

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 Councill”: 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
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

continued on next page

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

F.06 Capacity, Action, and Change: 21st-Century Implications 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”

Anna Varley, Milwaukee Area Technical College, “Reading and Writing for Advocacy 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

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 teacher-scholars 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

I-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”

II-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 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 Dignolo and the Study of Writing

This panel analyzes the work of critical theorist Walter Dignolo 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 Dignolo”

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, writing-intensive 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 Bouelle, University of New Mexico

Tiffany Bouelle, 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 multi-institutional 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 first-year 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 Pendency, 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 LGBTQ 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”

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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 College

Speakers: Rachel Chapman, Texas Christian University, "Feminist Seeking Classroom Research: Tracing Studies of Feminist Pedagogy in Writing 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 anti-racist 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 first-year 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 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 Thoun, 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., service-learning 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 Cenicerros, 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 Pansczyk, 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, “Reimagining 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 Schriffman, 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*”

Carolyn 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”

Lacey 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, “Rethorizing 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 “Crippling” 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, “‘Crippling’ the Writing Classroom: Out of the Closet and Technology Policies in the Writing Classroom”

Lisa Meloncon, University of Cincinnati, “‘Crippling’ the Writing Classroom: Normalcy, Access, and Accessibility Statements”

Melissa Nicolas, University of Nevada, “‘Crippling’ the Writing Program: Program Policy Statements and the ‘Normal’ Student”

Catherine Prendergast, University of Illinois at Urbana-Champaign, “‘Crippling’ 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

I.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 small-group 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”

Joanna 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 DeLazero, 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

I.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 Mecnas, 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 first-ever 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”

continued on next page

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 University

Speakers: 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 Cheattle, 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: Tabettha 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 Aguilar, 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”

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 action-oriented 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 NVivo 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 Writing-about-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 Barszczewski, 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”

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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(l)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 Juskiewicz, 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

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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

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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, interview-based 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 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 Juskiewicz, 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

