

# Index of Sessions by Cluster

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In this index, Poster Sessions are listed as PS- followed by the session code.

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

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- C.09 Research on Alternative Genres and Methods in the Writing Classroom
- C.14 Gifts, Heritage, Habit: How Literacies Move among Writers
- C.16 Learning from Our Elders: Qualitative Studies of Literacy in Later Life
- C.18 Mapping Transnational Literacies: Cultivating Translingual Perspectives of Textual Practice in Our Research and Teaching
- D.16 Tracing the Impact of Undergraduate Research in Writing Studies
- D.49 Innovation, Adaptation, Transparency: Creating Change in Writing Research Methodologies
- D.50 Creating Meaningful Programmatic Assessment with the AAC&U VALUES Rubrics
- D.51 Cultivating Writing Students' States of Mind
- E.21 Researching Multimodal Writing Assignments
- E.23 Cultivating Big Data Collaborations: Pedagogy, Design, Research
- E.34 Cultivating Change in Writing Assessment for Large-Scale and Classroom-Based Practices
- E.46 Deepening Our Disciplinary Understanding: The Writing Studies Tree as "Purposeful Cultivation"
- F.13 A Transition Point: Developing Writing Capacity for First-Generation College Students
- F.18 Investigating Cognition in Writing Development: Habits of Mind, Deliberate Practice, and the Potential of Big Data
- F.29 Data Studies and Rhetoric and Composition: Pedagogical, Disciplinary, and Methodological Possibilities
- F.48 Understanding Writing Students' Perspectives on Instructor Feedback
- G.23 Writing Our Worlds "For Another First Time": Ethnomethodological Approaches to Studying Literate Action
- G.35 Engaging Pedagogies
- G.36 Exploring the Archival Depths: Using Primary Sources from Special Collections in First-Year Composition
- H.21 The Discourse of Self-Commentary: What We Learn When Students Talk about Their Own Writing
- H.26 Beyond Representation: Cultivating Student Capacities for Research, Reflection, and Self-Presentation
- H.47 Cultivating Writing Research via Corpus and Computational Collaboration
- H.49 Seeing Things: Interrogating the Visual
- I.10 Slouching toward Sustainability: Mixed-Methods Approaches to Sustainable and Valid Writing Program Assessment
- I.21 Reframing Writing Assessment
- I.49 Creating a Transferable Sense of a Writing Self: Findings from a Longitudinal Study of WAW
- I.50 Getting Our Hands Dirty: The Case for Conducting Collaborative Archival Research with Undergraduates

- J.04 Qualitative Studies of Writing about Writing: Classrooms, Programs, and Trends
- J.08 Assessing the Assessment Process: Meta-Cultivation through a Portfolio Outcomes Project
- J.12 Transfer, Habits of Mind, and Threshold Concepts: Trends Redefining the Fields
- J.21 Connecting, Cultivating, Creating: Research on the Meandering Paths of Nontraditional Academic Women
- J.53 Nourishing the Self, Cultivating the Archives, Enriching the Public: Sustaining the Work of Royster, Rohan, and Kirsch
- K.04 Centering Transnational Work: A Study of Writing Practices in Tertiary Education in Romania, Nepal, India, and Colombia
- K.08 Peer Review Research, Latent Semantic Methods, and Writing Analytics
- K.35 Composting Stories to Cultivate Learning: Lessons from Long-Term Qualitative Research
- K.36 Contexts and Conditions for Student Success
- K.42 Learning Information Literacy Across the Curriculum (LILAC): Discussing Results from a CCCC Research Initiative Project
- L.14 Disciplinary Self-Examination
- M.14 Researching Meaningful Feedback in Assessment Ecologies
- M.22 Multidimensional Faculty Development
- M.35 Scholarly and Practical Orientations in Education Research Articles: A Genre-Based Study
- PS-A Undergraduate Researcher Poster Session
- PS-B Text Recycling across Academic Disciplines
- PS-D The Peer Review Experience: Cultivating Student Confidence and Writing Process Awareness through Reflective Peer Review
- PS-F Boundaries to the Instructional Use of Facebook: A Grounded Theory Collective Case Study
- PS-H Inquiry on Pedagogy-Focused Teaching of Grammar Online: There's an App for That!
- PS-H Gathering Evidence: Toward a Deeper Understanding of Feedback on Writing Across the Disciplines
- PS-J Collaborative Dissertations in Composition: A Feminist and Critical Disruption of the Status Quo

