

Thursday, March 16

Special Events and Meetings

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

Newcomers' Coffee Hour

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

Opening General Session

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

Nominating Committee Meeting (open)

Room C128
10:30 a.m.–12:30 p.m.

Resolutions Committee Meeting (open)

Room C128
5:30 p.m.–6:30 p.m.

Scholars for the Dream Reception

Portland Ballroom 253

6:00 p.m.–7:00 p.m.

Anzaldúa Awards Reception

Portland Ballroom 252

7:00 p.m.–8:00 p.m.

AA and Al-Anon Meeting Space

8:00 p.m.–10:00 p.m.

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

AA, Room D133

Al-Anon, Room D134



Opening General Session

Oregon Ballroom 203 & 204

8:30 a.m.–10:00 a.m.

Presiding: Carolyn Calhoon-Dillahunt, Program Chair/CCCC Associate Chair, Yakima Valley College, WA

Greetings: Hildy Miller, Portland State University, and Chris Nelson, Oregon State University, Local Arrangements Co-Chairs

Susan Houser, NCTE President, St. Petersburg, FL

Jeffrey Andelora, TYCA Chair, Mesa Community College, AZ

Scholars for the Dream—2017 Recipients

Maryam S. Alikhani, Teachers College, Columbia University, New York, NY

Candace Chambers, University of Alabama, Tuscaloosa

Nina Feng, University of Utah, Salt Lake City

Michelle Grue, University of California, Santa Barbara

Logan Middleton, University of Illinois at Urbana-Champaign

Alejandra Irene Ramírez, University of Arizona, Tucson

Ella Dali Raynor, University of Central Florida, Orlando

Elijah Simmons, Miami University, Oxford, OH

Alison Lau Stephens, University of Oregon, Eugene

Mark Daniel Triana, Washington State University, Pullman

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

Scholars for the Dream Travel Award Committee

Chair: April Baker-Bell, Michigan State University, East Lansing

Genevieve Garcia de Mueller, University of Texas Rio Grande Valley

Alexandra Hidalgo, Michigan State University, East Lansing

Iris Ruiz, University of California, Merced

Robyn Tasaka, University of Hawai‘i-West O‘ahu

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

Chairs' Memorial Scholarship—2017 Recipients

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

Chairs' Memorial Scholarship Award Committee

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

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

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

Presentation of the Exemplar Award

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

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

Exemplar Award Committee

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

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

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



Deborah Brandt

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

Deborah L. Brandt exemplifies the standards that we expect for recipients of the CCCC Exemplar Award. Since the 1980s, Deborah Brandt's scholarship has not only been of the highest quality but has fully embodied the values of the CCCC with a commitment to students, a responsiveness to the social complexity of their lives, and an engagement in providing supports for literacy learning that would advance them as individuals and society as a whole. She has consistently produced work that has been at the forefront of enhancing our view of what constitutes literacy and advancing our understanding of its complex interconnections to social, cultural, and political life.

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

Over the last 30 years, as our field has witnessed great shifts in how those who come from diverse contexts are represented, Brandt has been at the heart of this important change. Her concept of "sponsors of literacy," the ways that literacy is supported by powerful material and personal connections, is a threshold concept in our field. Her influence has extended well beyond the borders of our field, as her work has been cited in education and policy studies, print culture and the history of the book, applied linguistics, anthropology, the sociology of education, and information studies. Indeed, her impact has extended beyond the borders of our nation as her work has been highly influential in applied linguistics in Europe, which resulted in an Honor-

ary Doctorate from Umea University in Sweden. Those who know her know that she accomplished such recognition without a hint of self-promotion or self-aggrandizement.

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

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

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

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

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

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

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



Chair's Address

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

Because Writing Is Never Just Writing



Linda Adler-Kassner

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

In this talk, I'll build on the foundation that we started to lay together at CCCC 2016, considering some of the issues that we face. But my call here will be a bit more urgent, focusing not just on how we *might* develop strategies to tell and change stories, but why we *must*. This call will be located around the talk's central theme: writing is never just writing.

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

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

But as we work with students and colleagues, in classrooms and communities, at the local level, we also live in a broader climate that is shaped by the Educational Intelligence Complex (or EIC), a loosely aligned group of NGOs, funders, policies. The

EIC is motivated by a story about The Problem with American Education and How to Fix It. The problem, as they tell it, is teachers, curricula, and the educational system; the consequence of the problem is the potential downfall of the American economy; the fix comes from practices imported from businesses and industries that may suffer if The Problem continues.

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

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

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

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

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

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

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



A Sessions: 10:30–11:45 a.m.

Poster Session

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

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

Chair: Jessie Moore, Elon University

Cultivate and Think Tank Sessions

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

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

Portland Ballroom 256

Chair: Paul Puccio, Bloomfield College

Facilitators: Tamika Carey, University at Albany, SUNY, “Turning Social Commitments into Action”

Michele Eodice, University of Oklahoma, Norman, “Writing Center Administration”

Libby Falk Jones, Berea College, “Teaching Writing as a Generalist or Literature Professor”

Erika Lindemann, University of North Carolina, Chapel Hill, “Research”

Aja Martinez, Binghamton University–State University of New York,
“Teaching at a Research University”

Sharon Mitchler, Centralia College, “Teaching at a Two-Year College”

Malea Powell, Michigan State University, East Lansing, “CCCC
Leadership”

Scott Reed, Georgia Gwinnett College, “Writing Facilitator”

Duane Roen, Arizona State University, “Writing Program
Administration”

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

Think Tank on Supporting Queer Scholars

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

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

Portland Ballroom 251

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

Think Tank on Research Methods

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

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

continued on next page

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

Portland Ballroom 253

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

2-Basic Writing

A.04 Emerging Voices in Basic Writing Studies

Sponsored by the Council on Basic Writing

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

Portland Ballroom 255

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

10-Research

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

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

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

F149

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

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

10-Research

A.06 New Spaces in Latinx Compositions and Rhetorics

Sponsored by the Latinx Caucus

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

D136

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

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

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

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

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

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

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

12-Theory

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

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

A109

Chair: Ruben Casas, California State University, Fresno

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

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

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

3-Community, Civic & Public

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

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

E142

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

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

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

11-Writing Pedagogies and Processes

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

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

D131

Speakers: Amy Ann Metcalf Latawiec, Wayne State University

Ryan Roderick, Carnegie Mellon

Joel Schneier, North Carolina State University

7-Institutional and Professional

A.10 Promoting RAD Writing Research through Interinstitutional Collaboration

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

B119

Chair: Shelley Staples, University of Arizona

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

Michelle McMullin, Purdue University, “Sustainable Infrastructures for Interinstitutional Research”

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

1-First-Year and Advanced Composition

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

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

B115

Chair: Joyce Meier, Michigan State University, East Lansing

Speakers: Cheryl Caesar, Michigan State University, East Lansing

Bree Gannon, Michigan State University, East Lansing

David Medei, Michigan State University, East Lansing

Joyce Meier, Michigan State University, East Lansing

11-Writing Pedagogies and Processes

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

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

A108

Speakers: Tony Bushner, Purdue University, West Lafayette, IN

Alisha Karabinus, Purdue University, West Lafayette, IN

Patrick Love, Purdue University, West Lafayette, IN

Ashley Velazquez, Purdue University, West Lafayette, IN

14-Cultivating Connections, Cultivating Space

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

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

Portland Ballroom 258

Chair: Stephanie Kerschbaum, University of Delaware

Speakers: Jay Dolmage, University of Waterloo, Ontario, Canada, “Empty Accommodations and Insistent Outcomes”

Al Harahap, University of Arizona, “Cultivation, Clash, and Disabling the Institution”

Andrew Lucchesi, Western Washington University, “Cultivating Disability Prehistories”

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

12-Theory

A.14 Passion Cultivates Long-Term Transfer

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

D138

Speakers: Barbara George, Kent State University

Melody Gustafson, Kent State University

Uma Krishnan, Kent State University

7-Institutional and Professional

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

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

E146

Speakers: Adrienne Jankens, Wayne State University

Tori Reeder, Wayne State University

Michael Shumway, Wayne State University

Jule Thomas, Wayne State University

13-Writing Programs

A.16 Curriculum Design for Online Writing Centers

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

A104

Chair: Nina Ringer, The College of New Jersey

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

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

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

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

1-First-Year and Advanced Composition

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

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

C123

Speakers: Matt Davis, University of Massachusetts, Boston

Liane Robertson, William Paterson University

Joyce R. Walker, Illinois State University, Normal

Respondent: Kathleen Blake Yancey, Florida State University

8-Language

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

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

F151

Chair: Jason Evans, Prairie State College

Speakers: Jason Evans, Prairie State College

Jennifer Maloy, Queensborough Community College, NY

Hollie Villanueva, Arizona Western College

Respondent: Bruce Horner, University of Louisville

3-Community, Civic & Public

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

Four perspectives on activism and intersectionality.

F152

Chair: Norman Douglas “Doug” Bradley, University of California–Santa Barbara

Speakers: Alejandra Bell, California State University, Los Angeles,

“Reading, Writing, and Learning with Students in Echo Park at 826LA”

Tika Lamsal, University of San Francisco, “Literacies sans Borders:

Cross-Language and Cross-Cultural Identities of Bhutanese Refugees in the US”

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

Elizabeth Tacke, University of Michigan, “To ‘Give Voice’ or to Stay Silent: A Reparative Examination of Life Writing Practices in Disability Studies”

4-Creative Writing

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

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

E148

Chair: Kathleen Cassity, Hawai‘i Pacific University

Speakers: Diane Comer, Victoria University of Wellington, “The Personal Essay, Migration, and the Topos of Memory”

Ashley Doonan, Bowling Green State University, “(Re)conceptualizing the ‘Me’ Era: The Advantages of Autobiographical Journaling in the University Classroom”

Laura Gray-Rosendale, Northern Arizona University, Flagstaff, “Cultivating the Rhetoric of Memoir: Innovative Online Graduate Teaching”

Jo Hsu, Pennsylvania State University, “In Others’ Words: Literacy Narratives as Relational Rhetoric”

11-Writing Pedagogies and Processes

A.21 Cultivating Collaboration between Information Literacy and Writing Instruction

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

D139

Speakers: Michelle Albert, University of Colorado Boulder

Barbara D’Angelo, Arizona State University

Teresa Grettano, The University of Scranton

Barry Maid, Arizona State University, Phoenix

Caroline Sinkinson, University of Colorado Boulder

3-Community, Civic & Public

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

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

E145

Chair: ku‘ualoha ho‘omanawanui, University of Hawai‘i at Mānoa, “Indigenous Narratives in Public Spaces: Reorienting Place-Based Composition”

Speakers: ‘Iolani Antonio, University of Hawai‘i at Mānoa, “Indigenous Narratives: Transforming Rhetoric and Resurgence”

Caryn Lesuma, University of Hawai‘i at Mānoa, “Composing in Public Spaces: Visual Rhetoric and Civic Discourse”

Lauren Nishimura, University of Hawai‘i at Mānoa, “Articulating Identity and Place: Community- and Self-Representation Online”

11-Writing Pedagogies and Processes

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

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

B111

Chair: Mariana Grohowski, Indiana University Southeast

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

Scott McDonald, University of California, Merced, “RPGs in FYCs: Connecting Game-Based Pedagogy with the Composition Classroom”

Andreas Mechsner, CSU Stanislaus, “RPGs in FYCs: Connecting Game-Based Pedagogy with the Composition Classroom”

Mark Mullen, The George Washington University, “Playing to Win: Introducing World of Writing: The RPG”

4-Creative Writing

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

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

Portland Ballroom 257

Chair: Tiffany Friedman, University of North Carolina at Chapel Hill

Speakers: Lynn Z. Bloom, University of Connecticut, Storrs, “My Intimate Understanding of Illness/Disability: Student Storytelling on the Cutting Edge”

Jane Danielewicz, University of North Carolina at Chapel Hill, “The Writer’s Craft: Turning the Ethnographic Interview into an Illness Narrative”

Jordynn Jack, University of North Carolina at Chapel Hill, “UNC Writing Diabetes Study: Illness Narratives and Narrative Coding”

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

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

1-First-Year and Advanced Composition

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

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

B114

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

2-Basic Writing

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

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

D135

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

13-Writing Programs

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

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

E147

Speakers: Jonathan Buehl, The Ohio State University
Gabriel Cutrufello, York College of Pennsylvania, "Cultivating General Education Courses in Science Writing: Opportunities and Challenges for a Writing-about-Writing Context"
Maria Gigante, Western Michigan University, "STEAMing the Development of a Science Communication Minor"
Arthur Schuhart, Northern Virginia Community College-Annandale, "Cultivating STEM Writing Programs at the Two-Year College"

11-Writing Pedagogies and Processes

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

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

A105

Chair: Tara Wood, Rockford University, Poplar Grove, IL, “Modes for Mainstreaming Students with Disabilities: Addressing the Complexities of Access through Assistive Technologies and Tactics of Inclusion”

Speakers: Victoria Anderson, New York University, “When Worlds Collide: Autism in the University Classroom”

Charlotte Brammer, Samford University, “Leveraging Writing Center Tutors to Break (Invisible) Disability Barriers”

Pamela Chisum, Miami University of Ohio, “My Name Is Meg: How Augmentative and Assistive Communication Devices Have Given Me a Voice”

Maggie Collins, Bowling Green State University, “Improving Writing Skills and Perceptions: Assistive Technology in the Writing Center”

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

13-Writing Programs

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

We examine the ways writing center tutors reflect on sessions to facilitate “negotiated literacy.”

