Rebecca Fleming, Columbus State Community College,

"(Re)Conceptualizing Academic Labor: Working as Developers, Reviewers, Advocates, and Entrepreneurs"

Nicholas Lakostik, Columbus State Community College, "Creating Pedagogy: Re-seeing Widgets, Learning Objects, and the Mobile Student"

5-History

#### K.23 Interrogating History in the Interspaces: Rhetoric, Composition, and Metadata Tools

This panel critically examines various approaches to and challenges of re/ creating composition's histories through metadata tools.

D136

Chair: Ryan Skinnell, San Jose State University

Speakers: Tarez Samra Graban, Florida State University, "Intellectual Encounters as Digital Epistemology"

- Gerald Jackson, University of South Carolina, Columbia, "Genealogies as Performative Works"
- Jenna Morton-Aiken, University of Rhode Island, "Code as a Form of Control"

Respondent: Ryan Skinnell, San Jose State University

#### 5-History

**K.24** Situated Histories: Stories, Sites, Maps, and Buildings Presenters apply theories of space, place, and work to excavate sites of writing and rhetorical instruction.

B110

Chair: Lauren Cagle, University of Kentucky

- *Speakers:* Brian Fehler, Texas Woman's University, "On the Map: Geographic Information Systems, Circumference Criticism, and Changes of P(1)ace"
- David Hudson, University of Wisconsin-Madison, "Cultivating Identities within Bureaucratic Culture: The Chicago Commons and Negotiating Civil Service as a Term of Work for Rhetorical Education"
- Carl Schlachte, University of North Carolina at Greensboro, "Material Inertia: The Sedimented Spatial Rhetoric of Public School Buildings"
- Jennifer Warfel Juszkiewicz, Indiana University-Bloomington, "'I remember the classroom where . . .': The Spatial Stories We Tell Ourselves"

#### 14-Cultivating Connections, Cultivating Space

## K.25 Cultivating Inclusion: Invitational Approaches to Rhetorical Instruction

Speakers discuss their use of intersectional/invitational approaches to foster inclusive spaces in the classroom and beyond.

C120

Chair: Iris Ruiz, University of California-Merced

*Speakers:* Christina Cedillo, University of Houston-Clear Lake, "Accessibility and/as Eloquence: An Intersectional Approach to Composition"

Dagmar Scharold, University of Houston-Downtown, "Relationality and Intersectionality in the Online Advanced Writing Classroom"

Nancy Small, University of Wyoming, "Professor at the Crossroads: Intercultural Communication and the International Branch Campus"

Shui-yin Sharon Yam, University of Wisconsin-Madison, "Rhetoric without Persuasion: Enacting Invitational Rhetoric in the Classroom"

#### 7-Institutional and Professional

#### K.26 Securing Full Membership for Non-Tenure-Track Writing Faculty

Panelists describe ways of improving institutional, disciplinary, and professional participation for NTT writing teachers.

B112

continued on next page

Chair: Taylor Spining, California State University, Los Angeles

*Speakers:* Ann Dean, University of Massachusetts, Lowell, "Perceptions of (the Lack of) Governance among Adjunct Faculty: Changing the Curriculum at a Comprehensive University"

- Brendan Hawkins, Appalachian State University, "Cultivating Change in Contingent Spaces: Pictures of Adjunct Efficacy"
- Julie Karaus, Appalachian State University, "Cultivating Change in Contingent Spaces: Pictures of Adjunct Efficacy"
- Michael McCamley, University of Delaware, "Surveying the Landscape of Permanent Non-Tenure-Track Faculty"
- Paulette Stevenson, Arizona State University, "Cultivating the Capacity to Act: A Narrative Case Study of ASU against 5/5"

6-Information Technologies

#### K.27 Inhabiting and Subverting Online Spaces

Blogs, games, and discussion forums are sites that invite styles of participation that can generate social change. Panelists will critique and explore the possibilities.

#### B111

Chair: Roger Austin, Georgia State University, Atlanta

*Speakers:* Katelyn Burton, Fashion Institute of Technology (SUNY), "Digital Identity as a Dynamic Event"

Peter Carrillo, University of Kansas, "Creating Change in Writing Communities: The Remediation of Academic Features in the Gaming Wiki"

Haeyoung Lee, University of Oklahoma, "Cultivating Critical Participation across Transmedia Platforms through Subversive Play"

Andrew Moos, University of Kansas, "Creating Change in Writing Communities: The Remediation of Academic Features in the Gaming Wiki"

Kris Purzycki, University of Wisconsin-Milwaukee, "Communities of Interactivism: Procedural Fluency and the Rhetoric of Digital Public Spaces"

#### 2-Basic Writing

#### K.28 "But We've Always Done It This Way": Changing Developmental Curriculum and Faculty Perceptions

This panel discusses the process of implementing corequisite remediation and integrating reading and writing.

D137

*Speakers:* Sarah Alderfer, Vincennes University, "Why Coreqs?" Jesse Coomer, Vincennes University, "Planning for Teamwork" Matt Norman, Vincennes University, "Why Coreqs?"

Jamie Singleton, Vincennes University, "Consolidating the Reading and Writing Curricula"

#### 11-Writing Pedagogies and Processes

#### K.29

### Go Your Own Way: Gateways and Barriers to Student Writer Agencies

This session explores the limits and possibilities of source use and misuse and threshold concepts.

D132

Chair: Douglas Hall, Georgia State University

- Speakers: Jonathan Cook, Durham Technical Community College, "Beyond Patchwriting: Using Experience and Reflection to Help Students Avoid Plagiarism as They Develop an Academic Voice"
- Dawn Formo, California State University San Marcos, "Writing Prompts and Threshold Concepts: Tending (to) Our Rhetorical Tools"
- Alexis Ramsey, Eckerd College, "Are Citations Really Necessary in the Age of Google?"
- Kimberly Robinson Neary, Los Angeles City College, "Writing Prompts and Threshold Concepts: Tending (to) Our Rhetorical Tools"

#### 12-Theory

#### K.30 Terminology That Matters: A Grammar for Discussing Grammar

This panel reviews the grammar/writing debate and discusses the implications of modern genre approaches to grammar for writing instruction.

C123

Speakers: Kendra Andrews, North Carolina State University, "Grammar and Writing Instruction: A Brief History of Definition and Debate"

Abby Dobs, University of North Carolina at Charlotte, "Workshopping with Grammar: A Reflection on What Can Happen When Students Focus on Grammar"

Ronald Lunsford, University of North Carolina at Charlotte, "Returning Grammar to Its Proper Place in the Trivium"

#### 9-Professional and Technical Writing

#### K.31 Ethics of Care and the Teaching of Technical Communication

Four perspectives on feminist approaches to health communication. C122

Chair: Celeste Del Russo, Rowan University

continued on next page

Speakers: Amy Flick, Kent State University, "Cookers and Brick Milk: Literate Practices of Harm Reduction Workers"

Russell Kirkscey, Texas Tech University, "Bioethical Communication: Shared Decision Making and Critical Empathic Rhetoric"

Hill Taylor, Oregon Health and Science University, Portland, "Reflective Journaling for Development of Cultural Humility in Nursing Students"

Katie Walkup, University of South Florida, "Teaching Expertise in Patient Interactions: Rhetorical Strategies in Health Communication"

#### 12-Theory

# K.32 Women Talking Back: The Artist, the Student Writer, and the Memoirist

Using the works of bell hooks, panelists explore the ways in which artists, student writers, and memoirists speak back to oppressive forces.

B118

*Speakers:* Sarah Allen, University of Hawai'i at Mānoa Daphne Desser, University of Hawai'i at Mānoa Brittney Holt, University of Hawai'i at Mānoa

14-Cultivating Connections, Cultivating Space

#### K.33 More of the Message: Extending Multimodality across Composition Stages

This session advocates for aurality in multimodal processes, transferable visual argument, and tutor training for multimedia compositions.

#### A107

- *Speakers:* Jeffrey Breitenfeldt, Leeward Community College, "Cultivating Expertise from 'Wicked Problems': Strategies for Using Visual Argument and Design to Improve Student Writing"
- Travis Margoni, Yakima Valley College, "Composing McLuhan's Ear World of Relationships in the Basic Writing Classroom"
- Laura May, Yakima Valley College, "Trail Guides on the Multimodal Landscape: New Tutor Training for New Media"

#### 11-Writing Pedagogies and Processes

K.34 Large Sections, Standardized Curricula, and Faith Integration: Cultivating Effective Writing Pedagogy in a Nontraditional University Model

This panel will discuss ways of teaching within a very nontraditional model for composition instruction.

B113

- Speakers: Andrea Alden, Grand Canyon University, "Making It Work: Effective Pedagogy in a Model That Challenges the Guidelines of the Discipline"
- Diane Goodman, Grand Canyon University, "Reframing Pedagogical Perspectives: Teaching Literature in a Predetermined Curriculum at a Christian College"
- Maria Zafonte, Grand Canyon University, "Cultivating Capacity by Building Blended"

#### 10-Research

K.35 Composting Stories to Cultivate Learning: Lessons from Long-Term Qualitative Research

> This interactive, audiovisual session explores how long-term, interviewbased research can drive pedagogical and programmatic action.

D133

Speakers: Bump Halbritter, Michigan State University, "Recycling Processes from Products"

Julie Lindquist, Michigan State University, "Small Plot, Big Garden" Todd Taylor, University of North Carolina, Chapel Hill, "Talk about the Passion"

#### 10-Research

#### K.36 Contexts and Conditions for Student Success

Panelists address individual, programmatic, and institutional contexts that shape student learning in writing research.

C125

Chair: Judy Holiday, University of LaVerne

Speakers: Ed Jones, Seton Hall, "Race, Class, Self-Beliefs, and Achievement at Two Different Four-Year Universities"

- Elizabeth Kleinfeld, Metropolitan State University of Denver, "Student Source Citations in Papers and Presentations: What We Tell Them, What They Do, and Why We Should Be Cultivating Capacity for Format as Process"
- Liv Marken, University of Saskatchewan, "Libraries and Writing Centres in Collaboration: Educative and Practical Support for Undergraduate Research Publishing"
- Kathryn Valentine, San Diego State University, "Writing Student and Instructor Perceptions of Class Size: Preliminary Findings from a Qualitative Study"

#### 11-Writing Pedagogies and Processes

#### K.37 What's New in WAW Is WA(M)W! Fostering Adaptive Transfer through Writing about Multilingual Writing

Invites consideration of Writing about Multilingual Writing as an innovative approach to language difference in transfer studies.

B115

*Speakers:* Lindsey Ives, Embry-Riddle Aeronautical University Katherine Silvester, Indiana University, Bloomington Emily Simnitt, University of Oregon

11-Writing Pedagogies and Processes

#### K.38 What's the Matter Here?

This session explores what happens when we revisit tried-and-true pedagogies.

D134

*Chair:* Steven Lessner, Northern Virginia Community College, Annandale *Speakers:* Gordon Mantler, George Washington University, "Beyond Celebration: Student Publications in Writing Pedagogy"

- Kristin Messuri, Texas Tech University, "The Efficacy of Academic Writing Groups"
- Jeff Sommers, West Chester University, "Problematizing Reflection: Conflicted Motives in the Writer's Memo"
- Zac Wendler, Ferris State University, "Student Engagement from the Syllabus Up"

#### 1-First-Year and Advanced Composition

#### K.39 Student Perceptions of Placement and Testing: Implications for Academic Identity and Success

Explores how students' experiences with high-stakes testing may shape their own assessments of their academic abilities and potential.

#### A106

Chair: Ann Penrose, North Carolina State University

- Speakers: Christine Barba, North Carolina State University, "Student Perceptions of Standardized Assessment and the SAT"
- Melody Owens, North Carolina State University, "Placement and Testing: Student Experience as the Decision Makers"

Grace Taylor, North Carolina State University, "Exploring Effects of Placement on Latino/a Student Identity and Writing Self-Efficacy"

#### 13-Writing Programs

#### K.40 Building Institutional Support for WAC/WID

Panelists share opportunities to foreground necessity of WAC/WID programs.

F152

Chair: Carolyn Ostrander, Syracuse University

- Speakers: Rodney Herring, University of Colorado Denver, "Seeding a WAC Initiative through a Faculty Learning Community"
- Siskanna Naynaha, California State University, Dominguez Hills, "WAC/WID Programs for Dangerous Times"
- Stacey Sheriff, Colby College, "Threshold Concepts and WID Faculty Development"

#### 1-First-Year and Advanced Composition

## K.41 Converging Compositions: Teaching Dissoi-Polylogoi in the Networked Classroom

Polymodal Pedagogy uses converging technologies to expand binary thinking and reveal traditionally silenced voices and viewpoints.

#### A105

- Speakers: Daniel Frank, Clemson RCID, "Moving from 'Writing' to 'Playing, Performing, and Synthesizing:' Polymodal Spaces in First-Year Composition Classrooms"
- Susan Garza, Texas A&M University–Corpus Christi, "Moving from 'Voice' to 'Text': Encouraging Writers to Write More Like They Talk"
- Eda Ozyesilpinar, Clemson University, "Moving from 'One and Two' to 'Thirds': Changing the Western Rhetorical Space of Argumentation in the First-Year Composition Classroom"

#### 10-Research

#### K.42 Learning Information Literacy Across the Curriculum (LILAC): Discussing Results from a CCCC Research Initiative Project

This panel offers results of the LILAC study with analysis of students' information-seeking behaviors, pedagogical challenges, and solutions.

#### D135

*Chair:* Lilian Mina, Auburn University at Montgomery *Speakers:* Jeanne Bohannon, Kennesaw State University Jinrong Li, Georgia Southern University Janice Walker, Georgia Southern University

#### 12-Theory

#### K.43 Cultivating a Field: Asian American Rhetoric and Its Transformative Possibilities

This panel examines how Asian American rhetoric can trans/form the disciplinary knowledge and history of rhetoric and composition studies. **B119** 

- *Speakers:* Linh Dich, Miami University, "Tracing Vietnamese and American Transnational Relationships: Rap and Tattoos as Protest"
- Sanjay Kumar, Jawaharlal Nehru University, "Recasting Rhetoric of South Asia: Dalit, Democracy, and Citizenship"
- LuMing Mao, Miami University, "In the Present and Importantly Present: Advancing Temporality for Asian American Rhetoric"
- Terese Guinsatao Monberg, Michigan State University, "Beyond Representation: Temporal, Spatial, and Transnational Cultivations of Asian/American Rhetoric"
- Iswari Pandey, California State University, Northridge, "Recasting Rhetoric of South Asia: Dalit, Democracy, and Citizenship"
- Morris Young, University of Wisconsin-Madison, "Beyond Representation: Temporal, Spatial, and Transnational Cultivations of Asian American Rhetoric"

#### 8-Language

#### K.44 Latin@s in Dual-Credit Courses: Living Realities, Cultivating Pedagogies

The lived realities of ethnic minorities and their language practices need to dictate the pedagogies employed in a dual-credit course.

E141

Speakers: Jose Cano, Brownsville Independent School District, "Sketching a Picture: Literate/Language Practices"

Selina Gilman, Pace High School, "Homosociality in the Writing Class: The Power of Acceptance in First-Year Composition Courses"

Stacey Gonzalez, Lasara Independent School District, "Personal Narratives: Latin@s' Identities as Writers from Moya's Social Location"

7-Institutional and Professional

## K.45 "A Picture of the Future/And You're Not in It": Letting Go without Getting Lost

Change is necessary but difficult for outgoing, isolated WPAs and WCDs. This session discusses strategies for moving on well.

D139

- Speakers: Robert Koch, University of North Alabama, "There and Back Again, or When in Doubt, Follow Your Nose"
- William Macauley, University of Nevada, Reno, "The Writing Center Dude, Then Master"
- Nicholas Mauriello, University of North Alabama, "Owning the Past to Change the Future"

#### 13-Writing Programs

K.46 Virtuous Writing Circles: Collaborative Curricular Development from the WAC Program to the WID STEM Classroom and Back Again

Structured, facilitated peer review groups cultivate grounds for sustained curricular collaboration between WID faculty and WAC programs.

#### F150

- Speakers: Rebecca Concepcion, Pacific University, "The Impact on Classroom Curriculum"
- Tereza Joy Kramer, Saint Mary's College of California, "Purpose and Development of Writing Circles"
- Krista Varela, Saint Mary's College of California, "Design Thinking That Begins with the WAC Program"
- Joe Zeccardi, Saint Mary's College of California, "Ultimate Outcome: Collaborative Design by WAC Program and WID Faculty"

#### 12-Theory

#### K.47 Cultivating 21st-Century Rhetorical Practices: Exploring Ecologies, Networks, and Assemblage

Panel explores the differences among ecology, networking, and assemblage within rhet/comp theory, calling attention to material power.

#### B116

Chair: Rachel Riedner, George Washington University

Speakers: Rebecca Dingo, University of Massachusetts Amherst, "Transnational Networked Pedagogies"

- Kelin Loe, University of Massachusetts Amherst, "Cultivating Rhetorical Ecologies"
- Jennifer Nish, American University of Beirut, Lebanon, "Cultivating Activism"

Tara Pauliny, John Jay College, "Ecological Networking"

Thomas J Pickerington, University of Massachusetts Amherst, "Multicultural Ecologies and Networks of Capital"

Jennifer Wingard, University of Houston, "Cultivating Consciousness through #BlackLivesMatter"

#### 12-Theory

#### K.48 Motherhood and Rhetorical Choice: Perspectives on Women's Identification outside of and around Motherhood

Panelists analyze the rhetorical pressures of motherhood and how women articulate themselves in resistance to these pressures.

D140

Chair: Robert Watkins, Idaho State University

- *Speakers:* Jennifer Enoch, Florida State University, Tallahassee, "'Do Not Forget His Name': Strategies of Deference and Assertion in Women's Everyday Writing"
- Ella Raynor, University of Central Florida, "Articulating Feminist Cultural Knowledge: Resistance, Agency, and Discursive Space"
- Courtney Wooten, Stephen F. Austin State University, "Just an Aunt': Reconstructing the Identities of Childless-by-Choice Women"

#### 11-Writing Pedagogies and Processes

#### K.49 Multimodal Moves in the Writing Classroom

This panel explores the integration of multimodal design into writing classrooms and the relationship between hybrid and f2f learning.

#### C126

Speakers: Paige Arrington, Georgia State University, "Bridging Hybrid and F2F Composition Classrooms via Digital Pedagogy"

Fia Christina Borjeson, Chalmers University of Technology,

"Contextualized Writing Pedagogy for Genre Awareness in Higher Education: Challenges and Opportunities in STEM Education, WAC, and WID"

- Carl Johan Carlsson, Chalmers University of Technology, "Contextualized Writing Pedagogy for Genre Awareness in Higher Education: Challenges and Opportunities in STEM Education, WAC, and WID"
- Phillip Goodwin, University of Nevada, Reno, "Seeing the Unseen: Cultivating Lenses of Engagement through Images and Multimodality"
- Raffaella Negretti, Chalmers Technical University, "Contextualized Writing Pedagogy for Genre Awareness in Higher Education: Challenges and Opportunities in STEM Education, WAC, and WID"

1-First-Year and Advanced Composition

#### K.50 Multimodal Composition

Presenters provide strategies for making technology work for students' writing.

A104

Chair: Tong Zhang, Indiana University of Pennsylvania

Speakers: Matthew Halm, North Carolina State University, "College Composition Is Already Multimodal"

- Catherine Latterell, Penn State Altoona, "Breakdown, Sample, Play: Where Remix Is Heading Next"
- Aiko Nagabuchi, Eastern Washington University, "Immersion of Multimodal Group Writing in First-Year College Composition"
- Melissa Toomey, University of Cincinnati, "You've Got to Download This! Cultivating Substantive Student Work through an Examination of the Rhetorical Capabilities of Apps"

3-Community, Civic & Public

K.51 Interventions in Neoliberal Literacy Practices: Engaging with Historical, [Trans]national, and Local Dialogues

The panel suggests interventions in neoliberal literacies by engaging with what we learn from historical, transnational, and local spaces.