### **11-Writing Pedagogies and Processes**

- A.09 "What's SRL got to do with it?": Strategies and Tools for Self-Regulation in the Writing Classroom
- A.12 Cultivating Pathways with Game Assignments: Reframing Failure through Playful Composition
- A.21 Cultivating Collaboration between Information Literacy and Writing Instruction
- A.23 Gaming the System: Interactive Pedagogies and Game Design

- A.28 Modes for Mainstreaming Students with Disabilities: Addressing the Complexities of Access through Assistive Technologies and Tactics of Inclusion
- A.30 Reconsidering Revision and Reflection: Two Studies of the (Dis) Connections between Revision Knowledge and Practice
- A.37 Cultivating Accessibility and Inclusion through Disability Pedagogy and Universal Design
- A.41 Rhetorical Approaches to Sustainability and the Environment
- B.05 How WPAs Can Build Capacity for Student Veteran Learning
- B.08 Socially Just Pedagogy for the College English Classroom
- B.10 Cultivating Innovation: Design Thinking in the Composition Classroom
- B.15 Who Has the Right to Speak? Power and Discourse in the Classroom
- B.24 Learning the Language of the Digital Native: Cultivating Writing Instruction in the Digital Age
- B.25 What We Talk about When We Talk about Failure: Cultivating Failure-Curious Writing Pedagogies
- B.37 Re-Placing Literacy: Cultivating Spaces for Alternative Literacies in the Writing Classroom
- B.46 Cultivating a Generative Support Pedagogy: Understanding Veteran Identities In Writing Classrooms and Programs
- B.50 New and Alternative Assessment Strategies
- C.07 Places and Spaces
- C.10 Cultivating Responsive Pedagogy: Diving in with the Habits of Mind in the Two-Year College
- C.24 All Together Now: Collaboration in the Writing Classroom
- C.27 Cultivating a Capacity for Change Using Translanguaging, Style, and Rhetoric at HSIs
- C.28 Agents of Change: Service-Learning in Composition Classrooms to Engage, Inspire, and Empower Marginalized and Underserved Students
- C.29 Evaluating Reflections in First-Year Composition: Enacting Metanoic and Kairotic Thinking
- C.30 Participation, Collaboration, and Student Discourse
- C.32 Cultivating Feminist Pedagogical Approaches to Digital Archives
- D.17 Embodied Exposition: Theater in the Composition Classroom
- D.19 Cultivating STEM-Writing Success through Diagnostic Assessment, Genre Analysis, and Writing Centers
- D.26 Sustaining Reading and Cultivating Writing in Crowded Digital Spaces
- D.34 Theories of Grammar and/or Style
- D.40 Failure as Opportunity
- D.43 Composing Medical Humanities: Innovative Writing Pedagogies
- E.15 Cultivating Pedagogies: Innovations in Professional Development
- E.25 Responses to Challenges in Teaching and Learning Non-Western/Global Rhetorics
- E.28 The Play's the Thing: Cultivating Voice and Agency through a Gaming Pedagogy