F150

Chair: Kristi Girdharry, Johnson & Wales University

Speakers: Areti Sakellaris, Northeastern University

Michael Turner, Northeastern University

Belinda Walzer, Northeastern University

11-Writing Pedagogies and Processes

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

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

B113

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

1-First-Year and Advanced Composition

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

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

B116

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

12-Theory

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

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

Portland Ballroom 252

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

10-Research

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

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

E141

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

9-Professional and Technical Writing

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

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

D133

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

5-History

A.35 Disciplinary and Identity

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

B112

Chair: Amber Buck, University of Alabama

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

5-History

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

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

B118

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

11-Writing Pedagogies and Processes

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

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

C126

Chair: Kim Allison, Texas Woman’s University

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

Mark Leahy, University of South Florida, “Creating Postpedagogical Safe Spaces”

Logan Middleton, University of Illinois at Urbana-Champaign, “Writing Deafness: Navigating Gestural Language, Literacy, and Deaf Identity in the Composition Classroom”

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

10-Research

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

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

C124

Chair: Jessica Enoch, University of Maryland

Speakers: Suzanne Bordelon, San Diego State University, “Complicating Domesticity: ‘Dame Shirley’ and the California Gold Mines, 1851–1852”

Cristina Ramirez, University of Arizona, Tucson, “Checking Our Linguistic and Cultural Blindspots: The Gendered, Cultural, and Disciplinary Politics of Recovery”

Bo Wang, California State University, Fresno, “Conceiving Feminism between Worlds: The Ladies’ Monthly and ‘the Woman Question,’ 1933–1937”

Respondent: Jessica Enoch, University of Maryland

12-Theory

A.39 The Rhetorical Potential of Visual Confusion

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

D137

Speaker: John Jones, West Virginia University, “Delaying Certainty in Visual Design”

Drew Loewe, St. Edward’s University, “Infographics and Bullshit”

Madeleine Sorapure, University of California, Santa Barbara, “Designed to Explore”

Michael Trice, Massachusetts Institute of Technology, “STEM Writing as Diagrammatic Confusion”

14-Cultivating Connections, Cultivating Space

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

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

A106

Speakers: Kofi Adisa, Howard Community College, “Inventing the Community College: Going beyond ‘What’s Expected’ of/from Composition Professors by Students and Peers”

Sylvia Lee, Howard Community College, “Swinging the Pendulum, Striking Balance: Creative Writing Strategies and Composition in the Community College FYC”

Rick Leith, Howard Community College, “What Are YOU Doing Here? Fighting Resistance to First-Year Student Engagement in the Community”

Juliette Ludeker, Howard Community College, “‘Don’t You Think You’re Being Too Hard for a Community College Class?’: Teaching toward/against Student and Faculty Assumptions about What Composition ‘Is’”

11-Writing Pedagogies and Processes

A.41 Rhetorical Approaches to Sustainability and the Environment

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

C122

Chair: Paul LaPrade, University of Texas at El Paso

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

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

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

6-Information Technologies

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

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

Portland Ballroom 254

Speakers: Dev Bose, University of Arizona, “Embodying Learning Online”

Christine Martorana, College of Staten Island, “Crafting Feminist Social Media”

Nicole Ashanti McFarlane, Fayetteville State University, “Making Place for Femininity”

Anne-Marie Womack, Tulane University, “Remaking Accessible Syllabi”

Roundtable Leader: Patricia Fancher, University of California, Santa Barbara, “Building Alliances in Webspaces”

12-Theory

A.43 Historical Publics, Rhetorical Figures

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

B110

Chair: Suzanne Lane, Massachusetts Institute of Technology

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

10-Research

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

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

C125

Chair: Marcy Llamas Senese, independent writing program consultant
Speakers: Elizabeth Keating, University of Houston, “‘Give Them a Sob Story’: Mobilizing Student Experiences of Standardized Test Writing to Improve Teaching and Assessment”
Gillan White, Saginaw Valley State University, “A Humanistic Approach to Quantitative Analysis or a Quantitative Approach to Humanism: Putting Placement Testing in Its Place”
Meng Yu, Georgia State University, Atlanta, “Building Boundary of Writing Assessment through Validation”

7-Institutional and Professional

A.45 What Is Writing Studies Made of?

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

D140

Chair: Holly Ryan, Pennsylvania State University, Berks
Speakers: Peter Campbell, University of Pittsburgh, “Cultivating Argumentation”
John Dunn, Eastern Michigan University, Ypsilanti, “Capacity and Change since the 2003 Alliance of Rhetoric Societies (ARS) Conference: Looking Back to Look Ahead”
Cory Holding, University of Pittsburgh, “Cultivating Argumentation”
Bob Samuels, University of California, Santa Barbara, “Contingent Labor, Writing Studies, and Writing about Writing”

14-Cultivating Connections, Cultivating Space

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

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

A103

Chair: Benjamin Foster, Portland Community College

Speakers: David Martins, Rochester Institute of Technology, “Redesigning FYW to Cultivate Students’ Transnational Literacy Practices”

Vivette Milson-Whyte, The University of the West Indies, Mona, “Cultivating Transnational Composition: Terms of Exchange in/for Capacity Building”

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

3-Community, Civic & Public

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

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

E143

Chair: Elizabeth Vander Lei, Calvin College

Speakers: Christopher Brown, RCTE, University of Arizona, “In Defense of ‘Preaching to the Choir’: A Place for the Sermonic in the Composition Classroom”

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

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

TJ Geiger, Baylor University, “Hope in the Ashes: Rhetoric of the ‘Ashes to Go’ Campaign”

8-Language

A.48 ESL beyond the ESL Classroom

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

D132

Chair: Gita DasBender, Seton Hall University

Speakers: Daniel Floyd, University of Cincinnati, “Access for All, Not One-Size-Fits-All: ESL Strategies as Universally Designed Composition Pedagogies”

Jennifer Haan, University of Dayton, “‘I am not an ESL Teacher’: Faculty Response to Internationalization and Writing across the Disciplines”

Petger Schaberg, University of Colorado Boulder, “Extending the Mentoring Relationship from Chinese ESL Students to Non-ESL Classrooms”

14-Cultivating Connections, Cultivating Space

A.49 Neoliberal Discourses, Translingual Dispositions: Cultivating Critical Perspectives among Scholars in Composition, Applied Linguistics, and Sociolinguistics

Scholars from multiple disciplines explore how composition’s translingual turn can work around and through the hegemony of neoliberalism.

C120

Chair: Sara P. Alvarez, University of Louisville

Speakers: David Green, Howard University

Christopher J. Jenks, University of South Dakota

Ryuko Kubota, University of British Columbia

Jerry Won Lee, University of California, Irvine

Respondent: Suresh Canagarajah, Penn State University

1-First-Year and Advanced Composition

A.50 Cultivating Graduate Writing and Teaching

This panel emphasizes graduate student professional development and encouragement.

B117

Chair: John McKinnis, Buffalo State, State University of New York

Speakers: Crystal Colombini, University of Texas at San Antonio,

“Cultivating Graduate Writing Success through Rhetorical Imitation”

Rosalind Diaz, University of California-Berkeley, “RADQOMP: An Experiment in Radical Queer Pedagogies of Composition”

Heather Lang, Florida State University, “Cultivating (Graduate) Writers: Encouraging Institutional Support, Meta-Awareness, and Writerly Habits in Dissertation Boot Camps”

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

13-Writing Programs

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

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

E144

Chair: Chris Fosen, California State University, Chico

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

Chris Fosen, California State University, Chico, “Mapping Standpoints on Writing: Austerity Budgeting and Local Systems of Value in WAC Development”

Sherry Linkon, Georgetown University, “Tracing and/or Building: Using Institutional Ethnography to Engage Faculty”

6-Information Technologies

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

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

D134

Chair: Beth Hewett, Defend & Publish

Speakers: Beth Hewett, Defend & Publish, “Writing to Teach: Facilitating Online Students’ Reading, Writing, and Digital Composition”

Alice Horning, Oakland University, Rochester, MI, “Cultivating Reading Online and Off: A Key to Digital Literacy”

Jennifer Sheppard, San Diego State University, “Literacies of the Infographic: A Multimodal Approach to Integrating Reading, Writing, and Designing in Online Classes”

B Sessions: 12:15–1:30 p.m.

Poster Sessions

Portland Ballroom Lobby

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

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

Marion Wolfe, The Ohio State University

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

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

Michelle Stevier-Johanson, Dickinson State University

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

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

Lindsay Knisely, University of California, Santa Cruz

Ask Amy: Newspaper Advice Columns Enhancing International Students' Writing

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

John Stasinopoulos, College of DuPage

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

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

Rachel Donegan, Middle Tennessee State University

continued on next page

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

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

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

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

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

Nancy Reichert, Kennesaw State University, Marietta

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

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

Hillory Oakes, Hebron Academy

Cs the Day: More Than Just Sparkleponies

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

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

Text Recycling across Academic Disciplines

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

Susanne Hall, California Institute of Technology

Cultivate and Think Tank Sessions

Cultivating Feminist Capacity for Action

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

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

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

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

Portland Ballroom 252

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

Cultivating Scholarship/Publication

B.02 “Dull Duty” and Disciplinary Issues: A Roundtable with NCTE Editors

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

Portland Ballroom 257

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

Cultivating Ourselves throughout Our Careers

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

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

Portland Ballroom 251

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

8-Language

B.04 “The Empire Writes Back”: Toward a Geopolitical Paradigm of Translingualism

Sponsored by the Asian/Asian American Caucus

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

Portland Ballroom 256

Chair: Debarati Dutta, University of North Carolina, Charlotte

Speakers: Debarati Dutta, University of North Carolina, Charlotte

Rashi Jain, Montgomery College

Sonia Sharmin, University of Georgia

Respondent: Suresh Canagarajah, Penn State University

11-Writing Pedagogies and Processes

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

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

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

D135

Speakers: Ashley Ludewig, University of Louisville

Jeffrey Turner, Joint Forces Staff College/National Defense University

Kuhio Walters, West Chester University

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

Roundtable Leader: Steve Bailey, Central Michigan University

12-Theory

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

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

A108

Speakers: Jaquelyn Davis, University of Nevada, Reno

John Ellis, Saint Mary's College of California

Ruth Sylvester, Saint Mary's College of California

12-Theory

B.07 Cultivating Roses: Native Women Writing for Action

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

A106

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

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

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

11-Writing Pedagogies and Processes

B.08 Socially Just Pedagogy for the College English Classroom

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

Portland Ballroom 253

Chair: LuMing Mao, Miami University

Speakers: Danielle Bacigalupo, St. John’s University

Raquel Corona, St. John’s University

Carolyn Salazar Nunez, St. John’s University

Respondent: Asao Inoue, University of Washington, Tacoma

3-Community, Civic & Public

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

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

E143

Speakers: Rosanne Carlo, College of Staten Island (CUNY), “What To
Do When You’re New: Developing Institutional Literacies through an
Ecological Perspective for Community Outreach”

Adam Hubrig, University of Nebraska-Lincoln, “Possible Positionalities:
(Re)Imagining Graduate Student–Run Community Engagement’s Place
in the University”

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

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

11-Writing Pedagogies and Processes

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

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

B118

Chair: Scott Wible, University of Maryland

Speakers: Angela Glotfelter, Miami University of Ohio, “Participatory Design Thinking: Teaching Human-Centric Problem-Solving in the Composition Classroom”

William C. Kurlinkus, The University of Oklahoma, “Making as Research: Adopting Design Methods in First-Year Composition”

Sarah Summers, Rose-Hulman Institute of Technology, “Design Thinking and Team Writing: The Benefits of Prototyping in the Technical Writing Classroom”

Scott Wible, University of Maryland, “Critical Designs for the Composition Classroom”

10-Research

B.11 Cultivating Compositional Rhythms, Intensities, Movements

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

D139

Chair: Jody Shipka, University of Maryland, Baltimore County, “Worlds of Involvement: From the Hobby to the Scholarly”

Speakers: Aaron Beveridge, University of Florida, Gainesville, “Why Text Still Matters”

Laurie Gries, University of Colorado Boulder, “Doing Visual Studies in a Digital Age”

Brian McNely, University of Kentucky, “Archives, Affects, Ambience”

2-Basic Writing

B.12 “Between belongingness and otherness”: Identity, Writing Workshops, and the New Demographic

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

D131

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

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

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

1-First-Year and Advanced Composition

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

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

E145

Speakers: Michele Eodice, University of Oklahoma, Norman

Erin Harrington, University of Rhode Island

Shannon Madden, University of Rhode Island

Sandra Tarabochia, University of Oklahoma

Respondent: Candace Epps-Robertson, Old Dominion University

10-Research

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

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

B116

Chair: René De los Santos, Universidad Autónoma de Baja California

Speakers: Aida Cortes, Universidad Autónoma de Baja California

René De los Santos, Universidad Autónoma de Baja California

Tatiana Galván de la Fuente, Universidad Autónoma de Baja California

Saul González Medina, Universidad Autónoma de Baja California

Priscilla Nuñez Tapia, Universidad Autónoma de Baja California

11-Writing Pedagogies and Processes

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

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

C125

Chair: Travis Grandy, University of Massachusetts Amherst

Speakers: Jennifer Bay, Purdue University, “Revisiting Contrapower Harassment in the Composition Classroom 20 Years Later: What Has Changed?”

Jill McKay Chrobak, Oakland University, Rochester, “The Struggle Is Real: Whiteness Studies, Hip-Hop Pedagogies, and the Rhetorics of White Privilege”

Honora M. Neal, Colorado Mesa University, “Creating a Climate for Growth: Cultivating Equity in Student Classroom Discourse”

Shana Scudder, University of North Carolina at Greensboro, “A Stance of Openness: Cultivating Student Agency in Curriculum Design”

9-Professional and Technical Writing

B.16 Transitions and Transfers in Technical and Professional Communities

Explorations of transfer and transitioning into the workplace.

B117

Chair: Sarah Rude-Walker, Spelman College

Speakers: Brian Fitzpatrick, George Mason University, “Didn’t Get the Memo: Refining Professional Writing Transfer Strategies through the Study of Authentic Writing Spaces”

Jessica McCaughey, The George Washington University, “Didn’t Get the Memo: Refining Professional Writing Transfer Strategies through the Study of Authentic Writing Spaces”

CP Moreau, Carnegie Mellon University, “From College to the Cubicle: A Multiple-Voiced Inquiry into the Literate Practices of Recent College Graduates Entering the Professional Workplace”

Lisa Sperber, University of California, Davis, “Using Threshold Concepts in Writing in the Sciences and Health Sciences”

8-Language

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

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

D137

Speakers: Laura Aull, Wake Forest University, “Language Use and Peer and Instructor Evaluation”

Zak Lancaster, Wake Forest University, “Making Stancetaking Language Visible: Opportunities and Challenges for Instructor-Readers”

Christine Tardy, University of Arizona, “Locating Language in Writing Teacher Education: An Analysis of Trends and Materials”

Madelyn Tucker, University of Arizona, “Locating Language in Writing Teacher Education: An Analysis of Trends and Materials”

Respondent: Amy Devitt, University of Kansas, Lawrence, “Response: Addressing the Challenges of Making Language Visible to Writing Instructors”

5-History

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

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

A105

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

Lisa Mastrangelo, Centenary University of New Jersey, “Subverting the Rhetorical Paradigm: The Photography of Evelyn Cameron and the Difficulty of the ‘Exceptional Woman’ Myth”

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

2-Basic Writing

B.19 Reading, Writing, and the Identities of Basic Writers

Speakers offer strategies for supporting and advancing basic writers.

A109

Chair: Heather Aguailar, Ventura College

Speakers: Michelle Brazier, Raritan Valley Community College,

“Cultivating Critical Readers: Basic Writers in First-Year Composition”

Joanna Lackey, SUNY Westchester Community College, “A Double

Curriculum: Cultivating the Insider/Outsider Perspective of

Mainstreamed Basic Writers”

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

12-Theory

B.20 The Cultural Powers of Multimodal Composing

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

D134

Chair: Jessica Restaino, Montclair State University

Speakers: Courtney Patrick-Weber, Bay Path University, “Creating a

‘Language’ of Trauma: Exploring Trauma Writing through Multimodal Formats”

Mark Triana, Washington State University, “‘Critical Making’ Cultures

in Post-Embargo Cuba: Toward a Critical Theory of [Multimodal]

Composition and Adaptive Consumption”

Matthew Vetter, Indiana University of Pennsylvania, “Understanding and Teaching Critical Digital Praxis”

13-Writing Programs

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

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

E144

Speakers: Kristi Costello, Arkansas State University, Jonesboro, “When Foregoers Let Go: The Rhetoric and Reality of WPA Loss”

Kelly Kinney, University of Wyoming, “Foregone but Not Forgotten:

Wisdom from Multigenerational WPAs”

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

1-First-Year and Advanced Composition

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

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

B113

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

14-Cultivating Connections, Cultivating Space

B.23 Some Rhetorical Provocations on Genre

Each panelist presents a provocation on genre studies.