E144

*Speakers:* Chowaing Chagra Belekeh, University of Texas at El Paso, "Privatization of Water in Cameroon: Rural Literacy Lens"

- Sarah Fish, University of Houston, "Historical Interventions in 'Critical Needs' Literacy"
- Eddie Nevarez, University of Texas at El Paso, "Aesthetic Literacy in the Borderland"

12-Theory

#### K.52 The Nonrational/Nonspeaking Subject: A Disability-Studies Analysis through Narrative, Qualitative Research, and Philosophical Inquiry

We investigate the rhetoricity and materiality of "the human" if the subject does not speak, has dementia, loses memory, or is indentured.

#### F149

Chair: Margaret Price, The Ohio State University

Speakers: Hailee Gibbons, University of Illinois at Chicago, "Using

- 'Demented Time' to Cultivate Access and Relationships with People with Mental Disabilities"
- Sidney Jones, The Ohio State University, "Breaking the Black Female Body Down: *Our Nig* and Articulating Disability"
- Elisabeth Miller, University of Wisconsin-Madison, "Aphasia and the Need to Establish Rhetoricity"
- Margaret Price, The Ohio State University, "'Are They Still in There?': A Qualitative and Material Analysis of Memory Loss and the In/human"

### **AWARDS PRESENTATIONS**

### **CCCC Awards/Recognition Reception** Portland Ballroom 252 & 253 5:00 p.m.–6:30 p.m.

*Chair:* Carolyn Calhoon-Dillahunt, Program Chair/CCCC Associate Chair, Yakima Valley College, WA

At this reception we announce the recipients of the 2017 Outstanding Book Award, the James Berlin Memorial Outstanding Dissertation Award, the Braddock Award, the award for best article in *TETYC*, and others. Past CCCC Chairs, distinguished guests, and international participants will also be recognized. A light reception follows. Please take the time to come celebrate with your colleagues.

#### **OUTSTANDING BOOK AWARD**

This award is presented to the author(s) or editor(s) of a book making an outstanding contribution to composition and communication studies. Books are evaluated for scholarship or research and for applicability to the study and teaching of composition and communication.

#### **Outstanding Book Award Committee**

Chair: Jonathan Buehl, The Ohio State University, Columbus Steven Alvarez, University of Kentucky, Lexington Russell Kirkscey, Texas Tech University, Lubbock Garrett Nichols, Bridgewater State University, MA Rebecca Rickly, Texas Tech University, Lubbock

For a listing of previous Outstanding Book Award winners, please visit http://www.ncte.org/cccc/awards/oba.

# JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD

Renamed to honor James Berlin, this award recognizes a graduate whose dissertation improves the educational process through research or scholarly inquiry or adds to the body of knowledge in composition studies.

#### Berlin Outstanding Dissertation Award Committee

Chair: Kristen Moore, Texas Tech University, Lubbock Casey Boyle, University of Texas at Austin Earnest Cox, University of Arkansas at Little Rock Justin Hodgson, Indiana University, Bloomington Laurie Pinkert, University of Central Florida, Orlando

For a listing of previous Berlin Outstanding Dissertation Award winners, please visit http://www.ncte.org/cccc/awards/berlin.

#### THE RICHARD BRADDOCK AWARD

The Richard Braddock Award is presented to the author of the outstanding article on writing or the teaching of writing in the CCCC journal, *College Composition and Communication*, during the year ending December 31 before the annual CCCC spring convention. The award was created to honor the memory of Richard Braddock, University of Iowa. Richard Braddock was an extraordinary person and teacher who touched the lives of many people in ways that this special award established in his name can only suggest.

#### Braddock Award Committee

Chair: Jenny Rice, University of Kentucky, Lexington Dylan Dryer, University of Maine, Orono David Gold, University of Michigan, Ann Arbor Natasha Jones, University of Central Florida, Orlando Shyam Sharma, Stony Brook University, NY

For a listing of previous Braddock Award winners, please visit http://www.ncte.org/cccc/awards/braddock.

# OUTSTANDING DISSERTATION AWARD IN TECHNICAL COMMUNICATION

This award recognizes a dissertation in technical communication whose research is original, makes a contribution to the field, uses a sound methodological approach, demonstrates awareness of the existing research in the area studied, and demonstrates an overall high quality of writing.

# Outstanding Dissertation Award in Technical Communication Committee

Chair: Derek Ross, Auburn University, AL Kelli Cargile-Cook, Texas Tech University, Lubbock Karen Kuralt, University of Arkansas at Little Rock Ben Lauren, Michigan State University, East Lansing Russell Willerton, Boise State University, ID

For a listing of previous Outstanding Dissertation Award in Technical Communication winners, please visit http://www.ncte.org/cccc/awards/techcommdissertation.

# TECHNICAL AND SCIENTIFIC COMMUNICATION AWARDS

This award recognizes outstanding books and articles in technical and scientific communication in six categories: Best Book, Best Original Collection of Essays, Best Article Reporting Qualitative or Quantitative Research, Best Article Reporting Historical Research or Textual Studies, Best Article on Philosophy or Theory, and Best Article on Pedagogy or Curriculum.

#### Technical and Scientific Communication Awards Committee

Chair: Lisa Meloncon, University of Cincinnati, OH Sarah Austin, United States Air Force Academy, CO Kenneth Baake, Texas Tech University, Lubbock Liza Potts, Michigan State University, East Lansing Glen Southergill, Montana Tech, Butte

For a listing of previous Technical and Scientific Communication Award winners, please visit http://www.ncte.org/cccc/awards/techsci.

### WRITING PROGRAM CERTIFICATE OF EXCELLENCE

This award program, established in 2004, honors up to 20 writing programs a year. Programs must successfully demonstrate that their program meets the following criteria: it imaginatively addresses the needs and opportunities of its students, instructors, and locale; offers exemplary ongoing professional development for faculty of all ranks, including adjunct/contingent faculty; treats contingent faculty respectfully, humanely, and professionally; uses current best practices in the field; uses effective, ongoing assessment and placement procedures; models diversity and/or serves diverse communities; has appropriate class size; and has an administrator (chair, director, coordinator, etc.) with academic credentials in writing.

#### Writing Program Certificate of Excellence Committee

 Chair: Will Hochman, Southern Connecticut State University, New Haven Tom Fox, National Writing Project Patricia Gillikin, University of New Mexico-Valencia Brian Ray, University of Arkansas at Little Rock Rich Rice, Texas Tech University, Lubbock

For a listing of previous Writing Program Certificate of Excellence winners, please visit http://www.ncte.org/cccc/awards/writingprogramcert.

### CCCC TRIBAL COLLEGE FACULTY FELLOWSHIP

The program offers financial aid, two travel grants of \$1,250 each, to selected faculty members currently working at tribally controlled colleges to attend the CCCC Conference. With this fellowship, CCCC hopes to create new opportunities for tribal college faculty members to become involved in CCCC and for CCCC to carry out its mission of serving as a truly representative national advocate for language and literacy education.

#### Tribal College Faculty Fellowship Committee

Chair: Resa Crane Bizzaro, Indiana University of Pennsylvania Andrea Riley Mukavetz, Bowling Green State University, OH Cristine Soliz, Fort Valley State University, GA

For a listing of previous Tribal College Faculty Fellowship winners, please visit http://www.ncte.org/cccc/awards/tribalcollegefellow.

### 2016–2017 CCCC RESEARCH INITIATIVE RECIPIENTS

"Preparing the 'New Mainstream' for College and Career: Language, Literacy, and Postsecondary Pathways"

George C. Bunch, University of California, Santa Cruz

"Developing Effective Online Writing Programs: A Longitudinal Case Study" Heidi Skurat Harris, Karen M. Kuralt, and George H. Jensen, University of Arkansas at Little Rock

"Understanding Genre Learning and Success in an Innovative Interdisciplinary Social Change Pilot Program" Rebecca Pope-Ruark, Elon University

"Hobson City Matters #blackgirls4change" Michelle Bachelor Robinson, Margaret Holloway, and Candace Chambers, University of Alabama, and Khirsten Echols, University of Louisville

"Social Media in the Composition Classroom" Stephanie Vie, University of Central Florida

"Writing's Potential to Heal: A Design-Based Study of a Body-Focused Writing Workshop"

Kate Vieira, University of Wisconsin-Madison, and Kathleen Conklin, PilateSpa International

"The Writing Passport Project: Extending the Teaching for Transfer Writing Curriculum into Nine Sites, Multiple Courses, and Writing Teacher Education" Kathleen Blake Yancey, Florida State University; Howard Tinberg, Bristol Community College; Sonja L. Andrus, University of Cincinnati Blue Ash College; Tonya Ritola, University of California Santa Cruz; Sharon Mitchler, Centralia College; Kara Taczak, University of Denver; Liane Robertson, William Paterson University of New Jersey; Matthew Davis, University of Massachusetts Boston; and Joyce R. Walker, Illinois State University

### 2016–2017 CCCC EMERGENT RESEARCH/ER AWARD RECIPIENTS

"Intranationalism: Conceptualizing New Intersections between US-Based Higher Education Models and Students in Middle East and North African Nations" James P. Austin, Fort Hays State University

"Becoming an Insider: Exploring the Development of Discursive Identity in Science by Women of Color in an Undergraduate Research Program" Heather Falconer, Northeastern University

"Remediating Culture: A Rhetorical History of the Carlisle Indian Industrial School" Sarah Klotz, Butte College

"Toward Data-Driven Support for Graduate and Faculty Writers: Two Inter-Informative Research Studies"

Shannon Madden and Sandra L. Tarabochia, University of Rhode Island

"Raising Hell': African American Literacy Instruction in the Jim Crow South" Sue Mendelsohn, Columbia University

"Distant Readings of Disciplinarity: Knowing and Doing in Composition/Rhetoric Dissertations"

Benjamin Miller, University of Pittsburgh

"Reports of Agency: Retrieving Indigenous Professional Communication in Indian Bureau Agency Documents, 1902–1916" Julianne Newmark, University of New Mexico

"Looking and Listening for Multiple Literacies and Transfer through Video in the Writing Classroom"

Crystal VanKooten, Oakland University

"Considering the Context: A Study of Early College and College in the High School Programs"

Erin Wecker, University of Montana, and Patricia Wilde, Washington State University, Tri-Cities

## **CCCC ADVANCEMENT OF KNOWLEDGE AWARD**

Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances writing studies.

#### Advancement of Knowledge Committee

Chair: Barbara L'Eplattenier, University of Arkansas at Little Rock Laurie Gries, University of Colorado Boulder Mark McBeth, John Jay College of Criminal Justice, New York, NY

For a listing of previous Advancement of Knowledge Award winners, please visit http://www.ncte.org/cccc/awards/advknowledge.

### **CCCC RESEARCH IMPACT AWARD**

Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances the mission of the organization or the needs of the profession.

#### **Research Impact Committee**

Chair: Tiane Donahue, Dartmouth College, Hanover, NH Patricia Roberts-Miller, University of Texas at Austin Michael Salvo, Purdue University, West Lafayette, IN

For a listing of previous Research Impact Award winners, please visit http://www.ncte.org/cccc/awards/researchimpact.

### **CCCC LUIZ ANTONIO MARCUSCHI TRAVEL AWARDS**

Established in 2011, this award provides two \$1,000 travel reimbursement awards to scholars from Mexico or Central or South America who have papers accepted for presentation at the CCCC Convention. Selection of the winners is made by the CCCC Program Chair and a panel of judges selected from the Stage II program reviewers.

For a listing of previous Luiz Antonio Marcuschi Travel Award winners, please visit http://www.ncte.org/cccc/awards/marcuschi.

## CCCC GLORIA ANZALDÚA RHETORICIAN AWARD

Established in 2013, this award supports graduate students or first-time presenters whose work participates in the making of meaning out of sexual and gender minority experiences with up to three \$750 awards for travel to the CCCC Convention.

#### Gloria Anzaldúa Rhetorician Award - 2017 Recipients

Gavin P. Johnson, The Ohio State University, Columbus Leida K. Mae, Oregon State University, Corvallis Laura Tetreault, University of Louisville, KY

#### Gloria Anzaldúa Rhetorician Award Committee

 Chair: Donnie Johnson Sackey, Wayne State University, Detroit, MI
 Alexandra Cavallaro, Subcommittee Chair, California State University, San Bernardino
 Ayde Enriquez-Loya, California State University, Chico
 Conā Marshall, Lebanon Valley College, Annville, PA
 Kenton Wilcox, Northwest Missouri State University, Maryville

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

## CCCC LAVENDER RHETORICS AWARD FOR EXCELLENCE IN QUEER SCHOLARSHIP

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

## Lavender Rhetorics Award for Excellence in Queer Scholarship Committee

Chair: Donnie Johnson Sackey, Wayne State University, Detroit, MI
 R. Joseph Rodríguez, Subcommittee Chair, University of Texas at El Paso
 Chanon Adsanatham, University of Maryland, College Park
 Andrew Anastasia, Harper College, Palatine, IL
 Katie Livingston, Michigan State University, East Lansing
 KJ Rawson, College of the Holy Cross, Worcester, MA

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

## **CCCC STONEWALL SERVICE AWARD**

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

#### Stonewall Service Award Committee

 Chair: Donnie Johnson Sackey, Wayne State University, Detroit, MI Linh Dich, Subcommittee Chair, Miami University Middletown, OH T J Geiger II, Baylor University, Waco, TX Susanmarie Harrington, University of Vermont, Burlington Don Unger, St. Edward's University, Austin, TX

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

### CCCC DISABILITY IN COLLEGE COMPOSITION TRAVEL AWARDS

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

#### Disability in College Composition Travel Awards— 2017 Recipients

Ellen Birdwell, Alvin Community College, TX Janine Butler, East Carolina University, Greenville, NC Rachel Donegan, Middle Tennessee State University, Murfreesboro Hailee Yoshizaki Gibbons, University of Illinois at Chicago Denise Y. Hill, Arizona State University, Tempe Margaret Anne Moore, Fairfield University, CT

#### Disability in College Composition Travel Awards Committee

Chair: Tara K. Wood, Rockford University, IL Dev K. Bose, University of Arizona, Tucson Christina Cedillo, University of Houston–Clear Lake Allison Hitt, University of Central Arkansas, Conway Andrew Lucchesi, Macaulay Honors College, CUNY, New York, NY

### THE MARK REYNOLDS *TETYC* BEST ARTICLE AWARD

The quarterly journal *Teaching English in the Two-Year College* selects each calendar year one article for its Best Article of the Year Award. Selection is based on excellence in five areas: content, style, development/organization, value to readers, and overall impression.

#### Best Article Award Committee

 Chair: Howard Tinberg, Bristol Community College, Fall River, MA Dianne Fallon, York County Community College, Wells, ME Rebecca Fleming, Columbus State Community College, OH Anthony Funari, Johnson County Community College, Overland Park, KS Jill Kronstadt, Montgomery College, Germantown, MD Robert Lazaroff, Nassau Community College, Garden City, NY Marlena Stanford, Salt Lake City Community College, UT

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

## **Friday Special Interest Groups**

## 6:30 p.m.-7:30 p.m.

#### FSIG.01 American Indian Caucus

D133

*Chairs:* Resa Crane Bizzaro, Indiana University of Pennsylvania Lisa King, University of Tennessee-Knoxville Andrea Riley-Mukavetz, Bowling Green State University, OH

#### FSIG.02 Asian/Asian American Caucus

Business meeting for the Asian/Asian American Caucus.

A105

*Chairs:* Iswari Pandey, California State University, Northridge Jennifer Sano-Franchini, Virginia Tech

#### FSIG.03 Black Caucus

Portland Ballroom 254

*Chairs:* David E. Kirkland, New York University Elaine Richardson, The Ohio State University, Columbus

#### FSIG.04 Latinx Caucus

Portland Ballroom 255

*Chairs:* Iris Ruiz, University of California-Merced Raúl Sánchez, University of Florida

#### FSIG.05 Queer Caucus

Portland Ballroom 256

*Chairs:* G. Patterson, Ball State University Rebecca Hayes, Michigan State University, East Lansing

#### FSIG.06 Working-Class Culture and Pedagogy Special Interest Group

This will be the annual meeting of the Working-Class Culture and Pedagogy Special Interest Group.

A108

*Speakers:* Jennifer Beech, University of Tennessee at Chattanooga William Thelin, University of Akron, OH

#### FSIG.07 Martial Arts and Composition-Rhetoric

This SIG offers a forum for instructors to explore connections between the practice of a martial art and the work of teaching composition.

#### A104

*Speakers:* John Guelcher, Ventura College Barry Kroll, Lehigh University Trevor Meyer, University of South Carolina, Columbia

#### FSIG.08 Special Interest Group: English Education/Composition Studies Connections

This SIG provides a forum for composition specialists, English educators, and others interested in the development of writing teachers.

#### C120

Speakers: Mark Letcher, Lewis University Gretchen Rumohr-Voskuil, Aquinas College, Grand Rapids, MI

#### FSIG.09 SIG Focused on Issues of Arab, Arab American, Muslim Identity

All are welcome to this SIG focused on the cultural, religious, and social dimensions of Arab and Muslim issues, international and local.

B113

*Chairs:* Tamara Issak, Syracuse University Lana Oweidat, Goucher College

#### FSIG.10 Council for Play and Game Studies

The CPGS aims to provide scholars interested in play and game studies with opportunities to network and to share ideas and information.

#### B117

Chair: Jennifer deWinter, Worcester Polytechnic Institute, MA
Associate Chair: Danielle Roach, Wright State University
Assistant Chair: Lauren Woolbright, Clemson University
Publicity Coordinator: Kristopher Purzycki, University of Wisconsin-Milwaukee
Research Coordinator: Emi Stuemke, University of Wisconsin-Stout
Membership Coordinator: Lee Hibbard, Purdue University
Council Archivist: Megan Mize, Old Dominion University, Norfolk, VA
Graduate Student Representative: Matthew Beale, Old Dominion University, Norfolk, VA

#### FSIG.11 Writing about Writing Development Standing Group Meeting

The WAW Standing Group's meeting conducts the group's business and lets members socialize and coordinate efforts in WAW pedagogy and research.

C126

*Chair:* Doug Downs, Montana State University, Bozeman *Speaker:* Andrea Olinger, University of Louisville

#### FSIG.12 Linguistics, Language, and Writing Standing Group Business Meeting

This group examines how knowledge of language relates to writing and writing pedagogy.

B119

Chairs: Craig Hancock, University at Albany, NY Deborah Rossen-Knill, University of Rochester Speakers: Nora Bacon, University of Nebraska at Omaha Peter Elbow, University of Massachusetts, Amherst Brian Larson, Georgia Institute of Technology Bruce Maylath, North Dakota State University Lora Mendenhall, Purdue University Northwest Cameron Mozafari, University of Maryland, College Park Delys Snyder, Brigham Young University, Provo, UT Stella Wang, University of Rochester, NY

## FSIG.13 Special Interest Group for Writing and Rhetorics of Code (SIG-WROC)

Special interest group for scholars doing research and teaching of the writing and rhetorics of code.

C125

Speaker: Chris Lindgren, University of Minnesota-Twin Cities

#### FSIG.14 Adult Writers in Diverse Contexts SIG

We are all adult learners! The SIG will explore seeing our students in ourselves as we reflect on the lessons of learning as an adult.