- E.40 The “Poly” in Polytechnic: Teaching Rhetorical Arts to Technical-Major Students
- E.42 A Rhetoric of Empathy to Build Audience Accessibility to Medical Research
- E.49 Constructing Student Identities
- F.12 Sowing the Seeds of Change: Enacting Agency and Action through a Transformative Multiliteracy Pedagogy
- F.19 Teaching Writing to Veterans and Active Military Personnel
- F.22 Cultivating Online Pedagogy: Feedback, Workshops, and Experiential Learning in First-Year Composition
- F.27 Transferring to Wonderland: How Writing Classes Can Cultivate Community for Transfer Students
- F.34 Cultivating Pedagogies for Social Justice: Exploring Issues of Diversity in Writing Courses
- F.36 Beyond Transfer: Approaches to Teaching Sustainable Writing Practices
- F.43 Analog Gaming/Multimodal Writing
- F.52 Bodies and Minds
- G.08 The Information (Literacy) Superhighway: Cultivating Change in Writing Classrooms and Writing Programs
- G.24 Finding Leverage Points to Cultivate More Engagement in Online Feedback and Revision
- G.29 Listening to Learn, Learning to Listen
- G.32 Epistemological Play and Cultivating Impactful Relationships through Gamification of Learning in the Classroom, Campus, and Communities
- G.37 Face to Face and Interface
- G.41 Leading with Mindfulness: Creating Contemplative University Writing Cultures
- G.48 Beyond the Discourse of Crisis Management: Internationalizing Composition through Multidisciplinary Collaboration
- G.49 “Makin’ Somethin’ Outta Little-to-Nufin”: Revisionist Histories, Liberatory Practices, and the Composition Classroom
- G.55 We’re Glad You’re Here: Championing Access, Diversity, and Transfer through Multimodal Pedagogy
- H.07 Voice Lessons: Formula, Creativity, and the Cultivation of Authorial Identity across Multiple Levels of Writing Instruction
- H.11 Bodies of Evidence: Cultivating Embodied Intelligence in the Writing Classroom
- H.18 Video Games, Struggles, and the Process of Writing Pedagogy
- H.23 Visualizing Reading: Drawing, Adapting, Annotating
- H.33 Finding Rhetorical Power for Underrepresented Students
- H.35 Multimodality and Social Justice: Re-Composing the First-Year Writing Classroom through Pedagogy, Assessment, and Aurality
- H.40 Reflective Assessments
- H.41 The Backpack Project: Reinforcing Composition as a Modalities-Responsive Discipline
- H.46 Engaging Assignments, Engaging Writers

- I.06 Design Thinking Approaches in the Writing Classroom
- I.08 Sounds of Science
- I.09 She Blinded Me with Science (Pedagogy)
- I.24 Yikkety Yak: Do Talk Back!
- I.25 Changing Perspectives on Multimodal Composition Pedagogies: Utilizing (Inter)Modalities, Art, and Technology to Teach Transferable Rhetorical and Technical Competence
- I.39 Cultivating Student Invention: Challenging the Narratives of Digital Collaboration, Student Research, and Metacognitive Practices
- I.43 Cultivating Alternative Pathways to Writing Assessment
- I.51 Multimodal Pedagogies: Digital Storytelling, Map Essays, and Technology as Text
- J.09 Innovative Pedagogical Approaches: Cultivating and Integrating Threshold Concepts in the First-Year Writing Classroom
- J.10 Chopping Off the Heavy Hand: Fostering Dialogue by Flipping Assessment
- J.13 Going Global
- J.14 Cultivating Promise: Marginalization, Advocacy, and Transformative Practice in the FYC Classroom
- J.18 Toward a More Ethical Writing Assessment: Cultivating Risk, Range, and Reflection with the Learning Record
- J.23 Multilingual Connections
- J.32 Teaching Documentation: New Uses for Style Guides in the Writing Classroom
- J.46 Creating Socially Engaged Writing Pedagogies: Identifying and Analyzing Contemporary American Indian Realities in First-Year Writing, English Education, and Online Literature Courses
- K.18 Aurality in the Composition Classroom
- K.29 Go Your Own Way: Gateways and Barriers to Student Writer Agencies
- K.34 Large Sections, Standardized Curricula, and Faith Integration: Cultivating Effective Writing Pedagogy in a Nontraditional University Model
- K.37 What's New in WAW is WA(M)W!: Fostering Adaptive Transfer through Writing about Multilingual Writing
- K.38 What's the Matter Here?
- K.49 Multimodal Moves in the Writing Classroom
- L.03 Critical Pedagogy and Context
- L.10 Creating Change Does Not Mean One Size Fits All: Considering Institutional Capacities in Curriculum Redesign
- L.13 Take a Chance on Me
- L.15 Reimagining Narrative in the Disciplinary Landscape
- L.18 Rethinking the Nature of Writing Practices through the Development of Writing Process Maps
- L.21 Navigating Transitions and Transformations: Cultivating Critical Digital Literacy in Home, Classroom, and Institution
- L.29 Sight and Sound