F152

Chair: Elizabeth Chamberlain, Arkansas State University

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

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

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

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

11-Writing Pedagogies and Processes

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

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

C120

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

11-Writing Pedagogies and Processes

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

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

B119

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

Allison Carr, Coe College, “On the Instability of Failure”

Nicole Caswell, East Carolina University, “Privileging Failure in Writing Center Assessment Designs”

Steven Corbett, George Mason University, “Failed Knowledge Transfer and Peer-to-Peer Pedagogies”

1-First-Year and Advanced Composition

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

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

B114

Speakers: Whitney Gegg-Harrison, University of Rochester, “Learning to Think about Language in a First-Year Writing Class: Code-Meshing as an Object of Study in Formal, Argumentative Writing”

Sarah Lamade, University of Rochester, “Supporting the Author’s Own Voice: Developing Strategies for Tutoring Code-Meshing”

Stella Wang, University of Rochester, “Building a Linguistically Inclusive Classroom: The Place and Practices of Code-Meshing in FYC”

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

13-Writing Programs

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

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

E146

Speakers: Malcolm Campbell, University of Mississippi

LaToya Faulk, University of Mississippi

Alice Myatt, University of Mississippi

14-Cultivating Connections, Cultivating Space

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

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

F151

Speakers: Lisa Blankenship, Baruch College, City University of New York, “Narrative Argument and the Politics of Empathy”

Julia Kiernan, Kettering University, “Transnationalism as Empathetic Pedagogy”

Eric Leake, Texas State University, “Critical Reflection and Teaching in the Modes of Empathy”

Respondent: Ellen Cushman, Northeastern University

7-Institutional and Professional

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

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

C124

Chair: Liliana M. Naydan, Penn State Abington

Speakers: Dawn Fels, University of Pittsburgh

Margaret Herb, University of Tennessee at Chattanooga

Respondent: Clint Gardner, Salt Lake Community College

1-First-Year and Advanced Composition

B.30 Facilitating Political Discourse in the Classroom

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

A104

Chair: Jeanette Lehn, Florida State University

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

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

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

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

13-Writing Programs

B.31 Under Pressure: Challenges in Writing Program Administration

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

E148

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

Speakers: Ellen Cecil-Lemkin, Florida State University, "Cultivating Collaboration and Distributing Power in Writing Program Administration"

Liberty Kohn, Winona State University, "Does Past Graduate Training in Writing Instruction Change Tenured English Profs' Writing Instruction, and Can a (Non)-WPA Influence Tenured Profs' Teaching Practices?"

Karla Lyles, University of Mississippi, "Where Standardization and Creativity Meet: Cultivating a Culture of Innovation among Writing Program Administrators and Teachers"

Lizbett Tinoco, University of Texas at El Paso, "Cultivating Voices: Changing Perceptions of Writing Program Administrators at Community Colleges"

1-First-Year and Advanced Composition

B.32 Serving the Underserved

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

A103

Chair: Dana Elder, Eastern Washington University

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

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

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

Tori Peters, University of Wisconsin-Madison, "Writing, Welfare, and Rhetorical Awareness in First-Year Composition"

6-Information Technologies

B.33 Critical Issues in Multimodal Composing

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

B111

Chair: Michelle Blake, West Chester University of PA

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

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

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

7-Institutional and Professional

B.34 Cultivating Interinstitutional Capacity in an Urban Writing Ecology

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

E147

Speakers: Nic Contreras, University of Utah

Shauna Edson, University of Utah

Nathan Overturf-Lacy, University of Utah

Wes Porter, University of Utah

Sandra Salazar-Hernandez, University of Utah

Christie Toth, University of Utah

Justin Whitney, University of Utah

2-Basic Writing

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

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

D133

Chair: Aparna Sinha, California State University, Maritime Academy

Speakers: Pat Burnes, University of Maine, “Helping At-Risk Students
through DSP”

Michael Cripps, University of New England, “Cultivating DSP in the Context of Post-SAT Writing Placement and the Elimination of Non-Credit Basic Writing”

Thomas Friedrich, Plattsburg State University of New York, “Responding to Austerity at a Regional Comprehensive: DSP Program Creation as ‘Community of Practice’”

Martha Schaffer, Case Western Reserve University, “DSP Assessment: How Novice Writers Can Revise a Writing Curriculum”

3-Community, Civic & Public

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

Various perspectives on the idea of the public intellectual.

B110

Chair: Jess Boykin, Arizona State University

Speakers: Jessie Casteel, University of Houston, “The Public (Intellectual) Health Crisis: Rhetoric, Objectivity, and Vaccines”

Stephen Cohen, University of Louisville, “Cultivating Inclusive Prevention Policies: Re-Reading ‘Risk’ in CDC PrEP Prescription Guidelines”

Sarah Warren-Riley, Illinois State University, “Extending the Good of Public Rhetorics Scholarship: Strategies for Intervention beyond Academic Walls”

11-Writing Pedagogies and Processes

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

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

A107

Speakers: Chelsea Lonsdale, Henry Ford College, Dearborn, MI, “Minimal Effort, Maximum Conflict: Resistance and Alternative Literacies”

Amanda Sladek, University of Nebraska at Kearney, “Engaging Basic Writers with a ‘New Literacies Narrative’”

Brittney Tyler-Milholland, University of Kansas, “Complicating the Rural Binary with a ‘Place and Space Analysis’”

8-Language

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

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

Portland Ballroom 255

Speakers: Rebeca Fernández, Davidson College

Suzanne Fontaine, Harvey Mudd College

Mellissa Martinez, Claremont McKenna College

Shawna Shapiro, Middlebury College

Mark Shea, Mount Holyoke College

James Wright, Transylvania University

Jennifer Eidum Zinchuk, Elon University

6-Information Technologies

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

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

Portland Ballroom 258

Chair: Susan McLeod, University of California, Santa Barbara

Speakers: Cheryl Ball, West Virginia University, “Banding Together with Vega: Independent Journal and Press Partnerships”

Mike Palmquist, Colorado State University, “Open-Access Books: The Art, Craft, Theory, and Economics of the Publishing Collaborative”

Michael Pemberton, Georgia Southern University, Statesboro, “Open-Access Journals: Beyond Volumes, Issues, and ISSNs”

Respondents: Charles Bazerman, University of California, Santa Barbara

Will Hochman, Southern Connecticut State University

Joan Mullin, University of North Carolina at Charlotte

Chris Thaiss, University of California, Davis

14-Cultivating Connections, Cultivating Space

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

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

D138

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

1-First-Year and Advanced Composition

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

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

B115

Chair: Duncan Buell, University of South Carolina
Speakers: Duncan Buell, University of South Carolina, “Natural Language Processing to Analyze FYC—Its Power and Limitations”
Chris Holcomb, University of South Carolina, “Cultivating FYC through Big Data Analytics”
Thomas Peele, The City College of New York, “Cultivating Part-Time Faculty Expertise in Corpus-Driven Studies”

8-Language

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

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

B112

Chair: Jennifer Light, Indiana Wesleyan University
Speakers: Charissa Che, University of Utah, “Cultivating Chinese Voices: Heritage Identities and Multilinguality at the American University”
Jung Sook Kim, The Ohio State University, “Reclaiming Identities through Critical Language Awareness in Second Language Pedagogy”
Travis Leake, California State University, Los Angeles, “Reimagining Article Acquisition Techniques for Slavic Native ELLs”
Kay Losey, Grand Valley State University, “How Does Code-Meshing Improve Student Writing? Exploring the Effectiveness Question”

13-Writing Programs

B.43 International and Multilingual Students in the Writing Center

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

D140

Chair: Carrie Bailey, University of Phoenix

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

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

Jialei Jiang, Indiana University of Pennsylvania, “Writing Centers’ Support of Multilingual Writers: A Survey on Writing Center Administrators”

12-Theory

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

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

C123

Speakers: Michael Baumann, University of Louisville, “Teaching with Queer Archives in FYC”

Sherrie Gradin, Ohio University

Caleb Pendency, Miami University of Ohio, Oxford, “Bluegrass Blues: Trauma in Queer, Rural Literacy Archives”

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

3-Community, Civic & Public

B.45 Cultivating Ecological Community Literacies in School Gardens

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

E142

Chair: Veronica House, University of Colorado Boulder

Speakers: Carla Sarr, University of Cincinnati, “Grounded Rhetoric: Planting Sustainability at School”

Kelly Shea, Seton Hall University, “Cultivating Service in a Campus Garden”

Stephanie Wade, Unity College, “Root Systems: Creating and Sustaining Community Connections via School Gardens”

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

11-Writing Pedagogies and Processes

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

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

Portland Ballroom 254

Speakers: Katt Blackwell-Starnes, Lamar University, Beaumont, TX
Cassandra Branham, University of Central Florida

Kathryn Broyles, American Military University, Charles Town, WV
Lydia Wilkes, Idaho State University

14-Cultivating Connections, Cultivating Space

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

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

F150

Chair: Brenda Brueggemann, University of Connecticut

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

Sushil Oswal, University of Washington, “Institutional Policies, Advocacy, and Academic Needs: Accommodational Rhetoric Intersecting Disability Support Services, Faculty, and Students with Disabilities”

Tonya Stremlau, Gallaudet University, “Unringing the (A.G.) Bell: Deaf Community Advocacy for Language Access”

12-Theory

B.48 Remixing, Sampling, and Cultural Assemblages

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

D132

Chair: Erin Breaux, South Louisiana Community College

Speakers: Eric House, University of Arizona, “Jackin’ for Beats: Realizing the Inventive Possibilities of Hip-Hop Compositions”

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

Liz Rohan, University of Michigan-Dearborn, “Eminem’s Notebooks: Teaching Rhetoric and the Power of the Personal”

10-Research

B.49 Assessment from Varied Institutional Perspectives

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

C122

Chair: Karla Knutson, Concordia College

Speakers: Rachel Briney, Brigham Young University, “Not Seeing Eye-to-Eye: How Compositionists and Applied Linguists View and Assess Student Texts Differently”

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

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

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

11-Writing Pedagogies and Processes

B.50 New and Alternative Assessment Strategies

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

C126

Chair: Damián Baca, University of Arizona, Tucson

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

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

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

C Sessions: 1:45–3:00 p.m.

Cultivate and Think Tank Sessions

Cultivating Accessibility

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

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

Portland Ballroom 256

Facilitators: Ellen Birdwell, Alvin Community College
Natalie Malin, Texas Woman's University
Madaline Walter, Benedictine College, Atchison, KS

Cultivating Graduate Programs and Two-Year College Faculty Preparation

C.02 What's the Point of the MA in Composition Studies? Cultivating a Sustainable Future for Graduate Programs and Two-Year College Faculty

The spaces between MA in composition programs and faculty positions in two-year writing programs are fertile but largely uncultivated, as campuses and programs struggle to sustain themselves amid increasingly unfavorable budgetary and political environments, all the while dealing with diminished enrollment in the humanities. Programs, students, and faculty lose with this insularity. This session will draw on the resources of two- and four-year writing faculty, MA-in-composition program directors, and graduates of those programs to cultivate spaces for interinstitutional collaboration.

Portland Ballroom 257

Facilitators: Maggie Cecil, California State University, San Bernardino

Chloe de los Reyes, California State University, San Bernardino

Carol Haviland, California State University, San Bernardino

Darin Jensen, University of Nebraska-Lincoln

Nathan Jones, California State University, San Bernardino

Stephen Ruffus, Salt Lake Community College

Christie Toth, University of Utah

Think Tank on Taking Action as an Organization

C.03 CCCC Public Policy Think Tank

Professional organizations are expected to issue responses to events that come to the attention of national and international media relevant to their areas of commitment and expertise. While CCCC has a long history of preparing and issuing resolutions and statements addressing such matters (e.g., language rights, working conditions for writing teachers, writing assessment), it lacks a nimble means by which to address developments of concern to its membership that merit quick response.

This will be a working session in which attendees will participate in developing a set of concrete proposals for how CCCC might be enabled to take quick and appropriate action in response to issues of concern to its membership relevant to its area of commitment and expertise. Specifically, this Think Tank will be devoted to identifying and articulating

- the range of concerns arising in the public media to which CCCC as an organization should respond;
- the organizational mechanisms by which CCCC might determine how best to respond to such matters;
- the forms such responses might take.

Portland Ballroom 251

Facilitators: Matthew Abraham, University of Arizona

Jonathan Alexander, University of California, Irvine

Bruce Horner, University of Louisville

John Trimbur, Emerson College

Nancy Welch, University of Vermont, Burlington

14-Cultivating Connections, Cultivating Space

C.04 Cultivating Indigenous Rhetorics through Three Sisters Methodologies

Sponsored by the American Indian Caucus

This session uses the concept of Three Sisters companion planting to cultivate Indigenous rhetorics by established and emerging scholars.

B113

Chair: Andrea Riley-Mukavetz, Bowling Green State University, OH

Speakers: Catheryn Jennings, Michigan State University, “The Sooner State: Settler Colonial Rhetoric, the Tourist’s Gaze, and Oklahoma Heritage Tourism”

Joyce Rain Anderson, Bridgewater State University, “Cultivating the 3Rs: Respect, Reciprocity, Responsibility as Indigenous Practices in the Academy”

Jaquetta Shade, Michigan State University, “Cultivating Community Literacies through Indigenous Food Rhetorics”

Cindy Tekobbe, The University of Alabama, “MazaCoin: A Story of Techno-Capitalism, Popular Journalism, and Indigenous Sovereignty”

Luhui Whitebear-Cupp, Oregon State University, “The Murder of Anna Mae Pictou Aquash: The American Indian Movement, Internalized Colonization, and a Rhetoric of ‘Tradition’”

Respondents: Lisa King, University of Tennessee, Knoxville

Malea Powell, Michigan State University

Roundtable Leader: Qwo-Li Driskill, Oregon State University, “Klosh Tumtum/Good Thoughts: Indigenous Rhetorics as Intertribal Language”

3-Community, Civic & Public

C.05 Digital, Apostolic, Mystical, Embodied: Religious Women’s Disarticulating Rhetorics

Sponsored by the Rhetoric and Religious Traditions Standing Group

Rhetoric and Religious Traditions sponsored panel about the disarticulating public rhetorics of religious women.

C124

Chair: Jeffrey Ringer, University of Tennessee, Knoxville

Speakers: Mary Juzwik, Michigan State University, “Rhetorical Practices and Mystical Connections: Comparing the Spiritual Legacies of Simone Weil and Evelyn Underhill”

Annie Kelvie, University of Illinois, “Eshet Chayil: Taking Back the Proverbs 31 Woman in a Shifting Faith”

Mari Ramler, Clemson University, “#toplessjihad”

Jonathan Stone, University of Utah, “From Ordination to Apocalyptic Revelation: Women’s Apostolic Voices at the Fringes of Mormonism”

14-Cultivating Connections, Cultivating Space

C.06 Pedagogy, Place, and Public Memory: Cultivating Feminist, Hip-Hop, and Queer Archival Research Methodologies

This panel engages with archival research to discuss pedagogy, place, and public memory in marginalized communities.

C123

Speakers: Victor Del Hierro, Michigan State University
Rebecca Hayes, Michigan State University
Vani Kannan, Syracuse University

11-Writing Pedagogies and Processes

C.07 Places and Spaces

This panel examines both local and virtual pedagogies in pursuit of situated student learning.

D134

Chair: Délice Williams, University of Delaware

Speakers: Brandie Bohney, Indiana Tech, “Use Your Words! Audio and Video Feedback for Better Student Revisions”

Jens Lloyd, University of California, Irvine, “Campus Connections: Rewriting Pedagogical Environments in Lower-Division Courses”

Scott Rogers, Pacific Lutheran University, “‘You Are Here’: Exploring Space and Difference via Interactive New Media Composing”

14-Cultivating Connections, Cultivating Space

C.08 Cultivating a Space for Everyday Writing

This panel explores artifacts of everyday writing and argues that such an exploration provides a more robust understanding of writing.