B118

*Chairs:* Sonia Feder-Lewis, Saint Mary's University of Minnesota, Twin Cities Barbara Gleason, City College of New York

#### FSIG.15 Sound SIG

The purpose of the Sound SIG is to support and contribute to the rapidly growing subfield of sound studies in rhetoric and composition.

B111

*Speakers:* Steph Ceraso, University of Maryland, Baltimore County Jonathan Stone, University of Utah

#### FSIG.16 Joining the Conversation: A Discussion about Graduate Student Publishing

An open roundtable discussion between experienced faculty and graduate students regarding best practices for publishing in graduate school.

A103

*Speakers:* Megan Keaton, Florida State University, Tallahassee Matthew Sansbury, Georgia State University Jennifer Warfel Juszkiewicz, Indiana University, Bloomington

#### FSIG.17 Creative Writing SIG: Creating a Writing Space

We explore ways in which crafting fiction and poetry can reenergize our research and practice as teachers, scholars, and writers.

C122

*Speakers:* Benjamin Miller, University of Pittsburgh Jonathan Udelson, University of Louisville

## FSIG.18 Writing with Former, Current, and Future Members of the Military Standing Group Business Meeting

The standing group will continue the momentum it gained from "taking action" in Houston by striving to "create change" in Portland.

B116

*Speakers:* Mariana Grohowski, Indiana University Southeast D. Alexis Hart, Allegheny College

## FSIG.19 Business Meeting of the Standing Group on the Status of Women in the Profession

The standing group will meet in compliance with its bylaws to discuss ongoing projects and priorities for the coming year.

B114

Chair: Holly Hassel, University of Wisconsin-Marathon County

#### FSIG.20 Rhetoric and Religious Traditions Standing Group Business Meeting

The Rhetoric and Religious Traditions Standing Group aims to foster scholarship and teaching about religion, rhetoric, and composition.

B112

*Chairs:* Emily Cope, York College of Pennsylvania Michael-John DePalma, Baylor University, Waco, Texas Andrea Efthymiou, Hofstra University TJ Geiger, Baylor University Jeffrey Ringer, University of Tennessee, Knoxville Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

#### FSIG.21 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.

A107

Speakers: Michael Bunn, University of Southern California, Los Angeles

Ellen Carillo, University of Connecticut, Storrs-Mansfield Debrah Huffman, Indiana University-Purdue University, Fort Wayne

#### FSIG.22 Cultivating and Enriching the Value of Care in Our Profession

Open to all CCCC attendees, this SIG is a participant-led sharing session on gender, professional labor, and workplace equity.

A109

Speakers: Violet Dutcher, Eastern Mennonite University

#### FSIG.23 Transnational Composition Standing Group Business Meeting

Explores transnational relationships in teaching and studying postsecondary writing.

C124

Speaker: Brice Nordquist, Syracuse University

#### FSIG.24 Writing and STEM

A standing group for anyone interested in the pedagogical and programmatic dimensions of teaching writing in and about the STEM disciplines.

B115

Speakers: Jonathan Buehl, The Ohio State University William FitzGerald, Rutgers University-Camden Jennifer Mallette, Boise State University Marie Paretti, Virginia Tech

#### FSIG.25 Network of Directed Self-Placement—Changing Assessment and Placement Practices

This CCCC session facilitated by consultants, with Q & A groups on any aspect of DSP planning and administration.

B110

Workshop Facilitator: Aparna Sinha, California State University, Maritime Academy

#### FSIG.26 Independent Writing Departments and Programs Association (IWDPA) Business Meeting

The annual business meeting of the Independent Writing Departments and Programs Association, a standing group of CCCC.

C121

*Chairs:* Alice Myatt, University of Mississippi Jeremy Schnieder, Morningside College



## Saturday, March 18 Special Events and Meetings

All sessions and events are located in the Oregon Convention Center unless otherwise noted.

# Two-Year College English Association Annual Breakfast and Awards

Portland Ballroom 255 7:00 a.m.-8:00 a.m.

Admission with advance ticket purchase only.

# Annual Business Meeting of the Conference on College Composition and Communication

Portland Ballroom 252 & 253 8:00 a.m.–9:15 a.m.

#### Saturday Keynote Session

Speaker: Jose Antonio Vargas Portland Ballroom 251 & 258 9:30 a.m.–10:30 a.m.

# International Network of Writing Across the Curriculum Programs Meeting with Other WAC Stakeholders

B118 10:45 a.m.–12:00 p.m.

#### **Celebrate Peter Elbow**

Portland Ballroom 251 & 258 12:15–1:30 p.m.

#### **New This Year**

Following the M Sessions, Postconvention Workshops will begin at 2:00 p.m.

#### Featured Saturday Sessions

High School and College Connections

- L.06 Thirteen Ways of Looking at Dual Credit: Navigating Change, Capacity, and Community in Dual-Credit Programs
- L.31 Cultivating Change across Student Contexts: Transfer across Secondary and Postsecondary Composition Classrooms
- L.43 Bridging the Gap: Cultivating the Capacity to Create Transfer between High School Writing and FYW
- M.18 Collaboration across "Borders": Willamette Promise

Library Partnerships/Integrated Academic Literacies

- L.42 Cultivating Library/FYC Partnerships: Assessment, Information Literacy Instruction, and Beyond
- M.06, Cultivating Cross-Disciplinarity: Academic Discourse and Threshold Concepts in Writing Studies and the Library
- M.27 Connecting across Academic Literacies: Writing, Reading, and Researching

Teaching Writing/Literacy (K-16)

- L.18 Rethinking the Nature of Writing Practices through the Development of Writing Process Maps
- L.21 Navigating Transitions and Transformations: Cultivating Critical Digital Literacy in Home, Classroom, and Institution
- M.04 Courageous Conversations and Sensitive Situations: Proactive and Responsive Methods for Inclusive Classrooms
- M.05 Catching Up the Children Left Behind: Critical Thinking for a Tested Generation
- M.12 Cultivating Partnerships for More Effective Teaching and Research
- M.45 Rhizomatic Improvement Communities: Three Models of K–16 Professional Development

Two-Year College

- L.08 Interrogating Reliability in ELL Assessment
- L.10 Creating Change Does Not Mean One Size Fits All: Considering Institutional Capacities in Curriculum Redesign
- L.17 We Changed Everything—Now What? Assessing Writing-Program Reforms to Cultivate New Directions and New Leadership
- L.35 Becoming an Advocate: From Pedagogy to Advocacy in the Inter-Mountain West
- M.28 The Inver Hills Model: When Change Begins with Student Needs
- M.40 Cultivating Writing Programs and Curricula: The Promises and Limitations of Open Educational Resources at Two-Year Colleges

Writing Teacher Preparation

• L.33 Collaborating and Cross-Training: Cultivating and Sustaining Writing Teachers



On the following pages, Saturday Featured Sessions are denoted by the CCCC logo.



### Portland Ballroom 255 7:00 a.m.–8:00 a.m.

The Two-Year College English Association will present the TYCA Fame Award and the Diana Hacker TYCA Outstanding Programs in English Awards for Two-Year Teachers and Colleges at this ticketed Breakfast. Tickets are by advance purchase only.

### TYCA FAME AWARD

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

#### Fame Award Committee

Chair: Samantha Krag, Fullerton College, CA Joy Barber, Montana State University, Billings Carmen Carrasquillo, Miramar College, San Diego, CA Bruce Henderson, Fullerton College, CA Martha Henning, Portland Community College, OR Paul Humann, Cabrillo/Evergreen Valley Community Colleges, San Jose, CA Jeffrey Klausman, Whatcom Community College, Bellingham, WA Mandana Mohsenzadegan, Evergreen Valley College, San Jose, CA Renee Nelson, DeAnza College, Cupertino, CA Stefani Okonyan, Fullerton College, CA Meg O'Rourke, Norco and Fullerton College, CA Adriana Sanchez, Fullerton College, CA Howard Tinberg, Bristol Community College, Fall River, MA Sterling Warner, Evergreen Valley College, San Jose, CA

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

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

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

#### **Outstanding Programs Award Committee**

Chair: Sravani Banerjee, Evergreen Valley College, San Jose, CA Leigh Jonaitis, Bergen Community College, Paramus, NJ Justin Jory, Salt Lake City Community College, UT Juliette Ludeker, Howard Community College, Columbia, MD

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



## Annual Business Meeting of the Conference on College Composition and Communication

Portland Ballroom 252 & 253 8:00 a.m.–9:15 a.m.

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

CCCC Chair: Linda Adler-Kassner, University of California, Santa Barbara
 CCCC Associate Chair: Carolyn Calhoon-Dillahunt, Yakima Valley College, WA
 CCCC Assistant Chair: Asao B. Inoue, University of Washington Tacoma
 CCCC Immediate Past Chair: Joyce Locke Carter, University of Arkansas at Little Rock
 CCCC Secretary: Jessie L. Moore, Elon University, NC
 CCCC Executive Secretary/Treasurer: Emily Kirkpatrick, NCTE
 CCCC Parliamentarian: Rochelle Rodrigo, University of Arizona, Tucson

See page 380 for rules and procedures for the Annual Business Meeting.



## **Saturday Keynote Session** Portland Ballroom 251 & 258 9:30 a.m.–10:30 a.m.



**Jose Antonio Vargas** 

#### Keynote Speaker: Jose Antonio Vargas

Jose Antonio Vargas is a Pulitzer Prize–winning journalist and filmmaker whose work centers on the changing American identity. He is the founder of Define American, a nonprofit media and culture organization that seeks to elevate the conversation around immigration and citizenship in America. In 2015, MTV aired *White People*, a television special he directed on what it means to be young and white in America, as part of its "Look Different" campaign. In February 2016, Vargas launched #EmergingUS, a multimedia news platform he conceived

focusing on race, immigration, and the complexities of multiculturalism.

In June 2011, the *New York Times Magazine* published a groundbreaking essay Vargas wrote in which he revealed and chronicled his life in America as an undocumented immigrant. A year later, he appeared on the cover of *TIME* magazine worldwide with fellow undocumented immigrants as part of a follow-up cover story he wrote. He then wrote, produced, and directed *Documented*, a documentary feature film on his undocumented experience. Its world premiere was at the AFI Docs film festival in Washington, DC, in 2013; it was released in theaters and broadcast on CNN in 2014, and it received a 2015 NAACP Image Award nomination for outstanding documentary. *Documented* is now available on various digital platforms.

Among other accolades Vargas has received are a Public Service Award from the National Council of La Raza, the country's largest Latinx advocacy organization; the Salem Award from the Salem Award Foundation, which draws upon the lessons of the Salem Witch Trials of 1692; and the Freedom to Write Award from PEN Center USA.

A very proud graduate of San Francisco State University ('04), where he was named Alumnus of the Year in 2012, and Mountain View High School ('00), he loves jazz, hip hop, and anything by Gershwin, and worships at the altars of Altman, Almodóvar, Didion, Baldwin, and Orwell.

## L Sessions: 10:45 a.m.–12:00 p.m.

#### **Cultivate and Think Tank Sessions**

Cultivating High School and College Connections

L.01 Deepening the Conversation: Cultivating Connections between High School and College Writing Instructors

High school and college writing teachers share many of the same goals and challenges, but opportunities to converse and collaborate as colleagues across institutional levels are rare. This Cultivate session, led by facilitators that include both high school and college instructors, creates space for discussion and action on secondaryuniversity transitions. First, we invite participants into small-group conversations about what it means to prepare students for collegelevel writing and how institutional and political forces are impacting writing pedagogy. Next, participants will choose among four interactive mini-workshops on models for action: vertical alignment teams, professional development workshops, analysis of supervisory hierarchies, and high school-college writing exchange programs. Participants will have the opportunity to think collaboratively with colleagues across instructional levels and will leave with ideas for concrete action to promote similar cross-institutional spaces at their home institutions.

Portland Ballroom 255

Facilitators: Laura Borger, Sparta High School

Alicia Pilar Perez, West Essex Regional High School and Teachers College, Columbia University

Rachael Wendler Shah, University of Nebraska-Lincoln Dorell Thomas, Alternative District of NYC Public Schools, City University of New York, and Teachers College, Columbia

University

#### Cultivating Collaboration

#### L.02 Cultivating Capacity and Writing Collaboratively

This session seeks to get at our contemporary unraveling in higher education (and the world) as an opportunity to start fresh, to see with a new pair of eyes, through groups of I's. What opportunities and activities might we create as we write collaboratively? In so doing, we are acknowledging and responding to a socially just need to work together, to expand knowledge and understanding, and to strengthen our organization (in the broadest sense). To that end, the session will explore several ways to get at collaboration, via both large and small groups. As a cohesive group, participants will cultivate a number of quick takes to be modified and appropriated for themselves, from a book discussion to class writing in Drive, and on to blogging (and micro-blogging). In smaller groups, we will then begin cultivating collaborative writing processes and best practices from our participants.

Portland Ballroom 257

*Facilitators:* Virginia Bower, Mars Hill University Brooke A. Carlson, Charminade University

#### 11-Writing Pedagogies and Processes

#### L.03 Critical Pedagogy and Context

Sponsored by the Working-Class Culture and Pedagogy Standing Group This panel explores pedagogies designed to aid in the attainment of critical literacy for working-class students.

D136

Chair: William Thelin, University of Akron, OH

*Speakers:* Jennifer Beech, University of Tennessee at Chattanooga, "Changing English Majors' Experiences: Cultivating Critical Citizens through a First-Year Cohort Program"

- Heidi Rosenberg, Madison College, "Cultivating Change in Preparing Students in Introduction to College Writing in a Two-Year Technical College"
- William Thelin, University of Akron, OH, "Critical Pedagogy for the Working Class"

14-Cultivating Connections, Cultivating Space

#### L.04 Writing, Rhetoric, and Role Play: Cultivating Writing Connections through Role-Playing Games in the Classroom and the Workplace

Sponsored by the Council for Play and Game Studies Standing Group This panel explores several aspects of f2f role-playing and games as ways of composing and for teaching writing.

Portland Ballroom 256

Chair: Douglas Eyman, George Mason University

Speakers: Ben Lauren, Michigan State University Matt Magelssen-Green, George Mason University Dawn Opel, Michigan State University Joshua Wood, Clemson University Lauren Woolbright, Clemson University

#### 5-History

#### L.05 Cultivating Capacity in Histories of Composition

Presenters challenge histories of composition by using new methods in historiography to cultivate capacity in our knowledge of the past.

D131

*Speakers:* Bruce McComiskey, University of Alabama at Birmingham Michael Michaud, Rhode Island College Lauren Short, University of New Hampshire

#### High School/College Connections



#### Thirteen Ways of Looking at Dual Credit: Navigating Change, Capacity, and Community in Dual-Credit Programs

This roundtable examines dual-credit classes and a collaborative relationship established between a school district and a university.

Portland Ballroom 252 & 253

Chair: Rose Gubele, University of Central Missouri Speakers: Aubrey Binder, Warrensburg High School Jennifer Fowler, Warrensburg High School Russell Greinke, University of Central Missouri Chelsea Orman, Warrensburg High School Daniel Schierenbeck, University of Central Missouri Respondent: Rose Gubele, University of Central Missouri

2-Basic Writing

#### L.07 Local Research Initiatives in Basic Writing

Presenters offer four investigative studies on basic writing curriculum, pedagogical strategies, and students' self-perceptions.

#### A109

Chair: Brij Lunine, University of California, Santa CruzSpeakers: Ruth Benander, University of Cincinnati Blue Ash College,"Student Writers' 'Progress' from Basic Writing to Advanced Composition: Assumptions and Realities"

Mwangi Chege, University of Cincinnati Blue Ash College, "Student Writers' 'Progress' from Basic Writing to Advanced Composition: Assumptions and Realities"

- Jungmin Lee, The Ohio State University, "Learning Transfer and the Flipped Classroom Model for ESL Writing"
- Maureen McBride, University of Nevada, Reno, "Understanding Perceptions of Ideal Readers and Writers to Cultivate Change for Students in Basic Writing"
- Kelli Prejean, Marshall University, "The Path We've Sown: A Three-Year Look at One Program's Basic Writing Initiatives"
- Meghan Sweeney, Saint Mary's College, "Understanding Perceptions of Ideal Readers and Writers to Cultivate Change for Students in Basic Writing"

#### Two-Year College/English Language Learners

#### L.08 Interrogating Reliability in ELL Assessment



We will test the trustworthiness of a FYWP assessment process for ELL writers at a two-year college. Audience will audit student texts.

E141

*Chair:* Gail Shuck, Boise State University *Speakers:* Jenica Draney, College of Western Idaho Joy Palmer, College of Western Idaho Ryan Witt, College of Western Idaho Abby Wolford, College of Western Idaho

1-First-Year and Advanced Composition

#### L.09 Resisting Extractivist Ideologies: Cultivating Rhetorical Capabilities in Multilingual Writers

This panel confronts the ideology of extraction—that often determines the experience of international students—by exploring FYC pedagogy.

E143

Chair: James Crosswhite, University of Oregon

Speakers: Kara Clevinger, University of Oregon, "Amplifying the Accented Voice in College Composition"

Alison Lau Stephens, University of Oregon, "Recovering 'Beauty' and Agency in International Student Writing"

Stephen Rust, University of Oregon, "Resisting Extractive Ideologies through Ecocomposition and Place-Based Writing"

#### Two-Year College



#### Creating Change Does Not Mean One Size Fits All: Considering Institutional Capacities in Curriculum Redesign

This panel calls for a "refit" of current curricular trends in openadmissions pedagogy based on individual, institutional capacities.

C123

*Speakers:* Holly Gilman, South Seattle College Tish Lopez, South Seattle College Paige Talbot, South Seattle College

13-Writing Programs

#### L.11 The Reality of Resources and Road Blocks at a Rural College: Integrating Reading and Writing for Student Success

A rural Oregon college with limited resources seeks to join the 21st century by integrating reading and writing.

F149

*Speakers:* Amber Ashpole, Southwestern Oregon Community College Meredith Bulinski, Southwestern Oregon Community College Rod Keller, Southwestern Oregon Community College

1-First-Year and Advanced Composition

#### L.12 Cultivating Collaboration and Creativity: A Writing Center Grows a Writing Program

This panel presents a linked art history–FYC curriculum developed at an art and design university with general institutional applicability.

E142

*Speakers:* Heather Fitzgerald, Emily Carr University of Art and Design Jacqueline Turner, Emily Carr University of Art and Design Deirdre Vinyard, University of Washington, Bothell

11-Writing Pedagogies and Processes

#### L.13 Take a Chance on Me

This session argues for the importance of inclusive pedagogies, including those focusing on black literacies and at-risk populations such as first-generation writers and former foster youths.

C126

Chair: Jennifer Beech, University of Tennessee at Chattanooga

*Speakers:* Sherie Mungo, Old Dominion University, "African American Teaching Literacies: The Role of the HBCU in Teaching Black Students How to Write"

Bernice Olivas, University of Nebraska, "Supporting First-Generation Writers in the Composition Classroom: Exploring the Practices of the Boise State McNair Scholars Program"

Liz Onufer, Idaho State University, "Former Foster Youth in First-Year Composition Courses: Cultivating a College Community to Create Change"

10-Research

#### L.14 Disciplinary Self-Examination

Participants share results of studies focused on artifacts of disciplinarity, principally journals and policies.

C122

Chair: Ashar Foley, New York City College of Technology

Speakers: Kristine Johnson, Calvin College, "Representations of Students in College Composition and Communication"

Johanna Phelps-Hillen, University of South Florida, "Cultivating Competence in Change: IRBs and Writing Studies Research"

Aleksandra Swatek, Purdue University, "Mapping Expertise in Writing Studies: Visualizing Interdisciplinary Work"

Pamela Takayoshi, Kent State University, OH, "A Return to Composing Processes"

11-Writing Pedagogies and Processes

#### L.15 Reimagining Narrative in the Disciplinary Landscape

An exploration of ways that narrative not only renders but can be used to analyze, reason, and conceptualize.