- L.36 Redesigning the Introductory Technical Communication Course: Cultivating Better Writers and Better Teachers
- L.44 The Psychology of Motivation: Engaging What Really Moves Us to Write
- M.03 Come Together: Innovations in Peer Review
- M.04 Courageous Conversations and Sensitive Situations: Proactive and Responsive Methods for Inclusive Classrooms
- M.05 Catching Up the Children Left Behind: Critical Thinking for a Tested Generation
- M.16 “Let Us Cultivate Our Garden”: Creating Conditions for Learning and Change
- M.19 Questions and Contemplations in L2 Writing Pedagogies
- M.27 Connecting across Academic Literacies: Writing, Reading, and Researching
- M.31 Come as You Are: Capacious Pedagogies
- M.33 Video Pedagogy and Teaching for Transfer across Media
- PS-B Meaningful Accessibility: Using Universal Instructional Design to Cultivate a More Accessible Writing Classroom
- PS-D Fostering Grit in the Classroom: Understanding Student Perceptions of Failure
- PS-F Questioning, Negotiating, Cultivating: Student Editors and Multimodal Submissions
- PS-F Technical Writing Strategies for the CTE Teacher
- PS-H Writing across Cultures
- PS-J Level Ten Teaching: Using Bullet Journals in the FYC Classroom to Create Mindfulness and Accountability
- PS-J Cultivating Sustainability: The Composition Classroom as a Matrix for the Integration of Feminism and Evangelical Christianity

## **12-Theory**

- A.07 The Big F-Word: Theorizing Failure and Reimagining the Writing Self
- A.14 Passion Cultivates Long-Term Transfer
- A.32 Re/Orienting Writing Studies: Queer Methods to Change the Field
- A.39 The Rhetorical Potential of Visual Confusion
- A.43 Historical Publics, Rhetorical Figures
- B.06 Ecomposition and Empowerment: Service-Learning as a Vehicle for Implementing Ecological Pedagogy
- B.07 Cultivating Roses: Native Women Writing for Action
- B.20 The Cultural Powers of Multimodal Composing
- B.44 My Ol’, Queer, Kentucky Home: Teaching, Theorizing, and Cultivating Queer Archives
- B.48 Remixing, Sampling, and Cultural Assemblages
- C.17 Furthering Available Means: Gathering Women’s and Feminist Rhetorics to Cultivate Capacity and Create Change
- C.41 Rhetorics of Disability: Cultivating Change across Discourse Communities and Developing Connections for Receptivity