D139

Speakers: Joseph Cirio, Florida State University

Jacob Craig, College of Charleston

Jeffrey Naftzinger, Florida State University

Erin Workman, Florida State University, Tallahassee

Respondents: Chris Anson, North Carolina State University

Kathleen Blake Yancey, Florida State University

10-Research

C.09 Research on Alternative Genres and Methods in the Writing Classroom

Panelists share findings from studies of patchwriting, reader reports, and construct-centered research projects to provide insights about effective peer review practices.

C125

Chair: Pamela Bromley, Pomona College, Claremont

Speakers: Lindsay Illich, Curry College, “Reading the Work of Others: A Study on Meaningful Peer Review”

Jamie Peterson, Kent State University, “Who Says What and Why It Matters: A Look into College Writing Classroom Assessments”

Mary Lourdes Silva, Ithaca College, “Anchoring in Patchwriting: An Exploratory Study of FYC Student Citation Practices”

11-Writing Pedagogies and Processes

C.10 Cultivating Responsive Pedagogy: Diving in with the Habits of Mind in the Two-Year College

Examines the connection between habits of mind and challenges in writing courses, suggesting tactics to foster these characteristics.

E145

Chair: Nancy Sommers, Harvard University

Speakers: Amy Flessert, Northern Virginia Community College-Annandale

Christine Kervina, Northern Virginia Community College-Annandale

Amy Patterson, Moraine Park Technical College

Cheri Spiegel, Northern Virginia Community College-Annandale

7-Institutional and Professional

C.11 Cultivating Continuity across Community College Writing Contexts: A Threshold Concept at the Intersection of ALP, ESL, FYC, and Literature

Community college instructors explore course boundaries by examining a single threshold concept in student writing from five courses.

D131

Speakers: Ruth Holmes, Lord Fairfax Community College, “Rhetorical Choice in ALP”

Frost McLaughlin, Lord Fairfax Community College, “Rhetorical Choice in Literature”

Miriam Moore, Lord Fairfax Community College, “Rhetorical Choice in ESL”

Jennifer Schaefer, Lord Fairfax Community College, “Rhetorical Choice in FYC”

1-First-Year and Advanced Composition

C.12 Community Engagement and Critical Inquiry

This panel explores community as a topic of inquiry; presenters share strategies and assignments for engaging the community.

A103

Chair: Krystin Gollihue, North Carolina State University

Speakers: Jessica Bannon, University of Indianapolis, “Fostering Community Engagement through Local Qualitative Research”

Gavin Hurley, Lasell College, Newton, MA, “Faithful, Reasoned Writing: Belief, Religion, and Rhetorical Argumentation in the Composition Classroom”

Kaya Oakes, University of California, Berkeley, “Profile Writing in Composition: Escaping the Classroom”

13-Writing Programs

C.13 Cultivating Feminist Leadership in Writing Programs and Beyond

We draw on scholarship and experience to consider ways that women administrators can cultivate the leadership needed for success.

F151

Chair: Peggy O’Neill, Loyola University Maryland

Speakers: Angela Crow, James Madison University, “Excluding Well-Intentioned Others: Learning to Assess Risk More Accurately”

Letizia Guglielmo, Kennesaw State University, GA, “Walking Away as a Feminist WPA”

Cindy Moore, Loyola University Maryland, “‘Some of This Stuff Really Can’t Be Taught’: Reconciling Feminist Leadership Mentoring with the ‘Born Leader’ Archetype”

Peggy O’Neill, Loyola University Maryland, “Using Feminist Repurposing to Shape Writing Program Leaders”

Annette Powell, Bellarmine University, “How Does Our Intersectionality Impact the Possibilities for Change?”

Elizabeth Wardle, Miami University, “Double Binds: Constraints as a Call to Institutional Activism”

Respondent: Hildy Miller, Portland State University

10-Research

C.14 Gifts, Heritage, Habit: How Literacies Move among Writers

This panel shows how multilingual literacies passed among migrant writers as gifts, family heritage, or writerly habit change as they move.

E143

Speakers: Florianne Jimenez, University of Massachusetts Amherst, “The Role of Peers in Literacy Strategies”

Eugenia Krichevsky, University of Massachusetts Amherst, “Immigrant Literacy Heritage”

Rebecca Lorimer Leonard, University of Massachusetts Amherst, “Literacy’s Relay Nature”

Angela Rounsaville, University of Central Florida, “Intergenerational Literacy Transfer”

1-First-Year and Advanced Composition

C.15 What Transfers? Developing Research Instruments to Assess Whether Comparative Genre Analysis Helps Students Transfer Rhetorical Knowledge across Contexts

Evaluating survey instruments designed to assess whether students are prepared to transfer rhetorical knowledge from FYC to future academic work.

B114

Chair: Joanna Wolfe, Carnegie Mellon University

Speakers: Ana Cooke, Carnegie Mellon University, “‘Troubling’ Comparative Genre Analysis”

Danielle Wetzel, Carnegie Mellon University, “Do Students Perceive Comparative Genre Analysis as a Transferable Method?”

Laura Wilder, University at Albany, SUNY, “Describing the Signposts That Signal Positive Transfer”

Joanna Wolfe, Carnegie Mellon University, “Does Comparative Genre Analysis Prepare Students to Analyze Unfamiliar Writing Prompts?”

10-Research

C.16 Learning from Our Elders: Qualitative Studies of Literacy in Later Life

With findings from four studies of elders’ literate activities, this panel examines how literacy shapes and is shaped by old age.

E142

Chair: Kristine Blair, Youngstown State University

Speakers: Lauren Bowen, University of Massachusetts Boston, “The Next Great Leap”

Suzanne Rumsey, Indiana University–Purdue University Fort Wayne,
“Holding on to Literacies”

Allegra Smith, Purdue University, “Creating Usable Interfaces to Facilitate Literacies”

Yvonne Teems, Hofstra University, “Testing the ‘Limits of the Local’ with Seniors’ Literacy/Body Practices”

12-Theory

C.17 Furthering Available Means: Gathering Women’s and Feminist Rhetorics to Cultivate Capacity and Create Change

A dialogue between pairs of anthology editors explores how gathering women’s rhetorics expands possibilities for rhetorical participation.

Portland Ballroom 253

Chair: Charlotte Hogg, Texas Christian University

Speakers: Charlotte Hogg, Texas Christian University, “Creating Change: Furthering Available Means across Generations”

Joy Ritchie, University of Nebraska-Lincoln, “Cultivating Capacities: Anthologizing to Theorize an Emerging Field”

Kate Ronald, Miami University, Oxford, OH, “Cultivating Capacities: Gathering to Sponsor New Rhetorical Participation”

Shari Stenberg, University of Nebraska-Lincoln, “Creating Change: Transversing Gender and Geography”

10-Research

C.18 Mapping Transnational Literacies: Cultivating Translingual Perspectives of Textual Practice in Our Research and Teaching

This panel articulates a “mobile literacies” framework for tracing translingual practices across transnational networks.

E144

Chair: Paul Prior, University of Illinois

Speakers: Steven Fraiberg, Michigan State University, “Startup Nation: Studying Transnational Literacy Practices in Israel’s Startup Ecosystem”

Kevin Roozen, University of Central Florida, Orlando, “Reassembling Translingual Practice and Identity: Tracing Trajectories of Images across Temporal, Spatial, and National Borders”

Xiaoye You, The Pennsylvania State University, University Park, “Hot Pot Literacy: Mapping out Literacy Networks at a Chinese International School”

Respondent: Paul Prior, University of Illinois

Tribute Session

Tribute Session: Richard Ohmann

**C.19 “As If History Had Causes and We Might Be Agents”:
The Public Intellectualism of Richard Ohmann**

Panel addresses Richard Ohmann’s influence as historian of English Studies, journal editor, and social movement scholar and activist.

D136

Speakers: Christopher Carter, University of Cincinnati
Russel Durst, University of Cincinnati
Patricia Harkin, retired
Richard Ohmann, Wesleyan University

6-Information Technologies

**C.20 The Changing State of Research in Online Writing
Instruction**

Twenty-five years of OWI research helps us change our teaching, expand our capacity for understanding, and cultivate new areas of research.

F150

Speakers: Kevin DePew, Old Dominion University
Kimberly Fahle, Old Dominion University
Heidi Harris, University of Arkansas at Little Rock
Jason Snart, College of DuPage, Glen Ellyn, IL

5-History

**C.21 Historical Frameworks for Cultural and Material
Productions**

Drawing on a range of cultures and material artifacts, presenters on this panel connect rhetorics of production with the making of multidimensional meaning.

B110

Chair: Bonnie Boaz, Virginia Commonwealth University
Speakers: Diann Baecker, Virginia State University, St. Petersburg,
“Writing with Scissors: Scrapbooks as Rhetorical Heirlooms”

Susanna Engbers, Kendall College of Art and Design, “Quilts, Quilt-Making, and the Cultivation of Voice in the Women’s Christian Temperance Union”

Jason Markins, Syracuse University, “When Making Was All the Rage: Reading Contemporary Maker Movements alongside the Arts and Crafts Movement”

Jill Morris, Frostburg State University, “Early 20th-Century Disaster Shows as Multimedia Rhetoric”

8-Language

C.22 Writing for Publication as Multilingual Undergraduate Students

This 75-minute session focuses on experiences of three multilingual undergraduate students who write for publication.

D135

Chair: Pisarn Bee Chamcharatsri, University of New Mexico, Albuquerque

Speakers: Monica Garcia, University of New Mexico, “Beyond the Language Issues”

Adnan Mohammad, University of New Mexico, “Beyond Collaborative Writing”

Felipe Rodriguez, University of New Mexico, “Beyond Writing the Manuscript”

3-Community, Civic & Public

C.23 Reclaiming Community to Create Change in (and for) Higher Education

Five differently situated research projects examine the profound impact campus-community partnerships can have on college writing instruction.

Portland Ballroom 258

Speakers: Kaitlin Clinnin, The Ohio State University

Lucas Corcoran, The Graduate Center, CUNY

Andrea Efthymiou, Hofstra University

Jenn Fishman, Marquette University

Laura Matravers, University of Louisville

11-Writing Pedagogies and Processes

C.24 All Together Now: Collaboration in the Writing Classroom

This panel will delve into the nuanced dimensions of collaboration.

D132

Chair: Nahla Hoballah, Eastern Washington University

Speakers: William Duffy, University of Memphis, “Teaching Collaboration as a Noninstrumental Technology”

Ruby Pappoe, University of Texas at El Paso, “Using Online Participatory Skills to Cultivate Student Collaboration”

Victoria White, University of California, Davis, “Process and Product: Assigning and Assessing Collaborative Writing”

8-Language

C.25 Cultivating Capacity for Translingual and Transmodal Research Methods

Research methods for examining the intersection of translingual and transmodal communication and composing.

D133

Speakers: Alanna Frost, University of Alabama in Huntsville, “Photo-Elicitation Interviews (PEI) with Chinese Students”

Evgenia Gulyaeva, Russian Presidential Academy of National Economy and Public Administration (RANEPA), “Making Meaning with Total Linguistic Fact in Global English Contexts”

Suzanne Malley, Columbia College Chicago, IL, “Sensory Ethnographic Methods: Creating Translanguaging Knowledge”

3-Community, Civic & Public

C.26 Latinx Youth Cultivating Anti-Neoliberal Rhetorics

This panel explores how Latinx youth respond and challenge oppressive legislation through linguistic and rhetorical practices.

A106

Speakers: Genevieve Garcia de Mueller, University of Texas Rio Grande Valley

Juan Guerra, University of Washington, Seattle

Cruz Medina, Santa Clara University, CA

Ana Milena Ribero, Oregon State University

11-Writing Pedagogies and Processes

C.27 Cultivating a Capacity for Change Using Translanguaging, Style, and Rhetoric at HSIs

Our panelists use translanguaging, grammar coupled with stylistics, and ethnic rhetoric to argue for a translanguaging pedagogical approach.

Portland Ballroom 252

Chair: Sonia Arellano, University of Arizona, Tucson

Speakers: Jaime Armin Mejía, Texas State University, “Translanguaging as a Rhetorical Strategy for Reversing the Ill Effects of Assimilation”

Shane Teague, Texas State University, “Translingual Orientations to Writing Instruction in Hispanic-Serving Institutions: Negotiating Difference, Culture, Power, and Language in Unique Contact Zones”

Megan A. Walker, Texas State University, “Toward an Inclusive Stylistics Pedagogy: Cultivating Metalinguistic Skill in Multicultural Composition Classes”

Respondent: Laura Gonzales, The University of Texas at El Paso

11-Writing Pedagogies and Processes

C.28 Agents of Change: Service-Learning in Composition Classrooms to Engage, Inspire, and Empower Marginalized and Underserved Students

This session discusses ways to employ service-learning as an innovative pedagogy, specifically to close equity gaps and empower students.

A107

Chair: Melanie James, Moreno Valley College

Speakers: Jade Hidle, MiraCosta College, “Literature and the Lanai: Empowering Experiential Learning with Pacific Islander Students”

Melanie James, Moreno Valley College, “Agents of Social Change: Social Justice, Student Equity, and Compositional Authority”

Jacob Strona, MiraCosta College, “Empowering Student Voices: Bridging the Credit/Non-Credit Chasm through Service-Learning”

Syndee Wood, MiraCosta College, “Service-Learning and the Real World Value of English Class”

11-Writing Pedagogies and Processes

**C.29 Evaluating Reflections in First-Year Composition:
Enacting Metanoic and Kairotic Thinking**

This panel will open up a discussion of the concepts of metanoia and kairos in relation to reflection in FYC classrooms.

A108

Speakers: David Boeving, Eastern Michigan University, “Meta-thought for the Exploration of New Literacies: Teaching Metanoia and Paranoia in FYC”

Joseph Montgomery, Eastern Michigan University, “Zines as Grounded Reflection: Creating Change through Content and Process”

Chris Stuart, Clemson University, “Ludic Reflections: Cultivating Risk-Taking through Metanoic Process”

11-Writing Pedagogies and Processes

C.30 Participation, Collaboration, and Student Discourse

This panel will help attendees distinguish between types of student engagement in the writing classroom.

C126

Chair: Bahareh Alaei, Mt. San Jacinto College

Speakers: David Boyles, Arizona State University, “Fertile Fields and Feral Children: Cultivating the Rhetorical Practices of Participatory Cultures in the Writing Classroom”

Michelle Gibeault, University of Arkansas, “RSS Feeds for Investigating Discourse Communities in the Composition Classroom”

Michel LaCrue, University of Arkansas, “RSS Feeds for Investigating Discourse Communities in the Composition Classroom”

Mary Stewart, Indiana University of Pennsylvania, “Designing Effective Activities for Interactive Learning in Technology-Mediated FYC: Cooperation, Coordination, and Collaboration”

13-Writing Programs

C.31 Five Years of Writing Program Excellence

This roundtable includes WPAs from seven programs that were recipients of the CCCC Writing Program Certificate of Excellence from 2011 to 2016.

Portland Ballroom 255

Chair: Dominique Zino, LaGuardia Community College (CUNY)

Speakers: Jennifer Campbell, Roger Williams University, “Metacognition”

Melinda Knight, Montclair State University, “Collaboration”
Tim McCormack, John Jay College of Criminal Justice, “Consistency-
and-Coherence”
Jim Nugent, Oakland University, Rochester, MI, “Kairos”
John-Michael Rivera, University of Colorado Boulder, “Innovation”
Shevaun Watson, University of Wisconsin-Milwaukee, “Research”
Julia Willis, University of Colorado Boulder, “Relationship”

11-Writing Pedagogies and Processes

C.32 Cultivating Feminist Pedagogical Approaches to Digital Archives

New feminist models for undergraduate and graduate pedagogical practices involving digital archives.