F151

- Speakers: Bruce Ballenger, Boise State University, "Essaying as Narrative Thinking"
- Jim Fredricksen, Boise State University, "Learning to Understand Writers' Intentions"

Alexandria Peary, Salem State University, MA, "Speculative Fiction in First-Year Composition: Future-Set Narratives to Teach Writing in Other Contexts"

#### 3-Community, Civic & Public

#### L.16 Cultivating NWP Connections for Community Engagement

Four National Writing Project directors discuss community partnerships developed at their midwestern sites.

#### A108

Chair: Robert Brooke, University of Nebraska-Lincoln

- *Speakers:* Robert Brooke, University of Nebraska-Lincoln, "Warrior Writers in and beyond the Classroom"
- Maggie Christensen, University of Nebraska Omaha, "Finding Voice through Youth Writing in the Community"
- Cathie English, Missouri State University, Springfield, "Professional Growth through Community Connections"
- Susan Martens, Missouri Western State University, Saint Joseph, "Leveraging the Writing Marathon for Community Connections"

#### Two-Year College



#### We Changed Everything—Now What? Assessing Writing-Program Reforms to Cultivate New Directions and New Leadership

Faculty at four geographically and demographically diverse two-year colleges show how assessment data have driven reform and motivated faculty.

#### E146

Chair: Peter Adams, Community College of Baltimore County, MD Speakers: Mark Blaauw-Hara, North Central Michigan College, Petoskey Shelley DeBlasis, New Mexico State University Carlsbad Jeffrey Klausman, Whatcom Community College Meagan Newberry, College of Western Idaho Respondent: Holly Hassel, University of Wisconsin–Marathon County

#### Teaching Writing/Literacy (All Levels)



## Rethinking the Nature of Writing Practices through the Development of Writing Process Maps

A mini-workshop in which participants develop writing process maps as visual representations of their writing practices.

#### E145

*Speakers:* Elena Garcia, Utah Valley University Benjamin Goodwin, Utah Valley University

#### 1-First-Year and Advanced Composition

#### L.19 Teacher Training in First-Year Composition

Speakers discuss the impact of national standards and high school realities on teaching first-year composition.

A103

Chair: Michael Faris, Texas Tech University

Speakers: Jonathan Green, University of Arkansas, Fayetteville, "Here Come the Newbies: Cultivating Confidence in Novice Instructors"

Amanda Haruch, University of Idaho, "Understanding How English Graduate Teaching Assistants Make Sense of and Value WPA Outcomes for First-Year Composition"

Katherina Sibbald, University of California, Davis, "What I Learned in High School: Students' Notions of College Composition"

#### 12-Theory

L.20 Embodied Rhetorics and the Affordances of a Fat Studies Pedagogy

This session challenges the normalized, seemingly axiomatic understandings and intersections of bodies, language, and pedagogy.

F150

Chair: William Banks, East Carolina University

Speakers: Michelle Eble, East Carolina University, "Rhetorical Interventions: Re-writing 'Obese' Bodies"

- A. Abby Knoblauch, Kansas State University, "Excised Excess: Making Space for the Fat Body in Embodied Rhetorics"
- Marie Moeller, University of Wisconsin–La Crosse, "A Fat Call to Action: Reframing Obesity Rhetorics through a Fat Studies Pedagogy"

#### Teaching Writing/Literacy (All Levels)



#### Navigating Transitions and Transformations: Cultivating Critical Digital Literacy in Home, Classroom, and Institution

This panel explores methods for bridging digital divides and creating connections between home and classroom literacies.

C124

Speakers: Lacy Hope, Washington State University Lucy Johnson, Washington State University Richard Snyder, Washington State University

#### 12-Theory

#### L.22 Type Matters: On the Rhetoricity of Letterforms

Drawing from scholarship on the materiality of text in rhetoric and writing studies, the speakers on this panel will explore typography.

D137

Speakers: David Bedsole, Florida State University Dànielle Nicole DeVoss, Michigan State University/WRAC Elizabeth Fleitz, Lindenwood University, St. Charles, MO Aaron Kashtan, University of North Carolina at Charlotte John Logie, University of Minnesota Joshua M. Rea, University of South Florida

14-Cultivating Connections, Cultivating Space

#### L.23 Cultivating Latinidad as Institutional Invention: Lessons Learned at Hispanic Serving Institutions

Provides approaches for utilizing "Hispanic serving institution" as invention for program and curricular design, delivery, and assessment.

#### A106

Speakers: Isabel Baca, University of Texas at El Paso, "Bilingualism in the Workplace Writing Classroom: English? Spanish? Why Not Both?"

Aydé Enríquez-Loya, California State University, Chico, "Interrogating Ghosts in the Writing Classroom: Decolonial Storytelling Strategies for FYC Bilingual Students"

Laura Gonzales, University of Texas at El Paso, "Converging Fields, Expanding Outcomes: Translation as a Framework for Teaching Technical Communication"

- Isaac Hinojosa, Texas A&M Corpus Christi, "Engaging the Coyolxauhqui Imperative for Cultivating Awareness"
- Kendall Leon, California State University, Chico, "HSI as Programmatic Design"

Octavio Pimentel, Texas State University, "Giving Voice to the Forgotten" Susan Wolff Murphy, Texas A&M University–Corpus Christi,

"Developing Intercultural Competence in Our First-Year Writing Program"

#### 1-First-Year and Advanced Composition

#### L.24 Raise Your Voice! Make Some Noise!

Explore inventive projects that emphasize voice and prepare first-year writing students for personal, civic, and professional engagement.

E144

Chair: P. F. Potvin, University of Michigan-Dearborn

Speakers: P. F. Potvin, University of Michigan-Dearborn, "Walking the Talk in Detroit's Eastern Market"

Kristian Stewart, University of Michigan-Dearborn, "Moving Forward: Engaging Flint Youth through Digital Storytelling"

Andrew Wright, University of Michigan-Dearborn, "Words of Witness"

14-Cultivating Connections, Cultivating Space

#### L.25 Geographies of Writing Studies

Panelists draw from geography to inform their practices in the teaching of writing.

E148

Chair: Heather Devrick, University of California, Merced

Speakers: Morgan Emery, University of North Carolina, Wilmington, "Pedagogies in Space: Reconceptualizing Physical Space in the Composition Classroom"

Mary Wright, University of Wisconsin–River Falls, "A Pedagogy of Hope: Place-Based Writing as Activist Inquiry"

12-Theory

#### L.26 Perspectives on Identity and Inquiry

Panelists explore how women of color theorize identity and inquiry.

D134

Chair: Nancy Wilson, Texas State University

*Speakers:* Jonathan Martinez, University of Texas at San Antonio, "The Path of Conocimiento and Autohistoria-teoría: Theorizing Compostura as an Anzaldúian Writing Praxis for Students of Color"

LaToya Sawyer, Syracuse University, "Who Bows? Who Gets to Eat Cake? Black Women's Identification and Healing through Reader Response to Beyoncé"

Anna Zeemont, CUNY Graduate Center, "Redefining Literacy: Writing, Silence, and Intersectional Identity in Janet Mock's *Redefining Realness*"

Candace Zepeda, Our Lady of the Lake University, "Chicana Feminist Thought as a Methodology to Cultivate Cultural, Political, and Social Inquiry in and out of the Composition Classroom"

#### 1-First-Year and Advanced Composition

#### L.27 Genre and Transfer

Presenters focus on graduate teaching assistant (GTA) training and understanding diverse genre approaches to teaching.

#### A104

Chair: Denisha Harris, California State University, San BernardinoSpeakers: Melissa Bugdal, University of Connecticut, Storrs, "The Rhetorical Situation and Transfer of Writing Knowledge from Basic

Writing to Writing in the Disciplines"

- Katherine Fredlund, University of Memphis, "Writing about Writing Courses and the Graduate Teaching Assistant: Cultivating Disciplinary Understanding in a Diverse English Department"
- Edrees Nawabi, Washington State University, "I Know You Are but What Am I? Engaging and Developing Students' Sense of 'Good Humor'"
- Kristen Nielsen, Boston University, "Beyond the Essay, Beyond Montaigne: Reenvisioning Writing Conventions and Assignments"

#### 8-Language

#### L.28 Translingualism, Culture, and Power

Translingualism and multilingualism both inside the classroom and beyond are explored to understand and reconcile power, agency, language, and culture.

#### B112

Chair: Patricia Poblete, Iowa State University, Ames

- Speakers: Hadi Banat, Purdue University, "Multiculturalism and Multilingual Writers"
- Tom Do, Concordia University Chicago, "Cultivating an Understanding of Difference in the Translingual Classroom"
- Dhruba Neupane, University of Waterloo, "Translingual-Transliterate Practices of Nepali Immigrants in Canada: An Intervention into Gated Literacies"
- Andrea Parmegiani, Bronx Community College, "A Translingual Pedagogical Alliance to Improve Success among Spanish-Speaking ESL Students"

#### 11-Writing Pedagogies and Processes

#### L.29 Sight and Sound

These presentations explore the intersections of sound pedagogy and visual online storytelling, street art as visual rhetoric, and ideographs as a tool for creating arguments.

C125

Chair: Julie Nelson Christoph, University of Puget Sound

Speakers: Chris Gasser, Oregon State University, "Ideographs and Image Macros: Cultivating Change through Inquiry"

Andrea McCrary, University of North Carolina at Greensboro, "Beyond Banksy: A Pedagogical Experiment in Visual Rhetoric, Identification, and Community"

Jennifer Ware, Wright State University, "Sound as a Visual Medium OR The Language of Audio Is Visual"

#### 13-Writing Programs

#### L.30 Peer Tutoring Strategies for Campus Writing Centers

Presenters share data and experiences on how institutions acknowledge the contributions of peer tutors in the academy.

D140

Chair: Phillip Bratta, Michigan State University

*Speakers:* Stephanie Conner, College of Coastal Georgia, "Cultivating Persistence through Peer Accountability: Writing Center Coaches as Mentors in First-Year Composition Peer Writing Groups"

Jennifer Smith Daniel, Queens University of Charlotte, "Leveraging Student Perceptions to Cultivate a Shared Purpose in Writing Center Sessions"

David Johnson, Ohio University, "Reconsidering Representation: The Necessity of Critical Self-Reflection in the Writing Center" Sara Wilder, The Ohio State University

#### High School and College Connections

#### Cultivating Change across Student Contexts: Transfer across Secondary and Postsecondary Composition Classrooms

This panel approaches long-term transfer skills across several levels of composition: early and late secondary, first year, and program-wide.

B113

Chair: Brandon Abdon, The Advanced Placement Program, "Necessity of Transfer across Contexts"

L.31

- Speakers: Sheila Carter-Tod, Virginia Tech, "Weaving University Writing Program Outcomes into High School Writing Curricula"
- Martha Davis, Norwalk High School, "The High School Side of a High School and College Collaboration"
- John Golden, Portland Public Schools, "Alignment of Composition and Analysis Skills from High School to Higher Ed"
- John Marshall, Riverpoint Academy, "Collaborating with 'Beyond High School' Stakeholders for Transfer of Composition Skills"
- Mary Trachsel, University of Iowa, "The College Side of a High School and College Collaboration"

7-Institutional and Professional

L.32 Focus on Faculty Collaborations in Writing in the Disciplines

Panelists share findings from studies that aim to enhance writing instruction in a range of academic disciplines.

B111

Chair: Christopher Friend, Saint Leo University

- Speakers: Magnus Gustafsson, Chalmers University of Technology, "Modes and Affordances for Cultivating Content Faculty in Their Work to Enhance Learning through Writing"
- Kathleen Jernquist, United States Coast Guard Academy, "Composing Ourselves as Cross-Disciplinary Colleagues and Creators of Change"
- Rolf Norgaard, University of Colorado Boulder, "After NSSE and the Writing Module: Leveraging National Data for Campus and Writing Program Action"
- Tricia Serviss, Santa Clara University, "Project-Based Faculty Collaboration in Action: Cultivating WID Programming"
- Julia Voss, Santa Clara University, "Project-Based Faculty Collaboration in Action: Cultivating WID Programming"

#### Writing Teacher Preparation



# Collaborating and Cross-Training: Cultivating and Sustaining Writing Teachers

Four teachers examine collaborating and cross-training between high school and college instructors that sustains their teaching of writing.

D135

Speakers: Amanda Felton, Ridgeview High School, "Fostering College Writing at the High School Level: Partnership through Professional Learning Communities"

continued on next page

- Susan Gardner, Walla Walla University, "Enriching the Soil: The Importance of Theoretical Knowledge and Practical Mentoring for Writing Teachers"
- Annemarie Hamlin, Central Oregon Community College, "Remaining Vital: The Sustaining Power of Reciprocal Relationships as Writing Teachers"
- Garlyn Wacker, Chisholm Trail Academy, "Transforming the Relationship: College Mentors Become Writing Colleagues"

#### 4-Creative Writing

#### L.34 Cultivating Creative Nonfiction for Imaginative Habits of Mind

This panel considers the role of imaginative thinking in college writing and creative nonfiction in a larger curricular context.

D139

- *Speakers:* Sharon Marshall, St. John's University, "Rendering Race: How Creative Nonfiction in First-Year Writing Classes Can Combat Racism, Encourage Empathy, and Enhance University Belonging"
- Irene Papoulis, Trinity College, Hartford, CT, "The Anxiety of Academic Self-Exposure: Creative Nonfiction, Elbow's 'Responding Guidelines,' and Millennial Sensibilities"
- Wendy Ryden, Long Island University Post, "Cultivating Convergence: An Alternative to Paradigms of Transfer"

#### Two-Year College

## L.35 Becoming an Advocate: From Pedagogy to Advocacy in the Inter-Mountain West

Panelists from the inter-mountain West will describe their advocacy experience, especially in response to Complete College America.

#### A105

Chair: Jim Webber, University of Nevada, Reno

Speakers: Karen Henderson, Helena College University of Montana, "Thrust into Reform Movements: The Accidental Advocate"

- Erik Juergensmeyer, Fort Lewis College, "Negotiating across the State: Writing Program Administration and Rhetorical Advocacy"
- Karen Uehling, Boise State University, "Cross-Institutional Collaboration: From Pedagogy to Advocacy"

#### 11-Writing Pedagogies and Processes

L.36 Redesigning the Introductory Technical Communication Course: Cultivating Better Writers and Better Teachers

Redesigning an introductory technical communication course by analyzing 60 course syllabi and literature in the field to cultivate change.

E147

- *Speakers:* Kelli Cargile Cook, Texas Tech University, "Mentoring to Cultivate Better Teachers: Affordances and Constraints"
- Ashley Edlin, Texas Tech University, "The Graduate Student Curriculum Committee: How Graduate Students Can Effect Change"
- Amy Hanson, Texas Tech University, "Introduction to Technical Communication: A Service Course with 100 Disciplinary Needs"
- Kylie Jacobsen, Texas Tech University, "A National Perspective:

Assessing Introductory Technical Communication Course Syllabi"

#### 9-Professional and Technical Writing

L.37 Cultivating Credibility and Communicating Capacities: Rhetorical Practices in Teaching, Tutoring, and Mentoring Military-to-Civilian Job Seekers

This session aims to cultivate strategies for instructors and others who assist military-affiliated writers with job application materials.

B115

*Speakers:* Ashly Smith, Sam Houston State University Cate St. Pierre, University of Pittsburgh at Johnstown Sheeba Varkey, St. John's University Micah Christopher Wright, The University of Texas at San Antonio

#### 3-Community, Civic & Public

#### L.38 Activist Academics Advocating for Change

Four perspectives advocating for change in various contexts.

#### B110

*Chair:* Irene Clark, California State University, Northridge *Speakers:* Sarah DeLury, Kent State University, "Dispelling Myths by

- Defining Rape"
- Jennifer Forsthoefel, Georgia Institute of Technology, "Cultivating Undisciplined Agendas: Reconsidering Our Role as Education Specialists"
- Julia Garrett, University of Wisconsin-Madison, "Family Literacy Regimes: New Orthodoxies and Lost Generations"

#### 12-Theory

## L.39 Composing in Repair: What We Learn from Makers and Making

This panel brings together concepts and practices drawn from multimodal composing, theories of making/invention, and maker culture.

D138

- Speakers: Kim Jaxon, California State University, Chico, "Not Rocket Science: Students' Multimodal Compositions in Science"
- Peter Kittle, California State University, Chico, "Making 'Making' Make Sense: Affinity Spaces for Professional Development"
- Laura Sparks, California State University, Chico, "Rhetoric and Invention in a Time of Torture"

#### 12-Theory

#### L.40 Ethics and Cultural Inquiry

Speakers discuss culturally responsive and ethically oriented pedagogies of rhetoric and composition.

D133

Chair: Mary Knatterud, University of Minnesota Medical School

Speakers: Erin Frymire, Northeastern University, Boston, MA, "Nobody before the Law: Bodily Invisibility in Mass Incarceration Legislation"

- Jessica Masterson, University of Nebraska-Lincoln, "Toward a Reconceptualization of Difference in Culturally Responsive Teaching"
- Matthew Overstreet, University of Pittsburgh, "Mind-Body-Self-Object-Other: Composition's Ethics of Attunement"
- Patricia Suzanne Sullivan, University of Virginia, "Asked and Answered: Teaching Inquiry and the Rhetorics of Critique and Assertion"

9-Professional and Technical Writing

#### L.41 Building Capacities for Justice and Inclusivity in Document Design

Three case studies exploring issues of ethics and intersectionality in a range of public policy debates.

B117

Chair: Anne Zanzucchi, University of California, Merced

Speakers: Lora Arduser, University of Cincinnati, "Cultivating an Ethical Rhetoric of the New Eugenics"

Ella Browning, University of Pennsylvania, "Sex, Gender, Health, and Ethics in International Contexts: Cultivating Change in Technical Writing through the Dutee Chand Case"

Barbi Smyser-Fauble, Butler University, "Cultivating Socioculturally Inclusive and Responsible Risk Communication Writing Practices"

## Library Partnerships



## Cultivating Library/FYC Partnerships: Assessment, Information Literacy Instruction, and Beyond

This roundtable discussion will explore several models of collaborations between FYC faculty and librarians.

B116

*Chair:* Wendy Hayden, Hunter College, CUNY *Speakers:* Jennifer DeGregorio, Hunter College, CUNY Iris Finkel, Hunter College, CUNY Stephanie Margolin, Hunter College, CUNY John Pell, Hunter College, CUNY James P. Purdy, Duquesne University Renee Schaller, Hunter College, CUNY

### High School/College Connections



## Bridging the Gap: Cultivating the Capacity to Create Transfer between High School Writing and FYW

This roundtable of high school and college teachers answers the question: how can we bridge the gap between high school and college writing?

Portland Ballroom 254

Speakers: Brianna Cline, Lake City High School Caroline Hall, University of Idaho Kirsten Pomerantz, Lake City High School Gwen Reed, Lake City High School Krystal Wu, Catlin Gabel, Portland, OR Roundtable Leader: Barbara Kirchmeier, University of Idaho, Moscow

11-Writing Pedagogies and Processes

## L.44 The Psychology of Motivation: Engaging What Really Moves Us to Write

This panel discusses three ways to increase student motivation: learning partnerships, self-determination, and strengths analysis.