- C.48 Pop Culture, Power, and Rhetorical Resistance
- C.49 Writing, Rhetoric, and the Sensing/Feeling Subject
- C.50 Process Pedagogy after Postprocess: Improvisational, Relational, Ecological
- D.11 Genre Activists
- D.23 Mobile Interactivity as Public Writing Practice
- D.31 Institutional Fatigue: Confronting Bias in Academic and Nonacademic Workplaces
- D.32 Public Bias and Counterpublic Resistance
- D.46 Queering Public Rhetorics: Cultivating Writing Pedagogies at the Intersections of Race, Class, Gender, Sexuality
- E.08 Rewriting the Political Economy of Composition
- E.17 Charting the Audio and Cognitive in Composition and Writing
- E.45 Embodying Activism: Cultivating Rhetorical Strategies as Marginalized Bodies
- E.47 Rhetoric and Disability: Neurodiversity, Communication Practices, and Self-Advocacy
- E.50 Thirty Years of Stanley Fish on Writing: Looking Backward, Moving Forward
- F.09 Reading and Listening as Writing Students and Writing Teachers
- F.15 Teaching and Assessing for Racial Justice
- F.35 The Affective and Political: Cultivating Theories for the Classroom
- F.37 The Subject of Decoloniality: Walter Dignolo and the Study of Writing
- G.07 Cultivating Critical Approaches to Internationalization: Examining Asian/Asian American Literacies and Identities
- G.13 Posthuman Subjectivity and Nonhuman Rhetoric
- G.30 Cultivating Space for Augmented Reality in Writing Studies Research
- G.33 Research on Responding to Student Writing: What Comments Do
- G.51 Rhetorical Geographies and Cultural Mappings
- H.05 More Than Writing through It: Self-Care, Disability, and Rhetorical Practice
- H.08 Cultivating Transnational Feminist Critique: The Rhetoric of Human Rights under Scrutiny
- H.24 More Than a Feeling: Cultivating Affect Studies in Composition and Rhetoric
- H.28 Literacies, Identities, and Locations
- H.43 Theoretical Revisions to the Field of Rhetoric and Composition
- H.48 Cultivating and Complicating Reflexive Inquiry in the Age of Neoliberalism
- I.20 Feminist Rhetoric in Action
- I.23 Seeing and Understanding Our World: Visual, Spatial, and Material Rhetorics
- I.33 Sustaining and Cultivating Change: Locating the Sites and Stories for Social Justice Pedagogies
- I.34 Theorizing Trauma, Composing Hate
- I.48 Objects, Technology, and Pedagogy in Materialism and New Materialism

- J.35 Citizenship, Rhetoric, and Political Life
- J.36 Post-/De-/Colonialisms in Composition and Beyond
- J.38 Remediating Cross-Disciplinary Capacities: Digital Humanities, Social Media, Fan Studies, Disability Rhetoric
- J.50 Vital Concepts: Returning “Stability,” “Context,” and “Epistemology” to Posthumanist Writing and Rhetoric Studies
- J.51 Listening, Making, Mattering, Writing, Changing: Some Ethical Intersections of Digitality and Media
- K.11 Visual Spaces, Physical Places, and Social Action
- K.30 Terminology That Matters: A Grammar for Discussing Grammar
- K.32 Women Talking Back: The Artist, the Student Writer, and the Memoirist
- K.43 Cultivating a Field: Asian American Rhetoric and Its Transformative Possibilities
- K.47 Cultivating 21st-Century Rhetorical Practices: Exploring Ecologies, Networks, and Assemblage
- K.48 Motherhood and Rhetorical Choice: Perspectives on Women’s Identification outside of and around Motherhood
- K.52 The Nonrational/Nonspeaking Subject: A Disability-Studies Analysis through Narrative, Qualitative Research, and Philosophical Inquiry
- L.20 Embodied Rhetorics and the Affordances of a Fat Studies Pedagogy
- L.22 Type Matters: On the Rhetoricity of Letterforms
- L.26 Perspectives on Identity and Inquiry
- L.39 Composing in Repair: What We Learn from Makers and Making
- L.40 Ethics and Cultural Inquiry
- M.07 Writing Feminisms Online, on Bodies, and in Life Writing
- M.13 At Arm’s Length: (Un)Easy Relationships among Queer Thought and Rhetorical Listening
- M.21 Cultivating an Alternative Pragmatism for Public Writing: Dewey on Community Engagement outside the Public Sphere Tradition
- M.24 Agency and Subjectivity in Rhetoric and Composition
- PS-B Psychosocial Disability, Mental Disability, Neurobiological Diversity, and C/S/X: Challenging Cultural Norms, Creating Space for Divergent Texts
- PS-D Where Are the Women? Gender and Citation in Rhet-Comp ANT Scholarship