B116

Speakers: Heather Adams, University of Alaska Anchorage, “Backchannel Archives: Rethinking Undergraduate Inquiry and the Writing Internship”

Jessica Enoch, University of Maryland, “Crowdsourcing Suffragists: Recovering Forgotten Picketers in the Undergraduate Rhetoric Classroom”

Michelle Smith, Marist College, “Preserving Public Memory: Leveraging the Local and the Digital in the University Archive”

Pamela VanHaitsma, Old Dominion University, “Digital Curation: Collecting Archives for Graduate Research on Women’s Rhetorics”

7-Institutional and Professional

C.33 Collective Action to Improve Faculty Working Conditions

Panelists offer four perspective on initiatives to enact professional change beneficial to students’ learning.

B112

Chair: Steven Katz, Clemson University

Speakers: Louise Bown, Salt Lake Community College, “Cultivating Capacity, Creating Change: A New Rank Advancement Process at Our Community College”

Aaron Krall, University of Illinois at Chicago, “Organizing Work: Faculty Unions, Higher Education, and the Capacity for Change”

Halle Neiderman, Kent State University, “Understanding and Combatting Higher Administrations’ Misunderstandings of Composition”

Cynthia Ris, University of Cincinnati, “When Interests Conflict: Faculty as Agents of Change in the Development of Online Teaching and Learning”

8-Language

C.34 Policies and Publics in Multilingual Research

Speakers discuss public engagements with language and policy in academia, communities, and media.

B117

Chair: William Lalicker, West Chester University, PA

Speakers: Katherine Flowers, University of Illinois at Urbana-Champaign, “Navigating Monolingual, Multilingual, and Translingual Orientations in Local Language Policy: A Case Study of Anti-English-Only Activism”

Tim Green, University of Michigan, “Unearthing the Roots of Public Controversy: Language Ideology and Ethical Composition Instruction”

Hua Zhu, Miami University, “Toward a Critical-Dramatistic Analysis of Rhetoric: Studying Ideological Representations of China in Online News Reports”

6-Information Technologies

C.35 Approaches to Making Meaning with “New” Media

Presenters interrogate grammars and rhetorics of digital assemblage.

B111

Chair: Dalel Serda, College of the Mainland, Texas City, TX

Speakers: Erin Kathleen Bahl, The Ohio State University, “Untangling Webtexts: Investigating Multimodal Scholarship through Digital Autoethnography”

Michael Black, University of Massachusetts Lowell, “Studying Digital Literacy Using the Internet Archive and Geocities”

Kevin Brock, University of South Carolina, “Treating Code as a Persuasive Argument”

Brett Oppegaard, University of Hawai‘i at Mānoa, “Bundled Together, but Inseparable No Longer: Experiments in Using Mobile Apps to Examine Mobile Media for Informal Learning”

Michael Rabby, Washington State University, “Bundled Together, but Inseparable No Longer: Experiments in Using Mobile Apps to Examine Mobile Media for Informal Learning”

3-Community, Civic & Public

C.36 Disturbin' the Peace: Theorizing Hip-Hop Community Protest, Revolution, and Activism

This panel argues that hip-hop culture inclusively cultivates future writers, scholars, and leaders and promotes social justice.

E146

Speakers: Tessa Brown, Syracuse University, NY
Marcos Del Hierro, University of New Hampshire
Michael Gallaway, University of Texas at San Antonio
Alexis McGee, University of Texas at San Antonio

3-Community, Civic & Public

C.37 Prison and Detention: Rethinking Borders and Access

Panelists attend to issues of social justice and racism in the criminal justice system.

A109

Chair: Jason Hoppe, United States Military Academy
Speakers: Bruce Bowles, Texas A&M University–Central Texas, Killeen,
“Racism In, Racism Out: Masking Racism in the Criminal Justice
System through ‘Objective’ Risk Assessment Tools”
Alexandra Cavallaro, California State University, San Bernardino,
“Cultivating Citizenship in the Prison Literacy Classroom”
Glenn Hutchinson, Florida International University, “Borders and Access:
Immigration and Composition”

1-First-Year and Advanced Composition

C.38 Cultivating New Possibilities through Dual-Enrollment First-Year Writing

We focus on the impact on local students and teachers of a large dual-enrollment program at an urban, Hispanic-serving public institution.

B118

Speakers: Mike Creeden, Florida International University
Vernon Dickson, Florida International University
Kimberly Harrison, Florida International University
Preston Scanlon, Miami Dade Public Schools

1-First-Year and Advanced Composition

C.39 Teaching with Technology: Approaches for Online, Onsite, and Hybrid Teaching

Strategies for research and teaching using technology in digital environments are emphasized in this session.

A104

Chair: Jenn Sloggie-Pierce, Old Dominion University

Speakers: Chris Gerben, St. Edward's University, "(Re)Claiming Project-Based Learning for the Composition Classroom"

Mary Gray, University of Houston, "Sustaining Innovation: Results from a Hybrid, Online Studio-Supported First-Year Writing Course"

Cat Mahaffey, University of North Carolina at Charlotte, "Design Once, Teach Twice: Flexible Course Design for Online and Onsite Teaching"

Kristen Miller, Tuskegee University, "Using Social Media to Help Students Incorporate Writing Feedback"

13-Writing Programs

C.40 Online Writing Instruction and the Changing Role of the Writing Program Administrator

This panel discusses online writing instruction and the challenges and opportunities it presents to Writing Program Administrators.

E147

Speakers: Glenn Lester, Park University, Parkville, MO, "Cultivating Instructor Agency in Enterprise Model Online Writing Course Design"

Amy Mecklenburg-Faenger, Park University, "Comparing Apples and Horses: Developing Mechanisms for Fairly Evaluating Online Versus Face-to Face Instruction"

Emily Sallee, Park University, "The Politics of Change in Online Writing Program Administration: Aligning Administrative and Academic Priorities for Student Success"

12-Theory

C.41 Rhetorics of Disability: Cultivating Change across Discourse Communities and Developing Connections for Receptivity

This panel explores disability rhetorics in popular and academic cultural arenas to bring awareness of representation and inclusivity.

Portland Ballroom 254

Speakers: Kristeen Cherney, Georgia State University, “Cultivating Digital Inclusion: Assessing the Challenges of Digital Classroom Texts and Inclusivity on the Web”

Kristen Ruccio, Georgia State University, “Surfing for Exploitation: Representations of Disability in Social Media Memes”

Kat Weigle, University of Texas at San Antonio, “Marking the Invisible: Self-Stigmatization and Combatting Rhetorical Disability”

14-Cultivating Connections, Cultivating Space

C.42 Do Boot Camps Work? Creating and Assessing the Conditions for Productive Graduate-Student Writing

A study of graduate student writers’ Boot Camp experience to determine its effects on their relationship to writing.

E141

Chair: Liz Tinelli, University of Rochester

Speakers: Rachel Lee, University of Rochester

Deborah Rossen-Knill, University of Rochester

Liz Tinelli, University of Rochester

9-Professional and Technical Writing

C.43 Composing with and Responding to Audio and Written Feedback in Technical and Professional Communication

Perspectives on work with audio and written feedback in technical and professional communication.

C122

Chair: Robert Koch, University of North Alabama

Speakers: Shuwen Li, University of Michigan, Ann Arbor, “Cultivating Students’ Ethos: Using Performative ePortfolio in Professional and Technical Writing Class”

Judith Szerdahelyi, Western Kentucky University, Bowling Green, “Speaking Out about Listening In: Cultivating Capacity for Audio Response on Students’ Written Assignments”

Megan Voelkel, George Mason University, “Constantly Drafting: Workplace Writing and Feedback”

2-Basic Writing

C.44 Basic Writing Gone, Placement Broken: Reinventing Assessment and Instruction in the Anti-Remediation Era

Writing teachers respond to the elimination of basic writing and the invalidation of their placement measure with innovative practices.

A105

Chair: Jessica Restaino, Montclair State University

Speakers: Laura Field, Montclair State University, “How We Talk about Ourselves: Instruction in the Corequisite Workshop”

Jennifer Holly-Wells, Montclair State University, “The Plan for Supplementary and Corequisite Instruction Using Multiple-Measures Placement”

Emily Isaacs, Montclair State University, “Evaluating the Workshop and Corequisite Model for Basic Writing”

Catherine Keohane, Montclair State University, “The Politics of Remediation: From Basic Writing to Corequisite Courses”

Rick Reid, Montclair State University, “How We Talk about Ourselves: Instruction in the Corequisite Workshop”

9-Professional and Technical Writing

C.45 Cultivating Collaboration between Writing Studies and Engineering

This panel considers collaboration between engineering and writing faculty, and how together they advance the goals of the university.

D137

Chair: Jennifer Mallette, Boise State University

Speakers: Jennifer Mallette, Boise State University

Hongxing Qi, The University of British Columbia

Michael Schoen, The University of British Columbia

Tatiana Teslenko, The University of British Columbia

Elaine Wisniewski, University of Michigan, Ann Arbor

13-Writing Programs

C.46 Issues in Peer and GTA Training for Writing Centers

Strategies that help writing centers train tutors to navigate challenging pedagogical topics will be shared.

F152

Chair: Moushumi Biswas, University of Texas at El Paso

Speakers: Scott Chiu, California Lutheran University, “Directing a New Writing Center as a Cultivating Project on Campus”
Joshua Hilst, Utah Valley University, “Ask Me No Questions: Pushing Back on Minimalist Tutoring in the Writing Center”
Melissa Keith, Boise State University, “The Affective Dimension of the Professional Development of Graduate Student Administrators in a Writing Center Community of Practice”

14-Cultivating Connections, Cultivating Space

C.47 WID Faculty Development for All: Cultivating Part-Time and Satellite-Campus Faculty across Disciplines

This panel will discuss the challenges faced by a WID faculty development program attempting to meet the needs of satellite faculty.

D138

Chair: Andrew Cook, Limestone College, “Foundations to Driving Change in Faculty Development”
Erin Pushman, Limestone College, “Changes at Home and Abroad: Cultivating WID Faculty Development at Main and Satellite Campuses”
Frances Salamon Cook, Johnson and Wales University, “Building Connections among Faculty”

12-Theory

C.48 Pop Culture, Power, and Rhetorical Resistance

This panel explores moments of rhetorical subversion and resistance in popular culture.

D140

Chair: Brian Lewis, Century College

Speakers: Luc Chinwongs, North Dakota State University, “Beautiful Boy Soldiers: Kaoru Shintani’s *Area 88* and the Negotiation of Japanese Postwar Masculinity”
Sarah Jackson, The Ohio State University, “Beyond the ‘Bumper Sticker’: An Ideographic Analysis of Disney’s *Zootopia*”
Michael Kailus, University of Central Missouri, “‘I am made of love, and I’m stronger than you’: Queering American Superhero Mythology in Rebecca Sugar’s *Steven Universe*”
Edward Lee, University of Hawai‘i at Mānoa, “Assigning Meaning to the Rhetorical Dimensions of *K-Town Reality Show*”

12-Theory

C.49 Writing, Rhetoric, and the Sensing/Feeling Subject

Panelists discuss the role of sensory and emotional responses to/in rhetoric and composition.

E148

Chair: Beth Maxfield, Henderson State University

Speakers: Adam Cogbill, University of New Hampshire, Portland,
“Fostering Working Alliances: The Implications of Intersubjectivity
Theory for Writing Instruction”

Christina Haas, University of Minnesota, Twin Cities, “The Feeling of
Writing: Toward a Sensorium of Writing”

Sheryl Ruskiewicz, Oakland University, “The Roles of Mindfulness and
Playfulness in Rhetorical Analysis”

Chris Scheidler, University of Louisville, “Touching and Hearing the
Writing Feel(s)”

12-Theory

C.50 Process Pedagogy after Postprocess: Improvisational, Relational, Ecological

Advances new “writing as a process” pedagogies in light of postprocess, postpedagogical, new materialist, and ecological theories.

B119

Chair: Jody Shipka, University of Maryland, Baltimore County

Speakers: Christina LaVecchia, University of Cincinnati

Hannah Rule, University of South Carolina

John Whicker, Fontbonne University

Respondent: Jody Shipka, University of Maryland, Baltimore County

14-Cultivating Connections, Cultivating Space

C.51 Considering Comics in College Composition and Communication

Four takes on comics in rhetorical studies and composition.

C121

Chair: Elliot Reed, University of Florida

Speakers: Michelle Cohen, The Ohio State University, “The Audible
Hand: What Comics Can Tell Us about Composition”

Sergio Figueiredo, Kennesaw State University, “Cultivating a Rhetoric
of the Senses: A Networked Historiography of Rudolphe Töpffer’s
‘Modest Art’”

Oriana Gatta, Indiana University of Pennsylvania, “(Un)McClouded Conflict: Comics and/as Critical Pedagogy”

Michael Sutcliffe, Portland Community College, “Visualizing Democracy: Graphic Novels and Journaling to Cultivate Critical Conversations about Racism and Justice”

1-First-Year and Advanced Composition

C.52 Content Conflict: An Argument for Alternative Approaches to “Writing about Writing”

An argument that supports the rhetorical dexterity of WAW but proposes alternative content that more fully considers the needs of students.

B115

Chair: Sam Morris, University of Arkansas

Speakers: Erin Daugherty, University of Arkansas, “Writing Past Conflict, Writing for Your World”

Logan Hilliard, University of Arkansas, “Creatively Composing: Engaged Liberation in First-Year Composition”

Sam Morris, University of Arkansas, “Gladdening the Process: Voice, Social Identity, and Young Adult Literature”

14-Cultivating Connections, Cultivating Space

C.53 The New Reach of CCCC: Cultivating Transnational Conversations and Collaborations

Presentations on three recent collaborative projects on pedagogy, outreach, and program development in the United States, Mexico, and South Africa.

C120

Chair: John Bean, Seattle University, WA

Speakers: María de Lourdes Caudillo Zambrano, Universidad Iberoamericana, “Whose WPA?: Collaborative Transnational Development of Writing Programs in Mexico”

Susan Meyers, Seattle University, “Writing beyond the Classroom: The Pedagogy of ‘Transnational Selves’”

Elsa Oliveira, University of Witwatersrand, “Cultivating Community: Personal Writing as LGBTQ Activism in South Africa”

D Sessions: 3:15–4:30 p.m.

Poster Sessions

Portland Ballroom Lobby

Where Are the Women? Gender and Citation in Rhet-Comp ANT Scholarship

A study of citation patterns through the lens of gender in the text *Thinking with Bruno Latour in Rhetoric and Composition*.

Joseph Torok, Wayne State University

Implementing Course Contracts in FYC at the HSI Two-Year College

Implementing course contracts into FYC pedagogy at HSI community colleges reconciles historical and racial injustices that devalue process, progress, and production, i.e., the labor of writing, in favor of “traditional” final product grading as the single end goal.

Clayton Nichols, Arizona Western College

Deliberating the Future (of Driving): Productive Speculation and the Practice of Framing

This session demonstrates one way of facilitating deliberative discourse among strangers about a polarizing future public controversy.

Christina Santana, Arizona State University

Cultivating WAC Rhetorical Knowledge through First-Year Writing Poster Assignments

An investigation into WAC rhetorical situations through a FYW research poster assignment and student conference.