F152

*Speakers:* Paul Feigenbaum, Florida International University, Miami Wanda Raiford, Florida International University, Miami Cayce Wicks, Florida International University, Miami

## **M Sessions:** 12:15–1:30 p.m.

## **Cultivate and Think Tank Sessions**

Cultivating Composition Pedagogy

## M.01 Cross Talk: Sharing Innovative Writing Strategies for 21st-Century Composition Classes

This diverse group of writing teachers shares strategies and collaborative conversation regarding the effectiveness of the incorporation of a multimodal social semiotic curriculum in writing classes across all grade levels. Interactive, individual workshop presentations will highlight each presenter's innovative strategy regarding multimodal, digital, and technological connections to the composition process. Topics include:

- TED Talks and Composition Strategies
- Multimodality: A Design for Writing
- Engaging Online Students in Multimodal Projects
- Teaching Multimodality to Teachers
- Elementary Connection to Multimodal Writing

The session will end with whole-group sharing.

## Portland Ballroom 254

*Facilitators:* Marilyn Buono, Hofstra University Lana Lockhart, Spelman College Josefa Pace, Sonoma State University Melinda Smith, Hofstra University/Manhasset Public Schools Sean Tingle, Arizona State University

Think Tank on Teaching, Learning, Writing, and Researching across Interinstitutional and International Borders

M.02 Shape Shifting: Exploring Collaborative, Interinstitutional and International Approaches toward the Identification of Frontier Taxonomies and Paradigm Shifts in Teaching, Learning, Research, and Writing Models and Supports

In this session we will explore the challenge of crafting new approaches that build on previous knowledge and experience but nonetheless provide a leap forward in terms of our thinking and our practice. We hope to share our excitement, enthusiasm, and curiosity around finding new ways to consider learning, teaching, research, and writing, and to learn from colleagues about how we could indeed propel our thinking and our practice past a measured step-by-step approach to something that could be genuinely entitled a radical shift in both thinking and practice. In order to fuel discussion in this area, we will draw on our broad experience of teaching, learning, researching, and writing across borders and in a range of rich and challenging local and international settings. Attendees can expect a particularly engaged and informed discussion on the topic and can anticipate being invited to contribute to an ongoing international conversation in this area.

#### Portland Ballroom 256

*Facilitators:* Chris Anson, North Carolina State University Stacey Cozart, Aarhus University, Denmark Christiane K. Donahue, Dartmouth and Université de Lille Alison Farrell, Maynooth University, Ireland Donald Fisher, University of British Columbia Jessie Moore, Elon University Peggy ONeill, Loyola University Maryland Ide O'Sullivan, University of Limerick, Ireland Rachel Riedner, George Washington University Tiffany Touma, Shenzhen College of International Education Carl Whithaus, University of California, Davis

#### 11-Writing Pedagogies and Processes

#### M.03 Come Together: Innovations in Peer Review

This panel examines new approaches to peer review, including restructuring the review "team," incorporating Google Sites, and considering the practice of encomium.

#### C122

Chair: Daveena Tauber, ScholarStudio

- *Speakers:* Brent Chappelow, University of Southern California, "An Encomium to the Rough Draft: Student Peer Review as Epideictic Rhetoric"
- Catherine Forsa, Roger Williams University, "Making ePortfolios Public: Spaces for Peer Review, Reflection, and Writing Communities"
- Susan Richardson, Macomb Community College, "Creating Community in the Online Class through Peer Review"

## Teaching Writing/Literacy (All Levels)



## **Courageous Conversations and Sensitive Situations: Proactive and Responsive Methods for Inclusive** Classrooms

This session will help participants create environments conducive to facilitating "courageous conversations."

Portland Ballroom 255

Speakers: Patricia do Carmo, Mt. San Antonio College Meg O'Rourke, Fullerton College Adriana Sanchez, Fullerton College

Teaching Writing/Literacy (All Levels)



## Catching Up the Children Left Behind: Critical Thinking for a Tested Generation

Our presenters will discuss how our texts, lessons, and programs expand the limited notion of writing adopted by the most tested generation.

B116

Speakers: Tamar Christensen, UCLA Peggy Davis, UCLA Randall Fallows, UCLA Leigh Harris, UCLA

Library Partnerships



## M.06 Cultivating Cross-Disciplinarity: Academic Discourse and Threshold Concepts in Writing Studies and the Library

Writing instructors and librarians reveal missed opportunities and connections in the concepts and discourses of each field.

A105

Speakers: Toni Carter, Auburn University Carolyn Caffrey Gardner, University of Wisconsin-Superior Jamie White-Farnham, University of Wisconsin-Superior

12-Theory

#### M.07 Writing Feminisms Online, on Bodies, and in Life Writing

This panel looks at ways that women write themselves through website analysis, tattooed bodies, and life writing.

D133

Chair: Ana Milena Ribero, Oregon State University

- Speakers: Tamika Carey, University at Albany, SUNY, "The Learning Cure: Healing Pedagogies in Black Women's Life Writing"
- Hillary Coenen, Oklahoma State University, "Making #FeministPublics: An Analysis of Four International Women's Rights Organizations' Websites"
- Sonya Gonzales, California State University, San Bernardino, "Women Writing the Body: Creating Change through Feminist Visual Rhetoric"

#### 13-Writing Programs

## M.08 Required Reading: On Internally Produced Composition Textbooks

An examination of the University of Oregon's Casebook Series as a model for programs to self-publish composition course readers.

#### D136

Chair: Miriam Gershow, University of Oregon

- Speakers: Carolyn Bergquist, University of Oregon, "The Collaborative Possibilities of Internally Published Textbooks"
- James Crosswhite, University of Oregon, "The Vision of a New Textbook Model"
- Miriam Gershow, University of Oregon, "The Successful Compromises of Textbook Production"
- Katherine McAlvage, Marylhurst University, "The Graduate Student as Textbook Editor"
- Martina Shabram, University of Oregon, "The Graduate Student as Textbook Editor"

#### 1-First-Year and Advanced Composition

### M.09 Writing, Humanizing, and Recognizing the Role of Emotion in First-Year Composition

This panel considers curricular initiatives of basic writing populations.

#### A104

Chair: Shane Wood, University of Kansas

Speakers: Janel Atlas, University of Delaware, "Cultivating Compassion, Accepting Anxiety: Embracing the Role of Emotion in Composition"

Carole Center, University of New England, Biddeford, ME, "Reading and Writing to Humanize"

April White Feiden, University of Wisconsin-Platteville, "Cultivating Academic Community and Voice Using a Stereotypes Theme and Discussions in First-Year Composition"

#### 1-First-Year and Advanced Composition

#### Gaming the System: Innovations in Teaching M.10

Speakers explore the role of technology and games in first-year composition.

A103

Chair: Rachael Green-Howard, University of Delaware Speakers: Nina Feng, University of Utah, "Narrative Architecture:

Immersive Game Design for First-Year Composition"

Walter Iriarte, Dakota State University, "Minecrafted Composition: Cultivating Writing in a Digital World"

Dave Rick, University of Arizona, "Renegade Roles against the Single Story: Fantastical Rhetorics of Empowerment and Inclusion"

#### Teaching Writing/Literacy (All Levels)



#### M.12 **Cultivating Partnerships for More Effective Teaching and** Research

Interdisciplinary collaborations involving English and education faculty have promoted more effective student writing.

B113

Chair: Alice Trupe, Bridgewater College Speakers: Ashley Lauro, Bridgewater College Jenny Martin, Bridgewater College Alice Trupe, Bridgewater College

## 12-Theory

#### At Arm's Length: (Un)Easy Relationships among Queer M.13 Thought and Rhetorical Listening

Panelists pose responses to the question "Why hasn't queer thought engaged rhetorical listening more seriously?"

## A108

Speakers: Gavin Johnson, The Ohio State University, "Rethinking Sexual Literacy via Feminist Rhetorics and Foucault"

Meridith Kruse, University of Southern California, "Queerly Eavesdropping: Rhetorical Eavesdropping and Queer/Crip Time"

Timothy Oleksiak, Bloomsburg University, "Expansive Interventions:

Queer Theory and Rhetorical Listening"

Respondent: Trixie Smith, Michigan State University

#### 10-Research

## M.14 Researching Meaningful Feedback in Assessment Ecologies

This panel will present research results focused on what students perceive as meaningful feedback in regards to their writing.

D138

*Chair:* Kara Mae Brown, University of California, Santa Barbara *Speakers:* Kara Mae Brown, University of California, Santa Barbara Kristen Getchell, Curry College

Jennifer K. Johnson, University of California, Santa Barbara Nicole Warwick, University of California, Santa Barbara

14-Cultivating Connections, Cultivating Space

## M.15 Cultivating Activist Research Futures

Each panelist discusses the future of activism in research and teaching. F152

Chair: Mandy Macklin, University of Washington, Seattle

Speakers: Amy Clark, University of Minnesota Duluth, "Dual Natures: Researcher and Activist in the Midst of a Policy Debate"

Amber Engelson, Massachusetts College of Liberal Arts, "Cultivating (Her)Story: Teaching Feminist Archival Research and the Politics of Imagining"

Anna Gurley, University of Oklahoma, "Activist Inquiry: Recognition Work and Cultivating Democracy as Social Ethics"

11-Writing Pedagogies and Processes

## M.16 "Let Us Cultivate Our Garden": Creating Conditions for Learning and Change

A panel of three two-year college teachers explores the metaphor of the community garden to model successful FYC pedagogy.

#### E144

Speakers: Debra Airheart, Trinity Valley Community College,

"Cultivating the Environment: Creating a Garden of Student Writing" Brandon Barnes, Trinity Valley Community College, "Writing under the

Idea(s) of Freedom: Compatibilism and Cultivation" James Reed, Trinity Valley Community College, "The Condition of

the Garden: How Do We Conscientiously Create the Conditions for Learning and for Change?"

### 6-Information Technologies

## M.17 #games4Cs: Possibility Spaces for Games and Composition

This interactive panel will ask the audience to both play games and brainstorm questions about the future of game studies in composition.

D131

Speakers: Joshua Daniel-Wariya, Oklahoma State University, "Crystal Tools: Racial Rhetorics, Pure Process, and Game Engines"

Jacob Euteneuer, Oklahoma State University, "Toward a Ludic Literacy: Procedurality, Metaphor, and Imageword in the Classroom"

Josiah Meints, Oklahoma State University, "Kilts, Hardhats, and Hazmat Suits: Empire, Visual Identity, and Play in Team Fortress 2"

High School/College Connections

## M.18 Collaboration across "Borders": Willamette Promise

An innovative partnership between high school and college faculty aimed at providing competency-based credit for FY writing.

D135

*Chair:* Cornelia Paraskevas, Western Oregon University *Speakers:* Rachel Duncan, Central High School Ben Hunter, Sheridan High School

11-Writing Pedagogies and Processes

**M.19** Questions and Contemplations in L2 Writing Pedagogies This session focuses on strategies for teaching L2 writers, including the use of discourse analysis, screencast feedback, and mindfulness-based writing.

C125

Chair: Sharon Mitchler, Centralia College

- Speakers: Yi-Min Chiu, Wenzao University of Languages, "Do 'Best Practices' Help Students' Self-Directed Learning in Second Language Writing? A Qualitative Study on the Relation between Teachers' Written Responses and Students' Self-Directed Learning"
- Kelly Cunningham, Iowa State University, "Does Our Choice of Technology Impact the Language of Our Feedback? Analyzing Text and Screencast Feedback on ESL Writing through Appraisal"
- I Ju Tu, Southern Connecticut State University, "Do 'Best Practices' Help Students' Self-Directed Learning in Second Language Writing? A Qualitative Study on the Relation between Teachers' Written Responses and Students' Self-Directed Learning"
- Scott Wagar, Miami University of Ohio, Oxford, "Contemplative Writing Pedagogy and L2 Writers"

### 1-First-Year and Advanced Composition

## M.20 The Stakes Are High: Cultivating Identity via Graduate Student Writing

Graduate students form identities writing multiple high-stakes genres, from their first terms in school through the dissertation.

#### E143

- Speakers: Megan Adams, The University of Findlay, "Digital Dissertations: A Research Story"
- Kathryn Baillargeon, University of California, Santa Barbara, "'So, I'm Not the Only One?': Writing, Reflection, and Peer Socialization in Dissertation Boot Camps"
- Kristine Blair, Youngstown State University, "Digital Dissertations: A Research Story"
- Meghan Hancock, University of Louisville, "Go Forth, Young Explorer vs. Sit Down, Young Writer': Shaping Scholarly Identities as New Graduate Students"

#### 12-Theory

## M.21 Cultivating an Alternative Pragmatism for Public Writing: Dewey on Community Engagement outside the Public Sphere Tradition

By rethinking John Dewey on community engagement, this panel seeks new theoretical tools for inquiring into public writing activity.

### B114

- Speakers: Antonio Ceraso, DePaul University, "What's Aesthetic about Public Engagement?"
- Jeremiah Dyehouse, University of Rhode Island, "'Primary Expression': Dewey on Pubic Writing, Community Engagement, and Doing Things Together"
- Stephen Schneider, University of Louisville, "Reconstructing Community Engagement: From the Problematic Public to Creative Democracy"

#### 10-Research

## M.22 Multidimensional Faculty Development

Panelists present research-validated strategies for increasing faculty efficacy in teaching and writing.

### B117

Chair: Travis Webster, University of Houston-Clear Lake

Speakers: Denise Comer, Duke University, "Postdoctoral Writing Fellows: Cultivating Multidisciplinarity, Seeding Transfer"

continued on next page

- Beth Keller, Indiana University–Purdue University Fort Wayne, "Cultivating the Present and Future: Recommendations on the Status of Graduate Students 2013 Survey of Graduate Students in Rhetoric and Composition"
- Ann Lawrence, University of South Florida–Sarasota-Manatee, "Cultivating Professional Identities as Writers, Scholars, and Researchers: Extracurricular Peer Writing Groups for Education Doctoral Students"
- Lilian Mina, Auburn University at Montgomery, "Using Critical Research to Cultivate a New Media Professional Development Model"
- Marcia Rego, Duke University, "Postdoctoral Writing Fellows: Cultivating Multidisciplinarity, Seeding Transfer"

1-First-Year and Advanced Composition

## M.23 Writing and/vs. Research: Disciplinary Tensions in the Teaching of Researched Writing

This panel addresses disciplinary tensions between writing and research in scholarship, institutional discourse, and pedagogy.

E142

Speakers: Joseph Bizup, Boston University, "The Writing/Research Binary: Scholarly Articulations"

William FitzGerald, Rutgers University-Camden, "The Writing/Research Binary: Institutional Articulations"

Wendy Hayden, Hunter College, CUNY, "The Writing/Research Binary: Curricular Articulations"

Respondent: Kundai Chirindo, Lewis and Clark College

#### 12-Theory

## M.24 Agency and Subjectivity in Rhetoric and Composition

Speakers discuss issues and theories of agency and the rhetorical subject in rhetorical theory and society.

D134

Chair: Jerry Petersen, Utah Valley University, Orem

*Speakers:* Joshua Cruz, Arizona State University, Phoenix, "Wading into the Bull: Discourse-Based Interviewing and Phenomenological Analysis of Undergraduate Bullshit Practices in Writing"

- Kefaya Diab, New Mexico State University, Las Cruces, "Sense of Agency as a Scene of Rhetorical Investigation: Toward a Rhetorical Theory of Sense of Agency"
- Julianna Edmonds, Florida State University, "Liminal Ethos: Negotiating Subjectivities and Cultivating Identities"
- David Riche, University of Denver, "Against Agential Bias: Rhetorical Patiency and Rhetorical Pedagogy"

## 13-Writing Programs

## M.25 Cultivating Success: Rethinking Retention Programs and Pedagogies

A disruption of retention discourse can be enacted by cultivating different ways of understanding student success and persistence.

E141

- Speakers: Cristine Busser, Georgia State University, "Retention and 'Student Success': Disrupting Institutional Notions of Success in First-Year Composition"
- Ashley Holmes, Georgia State University, "Locating Retention: Data, Surveillance, and Swipe Technologies"
- Anna Plemons, Washington State University, Pullman, "Cultivating Decolonial Options for University Retention Programs"
- Pegeen Reichert Powell, Columbia College Chicago, "A Kairotic Pedagogy and Shifting Definitions of 'Success'"

#### 6-Information Technologies

## M.26 Claiming Social Media and Gaming for Learning

Panelists look at intersections of teachers' and students' expectations for the use of technologies in the writing classroom.

B110

Chair: Kim Freeman, University of California, Berkeley

- Speakers: Lavinia Hirsu, University of Glasgow, "The Temptation of Google, Facebook, and Other Platforms: Students' Engagement with Sources in Digital Environments"
- Aaron Lanser, University of California, Davis, "Yeah, I text a lot in class. I know I shouldn't': Digital Underlife and Community in the First-Year 'Stretch' Writing Program'
- Joseph Williams, University of Arkansas at Little Rock, "Can a Game Replace a Textbook? Designing and Testing a Learning Simulation"

#### Integrated Academic Literacies/Library Partnerships



## Connecting across Academic Literacies: Writing, Reading, and Researching

This session will engage participants in identifying ways to cultivate connected support for writing, reading, and researching.

## C123

Speakers: Gabe Gossett, Western Washington University, "Research Meets Writing: Pedagogical Challenges and Opportunities"

- Kelly Helms, Western Washington University, "Writing Meets Research: Pedagogical Challenges and Opportunities"
- Roberta Kjesrud, Western Washington University, "Reading Meets Writing and Research: Pedagogical Challenges and Opportunities"

## Two-Year College



## The Inver Hills Model: When Change Begins with Student Needs

Four faculty at a community college discuss their innovative structure of developmental writing that combines the ALP model with learning communities.

E146

Speakers: Kim Elvecrog, Inver Hills Community College Mary Thompson, Inver Hills Community College Laurel Watt, Inver Hills Community College Matthew Williams, Inver Hills Community College

3-Community, Civic & Public

## M.29 Cultivating Partnerships: Sites of Community Literacy

This panel presents findings from three different community literacy sites: senior citizens, tweens and teens, and writers with disabilities.

D139

Chair: Melinda Knight, Montclair State University

*Speakers:* Julianne Candio Sekel, Montclair State University, "Speaking with a New Voice: Lessons from an Online Writing Community for Laryngectomees"

Emily Lagg, Montclair State University, "Lifelong Learners across the Age Spectrum: The Little Falls Young Writer's Workshop"

Alicia Remolde, Montclair State University, "We Still Have Stories to Tell: A (Writing) Seminar for Lifelong Learners"

8-Language

## M.30 Identity, Race, and Power in Translingualism

Speakers discuss how race, identity, and power must play a central role in translingual studies, research, and pedagogy.

B112

Chair: Angeline Olliff, California State University, Northridge Speakers: Kerry Clark, Saint George's School, "Approaching World Englishes in the Composition and ELL Classrooms through Post-Multiculturalism"

Telsha Curry, Syracuse University, "My Mama Ain Yo Mama! A Discussion of Linguistic and Cultural Identity Appropriation in Conquered Trans-Rhetorical Spaces"

Jennifer Kontny, University of North Carolina Wilmington, "Whatdya mean by that?': Using Commenting Threads as Furrows for Further Investigating Language and Identity Politics" Karen Rowan, California State University, San Bernardino, "Challenging Colorblindness in Translingual Work: Toward a Race-Conscious Translingualism"

11-Writing Pedagogies and Processes

### M.31 Come as You Are: Capacious Pedagogies

This panel showcases the flexibility in how we approach the composition classroom, from embodied delivery to cross-field collaborations to prioritizing authentic writing.

#### C126

Chair: Rhea Yablon Kennedy, Gallaudet University

- *Speakers:* Maureen Johnson, Texas Woman's University, "Delivery and Embodiment: Interrogating Culture in the Multimodal Classroom"
- Talitha May, Ohio University, "Wild Multimodality: A Compositionist and Graphic Artist Collaborate to Teach Multimodal Composition"
- Ilknur Sancak-Marusa, West Chester University, "Thinking beyond the Academic Essay—Positioning the First-Year Writer as an Agent of Change"

#### 14-Cultivating Connections, Cultivating Space

## M.32 Cultivating Ethics of Fairness, Hospitality, and Care in Composition

Participants will leave this roundtable with a better understanding of how hospitality and fairness can enhance writing programs.