### **13-Writing Programs**

- A.16 Curriculum Design for Online Writing Centers
- A.27 Cultivating Programs in Science Communication: Insights from General Education Programs, Two-Year Colleges, and Interdisciplinary Minors
- A.29 Negotiating Literacy: Tutor Reflection and Approaches in Multilingual Cross-Cultural Writing Center Sessions
- A.51 Institutional Ethnography and WAC/WID Development: Mapping Standpoints on Writing as Paths to Engagement
- B.21 WPA Legacies: Stories of Love, Labor, and Loss
- B.27 Cultivating Reflective Consciousness in First-Year Composition: Classroom Partnerships with Writing Centers

- B.31 Under Pressure: Challenges in Writing Program Administration
- B.43 International and Multilingual Students in the Writing Center
- C.13 Cultivating Feminist Leadership in Writing Programs and Beyond
- C.31 Five Years of Writing Program Excellence
- C.40 Online Writing Instruction and the Changing Role of the Writing Program Administrator
- C.46 Issues in Peer and GTA Training for Writing Centers
- D.04 Preparing for Writing Center Leadership Roles
- D.06 Retention, Persistence, and Writing Programs
- D.10 What Can We (Not) Do? A Report from a Developing Writing Center
- D.28 Peer Teaching and Tutoring Strategies in the Writing Center and Beyond
- D.47 Ecology, Uncertainty, and Agency in WAC Programs
- D.48 Cultivating Change from the Ground Up: Models for Grassroots Curricular Assessment
- E.11 The Aim of Out in the Center: Cultivating Change through Public Controversies and Private Struggles
- E.12 Cultivating Success: Building Connections and Creating Conditions for Change
- E.20 Switching the Players: Cultivating Cross-Disciplinary Conversations around Writing
- E.36 The Utility and Assessment of Writing Centers for Graduate Students
- E.43 Cultivating a Rhetorical Consciousness: Supporting Graduate Student Writers Across the Curriculum
- F.14 Creating a Community of Writing Programs: A Collaboration with the Community College System
- F.16 Race Matters in Centers and Programs
- F.38 Taming the Multimodal Beast: Cultivating Sustainable Programmatic Multimodal Curricular Transformation
- F.41 Cultivating a Capacity-Building Writing Center Praxis: Mobilizing Empirical Research to Improve Practice, Professionalize Tutors, and Support Writers
- G.11 Composition, Interdisciplinarity, and the Limitations of the Traditional English Department in the 21st Century: Cautionary Tales and New Collaborations
- G.22 Cultivating the Data for New Kinds of Writing Support: An Empirical Study of Writing Fellows in the First-Year Writing Classroom
- G.25 Placement Testing under Fire and the Efficacy of Writing Center Assessment
- G.50 Advocating for Students as Learners through Implementing the Write Class Placement Process
- H.10 Writing Studios as a Thirdspace: Mission Impossible?
- H.15 Status in the Profession: Stories about WPA Work
- H.19 Stabilizing Equilibria: Fostering Writing Transfer through Curricula, Assessment, and Collaboration
- H.50 “Crippling” the Writing Program: Disability and Policy beyond the Ableist Script