Albert Wray, University of North Carolina at Charlotte

Conscientiously Creating Conditions for Successful Collaboration in a Technical Communication Service Course

Poster shares a three-pronged approach developed over three years to support successful collaboration in a tech comm service course.

Debra Purdy, Boise State University

Embodied Learning and the Writing Classroom: Advocating Efficacy through the Body

Research, theory, and experiences of study participants advocate further engagement of embodied learning in the writing classroom.

Jennifer Tobin, Harrisburg Area Community College

Fostering Grit in the Classroom: Understanding Student Perceptions of Failure

This work examines “grit” as an indicator of success while discussing the benefits of class-supported failure in cultivating grit.

Megan Palmer, Southern New Hampshire University

Reaching Capacity in Multimodal Projects: Students’ Perceptions of Digital Storytelling

This project examines students’ perceptions of multimodal projects as used in a research writing course.

Crystal Bickford, Southern New Hampshire University

Cultivate and Think Tank Sessions

D.01 *Cultivating Intersectional Approaches to Academic Labor* Working and Getting Worked: An Interactive, Decolonial, Queer, and Feminist Roundtable on Labor in Rhetoric and Composition

Addressing the need for deeply intersectional approaches to issues of academic labor and building upon earlier cross-caucus work in this area, our Cultivate session aims (1) to shed light on how larger social and cultural problems of White supremacy, settler colonialism, neoliberalism, sexism, transphobia, ableism, and classism, among other political and social forces, pervade the workings of the academy; and (2) to cultivate relationships and materials that bring an intersectional perspective and sustainable approaches to labor issues within the conference space, in classrooms, at universities, across campuses, and in personal lives. This roundtable begins with a collaboratively produced framework that situates the contexts and logics of “Othered” women’s labor in the academy. Next, facilitators will engage attendees through series of questions and through texts, objects, and experiences that further consider the dimensions of “Othered” women’s labor in rhetoric and composition. The goal of this session is to provide an interactive experience that considers the complex dimensions of women’s labor in the profession and purposefully cultivates community around and through intersectional women’s identities inside and outside of the discipline.

Portland Ballroom 256

continued on next page

Chair: Terese Guinsatao Monberg, Michigan State University

Facilitators: Casie Cobos, independent scholar, Houston, TX

Kate Firestone, Michigan State University

Gabriella Gutiérrez y Muhs, Seattle University

Franny Howes, Oregon Tech

Stephanie Mahnke, Michigan State University

Ersula Ore, Arizona State University-Tempe

Patricia Poblete, Iowa State University, Ames

Dora Ramirez, Boise State University

Flourice Richardson, Illinois State University

Jennifer Sano-Franchini, Virginia Tech

Aimee Suzara, Independent Author and Arts Educator

Respondents: Angela M. Haas, Illinois State University

Stephanie Kerschbaum, University of Delaware

*Cultivating Personal and Professional Development for
Non-Tenure-Track Faculty*

D.02 Cultivating Balance: Personal, Research, and Teaching Strategies for Contingent Faculty

In this Cultivate session, join with colleagues to discuss and develop creative responses to issues of life and career for contingent faculty. Brief presentation of ideas and innovations around balancing work and life, maintaining a research agenda, and countering the pernicious effects of underemployment will be followed by three roundtable discussion sessions wherein participants can share and gather useful strategies and ideas.

Portland Ballroom 257

Facilitators: Seth Kahn, West Chester University, PA

Jeffrey Klausman, Whatcom Community College

Melody Niesen, University of Central Missouri, Warrensburg

Cultivating Inclusive Writing Instruction

D.03 Decolonizing Writing Assignments

In this facilitated discussion, participants will collaborate on decolonizing writing assignments, particularly for institutions or classrooms situated in transnational spaces. Our experiences teaching at an American branch campus in Qatar have made us think more deeply about the ways we cultivate connections between home literacies, first languages, and the writing classroom, and we are eager to invite others' contributions into this conversation. Specifically, we're wondering about others' answers to these two questions: in what ways can we cultivate home literacies and languages in writing assignments, and what happens to our teacher identity/authority

when we don't speak our students' first language or share their home literacies? We hope participants will leave the session with renewed commitments and action plans for inclusive writing instruction for multilingual writers, for welcoming home/indigenous languages and literacies into the classroom, for experimenting with multiple strategies that work best for our different contexts, or even for learning how to make sense of our own discomfort with the challenge of decolonizing writing.

Portland Ballroom 253

Facilitators: Amy Hodges, Texas A&M University at Qatar
Khadija Mahsud, Texas A&M University at Qatar
Mysti Rudd, Texas A&M University at Qatar

13-Writing Programs

D.04 Preparing for Writing Center Leadership Roles

Sponsored by the International Writing Centers Association

Leaders will describe their varied administrative roles and invite a discussion of how to best prepare (as) future writing center leaders.

Portland Ballroom 251

Speakers: Julia Bleakney, Elon University
Shareen Grogan, National University
Jackie Grutsch McKinney, Ball State University
Rebecca Hallman Martini, University of Houston
Amber Jensen, George Mason University
Karen Johnson, Shippensburg University, PA
Lindsay Sabatino, University of North Carolina at Greensboro
Trixie Smith, Michigan State University

8-Language

D.05 Cultivating Conversations with HBCUs: Afrocentric Pedagogy, Language, and Writing Program Administration

Sponsored by the Black Caucus

This roundtable offers areas for pedagogical consideration at HBCU writing program sites in relation to Students' Right to Their Own Language (SRTL).

Portland Ballroom 252

continued on next page

Speakers: Collin Craig, St. John's University
Jason DePolo, North Carolina A&T State University
David Green, Howard University, Washington, DC
Karen Jackson, North Carolina Central University
Staci Perryman-Clark, Western Michigan University, Kalamazoo
Faye Spencer Maor, North Carolina A&T State University

10-Research

D.06 Retention, Persistence, and Writing Programs

Sponsored by the Council of Writing Program Administrators

This panel invites participants into a conversation about the role of writing programs in university efforts to retain students.

C123

Chair: Heidi Estrem, Boise State University

Speakers: Sarah Harris, College of the Sequoias, "Success"

Holly Hassel, University of Wisconsin, Marathon County, "Faculty Development"

Rita Malenczyk, Eastern Connecticut State University, "Surveillance"

Sarah Snyder, Arizona State University, "Data"

Respondent: Dawn Shepherd, Boise State University

14-Cultivating Connections, Cultivating Space

D.07 Cultivating Creative Rhetorical Inquiry: Crafting Social Justice through Poetry, Fiction, and Filmmaking

We explore the hybrid and creative strategies rhetoricians undertake to blend their scholarly output with fiction, poetry, and filmmaking.

D139

Speakers: Steven Alvarez, St. John's University, "Crafting Ethnopoetry: Ethnography, Ethnopoetics, and the Study of Writing"

Kate Birdsall, Michigan State University, "Blurring Boundaries, Becoming (An)other: 'Doing' Social Justice with Autoethnography"

Alexandra Hidalgo, Michigan State University, "The Hybrid Liminal Scholar: A Video Exploration of Blending Our Personal and Professional Lives"

14-Cultivating Connections, Cultivating Space

D.08 Cultivating Virtues

In this panel, the presenters examine the role of virtue and virtue ethics in teaching writing.

C120

Chair: John Duffy, University of Notre Dame

Speakers: Lois Agnew, Syracuse University, “Cultivating the Virtue of Intellectual Humility”

John Duffy, University of Notre Dame, “Cultivating the Virtue of Incivility”

John Gallagher, University of Illinois at Urbana-Champaign, “Cultivating the Virtues of Patience and Persistence”

John Schilb, Indiana University, Bloomington, “Cultivating the Virtue of Nuance”

2-Basic Writing

D.09 Alternative Connections to Basic Writers

This panel explores alternative means of engaging students through new theories and recovered texts.

A109

Chair: Aimee Mapes, The University of Arizona

Speakers: Wiley Davi, Bentley University, “Neuroscience and the Basic Writing Classroom”

Hope Parisi, Kingsborough Community College/CUNY, “Engaging (and Crossing) Public Intellectual Traditions of Education Writing and Basic Writing’s ‘Documented Narrative’: Cultivating Our Stories and Our Scholarship”

Chad Seader, Syracuse University, “Performing a Stance: Enacting Alternative Pedagogies with Attention to Transfer and Assessment”

13-Writing Programs

D.10 What Can We (Not) Do? A Report from a Developing Writing Center

A new writing and communication center seeks to establish a unique institutional identity and implement innovative methodologies.

E147

Speakers: Andrea Bishop, University of Memphis

Chuck Robinson, University of Memphis

Scott Sundvall, University of Memphis

12-Theory

D.11 Genre Activists

This panel theorizes how genres are questioned, criticized, and reinvented by critical participants for activist aims.

A108

Speakers: Risa Applegarth, University of North Carolina at Greensboro, “Queer Genre Work”

Erin Branch, Wake Forest University, “Food Activism in New Genres”

Lindsay Russell, University of Illinois, “Genre Invention”

Respondent: Chelsea Milbourne, University of North Carolina at Chapel Hill

7-Institutional and Professional

D.12 Preparing Graduate Students to Labor in the Field

Presenters discuss ways to better prepare and mentor graduate students to teach, thrive, and succeed in a field fraught with labor problems.

Portland Ballroom 254

Chair: Casie Fedukovich, North Carolina State University

Speakers: Steve Fox, Indiana University–Purdue University Indianapolis, “Preparing Masters Students for the Labor Market: Perspectives from an MA Program”

Michelle LaFrance, George Mason University, “Integrating Labor Issues in Graduate Curriculum: On Making the Unspoken Spoken”

Amy Lynch-Binieck, Kutztown University, PA, “Integrating Labor Issues in Graduate Curriculum: On Making the Unspoken Spoken”

Jessica Philbrook, Walden University, “Bridging the Gap between Graduate Students and Contingent Faculty”

3-Community, Civic & Public

D.13 Objects of Justice: Four Riffs on Politics and Materiality

Our panel brings together diverse research sites and methods to explore objects of justice in everyday publics and politics.

E146

Speakers: Lindsay Marshall, University of Illinois at Chicago, “The Material of Disease”

Nadya Pittendrigh, University of Houston-Victoria, “Residues of Sovereignty in Social Justice”

Candice Rai, University of Washington, “Objects of (In)Justice in the Global University”

Respondent: Matthew Pavesich, Georgetown University, “Charting Material Invention”

8-Language

D.14 Multimodal Writing and Multilingualism

This panel discusses various multimodal approaches to teaching multilingual writing.

B117

Chair: Michael Edwards, Washington State University, Pullman

Speakers: Mathew Sillito, University of Utah, “Translingualism Online: Developing Proactive Approaches to Online Curricula That Utilize Translingualist Pedagogies”

Adam Sprague, Bowling Green State University, “Teacher Action Research as Agent for Change: Utilizing Teacher Action Research to Improve ESL Students’ Comfort and Achievement Levels in the Writing Classroom”

Tamara Warhol, University of Mississippi, “Social Networking Socializing ESL Writers”

3-Community, Civic & Public

D.15 Teaching with Wikipedia: Cultivating Community, Creating Change

In this panel, presenters share their work and facilitate discussion on the benefits and challenges of teaching with Wikipedia.

Portland Ballroom 255

Speakers: Amy Carleton, MIT

David Cregar, New York University

Greta Kuriger Suiter, Massachusetts Institute of Technology

Cecelia A. Musselman, Northeastern University

Rebecca Thorndike-Breeze, Massachusetts Institute of Technology

10-Research

D.16 Tracing the Impact of Undergraduate Research in Writing Studies

Our panel offers data-driven answers to the question, “What impact is undergraduate research having on rhet-comp/writing studies?”

E142

Chair: Jenn Fishman, Marquette University

Speakers: Dominic DelliCarpini, York College of Pennsylvania

Jane Greer, University of Missouri, Kansas City

Megan Schoettler, Miami University of Ohio

11-Writing Pedagogies and Processes

D.17 Embodied Exposition: Theater in the Composition Classroom

Faculty who teach expository writing to BFA students explore the experiential uses of theater and performance principles in composition.

B116

Speakers: Megan Shea, New York University, “Affective Research: Hacking the Chore of Inquiry”

Michael Tyrell, New York University, “The Sound of Drama: Reading and Voiced Texts”

Christopher Wall, New York University, “Through the Side Door: Inductive Introduction of Concepts through Visual Complexity”

Ethan Youngerman, New York University, “Beyond Conversation: Dramatic Dialogue as Experiential Textwork”

6-Information Technologies

D.18 Cultivating Code Literacy

Two presenters tell stories of learning to code and investigating applications for wearable devices. A third responds as a seasoned programmer.

D133

Chair: David Blakesley, Clemson University

Speakers: David Blakesley, Clemson University, “Augmenting (Rhetorics and) Realities: Developing for the Microsoft Hololens”

Ann Hill Duin, University of Minnesota, “Investigating Wearables for Composition Pedagogy”

David Rieder, North Carolina State University, “Adventures in Coding”

11-Writing Pedagogies and Processes

D.19 Cultivating STEM-Writing Success through Diagnostic Assessment, Genre Analysis, and Writing Centers

Panel discusses three approaches to writing pedagogy that support success and retention of STEM students throughout their college careers.

A106

Chair: Natasha Artemeva, Carleton University

Speakers: Natasha Artemeva, Carleton University, “From Diagnosis to Support: Targeting the Writing Development of First-Year Engineering Students for Retention and Success”

Dana Ferbrache-Darr, The Ohio State University, “Writing Centers and STEM Writing: Meeting the Needs of Graduate Students in STEM Fields”

Janna Fox, Carleton University, “From Diagnosis to Support: Targeting the Writing Development of First-Year Engineering Students for Retention and Success”

Katherine Schaefer, University of Rochester, NY, “Working with Disciplinary Experts: Using a Rhetorical Genre Analysis Approach to Teaching ‘Writing Up Your Research’ in Biology”

5-History

D.20 Composing Activist Spaces: The Spatial Rhetorics of Civil, Disability, and Men’s Rights Movements

This panel investigates how activists compose new meanings of space to argue for inclusion, rights, and justice.

F149

Speakers: Elizabeth Ellis, University of Maryland

Evin Groundwater, University of Illinois at Urbana-Champaign

Ruth Osorio, University of Maryland, College Park

Respondent: Jessica Enoch, University of Maryland

1-First-Year and Advanced Composition

D.21 Using Rhetoric to Promote a Nurturing Space for Disproportionately Impacted Student Groups in Community College First-Year Composition (FYC)

This panel explores equity-minded pedagogy in the first-year composition classroom that engages disproportionately impacted students.

B114

Chair: Jorge Villalobos, MiraCosta College

Speakers: Erica Duran, MiraCosta College, “Cultivating Their Strengths: How Flipping the FYC Course Advantages Student Veterans”

Brandon Reynolds, California State University San Marcos, “Cultivating Student Discussion on Race through Monster Narratives”

Monica Rodriguez, Palomar College, “Using the Rhetoric of *Mêtis* to Nurture Student Trust and Dialogue”

9-Professional and Technical Writing

D.22 Local and Global Demands on Technical and Professional Communication across Contexts in Latin America

This panel examines local and global demands on communication practices in Spanish for engineering and public health across Latin America.