#### A106

*Chair:* Michael Stewart Lewis, Savannah State University *Speakers:* Peter Brooks, University of Washington Bothell Nicholas Learned, Lenoir-Rhyne University Jessica Nastal-Dema, Prairie State College Ingrid Nordstrom, University of Wisconsin-Milwaukee Alexis F. Piper, Lakeland University John Raucci, Frostburg State University *Respondent:* Diane Kelly-Riley, University of Idaho, Moscow

#### 11-Writing Pedagogies and Processes

## **M.33** Video Pedagogy and Teaching for Transfer across Media This panel investigates the role of video composition in teaching for transfer across assignments in first-year writing.

## A107

Speakers: Angela Berkley, University of Michigan, "Cultivating Real Audiences: From Viewers to Readers"

- Catherine Jostock, Oakland University, "Research into Meaning: Primary Research in Video Composition and Its Relation to Problem Solving, Organization, and Self-Awareness"
- Lauren Rinke, Oakland University, "Visual Analysis and Investigation: Cementing Rhetorical Appeals and 'Real Life' through Video Composing"

Crystal VanKooten, Oakland University, "Using Interviews and Observations to Look for Transfer across Media"

### 14-Cultivating Connections, Cultivating Space

## M.34 Beyond Productive Tensions: Operating outside of Expertise in Research and Pedagogy

On navigating tensions that arise when operating outside of one's expertise, as brought about by situational or methodological necessity.

### D137

Chair: Benjamin Miller, University of Pittsburgh

*Speakers:* Laura Feibush, University of Pittsburgh, "Virtual Boundaries: Online Teaching Platforms and Embodied Listening"

- Moriah Purdy, University of Pittsburgh, "Constraint Is Not Constraint: Procedural Literacy and Learning to Code"
- Melissa Yang, University of Pittsburgh, "Composing Chimeras to Cultivate Interdisciplinary Invention"

## 10-Research

## M.35 Scholarly and Practical Orientations in Education Research Articles: A Genre-Based Study

This panel examines how research articles accommodate commitments to both scholarly and practical aims in three education subfields.

F149

*Speakers:* Olivia Hornstein, University of British Columbia Kate Power, University of British Columbia Aaltje van Enk, University of British Columbia

#### 8-Language

## M.36 Cultivating Sustainable International Composition

Participants develop theory-rooted methods of transnational composition based on the experience of successful writing-abroad practitioners.

### E145

Chair: Linda Breslin, Southern Nazarene University Speakers: Katie Gindlesparger, Philadelphia University William Lalicker, West Chester University David Rogers, Philadelphia University Holly Ryan, Pennsylvania State University, Berks

#### 14-Cultivating Connections, Cultivating Space

## M.37 Identity in Digital Spaces: Some Perspectives on Race and Gender

Each panelist explores ways of being in digital spaces.

E148

Chair: Alexis Larsson, CUNY Graduate Center

*Speakers:* Regina Duthely, St. John's University, "Legitimizing Identities: Race, Gender, and Liberation in Digital Discourse Communities"

Tracey Hayes, Northern Arizona University, "Literacy Practices in Twitter: Cultivating Advocacy through Writing"

Megan Opperman, Texas A&M University-Commerce, "#nonbinary: Writing Nonbinary Gender into Existence through Tumblr"

#### 7-Institutional and Professional

## M.38 Major Changes, Changing Majors

Panelists describe strategies for redefining and strengthening programs in light of student needs and evolving institutional landscapes.

B111

Chair: William Morgan, New York University

Speakers: Amy Clements, St. Edward's University, "Ready for the 'Real World': Strengthening an Undergraduate Writing Major through Alumni Outreach"

Debra Knutson, Shawnee State University, "Don't Make Them Learn Too Much: Policies Intended to Aid Transfer Students"

Dauvan Mulally, Grand Valley State University, "Cultivating Self-Marketing Skills: Preparing Writing Majors for the Job Search"

Mary Rist, St. Edward's University, "Ready for the 'Real World': Strengthening an Undergraduate Writing Major through Alumni Outreach"

Sean Zwagerman, Simon Fraser University, "'I read an article about what not to major in and English was in the top 5': Attitudes of University Freshmen toward the English Degree, and Implications for Curricula"

## **Tribute Session**

Tribute Session: Peter Elbow

## M.39 Embracing Contraries: Peter Elbow on His Life in Composition Studies

A seminal contributor to modern composition studies will reflect on the field and his own contributions to it.

Portland Ballroom 251 & 258

*Speakers:* Sheridan Blau, Teachers College, Columbia University Peter Elbow, University of Massachusetts Amherst

#### Two-Year College

## M.40 Cultivating Writing Programs and Curricula: The Promises and Limitations of Open Educational Resources at Two-Year Colleges

Reflects on possibilities and limitations of Open Educational Resources for programmatic and curricular development work at two-year colleges.

Portland Ballroom 252 & 253

Speakers: Anne Canavan, Salt Lake Community College, "Increasing
Access and Engagement for English Language Learners"
Justin Jory, Salt Lake Community College, "Insights on a Program-Wide
OER Initiative and/as Infrastructure"
Lisa Mahle-Grisez, Sinclair Community College, "You Get What You Pay
For: Challenging the Assumptions Surrounding OER Content"
Dawn Penich-Thacker, South Mountain Community College, "OER: A
Boon and a Barrier?"
Carolyn Reynolds, Sinclair Community College, "OER Adoption as Social
Justice Work"
Keith Rocci, Pima Community College, Tucson, AZ, "Leveraging Library
Resources to Support the OER Curriculum"
Crystal Sands, Excelsior College, Albany, NY, "Bringing an OER Writing
Resource to Community Colleges: Sharing the Excelsior College
OWL"
Anthony Sovak, Pima Community College, Tucson, AZ, "OER in the
Online Writing Class"
Marlena Stanford, Salt Lake Community College, "Valuing Faculty
Expertise and Student Engagement through Locally Developed Texts"

#### 5-History

### M.41 Generations of Anti-Racist Rhetoric

Presenters focus on sites and strategies of resistance against structures of racism.

#### A109

Chair: Kay Halasek, The Ohio State University, Columbus

Speakers: D'Angelo Bridges, California State University, San Bernardino, "Reshaping the Faultiness of Rhetorical Theory: 'My Bondage' Reimagining the Western Rhetorical Tradition"

Annie Mendenhall, Armstrong State University, "Alternative History as Protest: Genre Appropriation as Activism in 1970s Desegregation Rhetoric"

Sean Molloy, William Paterson University, "The Anti-Racist, Psychologically Aware Pedagogy of the 1965–67 SEEK Writing Program at City College"

Stacey Parham, Judson College, "Cultivating Connections: The Women of the Civil Rights Movement and the Composition Students of Judson College"

6-Information Technologies

## M.42 Cultivating Researcher and Participant Identities in Visually Oriented Social Media Spaces

Speakers present research projects exploring researcher and research subject identities in methodologically challenging social media sites.

B115

Speakers: Lauren Cagle, University of Kentucky, "Imposed Identities: The Ethical Challenges of Researching Nonconsensual Online Images"

Brandy Dieterle, University of Central Florida, "Music Performers and Queer Rhetoric: How Queer Rhetoric Informs Lady Gaga's and Nicki Minaj's Instagram Posts"

Sara West, University of Arkansas, "Now You See It, Now You Don't: The Role of Researcher in Ephemeral Social Media Spaces"

## 13-Writing Programs

## M.43 Nonmainstream Literacies and Communication

This session explores communication practices related to second language writing and African Americans in various regional communities.

D140

Chair: Joyce Locke Carter, University of Arkansas at Little Rock Speakers: Michael Blancato, The Ohio State University, "Weaving Literacy Narratives and Academic Arguments: A Service-Learning Approach to Composition Classrooms"

- Gregg Fields, Arizona State University, Tempe, "Using Rogerian Methods and Rivaling Strategies: Enhancing Writing Programs' Instructor Collaborations"
- Beth Gillis-Smith, Moorpark College, "Course Embedded Tutoring to Support Student Writers"

3-Community, Civic & Public

## M.44 Chalk It Up to Racism: Promoting Civility and Civil Discourse in an Era of Hostility

This presentation examines current sociopolitical discourse involving race on the university campus.

## F151

- *Speakers:* Alex Foote, Western Carolina University, "The Responsibility of the Composition Teacher: Fostering Student Capacity for Empathy and Community Engagement"
- Jason Huber, Western Carolina University, "The Impermanence of Revision Rhetoric: The Center Will Hold"
- Corrine Roberts, Western Carolina University, "Speaking Back to Hate: Examining Administrative and Community Response to Racist Rhetoric on the University Campus"
- Shani Searcy, Western Carolina University, "Building a Wall: Lives That Matter; Lives That Don't"

## Teaching Writing/Literacy (All Levels)

## M.45 Rhizomatic Improvement Communities: Three Models of K-16 Professional Development

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**K–16 Professional Development** Presenters discuss several new regional K–16 networked improvement communities cultivated to improve the transition to college composition.

C124

Speakers: Sean Agriss, Eastern Washington University Lori Inman, Mead School District, WA Andrea Reid, Spokane Community College Justin Young, Eastern Washington University

## **Postconvention Workshops** 2:00–5:00 p.m.

Open to all convention registrants; no additional registration required.

## SW.01 "A Bridge across Our Fears": Teaching Aspiring Teachers and Tutors through Story

As educators tasked with preparing aspiring teachers and tutors for working effectively—and justly—with student writers, we understand the power of stories to shape how teachers and tutors think about who students are, what they need, and why they make the choices they do as they compose. In this half-day workshop, we will lead participants in an exploration of the role progressive and alternative young adult literature might play in teacher/tutor education and will help participants create exercises and assignments designed to help aspiring teachers and tutors develop nuanced and compassionate storytelling practices about and for their students.

Portland Ballroom 257

Speakers: Frankie Condon, University of Waterloo Sheryl Scales, SUNY Potsdam

## SW.02 Hey Teacher, Lead Them Kids in Song: A Workshop on Music and Performance for Compositionists

In its fourth consecutive year at the CCCC Convention, this half-day workshop infuses music and performance powerfully into composition pedagogy and professional development to enhance writing instruction and build community connections. This workshop introduces and explores a variety of performative exercises and embodied rhetorics derived from participants' own interpersonal, bodily-kinesthetic, and musical intelligences, culminating in a reflective discussion and planning of performative strategies.

E145

Speakers: Lauren Esposito, Marywood University Nicole Galante, Stony Brook University Shawn Garrett, Friends Academy June Griffin, University of Nebraska-Lincoln David Hyman, Lehman College, CUNY, Bronx Peter Khost, Stony Brook University Faith Kurtyka, Creighton University Robert Lazaroff, Nassau Community College, SUNY

## SW.03 Cultivating Strategic Action in Teaching against Plagiarism: Using Plagiarism as an Educational Opportunity

Too often, teachers seek to address plagiarism through policing tactics. However, plagiarism can be a learning and writing strategy, a feature of the transition from outsider to insider in the development of a writer. This interactive workshop is intended to help writing instructors develop a repertoire of practical teaching strategies to help students learn how to engage in conversation with previous texts effectively and appropriately.

## Portland Ballroom 256

Speakers: Valerie Seiling Jacobs, Columbia University Scott Leonard, Youngstown State University, OH Gerald Nelms, Wright State University, Dayton, OH Carole Papper, Hofstra University, Las Vegas, NV Robert Yagelski, SUNY-Albany

## SW.04 Bridging Expectations: A Workshop on the Alignment of High School English and First-Year Composition

Sponsored by the Oregon Writing and English Advisory Committee This collegial workshop will center on the intersection, as well as the divergences, of the Common Core State Standards with the OWEAC outcomes. We will refine our understanding of terminology and explore productive curricular design for our revised writing outcomes, which have an increased focus on students' facility with rhetorical concepts and vocabulary, as well as our expectation that students will develop metacognitive awareness.

## Portland Ballroom 255

*Chair:* Kate Sullivan, Lane Community College *Speakers:* Ashley Benson, Blue Mountain Community College Vicki Tolar Burton, Oregon State University, Corvallis Nancy Cook, Clatsop Community College Donna Evans, Eastern Oregon University, La Grande Nancy Knowles, Eastern Oregon University, La Grande Jillanne Michell, Umpqua Community College Jodi Naas, Portland Community College Cornelia Paraskevas, Western Oregon University Christopher Syrnyk, Oregon Institute of Technology Mindy Williams, Central Oregon Community College

## SW.05 Writing Studio Pedagogy: Cultivating Student Voice and Capacity for Change

*Writing Studio* describes an alternative approach to teaching, supporting, and conducting inquiry into writing alongside student writers in a variety of higher education sites. This year's half-day workshop focuses on Writing Studio curriculum and pedagogy. Workshop facilitators will provide insight into how to design studio activities for different student populations or courses and will share a wealth of curricular approaches for scaffolding student growth and transfer of learning.

#### A106

*Chair:* Rhonda Grego, Midlands Technical College *Workshop Facilitators:* Alison Cardinal, University of Washington Karen Deaver, The College of New Jersey Bre Garrett, University of West Florida, Pensacola Nicole MacLaughlin, University of Notre Dame Aurora Matzke, Biola University, La Mirada, CA Mark Sursavage, University of Houston, TX John Tassoni, Miami University Middletown

## SW.06 Writing and Publishing Op-Eds: Cultivating Public Voices

This interactive workshop is part of what Paula Mathieu calls a "public turn" in composition studies, particularly how teaching writing connects with our lives outside the classroom. Writing op-eds is one way that faculty, students, and other writers can advocate for social change. With a goal of cultivating voices of diversity in mainstream print, online, and mobile newspapers, workshop participants will learn how to write op-eds, publish them, and integrate op-ed writing into writing courses.

## Portland Ballroom 254

**Workshop Facilitators:** Charles Donate, Florida International University Tonya Drake, Edmonds Community College Foundation Glenn Hutchinson, Florida International University Andrea Potter, Edmonds Community College Foundation Cayce Wicks, Florida International University



## Established Rules for Conduct of the Annual Business Meeting

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

## **Procedural Rules Proposed for Adoption at the Annual Business** Meeting

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

- a. Three minutes will be allowed for each speaker each time.
- b. No one may speak a second time on a subject until all who wish to speak have been heard.
- c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.

- d. Discussion will be limited to no more than fifteen minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in ten-minute increments by consent of the body.
- e. Discussion of an amendment to a motion or resolution will be limited to no more than ten minutes; this time may be extended in six-minute increments by consent of the body.
- f. Amendments to amendments will not be accepted, in order to avoid confusion.

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

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

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

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

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

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

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

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

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

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

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

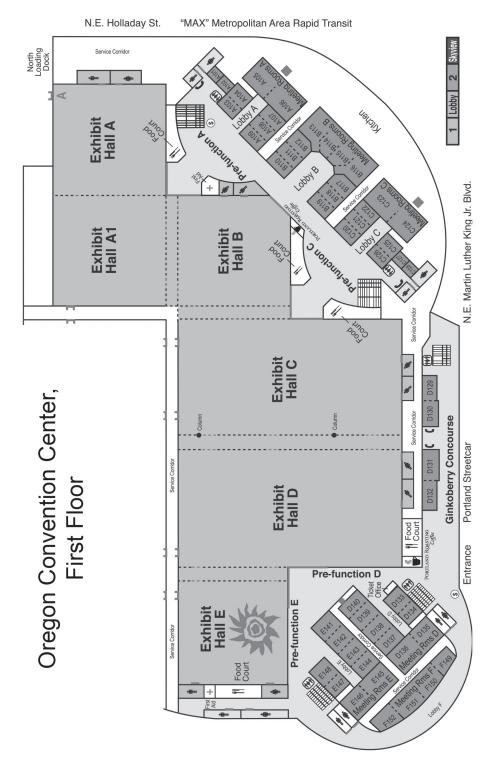
4. Members may offer sense-of-the-house motions for discussion and action. Such motions, if passed, will be announced to CCCC members, not as official CCCC statements, but as the will of the majority of members at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive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



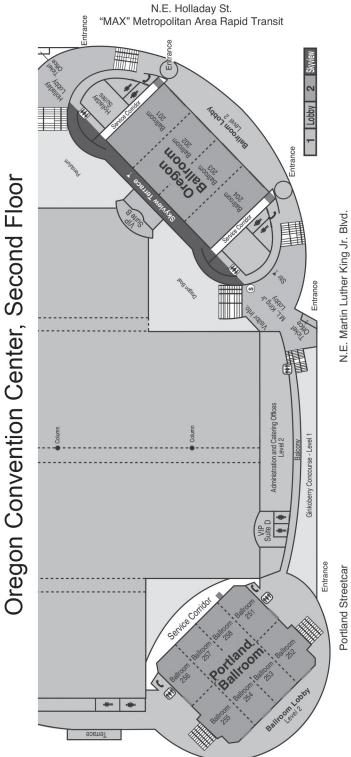
**CCCC Past Chairs** 

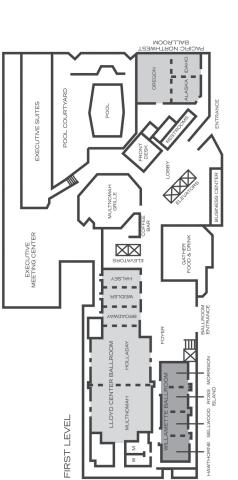
- 2017—Linda Adler-Kassner 2016-Joyce Locke Carter 2015—Adam Banks (through 9/15); Howard Tinberg (9/15–12/15) 2014—Howard Tinberg 2013-Chris Anson 2012—Malea Powell 2011-Gwendolyn D. Pough 2010—Marilyn Valentino 2009—Charles Bazerman 2008—Cheryl Glenn 2007 – Akua Duku Anokye 2006—Judith Wootten 2005-Douglas D. Hesse 2004-Kathleen Blake Yancey 2003-Shirley Wilson Logan 2002-John Lovas\* 2001-Wendy Bishop\* 2000—Keith Gilyard 1999—Victor Villanueva, Jr. 1998-Cynthia Selfe 1997-Nell Ann Pickett 1996—Lester Faigley 1995-Jacqueline Jones Royster 1994—Lillian Bridwell-Bowles 1993—Anne Ruggles Gere 1992—William W. Cook 1991—Donald McOuade 1990—Jane E. Peterson 1989—Andrea A. Lunsford 1988—David Bartholomae 1987-Miriam T. Chaplin\* 1986-Lee Odell 1985—Maxine Hairston\* 1984—Rosentene B. Purnell 1983-Donald C. Stewart\*
- 1982—James Lee Hill 1981-Lynn Quitman Troyka 1980-Frank D'Angelo 1979—William F. Irmscher 1978-Vivian I. Davis 1977-Richard Lloyd-Jones\* 1976-Marianna W. Davis 1975-Lionel R. Sharp 1974-Richard L. Larson\* 1973—James D. Barry\* 1972—Elisabeth McPherson\* 1971-Edward P. J. Corbett\* 1970-Ronald E. Freeman\* 1969-Wallace W. Douglas\* 1968-Dudley Bailey\* 1967-Richard Braddock\* 1966—Gordon Wilson\* 1965-Richard S. Beal\* 1964—Robert M. Gorrell 1963—Priscilla Tyler\* 1962—Francis E. Bowman 1961-Erwin R. Steinberg 1960-Glen Leggett\* 1959-Albert R. Kitzhaber\* 1958-Robert E. Tuttle 1957—Francis Shoemaker 1956-Irwin Griggs\* 1955–Jerome W. Archer 1954-T. A. Barnhart\* 1953-Karl W. Dykema\* 1952-Harold B. Allen\* 1951-George S. Wykoff\* 1950-John C. Gerber\* 1949-John C. Gerber\*