- H.51 Writing Centers across the Globe
- I.04 Responsive Program Design for the MA in Writing Studies
- I.11 Linking Assessment to Faculty Development and WAC/WID: How One Change Leads to Another
- I.13 Community Engagement and Service-Learning
- I.41 Offering Models of Assessment That Are Holistic Representations of Writers
- I.52 Assess This! Cultivating Cultural Change in the Face of Resistance
- J.06 Fostering Social Justice Frameworks: Activist Praxis in the Practical Spaces of Writing Programs
- J.34 Will the Center Hold? Addressing New Challenges to Writing Center Pedagogy and Autonomy
- J.37 Access in Writing Centers and Programs
- J.47 Using Grounded Inquiry as a Method for (Re)Designing Writing Majors
- K.17 Emergent Transfer in Action: Researching Transfer of Learning in Writing Centers
- K.19 Confluence and Navigation: Graduate Students, Faculty, and Disciplinary Currents
- K.40 Building Institutional Support for WAC/WID
- K.46 Virtuous Writing Circles: Collaborative Curricular Development from the WAC Program to the WID STEM Classroom and Back Again
- L.11 The Reality of Resources and Road Blocks at a Rural College: Integrating Reading and Writing for Student Success
- L.17 We Changed Everything—Now What? Assessing Writing-Program Reforms to Cultivate New Directions and New Leadership
- L.30 Peer Tutoring Strategies for Campus Writing Centers
- M.08 Required Reading: On Internally Produced Composition Textbooks
- M.25 Cultivating Success: Rethinking Retention Programs and Pedagogies
- M.40 Cultivating Writing Programs and Curricula: The Promises and Limitations of Open Educational Resources at Two-Year Colleges
- M.43 Nonmainstream Literacies and Communication
- PS-D Cultivating WAC Rhetorical Knowledge through First-Year Writing Poster Assignments
- PS-F Cultivating Relationships and Transforming Culture in Writing Programs Using Liberating Structures
- PS-F Cultivating Cross-Disciplinary Connections: Faculty Perspectives on Writing-Intensive Courses
- PS-H “What kind of paper are you writing?”: Writing Centers Address the Prompt
- PS-J Sound Writing: Enabling and Enacting Tutor Training for Audio Essays

#### **14-Cultivating Connections, Cultivating Space**

- A.13 Cultivating Critical Connections: Case Studies and Micro-Histories of Composition and Corporatization, Disability, and Diversity
- A.40 “You Can’t Do THAT at Community College!” Challenging Stereotypes of Rigor and Student Engagement in a Two-Year Setting

- A.46 (Trans)lingual and -national Perspectives in Writing Studies
- A.49 Neoliberal Discourses, Translingual Dispositions: Cultivating Critical Perspectives among Scholars in Composition, Applied Linguistics, and Sociolinguistics
- B.23 Some Rhetorical Provocations on Genre
- B.28 Political Empathy: Writing for Change in Diverse Classrooms and Cultures
- B.40 Cultivating Faculty Development via Online Writing Instruction: A Story of Mentorship and Collaboration
- B.47 Past the Law: Moving from Legal to Just in Disability Accommodations
- C.04 Cultivating Indigenous Rhetorics through Three Sisters Methodologies
- C.06 Pedagogy, Place, and Public Memory: Cultivating Feminist, Hip-Hop, and Queer Archival Research Methodologies
- C.08 Cultivating a Space for Everyday Writing
- C.42 Do Boot Camps Work? Creating and Assessing the Conditions for Productive Graduate Student Writing
- C.47 WID Faculty Development for All: Cultivating Part-Time and Satellite-Campus Faculty Across Disciplines
- C.51 Considering Comics in College Composition and Communication
- C.53 The New Reach of CCCC: Cultivating Transnational Conversations and Collaborations
- D.07 Cultivating Creative Rhetorical Inquiry: Crafting Social Justice through Poetry, Fiction, and Filmmaking
- D.08 Cultivating Virtues
- D.25 Locations of Change: Cultivating Intellectual Exchange among Communities
- D.29 Searching Global Rhetorics, Recovering Alternative Discourse Communities
- D.35 Cultivating a Critical Approach to Social Media Research in Rhetoric and Writing Studies
- D.42 Challenges to the Field: Cultivating New Perspectives on Persistent Issues
- E.06 Intersectionality: Rhetorics of Labor, Identity, and Coalition Politics for Writing Studies Activists
- E.22 Facilitating Transfer between Writing Center Studies and Composition Studies
- E.26 Drawn Together: Cultivating Research and Theory at the Intersection of Rhetoric and Comics Studies
- E.32 Sustaining the Myriad: Rhet/Comp Scholarly-Creatives Talkin' That Talk
- E.39 Cultivating Community Action and Response
- F.11 Interacting with Texts
- F.23 Backward, Forward, Outward, Onward: Cultivating Connections between Writing Studies and English Studies
- F.42 Archival Methods: Cultivating Disasters In Action
- F.46 How Captioning Cultivates Change
- F.53 Making Capacities: The Maker Movement and Writing Studies
- G.05 Queer Mentorship and the Risks of Creating Change