F151

Chair: Chris Thaiss, University of California, Davis

Speakers: Rachel Bloom-Pojar, University of Dayton, “¿Tienes diabetes o Tienes azúcar? Negotiating Spanishes in a Transnational Health Program”

Julie Gerdes, Texas Tech University, “Countering Narratives with Shared Metaphor Systems: An Analysis of the 2016 Zika Outbreak”

Elizabeth Narváez-Cardona, Universidad Autónoma de Occidente, Colombia, “Characterizing Senior Writing of Colombian Industrial Engineers”

Lucia Natale, Universidad Nacional de General Sarmiento, “The Challenges of Reporting the Professional Practice in Engineering in Argentina”

12-Theory

D.23 Mobile Interactivity as Public Writing Practice

This panel advances rhetorical theories of mobile composition genres such as augmented reality, knowledge games, and interactive memorials.

B118

Speakers: Sidney I. Dobrin, University of Florida

Steven Holmes, George Mason University

Sean Morey, University of Tennessee-Knoxville

John Tinnell, University of Colorado Denver

8-Language

D.24 Negotiating Language Identities: Language Narratives, Translingual Englishes, and the Writing Goals of International Students

Student language narratives negotiate language identities and challenge categories (“international,” “native”) in US classrooms.

D135

Chair: Jonathan Hall, York College, City University of New York

Speakers: Jonathan Hall, York College, City University of New York, “Everyday Translingualism: Language Narratives and Negotiated Language Practices”

Nela Navarro, Rutgers University, New Brunswick, “Negotiating Language Goals: Language Identities, Ideologies, and Practices of International Students as Challenges for ‘English-Only’ Writing Programs”

Heather Robinson, York College/CUNY, “Translanguaging and the Art of Negotiation”

14-Cultivating Connections, Cultivating Space

D.25 Locations of Change: Cultivating Intellectual Exchange among Communities

Panelists offer strategies for intergenerational interactive work in rhetoric/composition and writing studies theory and practice.

F152

Chair: Laura Micciche, University of Cincinnati

Speakers: Jennafer Alexander, University of Missouri–Saint Louis

Mary Boland, California State University, San Bernardino, “Cultivating Exchange: When Composition Graduate Students and Faculty Across the Disciplines Collaborate”

Suelynn Duffey, University of Missouri–St. Louis, “Beyond the Waves: Rhetorics of Intergenerational Feminisms”

John Hanly, Monmouth University, “Can Senior Seminar Become a Site for the Intellectual Work of Composition? Cultivating Reflection on Composition, Rhetoric, and English Studies”

11-Writing Pedagogies and Processes

D.26 Sustaining Reading and Cultivating Writing in Crowded Digital Spaces

The panel examines collaborative meaning-making and composing strategies for cultivating and sustaining reading practices in digital spaces.

A107

Speakers: Mary Lamb, Clayton State University, “Collaborative Reading: Texts, Screens, and Para-readers”

Donna Qualley, Western Washington University, Bellingham, “How Writing Can Sustain Reading”

Cheryl Smith, Baruch College, CUNY, “Social Annotation for Close Reading”

Kristen Turner, Fordham University, “Creating Connected Adolescent Readers”

4-Creative Writing

D.27 The Creative Capacities of Writing Studies

Explores creativity in peripheral writing studies contexts, including STEM, autobiography, ethnography, and creative writing pedagogy.

C124

Chair: Kevin Moore, University of California, Santa Barbara, “Creativity and Ethics in the Engineering Writing Classroom”

Speakers: Janelle Adsit, Humboldt State University, “Is Creative Writing Part of Writing Studies?”

Sue Doe, Colorado State University, Fort Collins, “How the Arts Can Inform STEM Writing: Social Practice as Threshold Concept in Writing Studies”

Daniel Wuebben, University of Nebraska at Omaha, “Creativity and Collaboration in Autobiographical Curriculum”

13-Writing Programs

D.28 Peer Teaching and Tutoring Strategies in the Writing Center and Beyond

Panelists discuss teaching for transfer, proofreading, and other response strategies for facilitating student writing in the writing center and beyond.

E148

Chair: Emily Isaacs, Montclair State University

Speakers: Daisy Miller, Hofstra University, “Listening and Reporting: Peer Tutors as Transfer Informants”

Heather Blain Vorhies, University of North Carolina at Charlotte, “Challenging the Myth of Self-Correction in the Writing Center”

Carolyn Wisniewski, University of Illinois at Urbana-Champaign, “Novice Writing Teachers’ and Tutors’ Development of Effective Response Strategies”

14-Cultivating Connections, Cultivating Space

D.29 Searching Global Rhetorics, Recovering Alternative Discourse Communities

This panel will explore alternative discourse communities that non-Western rhetorical practices can afford in the writing classroom.

D137

Speakers: Stephen K. Dadugbolor, University of Texas at Austin, “Ghanaian Rhetorics in Contemporary Political Discourse”

Iklim Goksel, Indiana University–Purdue University Fort Wayne, “Balbal Stones: Seeking Alternative Discourse Communities in Turkic Visual Rhetoric”

Elif Guler, Longwood University, “Kutagdu Bilig: Rhetoric as the Study of Finding Happiness in an 11th-Century Islamic Text”
Shurli Makmillen, Claflin University, “Rhetorics of Identity and Identification in Indigenous Academic Writing”
Michelle Riedlinger, University of the Fraser Valley, “Rhetorics of Identity and Identification in Indigenous Academic Writing”

3-Community, Civic & Public

D.30 Queer Pedagogies: Fostering Stronger Collaboration and Community Engagement

Queer perspectives on approaching and enacting community engagement.

B110

Chair: Lucy Rai, The Open University

Speakers: Jennifer Ansley, Duke University, “Queer Pedagogies in the First-Year Writing Classroom”

Amanda Fields, Fort Hays State University, “Collaborative Composing: Social Action in an LGBTQIA+ Student Organization at a Rural State University”

Caro Raedeker-Freitas, San Diego State University, “Hearing Queers in the Archives: Stories of Public Subjectivities through Sound”

12-Theory

D.31 Institutional Fatigue: Confronting Bias in Academic and Nonacademic Workplaces

Panelists theorize and address the rhetorical/historical realities of bias and marginalization in academic and nonacademic workplaces.

D134

Chair: Nathan Shepley, University of Houston

Speakers: Danielle Lavendier, University of New Hampshire, “Body of Knowledge: The Teacher’s Body and the Objectifying Stare”

Jean Kearns Miller, Washtenaw Community College, “Collegiality and the Fate of Disabled Faculty”

Sarah Moseley, Old Dominion University, “Becoming Firefighters: Women’s Heritage Literacies in the Workplace”

David Wallace, California State University, Long Beach, “A Queer Reading of the Rhetoric of Microaggressions”

12-Theory

D.32 Public Bias and Counterpublic Resistance

Three panelists discuss the rhetorical strategies for resisting and speaking back to public rhetorics of bias and oppression.

D140

Chair: Adnan Salhi, Henry Ford College

Speakers: Doug Cloud, Colorado State University, “Resisting Change: Rhetorical Strategies for Revealing/Concealing Animus in Public Arguments about LGBTQ People”

Holly Fulton, Arizona State University, “Cultivating Thick Understandings of Race in the Composition Classroom through the Cross-Pollination of Public Spheres”

Sarah Puett, University of Minnesota, Twin Cities, “Literacy of Counterpublics: Ethnographic Studies of Local Resistance”

6-Information Technologies

D.33 Deploying Feminist Rhetorical Strategies Online

Presenters analyze gender virtual spaces to illuminate their oppressive and empowering qualities.

B112

Chair: Jacqueline Amorim, Florida International University

Speakers: Christine Jeansonne, Louisiana State University, Baton Rouge, “Creating Communities: Feminist Rhetorical Strategies for Composing Together Online”

Stephanie Weaver, University of Louisville, “Screenshot or It Didn’t Happen: The Multimodal Citation Practices of GamerGate”

11-Writing Pedagogies and Processes

D.34 Theories of Grammar and/or Style

This panel examines the benefit of renewed attention to style versus grammar in developing students as writers.

D132

Chair: Pavel Zemliansky, University of Central Florida

Speakers: Keith Comer, Massey University, “Writers’ Interactions with Grammar and Style Checking Applications: Not Drowning but Waving”

Keith Rhodes, University of Denver, “Feeling Our Way toward Engagement: Teaching Written Style as Culturally Structured Intuition”

Brandy Scalise, University of Kentucky, “‘I am a writer’: Rhetorical Grammar and Student Agency”

14-Cultivating Connections, Cultivating Space

D.35 Cultivating a Critical Approach to Social Media Research in Rhetoric and Writing Studies

Our panel critically examines social media, exploring how platforms shape data circulation, activist discourses, and exclusionary practices.

D138

Speakers: Dustin Edwards, University of Central Florida

Bridget Gelms, Miami University

Liz Lane, Purdue University

1-First-Year and Advanced Composition

D.36 Learning to Write Disciplines: Cultivating Students' Disciplinary Knowledge across Sites of Learning

This panel examines three sites of disciplinary learning for undergraduates and offers strategies for furthering students' development.

B115

Chair: Gwendolynne Reid, North Carolina State University

Speakers: Rachel Buck, University of Arizona, Tucson, "Cultivating Disciplinary Knowledge in the Composition Classroom: The Challenges and Rewards of Using MICUSP"

Gwendolynne Reid, North Carolina State University, "Of Whales, Hearts, and Databases: An Undergraduate's Rhetorical Education in and out of the Lab"

Robin Snead, University of North Carolina, Pembroke, "The Spaces within and between: Rhetorical Borderlands in Disciplinary Writing"

5-History

D.37 Global Sites of Rhetorical Histories

Presenters on this panel map new locations toward the goal of an inclusive historiography of rhetoric.

B111

Chair: Erin Kelly, University of Victoria

Speakers: Lisa Arnold, North Dakota State University, "Uncovering Transnational Literacy History: Beirut's 'Muslim Crisis' of 1909"

Natalia Avila, Pontificia Universidad Católica de Chile, "What We Talk about When We Talk about Writing Studies in Latin America"

Erin Cromer, Purdue University, "(Re)Historicizing Transnational Rhetorics: Cultivating Methodologies of Historiographical Integration"

Miriam Fernandez, Washington State University, "Malintzin, the Aspasia of the Americas"

Federico Navarro, Universidad de Chile/CONICET, "What We Talk about When We Talk about Writing Studies in Latin America"

9-Professional and Technical Writing

D.38 Global and Local Issues in Intercultural Communication

This panel explores intercultural communication in technical and professional communication in local and global contexts.

C122

Chair: Jennifer Gray, College of Coastal Georgia

Speakers: Ana Codita, Case Western Reserve University, “Incorporating Intercultural Communication in the Technical Writing Pedagogy: A New Horizon, or a Dilemma?”

Dilli Edingo, York University, “New Media-Enhanced Intercultural Communication: An Emic Way of Producing Knowledge and Making Meaning”

Lehua Ledbetter, University of Rhode Island, “Cultivating Regionally Adaptive Professional Writing Curricula: A Case Study”

3-Community, Civic & Public

D.39 Queer Archives, Producing Public Memory, and Activism

This panel examines queer activist strategies for documentation and circulation across several archival, multimodal, and pedagogical sites.

E145

Speakers: Angie Balsarini, University of Nebraska at Omaha, “Queer Film and Producing Public Memory for the Queer Omaha Archives”

Tammie M. Kennedy, University of Nebraska at Omaha, “Queer Film and Producing Public Memory for the Queer Omaha Archives”

Casey Miles, Michigan State University, “The Queer Critical Research Practices of the Gender Project”

Laura Tetreault, University of Louisville, “Queer Digital Archives and Activist Circulation”

11-Writing Pedagogies and Processes

D.40 Failure as Opportunity

These presentations showcase the benefits of failure in both student learning and faculty development.

C126

Chair: Katelyn Stark, Florida State University

Speakers: Calley Marotta, University of Wisconsin, “Complicating Failure: Toward a Situated Understanding of Failure and Difficulty in Multimodal Classrooms”

Meredith Singleton, Miami University, “Braving the Winds of Change: Lessons Learned from Faculty Participants in a Pedagogical Study”

Julia Smith, Georgia Institute of Technology, “Look to Your Right and Left, One of You Will Fail: Reclaiming Failure as Opportunity in the Multimodal Classroom”

7-Institutional and Professional

D.41 Now What? Creating the Post-Job Market Action Plan

Presentation on interview data from a CCCC's grant project, little narratives, and professional sustainability.

B119

Speakers: Juliette Kitchens, Nova Southeastern University

Claire Lutkewitte, Nova Southeastern University

Molly Scanlon, Nova Southeastern University

14-Cultivating Connections, Cultivating Space

D.42 Challenges to the Field: Cultivating New Perspectives on Persistent Issues

Panelists offer challenges to persistent issues facing members of our discipline.

C121

Chair: Elizabeth Flynn, Michigan Technological University

Speakers: James Arrington, University of Pennsylvania, "Disciplining the Digital"

Rebecca Garcia, California State University, San Bernardino, "Rejecting Process, Fostering Chaos: How the Language of Writing Reinforces Hegemony"

Joshua Kutney, Lakeland University, "(Re-)Creating Composition Studies: A Discipline's Search for a Unifying Vision"

Alberta Ramirez, San Bernardino Valley College, "Rejecting Process, Fostering Chaos: How the Language of Writing Reinforces Hegemony"

Jon Stansell, Belmont College, "'Voice' Is Alive Today: Steps toward Conceptual Rehabilitation"

11-Writing Pedagogies and Processes

D.43 Composing Medical Humanities: Innovative Writing Pedagogies

This panel considers innovative approaches to composing in the spaces of interdisciplinary medical humanities outreach and instruction.

A105

Chair: Anita Helle, Oregon State University

Speakers: Vicki Tolar Burton, Oregon State University, "Contemplative Composing for Resilience and Compassion"

George Estreich, Oregon State University, "Writing about Intellectual Disability for a Clinical Audience: Biography of an Essay"

Anita Helle, Oregon State University, "Embodied Rhetorics and Attunement in Reading/Writing Pedagogies"

1-First-Year and Advanced Composition

D.44 From Culling Sources to Cultivating Successful Habits of Mind: Reconsidering the Research Essay in the 21st Century

We highlight ways innovative research projects provide students with increased perspective, academic confidence, and transferable skills.

B113

Chair: Bri Lafond, Riverside City College and California State University, San Bernardino

Speakers: Francesca Astiazaran, California State University, San Bernardino, “Engaging L2 Learners through Multimodal Research: #makingmeaning #usingwhatyouknow”

Ashley Hamilton, University of La Verne, “Implementing Selfe’s Notions of Aurality and Writing: Cultivating Humor in the FYC Classroom through a Multimodal Research Project”

Bri Lafond, Riverside City College and California State University, San Bernardino, “Thinking Outside the ‘Box Logic’: Curating Context in the FYC Classroom”

Daniel Reade, Norco College, “A Steady Construction of Knowledge: Cultivating Awareness of Conversation and Context”

1-First-Year and Advanced Composition

D.45 Writing Program Pedagogies for STEM Education

Presenters explore pedagogies that meet the needs of STEM programs.

A103

Chair: Trevor Meyer, University of South Carolina, Columbia

Speakers: Kimberly Bernhardt, New York University Expository Writing Program, “Accommodating Changing Student Populations: Adapting Writing Program Pedagogy to Meet the Needs of STEM-Focused English Language Learners”

Nathan Bollig, University of Minnesota-Twin Cities, “Cultivating Composition Skills Across Curriculums: Recognizing and Retaining Rhetorical Knowledge in a Writing-Intensive Engineering Course”

Susan Lang, Texas Tech University, “‘You’re Doing What?!’: Piloting STEM-Style Delivery of First-Year Writing”

Monica Norris, Texas Tech University, “‘You’re Doing What?!’: Piloting STEM-Style Delivery of First-Year Writing”

Jason Rocha, University of Wisconsin-Madison, “Science as Narrative: Toward a First-Generation STEM Literacy”

12-Theory

D.46 Queering Public Rhetorics: Cultivating Writing Pedagogies at the Intersections of Race, Class, Gender, Sexuality

Bringing community-based discourses of identity into writing pedagogies invites students to cultivate power and a public voice.