\*Deceased



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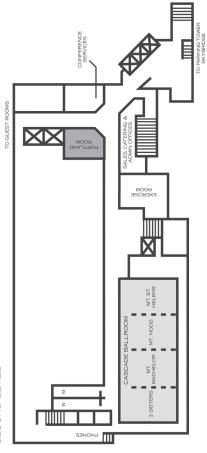




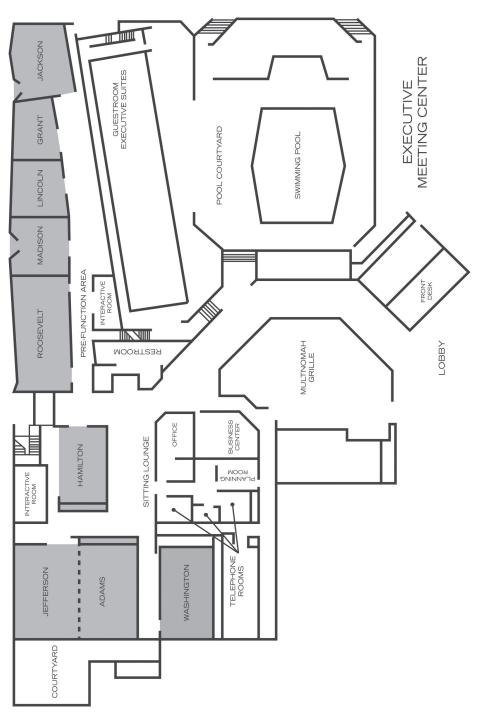




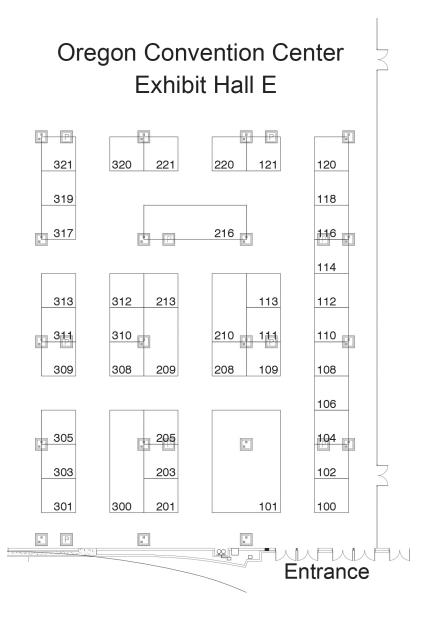




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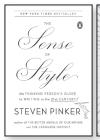
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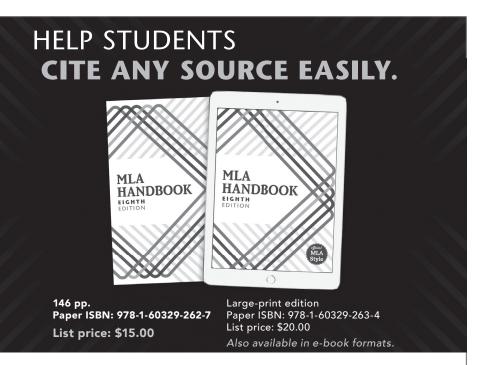
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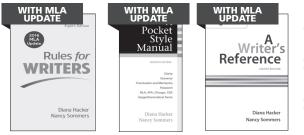
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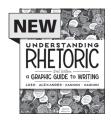
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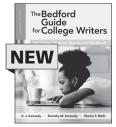
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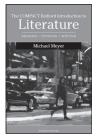


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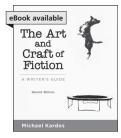
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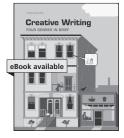
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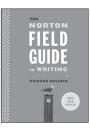


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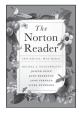
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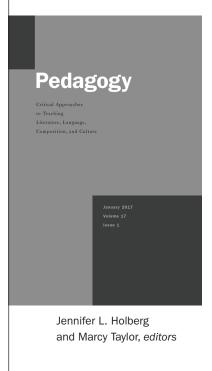
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# Clear writing is a teachable style

Most first-year writing courses give no systematic instruction in prose readability. Instructors have too many targets to hit. We do grammar brush-ups, deal with fragments, and discuss genres, yet we have no orderly way to deal with the fact that students write lousy sentences. We may give individual feedback on active verbs, etc., in the margins, but it has no effect on those many students who don't understand what a sentence is or how it works.

So I developed a new way to teach writing: the Readable Writing Method. It's grounded in the insights of the late Rudolf Flesch, author of *The Art of Readable Writing*. In the 25<sup>th</sup> anniversary edition of that book, Dr. Flesch expressed regret that his readability insights had never been taken up by college instructors. That's no longer true.

Here's my claim, after 20 years of experience with this newish course: most of today's college students can learn to write clear, readable prose in *one semester* of freshman comp. The course must have (1) tight focus on readability as the goal of the course, and (2) careful arrangement of lessons in a sequence of skills that can be practiced, combined, and mastered.



John G. Maguire

Clear writing, it turns out, is the effect of a small number of teachable behaviors. (Dr. Flesch knew this.) The first novelty of this

unique course is its theme: learning to be clear for the reader. The second novelty is the sequence of skills. Some are familiar—like how to use active verbs—and some are unusual—like controlling average sentence length.

In the first eight weeks, we attend sentence school, building on insights from Flesch and adding some of my own; we learn *for the sake of the reader* to construct simple, vivid sentences. In the last six weeks, having mastered the production of good sentences, we enter essay school. This is a mini-course in organizing *the reader's experience* by using a thesis sentence, transitions, and a satisfying ending. We get good results at this point precisely because we have delayed the writing of thesis-based essays until the sentence has been mastered.

I have taught the course successfully more than 50 times in the Boston area and have captured it in a 76-page book called *The College Writing Guide* (sometimes *John Maguire's College Writing Guide*). The *CWG* contains most of the course, including all topics in order, with explanations, and all the in-class and homework exercises. I have been selling it online at <u>readablewriting.com</u> for \$19.90 for the last couple of years. Here's what instructors have said:

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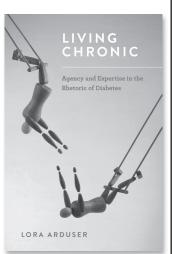
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- A.02 Queering Our Spaces: Cultivating Institutional Support for Queer/ LGBTQ+ Composition Scholars
- A.03 The Messy and Complex Middle Ground between Method and Methodology: A Conversation on Research
- B.01 Cultivating Rhetorics of Interruption as Feminist Praxis in Rhetoric and Composition Studies
- B.02 "Dull Duty" and Disciplinary Issues: A Roundtable with NCTE Editors
- B.03 Seasons of a Writing Teacher's Life: Sustaining Energy throughout Our Careers
- C.01 Acknowledging and Facilitating Invisible Disabilities in the Classroom and Community
- C.02 What's the Point of the MA in Composition Studies? Cultivating a Sustainable Future for Graduate Programs and Two-Year College Faculty
- C.03 CCCC Public Policy Think Tank
- D.01 Working and Getting Worked: An Interactive, Decolonial, Queer, and Feminist Roundtable on Labor in Rhetoric and Composition
- D.02 Cultivating Balance: Personal, Research, and Teaching Strategies for Contingent Faculty
- D.03 Decolonizing Writing Assignments
- E.01 Cultivating Balance in Caregiving: A Cross-Generational Conversation
- E.02 Cultivating a Public Voice: Entering Public Discourse as Public Intellectuals, Experts, Activists, and Digital Citizens
- E.03 Cultivating a More Equitable Professional Organization
- F.01 Think Tank on Cultivating Change for Current, Former, and Future Members of the Military in Composition Studies
- F.02 Taking Action: Everyday Advocacy
- F.03 Cultivating Capacity: Mentoring Challenges and Opportunities
- G.01 Cultivating Leadership on and off Campus: A Roundtable with Senior Administrators
- G.02 Change That Pays the Bills
- G.03 Retention = Success (?): Fostering International Student Persistence and Achievement
- G.04 Cultivating New Lines of Inquiry: Expanding Research and Advocacy for Multilingual Latinx Writers in the Borderlands and Beyond

- G.04 Cultivating New Lines of Inquiry: Public Land Activism
- G.04 Cultivating New Lines of Inquiry: Rural Research and Advocacy
- H.01 Cultivating a Culture of Teaching in Large Composition Programs
- H.02 Cultivating Institutional and Administrative Visibility
- H.03 Public Intellectualism in an Anti-Intellectual Public: Implications for First-Year Composition
- I.01 Cultivating and Mobilizing Social Justice Work in CCCC
- I.02 Cultivating Capacity, Creating Change: Assessing the Future of Online Writing Instruction (OWI)
- I.03 Where's the Mentor Here? Creating a Culture of Mentoring in the New University and Beyond
- J.01 Prior Learning Assessment and Competency-Based Education: What Writing Teachers Need to Know
- J.02 Meeting the Needs of Adult Writers: A Programmatic Coaching Perspective
- J.03 Conference Proposal Submission 101: A Guide to the Process
- K.01 Cultivating Response: Seeing Teacher Comments through Students' Eyes
- K.02 Cultivating Your Future: An Intergenerational Conversation on Paths toward—and beyond—Retirement
- K.03 Think Tank for Racial and Social Justice in the Writing Program Administrators–Graduate Organization and Beyond
- L.01 Deepening the Conversation: Cultivating Connections between High School and College Writing Instructors
- L.02 Cultivating Capacity and Writing Collaboratively
- M.01 Cross Talk: Sharing Innovative Writing Strategies for 21st-Century Composition Classes
- M.02 Shape Shifting: Exploring Collaborative, Interinstitutional, and International Approaches toward the Identification of Frontier Taxonomies and Paradigm Shifts in Teaching, Learning, Research, and Writing Models and Supports

# 1-First-Year and Advanced Composition

- A.11 Fertile Ground: Cultivating Change through a First-Year Writing Conference
- A.17 Tracing Transfer: Examining Teaching for Transfer in Three Curricular Sites
- A.25 Google Classroom Hacks: How Technology Can Help Writing Instructors Cultivate Students' Reflection, Metacognition, and Transfer of Learning
- A.31 The Future of College Writing and How to Stop It
- A.50 Cultivating Graduate Writing and Teaching
- B.13 Cultivating Capacity: Developing Research-Based Support for Graduate and Faculty Writers
- B.22 Composition and Dual-Credit Programs: Negotiating Boundaries between High School and College-Level Writing
- B.26 Anyone Can Code-Mesh: Teaching and Tutoring Strategies for the First-Year Writing Classroom

- B.30 Facilitating Political Discourse in the Classroom
- B.32 Serving the Underserved
- B.41 New Alliances: Computer Science Illuminates Linguistic Patterns in Student Essays
- C.12 Community Engagement and Critical Inquiry
- C.15 What Transfers? Developing Research Instruments to Assess Whether Comparative Genre Analysis Helps Students Transfer Rhetorical Knowledge across Contexts
- C.38 Cultivating New Possibilities through Dual-Enrollment First-Year Writing
- C.39 Teaching with Technology: Approaches for Online, Onsite, and Hybrid Teaching
- C.52 Content Conflict: An Argument for Alternative Approaches to "Writing about Writing"
- D.21 Using Rhetoric to Promote a Nurturing Space for Disproportionately Impacted Student Groups in Community College First-Year Composition (FYC)
- D.36 Learning to Write Disciplines: Cultivating Students' Disciplinary Knowledge across Sites of Learning
- D.44 From Culling Sources to Cultivating Successful Habits of Mind: Reconsidering the Research Essay in the 21st Century
- D.45 Writing Program Pedagogies for STEM Education
- D.52 Implications of WAC: Sites of Writing Education for and in Scientific Majors and Programs
- D.53 Perforating Writing Studies: Exploring Content through Games, Networks, Software Development, and Digital Collaboration
- E.07 A Reasonable Faith: Rhetoric, Christianity, and the Teaching of Writing
- E.16 Building a Mentor Program: Shadow Clusters, Immersion, and Integration
- E.24 Impact of Dual Enrollment on First-Year Composition
- E.31 Tracing Roots, Cultivating New Growth: A Retrospective Prospective Exploration of Transfer
- E.33 Approaches to Teaching Personal Narrative
- F.06 Capacity, Action, and Change: 21st-Century Implications for Student Retention in First-Year Writing
- F.21 Critical Approaches to Integrating Reading and Writing
- F.33 Teaching for Transfer beyond First-Year Composition: Professional and Business Writing
- F.39 Regenerative Pedagogies for FYC: Multimodality, Rhetorical Grammar, Revision, and Reflection
- F.51 Cultivating Transfer with the Teaching-for-Transfer Writing Curriculum: A National Multi-Institutional Study
- G.19 Exploring Narrative and Identity through Genre
- G.27 Twenty-Five Years of Faith in Writing: Religion and Composition, 1992–2017
- G.39 Cultivating Knowledge to Foster Program Development: Utilizing Data from a Five-Year Study of a Large Advanced Writing Program
- G.40 Dual Enrollment: Cultivating Inquiry and Considering Implications

- G.42 Strategies for Implementing Feedback and Assessment
- G.47 Crop Rotation: Toward a Holistic Cultivation of Graduate Writers
- H.12 Sustainable Multilingual Pedagogies for L2 Students
- H.20 Re-seeing the Self: Multifacted Aspects of Passing as a Lens for First-Year Composition
- H.25 Inclusive ESL Pedagogies and Practices in First-Year Composition
- H.32 Sharing Threshold Concepts as the Foundation for Integrated Curricula, Collaborative Assessment, and Learning Transfer across Library-Writing Partnerships
- H.52 Outcomes and Frameworks: Cultivating Information Literacy Capacity in Composition Classrooms
- I.14 Coming to Our Senses: Enabling Multiple Sensory Pathways in Active Learning Methods
- I.19 Reaffirming Access: Strategies for Rhetorical and Linguistic Pedagogy
- I.31 Cultivating Students' Agency: Confronting Trauma through First-Year Writing
- I.37 Recultivating Composition in a Sophomore-Level Classroom: Assemblage, Circulation, and ePortfolios
- I.47 The Role of Writing Criteria in Transparency, Agency, and Community-Building in the Disciplinary Writing Classroom
- J.16 Transforming Reluctant Writers' Attitudes toward FYC: Cultivating Advocates for Change
- J.24 Cultivating (Meta)Transfer: Changing Individual, Programmatic, and Institutional Dispositions through a Revisioning of Stretch
- J.27 Naming What WE Know: A Roundtable on Knowledge Production in Composition
- J.30 Political Climate, Sustainability, and Paradigm Shifts
- J.48 The Role of the Personal, Empathy, Compassion, and Metacognition in First-Year Composition Pedagogy
- K.07 Four Perspectives on Mentoring Graduate Student Teachers of Composition
- K.10 Writing about Writing and Teaching for Transfer
- K.14 Transfer's Evolution: Changing Our Terms, Interrogating Our Methodologies for Studying Transfer
- K.39 Student Perceptions of Placement and Testing: Implications for Academic Identity and Success
- K.41 Converging Compositions: Teaching Dissoi-Polylogoi in the Networked Classroom
- K.50 Multimodal Composition
- L.06 Thirteen Ways of Looking at Dual Credit: Navigating Change, Capacity, and Community in Dual-Credit Programs
- L.09 Resisting Extractivist Ideologies: Cultivating Rhetorical Capabilities in Multilingual Writers
- L.12 Cultivating Collaboration and Creativity: A Writing Center Grows a Writing Program

- L.19 Teacher Training in First-Year Composition
- L.24 Raise Your Voice! Make Some Noise!
- L.27 Genre and Transfer
- L.31 Cultivating Change across Student Contexts: Transfer across Secondary and Postsecondary Composition Classrooms
- M.09 Writing, Humanizing, and Recognizing the Role of Emotion in First-Year Composition
- M.10 Gaming the System: Innovations in Teaching
- M.18 Collaboration across "Borders": Willamette Promise
- M.20 The Stakes Are High: Cultivating Identity via Graduate Student Writing
- M.23 Writing and/vs. Research: Disciplinary Tensions in the Teaching of Researched Writing
- PS-B Cultivating Success: A Framework for Building High School–College Collaborations
- PS-D Implementing Course Contracts in FYC at the HSI Two-Year College
- PS-F Hierarchies and Harkness: Shifting from the Podium to Encircled Modes of Investigation
- PS-H Cultivating Change: Assessing Students' Writing and Understanding the Placement and Reevaluation of Students' Self-Ascribed Roles within Existing Natural Environments Following an Environmental Literature and Writing Class
- PS-H Addressing Transfer Conditions across Disciplines: Cultivating Connections from First-Year Composition to Upper-Division Engineering Laboratory Courses

# 2-Basic Writing

- A.04 Emerging Voices in Basic Writing Studies
- A.26 Accelerating Developmental English at Atlantic Cape: The Triad Model
- B.12 "Between Belongingness and Otherness": Identity, Writing Workshops, and the New Demographic
- B.19 Reading, Writing, and the Identities of Basic Writers
- B.35 Implementing Directed Self Placement (DSP) at Different Contexts: The Struggles and Successes
- C.44 Basic Writing Gone, Placement Broken: Reinventing Assessment and Instruction in the Anti-Remediation Era
- D.09 Alternative Connections to Basic Writers
- D.54 The Politics of Belief in Student Capacity: How Four California Community Colleges Initiated the California Model of Corequisite Composition
- E.41 Stretching against the Grain: Blended Stretch in the 21st Century
- F.28 ALP at Ten: A Decade Retrospective of the Accelerated Learning Program at the Community College of Baltimore County
- F.40 Placement and Assessment in Basic Writing: ALP, L2, and WAC
- G.20 Basic Writing Redesign: Cultivating Student Growth and Faculty Collaboration

- H.44 Hearing Them Out: Understanding Student Self Placement in California and Beyond
- I.16 Research-Based Practices for Teaching Underprepared Readers in Writing Courses
- J.19 Cultivating Engagement through Open-Mindedness, Hospitality, and Intercultural Dialogue in Basic Writing Classrooms
- J.52 K–16 Partnerships and Initiatives: Benefiting Basic Writers
- K.28 "But We've Always Done It This Way": Changing Developmental Curriculum and Faculty Perceptions
- L.07 Local Research Initiatives in Basic Writing
- L.43 Bridging the Gap: Cultivating the Capacity to Create Transfer between High School Writing and FYW
- M.28 The Inver Hills Model: When Change Begins with Student Needs
- PS-B Taking It to the Streets: Developing Activist Teacher Responses to Basic Writing Placement Processes
- PS-H Researching Basic Writing: Cultivating Multiple Measures Placement
- PS-J Pedagogical Influence on Writer Self-Efficacy: A Case Study of Basic Writing Classes