- G.14 Rhetorics of Literacy and Social Justice: Definitions and Consequences
- G.17 Listening Up, Taking Action: Conditions for Countering Injustice and Enacting More Equitable Relations
- G.26 Cultivating Safe Spaces in the Urban Public University
- G.28 Methods of Mentorship
- G.52 Cultivating Ecomposition: Enacting, Sustaining, and Innovating Composition Practices in the Anthropocene
- H.09 Fostering Spaces of Difference and Their Circulation within Composition and Rhetoric Scholarship
- H.29 Composition as Place-Making: Critically Cultivating Place
- H.36 Intuition, Empathy, and Care in Medicine and Nonprofit Organizations
- H.38 Cultivating the Land to Grow Rhetorical Practices: Land-Based Pedagogies in Rhetoric and Composition
- H.42 Cultivating (Creative) Composition on Campus: Digital Stories as Research Narratives
- I.28 Considering Language in Use: Code Switching and ESL Praxis
- I.29 Contemplating Disciplinary Boundaries: Interdisciplinarity and Contemplative Practice
- I.32 Cultivating Writerly Identities and Communities Across the Curriculum: Dissertation-Writing Retreats as Scholarly Intervention
- I.40 Locating Rhetorics of Oppression: Engaging Politics of Place
- I.44 Doing What It Takes: Toward Meaningful Cultivation of Learning Spaces
- I.46 Translingualism, Transmodality, and Tangled Disciplinary Roots: Growing through Our Theories
- J.07 Building Sustainable Coalitions to Support Communities of Color
- J.20 Cultivating Compliance through Rhetorics of Self-Transformation
- J.25 Capacity Building for Community Engagement: Scaling Up from Local Inquiry to Writing Programs to Institutional Initiatives
- J.26 Cultivating Capacities in Rhetoric, Mentoring, and Administering
- J.31 Sensing Rhetoric and the Rhetoric of the Senses
- J.49 Past Forward: How Rhetorical Practices before and beyond the Alphabet Can Inform Composition and Cross-Cultural Approaches to Rhetoric
- K.05 Think Tank for Newcomers—Developing Papers and Sessions for CCCC 2018
- K.12 Soundwriting Pedagogies: Teaching Audio and Cultivating Community
- K.16 Multiple Perspectives in New Materialist Rhetorics
- K.25 Cultivating Inclusion: Invitational Approaches to Rhetorical Instruction
- K.33 More of the Message: Extending Multimodality across Composition Stages
- L.04 Writing, Rhetoric, and Role Play: Cultivating Writing Connections through Role-Playing Games in the Classroom and the Workplace
- L.23 Cultivating Latinidad as Institutional Invention: Lessons Learned at Hispanic Serving Institutions
- L.25 Geographies of Writing Studies
- L.42 Cultivating Library/FYC Partnerships: Assessment, Information Literacy Instruction, and Beyond

- M.06 Cultivating Cross-Disciplinarity: Academic Discourse and Threshold Concepts in Writing Studies and the Library
- M.15 Cultivating Activist Research Futures
- M.32 Cultivating Ethics of Fairness, Hospitality, and Care in Composition
- M.34 Beyond Productive Tensions: Operating outside of Expertise in Research and Pedagogy
- M.37 Identity in Digital Spaces: Some Perspectives on Race and Gender
- PS-B Cs the Day: More Than Just Sparkleponies
- PS-D Embodied Learning and the Writing Classroom: Advocating Efficacy through the Body
- PS-J Music and Writing: Peer Feedback in Writing Centers and Music Studios