# 3-Community, Civic & Public

- A.08 Delivering the Goods: Culivating Reciprocity in Activist Research
- A.19 Civic Discourse and Activist Rhetorics from the Perspective of Underrepresented Groups
- A.22 Indigenous Narratives in Public Spaces: Reorienting Place-Based Composition
- A.47 Exploring Public Religious Displays in the Rhetorical Extracurriculum and Classroom
- B.09 Radical Localism: Cultivating Institutional Literacies for Community Engagement
- B.36 Issues of Public Health: Strategies for Public Intellectual Work
- B.45 Cultivating Ecological Community Literacies in School Gardens
- C.05 Digital, Apostolic, Mystical, Embodied: Religious Women's Disarticulating Rhetorics
- C.23 Reclaiming Community to Create Change in (and for) Higher Education
- C.26 Latinx Youth Cultivating Anti-Neoliberal Rhetorics
- C.36 Disturbin' the Peace: Theorizing Hip-Hop Community Protest, Revolution, and Activism
- C.37 Prison and Detention: Rethinking Borders and Access
- D.13 Objects of Justice: Four Riffs on Politics and Materiality
- D.15 Teaching with Wikipedia: Cultivating Community, Creating Change
- D.30 Queer Pedagogies: Fostering Stronger Collaboration and Community Engagement
- D.39 Queer Archives, Producing Public Memory, and Activism
- E.30 Students as "Agents of Integration" and Social Change: Cultivating Transfer between the Classroom and Community

E.37	Methods	for (	Community	Engagement
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- F.04 Cross-Caucus Community Engagement
- F.20 (In)capacities of Anti-Semitism: Composition, Writing, and the Israeli/ Palestinian Debate
- F.25 I Have the Best Words: What Rhetoric Can Learn from Donald Trump
- F.49 Cultivating Civic Literacy in Generation Why? Rhetorical Engagement and Citizen Awareness in Composition Classrooms
- F.50 Politicizing Community Action Pedagogy and Research
- G.16 Sponsoring Civic Engagement and Activism at the Two-Year College
- G.45 Religion Matters: Cultivating Public Voices in Composition
- G.46 Cultivating Change in Graduate Education: (Re)thinking Training for Politically Progressive Community Projects
- H.14 Cultivating Community Partnerships and Expanding Understandings of Writing
- H.16 "Exchange for Change": An Inside Look at the Creation of a Community Writing Program across Prison Walls
- H.17 Transportation in Community Organizations: New Directions for Public Rhetoric
- I.05 Received Passages: Prison Histories—They Don't Speak for Themselves
- I.15 Building Engaging Partnerships: Service-Learning from Three Perspectives
- I.30 Primary Research, Community Literacy, and Service-Learning: Implementing a Writing-Across-the-Community Paradigm in First-Year Composition and Beyond
- I.35 Cultivating Participatory Community Writing
- J.15 #blackgirls4change: Cultivating Community and Creating Change through PhotoVoice
- J.29 Writing as Partnership: Negotiating and Sustaining Dynamic Community Writing Projects
- J.40 Cultivating Social Activism in the Classroom
- J.44 Rhetoric and Community Engagement: Implications for Food and Nutrition
- J.45 The Rigged Race: Public Memory, Local Connections, and Cultivating Change
- K.09 Discursive Agency in Illness: Empowering Everyday Writers to Cultivate Critical Communities
- K.13 Implications for Embodied Rhetoric and Civic Engagement
- K.21 Naming the Tools: The Pedagogy and Practice of Community-Based Writing and Research
- K.51 Interventions in Neoliberal Literacy Practices: Engaging with Historical, [Trans]national, and Local Dialogues
- L.16 Cultivating NWP Connections for Community Engagement
- L.35 Becoming an Advocate: From Pedagogy to Advocacy in the Inter-Mountain West
- L.38 Activist Academics Advocating for Change
- M.29 Cultivating Partnerships: Sites of Community Literacy

- M.44 Chalk It Up to Racism: Promoting Civility and Civil Discourse in an Era of Hostility
- PS-D Deliberating the Future (of Driving): Productive Speculation and the Practice of Framing

# 4-Creative Writing

- A.20 Autobiographical Journaling, Memoir, and Other Personal Genres for Undergraduate and Graduate Education
- A.24 Medical Narratives—Cultivating Stories, Voices, Selves, Knowledge, Action
- D.27 The Creative Capacities of Writing Studies
- E.44 Building Alliances between WAC, WID, STEM, and Creative Writing
- G.31 Grief and Pedagogy: Seeing Creating Writing as Therapy
- G.44 A Symbiotic (and Pedagogical) Relationship: Forging an Alliance between Creative Nonfiction and Composition
- I.12 Cultivating Undergraduate Creative Writing Education
- J.33 Creative Nonfiction and Composition: Cultivating Creative, Academic, and Socially Conscious Connections
- L.34 Cultivating Creative Nonfiction for Imaginative Habits of Mind

# 5-History

- A.35 Disciplinarity and Identity
- A.36 Alt/Histories of Composition: Early Writing Textbooks, the "Other" Dartmouth, and MLA Job Lists
- B.18 Cultivating New Capacities for Action: Women Rhetors and Multimodal Rhetoric in the Early-20th Century
- C.19 "As If History Had Causes and We Might Be Agents": The Public Intellectualism of Richard Ohmann
- C.21 Historical Frameworks for Cultural and Material Productions
- D.20 Composing Activist Spaces: The Spatial Rhetorics of Civil, Disability, and Men's Rights Movements
- D.37 Global Sites of Rhetorical Histories
- E.18 Unsettling (the) Archives
- E.35 Balancing the Books: Political Economy and Literacy Education across History
- F.17 Composition in the Eighties: Retrospect and Prospect
- G.15 Already Seeing, Always Looking: The History of Visual Literacy and Instruction in the Long Nineteenth Century
- G.38 Feminist Historiography: Uncovering Rhetorical Activism
- H.39 Rethinking Genre Using 19th- and 20th-Century Rhetorical Artifacts
- H.45 Cultivation of a Research Culture That Challenges Hegemony at an HBCU
- I.22 Framing Rhetorical Failure, Cultivating Feminist Engagement
- J.42 Harvey J. Graff, Literacy Studies, and Composition
- K.23 Interrogating History in the Interspaces: Rhetoric, Composition, and Metadata Tools

- K.24 Situated Histories: Stories, Sites, Maps, and Buildings
- L.05 Cultivating Capacity in Histories of Composition
- M.39 Embracing Contraries: Peter Elbow on His Life in Composition Studies
- M.41 Generations of Anti-Racist Rhetoric
- PS-B The United Study of Missions: Modern Christian Education for 20th-Century American Women
- PS-F "To the King and Councell": Situating Early Quaker Women's Petitions to Authorities

# **6-Information Technologies**

- A.42 Designing while Feminist: Composing an Inclusive Practice of Digital Design
- A.52 (Re)Uniting Reading, Writing, and Digital Composition: Changing Teaching and Learning through Online Literacy Education and Research
- B.33 Critical Issues in Multimodal Composing
- B.39 Cultivating Capacity in Open-Access Publishing: The Next Twenty Years of the WAC Clearinghouse
- C.20 The Changing State of Research in Online Writing Instruction
- C.35 Approaches to Making Meaning with "New" Media
- D.18 Cultivating Code Literacy
- D.33 Deploying Feminist Rhetorical Strategies Online
- E.10 Activist Rhetorics in 140 Characters
- E.51 Cultivating Cinematically, Composing Collectively
- F.44 Engaging Students in Online Classes
- F.45 Engaging L2 Writers in a Cross-Cultural Multimodal Online Writing Curriculum: Creating a Broader Understanding of Our Disciplinary Landscape
- G.12 Beyond "Best Practices" in OWI: Proposing Processes for Online FYC
- G.21 On Beyond Expressivism in Digital Storytelling
- H.30 Digital Fusion: A Celebration of Carolyn P. Handa and Her Work
- H.37 Decolonizing Game Play
- I.07 Linguistic Scaffolding as Intelligent Context: Teaching Academic Genres via Software-Mediated Corpora
- I.27 I'd Like to Add You to My Professional Network: Beyond the Obvious in Social Media Research
- I.38 Students Inhabiting Digital Learning Environments
- J.11 Manipulating Virtual Environments
- J.22 Exploring New Media and Digital Culture through Lived Literacy Practices
- K.22 Changing Course: Creating an Interactive iBook for First-Year Composition
- K.27 Inhabiting and Subverting Online Spaces
- M.17 #games4Cs: Possibility Spaces for Games and Composition
- M.26 Claiming Social Media and Gaming for Learning
- M.42 Cultivating Researcher and Participant Identities in Visually Oriented Social Media Spaces

- PS-B Inspired to Unplug: How Writing about Their Digital Selves Motivated Students to Disconnect These Online Identities
- PS-D Reaching Capacity in Multimodal Projects: Students' Perceptions of Digital Storytelling
- PS-J Smart Phones Boost Student Motivation in the Classroom
- PS-J Regional Campus Student Populations and ITV Instruction: Barriers to the Instructor/Student Relationship

# 7-Institutional and Professional

- A.10 Promoting RAD Writing Research through Interinstitutional Collaboration
- A.15 Meeting and Mentoring in "Third Spaces": Graduate Student and Faculty Experiences with Collaborative Mentoring Practices in a Writing Program
- A.45 What Is Writing Studies Made of?
- B.29 Creating Change in Writing Centers through Labor Research and Activism
- B.34 Cultivating Interinstitutional Capacity in an Urban Writing Ecology
- C.11 Cultivating Continuity across Community College Writing Contexts: A Threshold Concept at the Intersection of ALP, ESL, FYC, and Literature
- C.33 Collective Action to Improve Faculty Working Conditions
- D.12 Preparing Graduate Students to Labor in the Field
- D.41 Now What? Creating the Post–Job Market Action Plan
- E.04 Studies in Writing and Rhetoric: Cultivating Capacity for Authors, Creating Change for the Field
- E.19 Identity and Affect in Teacher Development
- E.27 Breaking New Ground: Cultivating Teacher/Scholar/Activist Development across Institutional Contexts
- E.48 Editing for Inclusion and Change
- F.08 Social Advocacy Education in the Most Segregated City in America
- F.24 The Language of Technology in Professional Documents and Local Contexts: Cultivating Technologically Responsive Positions, Practices, and Persons
- G.09 Where Do Lecturers Fit? Exploring the Culture of Change through the Study of Full-Time Non-Tenure-Track Faculty Experiences
- G.53 Evaluating Teaching, Evaluating Writing
- G.54 Sustaining Identity through Cultural Practice(s) as a Cohort
- H.04 Independent Writing Departments and Programs: The Value of Collaboration in Attaining Visibility
- H.13 Change Agents in the Workplace: How MA Graduates Transfer Rhetorical Knowledge into Action
- H.22 Writing Programs and Libraries in Dialogue about Data and Information Literacy
- H.27 Writing Studies at the MLA: The Past and Future of English and Writing Studies
- I.26 Collaborating across Statewide University Writing Programs: Sharing Best Practices
- I.36 Transforming Gendered Service and Leadership in Writing Programs: Accountability and Institutional Change

- J.17 The Role of Composition and Writing Studies in Changing University Curricula
- J.43 (Re-)Creating the MA: Cultivating Professional Development in the Classroom and Beyond
- K.15 Learning First: Creating Sustainable Change through K–12/University Writing and Assessment Partnerships
- K.26 Securing Full Membership for NTT Writing Faculty
- K.45 "A Picture of the Future/And You're Not In It": Letting Go without Getting Lost
- L.32 Focus on Faculty Collaborations in Writing in the Disciplines
- L.33 Collaborating and Cross-Training: Cultivating and Sustaining Writing Teachers
- M.12 Cultivating Partnerships for More Effective Teaching and Research
- M.38 Major Changes, Changing Majors
- M.45 Rhizomatic Improvement Communities: Three Models of K–16 Professional Development
- PS-B Teaching Writing to Practicing Educators in an Online Environment: Best Practices

# 8-Language

- A.18 Translanguaging and/in the Two-Year College: Approaching Language Difference in Diverse Scenes
- A.48 ESL beyond the ESL Classroom
- B.04 "The Empire Writes Back": Toward a Geopolitical Paradigm of Translingualism
- B.17 Making Language Visible in Composition: Investigating the Role of Language in the Training and Practices of Writing Instructors
- B.38 "I Guess I'm the ESL Person": Politics of Institutional Identity and Change-Making for L2 Specialists at Smaller Institutions
- B.42 Identity, Code-Meshing, and Cultural Specificity in Multilingual Students' Language Practices
- C.22 Writing for Publication as Multilingual Undergraduate Students
- C.25 Cultivating Capacity for Translingual and Transmodal Research Methods
- C.34 Policies and Publics in Multilingual Research
- D.05 Cultivating Conversations with HBCUs: Afrocentric Pedagogy, Language, and Writing Program Administration
- D.14 Multimodal Writing and Multilingualism
- D.24 Negotiating Language Identities: Language Narratives, Translingual Englishes, and the Writing Goals of International Students
- E.09 Language and Justice in Composition Pedagogy and Program Development
- E.13 Cultivating Learning through Recognition of Multilinguals' Rhetorical Attunement across Contexts
- E.14 Investigating Unfamiliar Genres to Promote Second-Language Writing Teacher Development: Novice Teachers' Engagement with the Unfamiliar Genre Project in an L2 Writing Teacher Education Course

- F.05 What Linguistics Can Offer the Composition Teacher
- F.07 Multilingualism, Identity, and Power
- F.10 The Rhetorical Choices of Migrant Adolescents in Structured Debate Competitions Demonstrating Language Finesse and Growth Mindset
- F.26 Revisiting Expectations in Students' Right to Their Own Language
- F.31 Cultivating Capacity and Creating Change for Students' Right to Their Own Language
- G.18 Interdisciplinary Landscapes: Developing a Collaborative Professional Development in Multilingual Pedagogy for Writing and Language Programs
- G.34 Feedback, Evaluation, and Collaboration in Multilingual Writing
- G.43 Emotion and Anti-Racist Rhetorics in Writing Studies: Anger as Performance-Rhetoric
- H.06 Language, Learning, and Literacy in the Classroom and the Community
- H.31 Haunted by (Linguistic) Difference: Perceptions of Authority in the Classroom and Writing Center
- I.42 Cultivating Critical Awareness of Language Usage as a Tool for Creating a Translingual Community
- I.45 Including Multilingualism in the Cultivation of Teachers, Administration and Programs
- J.28 Fostering Global Citizenship, Diversity, and Inclusion: Reaching beyond Linguistic Awareness in Translingual and Translocal Pedagogies
- J.39 Poetics and Style in the Teaching of Writing
- K.06 Self Perception, Reflexivity, and Cultivation in ESL/EFL Student Learning
- K.44 Latin@s in Dual-Credit Courses: Living Realities, Cultivating Pedagogies
- L.08 Interrogating Reliability in ELL Assessment
- L.28 Translingualism, Culture, and Power
- M.30 Identity, Race, and Power in Translingualism
- M.36 Cultivating Sustainable International Composition
- PS-B Ask Amy: Newspaper Advice Columns Enhancing International Students' Writing
- PS-H Relationships between Multilingual Writers' Attitudes toward the Writing Center, Peer Review, and Revision
- PS-H Utilizing Memes with International English Learning Students: Cultivating Explorations in Language and Popular Culture

# 9-Professional and Technical Writing

- A.34 A Day in the Life: Reporting the Results of a 2015 CCCC Research Initiative Grant on Professional Writers in the Workplace
- B.16 Transitions and Transfers in Technical and Professional Communities
- C.43 Composing with and Responding to Audio and Written Feedback in Technical and Professional Communication
- C.45 Cultivating Collaboration between Writing Studies and Engineering
- D.22 Local and Global Demands on Technical and Professional Communication across Contexts in Latin America
- D.38 Global and Local Issues in Intercultural Communication

- E.05 Engineering Communication and the Professional Identities of Women in Engineering
- E.29 Contemporary Issues in Technical and Professional Communication Genres
- E.38 Thinking Inclusively and Cultivating Empathy: Teaching Writing to Future Professionals
- F.32 Genre Theory in Action
- F.47 We Can Charge for That? The Ins-and-Outs of Creating and Running a Usability Lab
- G.10 Translating Inclusivity in Technical Communication
- H.34 Cultivating Rhetorical Understandings of Science in the Classroom and Society
- I.17 Tracking and Tracing Effective Pedagogies in Technical Communication
- I.18 From STEM to STEAM: Analyzing Medical Rhetoric and Personal Narrative in Professional Writing
- J.05 Rhetorics of Health and Medicine: A Roundtable Examining Ways to Sustain Growth and Cultivate New Opportunities
- J.41 Reproductive Discourses as Sites for Rhetorical Cultivation of Social Action
- J.54 Entrepreneurship in Technical Communication? Yes!
- K.20 Creative Collaborations: Cultivating New Voices from the Undergraduate Legal Writing Community
- K.31 Ethics of Care and the Teaching of Technical Communication
- L.37 Cultivating Credibility and Communicating Capacities: Rhetorical Practices in Teaching, Tutoring, and Mentoring Military-to-Civilian Job Seekers
- L.41 Building Capacities for Justice and Inclusivity in Document Design
- PS-D Conscientiously Creating Conditions for Successful Collaboration in a Technical Communication Service Course
- PS-F Seeking "Quality" in Contract Grading: A Case Study of a Technical Writing Classroom
- PS-H Technical Poetry: A Case Study of Teaching Poetry to Engineering Students, and Its Impact on Their Technical Writing
- PS-J Toward a Knowledge Worker Framework of Social Media: Evaluating Twitter Assignments in the Classroom

# 10-Research

- A.05 Precarious Positions: Research Praxis and Knowledge Making across Contexts
- A.06 New Spaces in Latinx Compositions and Rhetorics
- A.33 Cultivating Capacity for Collaborative Research, Understanding Change: Preliminary Findings from Longitudinal Case Studies of Undergraduates as Writer-Researchers
- A.38 Women's Ways of Making Histories: Complicating Feminist Rhetorical Historiography
- A.44 Improving the Experience and Efficacy of Testing for Placement

- B.11 Cultivating Compositional Rhythms, Intensities, Movements
- B.14 Revealing the Educational Experiences and Needs of Los Otros DREAMers
- B.49 Assessment from Varied Institutional Perspectives
- C.09 Research on Alternative Genres and Methods in the Writing Classroom
- C.14 Gifts, Heritage, Habit: How Literacies Move among Writers
- C.16 Learning from Our Elders: Qualitative Studies of Literacy in Later Life
- C.18 Mapping Transnational Literacies: Cultivating Translingual Perspectives of Textual Practice in Our Research and Teaching
- D.16 Tracing the Impact of Undergraduate Research in Writing Studies
- D.49 Innovation, Adaptation, Transparency: Creating Change in Writing Research Methodologies
- D.50 Creating Meaningful Programmatic Assessment with the AAC&U VALUES Rubrics
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Letter-number combinations after names indicate session codes. Other abbreviations are as follows:

- AW, Afternoon Workshop
- FSIG, Friday Special Interest Group
- MW, Morning Workshop
- PS, Poster Session (followed by the session time block)
- SW, Saturday Workshop
- TSIG, Thursday Special Interest Group
- W, All-Day Workshop
- WSIG, Wednesday Special Interest Group

## A

Abdon, Brandon, L.31 Abitz, Daniel, E.16 Abney, Lisa, I.48, J.52 Abraham, Jared, J.16 Abraham, Matthew, C.03, J.13 Accardi, Steven, I.35 Adams, Heather, C.32 Adams, Joelle, B.50 Adams, Joy, G.08 Adams, Megan, G.04, M.20 Adams, Peter, F.28, L.17 Adams, Sarah, K.07 Adhikari, Soni, J.13 Adisa, Kofi, A.40 Adkins, Tabetha, J.45 Adler-Kassner, Linda, F.02 Adsanatham, Chanon, J.49 Adsit, Janelle, D.27, W.08 Agnew, Lois, D.08, TSIG.20 Agriss, Sean, M.45 Aguailar, Heather, B.19, J.52 Ahokas, Marianne, J.24 Ainsworth, Diann, J.16 Airheart, Debra, M.16 Alaei, Bahareh, C.30, E.51 Albert, Michelle, A.21 Alberti, John, B.24 Albertson, Kathy, H.04 Albracht, Lindsey, MW.12 Alden, Andrea, K.34

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