D136

Chair: Kathleen Livingston, Michigan State University

Speakers: Wonderful Faison, Michigan State University, “Race, Writing Centers, and Composition: Subverting Racialized and Classed Institutional Spaces”

Kathleen Livingston, Michigan State University, “Queer Community-Based Pedagogy for Consent Education”

Molly Ubbesen, University of Wisconsin-Milwaukee, “Queering and Querying the Practice of Preferred Names and Gender Pronouns”

Respondent: Zan Goncalves, Franklin Pierce University

13-Writing Programs

D.47 Ecology, Uncertainty, and Agency in WAC Programs

Speakers and attendees engage in robust conversation about ecological principles of WAC/WID across institutions and development stages.

Portland Ballroom 258

Speakers: Laura Davies, SUNY Cortland

Crystal Hendricks, Syracuse University

Brian Hendrickson, University of New Mexico, Albuquerque

Tiffany Rousculp, Salt Lake Community College

Jason Saphara, Colorado State University-Pueblo

Christian Weisser, Penn State Berks, Reading, PA

13-Writing Programs

D.48 Cultivating Change from the Ground Up: Models for Grassroots Curricular Assessment

This panel presents results of three grassroots approaches to curricular assessment, spurring change based on multiple perspectives.

E144

Speakers: Maria Conti, University of Arizona, “Rooted in the Evidence: Student Learning Outcomes and Curriculum Assessment”

Rachel LaMance, University of Arizona, “Planting Seeds for Linguistic and Cultural Success: Assessment of an L2 Basic Writing Course”

Susan Miller-Cochran, University of Arizona, “Taking Time to Till the Soil: Fostering Faculty Autonomy through Involvement in Programmatic Assessment”

10-Research

D.49 Innovation, Adaptation, Transparency: Creating Change in Writing Research Methodologies

This panel advocates and enacts new methodological models of writing research, calling for disciplinary change, flexibility, and openness.

E141

Speakers: Elizabeth Chamberlain, Arkansas State University, “Hello, World: Productive Intersections of Algorithmic Thinking and Humanistic Inquiry”

Rachel Gramer, University of Louisville, “Bounding and Aligning: The Warp and Weft of Writing Research Dissertation Methods”

Jessica Restaino, Montclair State University, “Method as Lost and Found: Risk, Uncertainty, Knowledge-Making”

Mary P. Sheridan, University of Louisville, “Community Teach-In: Building Methodologies in CE”

Respondent: Bob Broad, Illinois State University

13-Writing Programs

D.50 Creating Meaningful Programmatic Assessment with the AAC&U VALUES Rubrics

Report on survey of national use of AAC&U VALUES rubrics, two case studies of their use, and a brief interactive workshop on adapting the rubrics.

E143

Speakers: Nicki Litherland Baker, Fountainhead Press

Jennifer Grouling, Ball State University

Patricia Lynne, Framingham State University

Megan O’Neill, New Jersey Institute of Technology

10-Research

D.51 Cultivating Writing Students’ States of Mind

Panelists explore how student-writers’ mindsets affect writing processes and performances.

C125

Chair: Jessica Melilli-Hand, College of Coastal Georgia

Speakers: Erika Nielson, Texas State University, “Cultivating Mindfulness and Compassion in Developmental Literacy Students”

Laura Schubert, James Madison University, “Do Fixed Mindsets Hinder Student Writers, and How Can Writing Tutors Help Cultivate Growth Mindsets?”

Ryan Stark, Corban University, “Spiritual Development in Undergraduate Writing Curricula”

1-First-Year and Advanced Composition

D.52 Implications of WAC: Sites of Writing Education for and in Scientific Majors and Programs

Presenters discuss interdisciplinary awareness in First-Year Composition.

A104

Chair: Laura Romano, Ball State University

Speakers: Sandie Friedman, George Washington University,
“Metadisciplinary Awareness: Theory and Practice for First-Year Composition”

Ann Martin, Louisiana State University, “This Won’t Hurt a Bit: Preparing Pre-Nursing Students, Pumping Up Your University Writing Program, and Pleasing Yourself in the Process”

Kenny Smith, University of California, Santa Barbara, “How to Write with Statistics: Cultivating a Better Understanding of Science in the FYC Classroom”

1-First-Year and Advanced Composition

D.53 Perforating Writing Studies: Exploring Content through Games, Networks, Software Development, and Digital Collaboration

This panel explores shifting disciplinary definitions of writing and content creation through pedagogical practices and curriculum design.

F150

Speakers: Jeff Greene, Kennesaw State University

Kim Haines-Korn, Kennesaw State University

Pete Rorabaugh, Kennesaw State University

2-Basic Writing

D.54 The Politics of Belief in Student Capacity: How Three California Community Colleges Initiated the California Model of Corequisite Composition

Early adopters from three colleges will share their experiences of implementing corequisite developmental courses at their campuses.

D131

Speakers: Chris Gibson, Skyline College

Joshua Scott, Solano College

Wendy Smith, San Diego Mesa College

E Sessions: 4:45–6:00 p.m.

Cultivate and Think Tank Sessions

Cultivating Caregiving

E.01 Cultivating Balance in Caregiving: A Cross-Generational Conversation

Our Cultivate session involves a cross-generational conversation taking up a phenomenon affecting all generations: all generations are caregivers and they are caring for all other generations. Our session begins with a brief introduction that draws on research and resources about care, caregiving, interdependence, and disability to set the topic. Conversation, however, will be the primary activity. Participants will move to cross-generational tables for open discussion of scenarios and concerns, guided by table leaders who will facilitate discussion, take notes, and report back to the large group and to the cosponsoring CCCCs groups: CCCC Taskforce on Cross-Generational Connections, Standing Group on the Status of Women in the Profession, and the Committee on Disability Issues.

Portland Ballroom 251

Chair: K. Hyoejin Yoon, West Chester University

Facilitators: Patrick Berry, Syracuse University

Kristine Blair, Youngstown State University

Jay Dolmage, University of Waterloo, Ontario, Canada

Candace Epps-Robertson, Old Dominion University

Kay Halasek, The Ohio State University, Columbus

Lydia McDermott, Whitman College, Walla Walla, WA

Elisabeth Miller, University of Nevada, Reno

Louise Wetherbee Phelps, Old Dominion University

Christine Tulley, University of Findlay

Cultivating Our Public Voice

E.02 Cultivating a Public Voice: Entering Public Discourse as Public Intellectuals, Experts, Activists, and Digital Citizens

Concerned with public misconceptions about writing, the work of rhetorical studies, and the field of composition studies, many rhetoric and composition scholars have urged us to take up roles as public intellectuals, experts, community activists, and digital citizens, translating our knowledge for various publics, counterpublics, and audiences. Now is a kairotic moment to “go public.” In order to

cultivate a public voice for individual scholars, students, and the broader field, the facilitators of this session offer examples of the way each has worked to enter public dialogues to bring about change. Facilitators will provide models and a process for others to follow. Ultimately, we hope to raise the profile of the field and of teachers and students in the discipline who wish to take on important public discussions and raise discourse to new levels.

Portland Ballroom 252

Facilitators: Paul Butler, University of Houston, “Public Intellectuals to the Rescue: Going Public to Promote Digital Literacy”

Frank Farmer, University of Kansas, “From Mediation to Remediation: The Unlikely Travels of a Counterpublic Intellectual”

Dianna Winslow, Rochester Institute of Technology, “Cultivating Public Pedagogies: The Work of Community-Engaged Teacher-Scholar Activists”

Respondent: Ryan Skinnell, San Jose State University

Think Tank on Equity in CCCC

E.03 Cultivating a More Equitable Professional Organization

The goal of this session is to work with a diverse group of participants from across identifications to develop a list of actionable recommendations for the CCCC Executive Committee and for the organization more generally. Building on the Cultivate session “Working and Getting Worked: An Interactive, Decolonial, Queer, and Feminist Roundtable on Labor in Rhetoric and Composition,” this Think Tank will start with a fifteen-minute rapid brainstorm of issues over Google Drive. These issues will be used to develop a collectively articulated vision statement or set of long-term goals, along with a clear list of action items that can be immediately delivered to the EC.

Portland Ballroom 256

Facilitators: Stephanie Kerschbaum, University of Delaware

Garrett Nichols, Bridgewater State University

Catherine Prendergast, University of Illinois at Urbana-Champaign

Joyce Rain Anderson, Bridgewater State University

Donnie Sackey, Wayne State University

Jennifer Sano-Franchini, Virginia Tech

Bo Wang, California State University, Fresno

7-Institutional and Professional

E.04 Studies in Writing and Rhetoric: Cultivating Capacity for Authors, Creating Change for the Field

Sponsored by the Studies in Writing and Rhetoric Series

Annual session to provide an opportunity to learn about the Studies in Writing and Rhetoric series, as well as to meet the editor and editorial board.

E145

Chair: Stephen Parks, Syracuse University

Speakers: Telsha Curry, Syracuse University, “Beginning a Conversation with SWR”

Jay Jordan, University of Utah, “Cultivating Capacity: From Dissertation to Book Proposal”

Vani Kannan, Syracuse University, “Beginning a Conversation with SWR”

Rhea Estelle Lathan, Florida State University, “Creating Change: From Proposal to Book”

Jaquetta Shade, Michigan State University, “Producing the Future: The Book I Need”

9-Professional and Technical Writing

E.05 Engineering Communication and the Professional Identities of Women in Engineering

Sponsored by the Writing and STEM Standing Group

This panel explores gender and communication in engineering using both historical texts and experiences of women students and professionals.

F150

Chair: Marie Paretti, Virginia Tech

Speakers: Meaghan Brewer, Pace University, “Practical Genius: Engineering, Technology, and Useful Knowledge in *Godey’s Lady’s Book*”

Cassandra Groen, Virginia Tech, “Gender, Communication, and Identity in Civil Engineering”

Mary McCall, Purdue University, “The Impact of the Technical/Communication Divide on Female Engineering Identity Formation”

Lisa McNair, Virginia Tech, “Gender, Communication, and Identity in Civil Engineering”

Sean Moxley-Kelly, Arizona State University, “Professional Identity Sponsorship and Rhetoric of Credibility in the Society of Women Engineers”

14-Cultivating Connections, Cultivating Space

E.06 Intersectionality: Rhetorics of Labor, Identity, and Coalition Politics for Writing Studies Activists

Sponsored by the Labor Caucus

This panel examines the intersectionality of rhetorics of labor, identity, and coalition politics for writing studies activists.

Portland Ballroom 257

Chair: Michelle LaFrance, George Mason University

Speakers: Anicca Cox, “Working the Edges: Organizing Action Frameworks”

Craig Crowder, University of Kentucky, “Rhetorical Agency in Worker-Student Coalitions”

Seth Kahn, West Chester University, “Trans Justice, Economic Justice: An Intersecting Dialogue”

G. Patterson, Ball State University, “Trans Justice, Economic Justice: An Intersecting Dialogue”

Maxwell Philbrook, University of Missouri-Columbia, “On Disruptive Coalitions”

1-First-Year and Advanced Composition

E.07 A Reasonable Faith: Rhetoric, Christianity, and the Teaching of Writing

This panel asks that we rethink faith as a source of rhetorical theory and practice.

B114

Chair: John Pell, Whitworth University

Speakers: Carrie Bates, SUNY Potsdam
Dana Elder, Eastern Washington University

Peter Moe, Seattle Pacific University, “Habit, Virtue, Writing”

12-Theory

E.08 Rewriting the Political Economy of Composition

The session offers ways to rewrite the work of composition, assessment, and writing programs by applying political economic theory.

B116

Chair: Min-Zhan Lu, University of Louisville

Speakers: Bruce Horner, University of Louisville, “English-Only Monolingualism and the Devaluation of Composition”

Asao Inoue, University of Washington, Tacoma, “The Circulation of Judgment and Value in the Writing Classroom”

Tony Scott, Syracuse University, “Mobilities, Crisis, and Valuation in the Political Economies of Composition”

8-Language

E.09 Language and Justice in Composition Pedagogy and Program Development

Speakers discuss issues of program development for teaching writing to English-language learners.

C122

Chair: Matthew Bridgewater, Woodbury University

Speakers: George Bunch, University of California, Santa Cruz, “Disciplinary Literacy for Language Minority Students in Community Colleges”

Tyler Evans-Tokaryk, University of Toronto, “Social Justice, WAC, and Academic Literacies: A Case Study in Knowledge Transfer between Canadian and South African Writing Centres”

Kylie Kenner, University of California, Santa Cruz, “Disciplinary Literacy for Language Minority Students in Community Colleges”

Nora Lang, University of California, Santa Cruz, “Disciplinary Literacy for Language Minority Students in Community Colleges”

Christopher Micklethwait, St. Edward’s University, “Combined Studio/Stretch Model for At-Risk International Students in First-Year Writing”

Heather Schlaman, University of California, Santa Cruz, “Disciplinary Literacy for Language Minority Students in Community Colleges”

6-Information Technologies

E.10 Activist Rhetorics in 140 Characters

Panelists advocate for the use of Twitter in responding to injustice, trauma, and oppression.

B112

Chair: Spencer Smith, Ohio University

Speakers: Elisa Findlay, University of Wisconsin-Madison, “Digital Micro-Activism: Dismantling Sexism One Tweet at a Time”

Megan McIntyre, Dartmouth College, “Twitter’s #OpenDoor: Material-Rhetorical Agency and Altruism in the Aftermath of Terror”

Olivia Ordonez, University of Michigan, “#NotMyNHL: Context Collapse and Online Identity”

13-Writing Programs

E.11 The Aim of Out in the Center: Cultivating Change through Public Controversies and Private Struggles

This session examines how public controversies that enter the writing center can cultivate capacity for individual and institutional change.

E147

Chair: Harry Denny, Purdue University

Speakers: Robert Mundy, Pace University

Liliana M. Naydan, Penn State Abington

Richard Severe, Valparaíso University

Anna Sicari, St. John's University, Queens, NY

13-Writing Programs

E.12 Cultivating Success: Building Connections and Creating Conditions for Change

Working to ensure our program meets the demands of students and their future employers, we investigate the needs of the workplace community.

E146

Speakers: Patricia Welsh Droz, University of Houston–Clear Lake

Leticia French, University of Houston–Clear Lake

Lorie Jacobs, University of Houston–Clear Lake

8-Language

E.13 Cultivating Learning through Recognition of Multilinguals' Rhetorical Attunement across Contexts

This panel discusses multilinguals' rhetorical attunement across contexts and pedagogies to cultivate student learning during this process.

D137

Chair: Anne Ruggles Gere, University of Michigan, Ann Arbor

Speakers: Eunjeong Lee, Penn State University, "Rhetorical Attunement and Transfer: Seeing the Invisible in Multilingual Student Writing"

Ryan McCarty, University of Michigan, "Translational Learning: Bilingual Students' Language Developments in Early College"

Shakil Rabbi, Pennsylvania State University, State College, "Learning through Recontextualization: The Role of Rhetorical Attunement for a Graduate Writer Writing for Scholarly Publication"

8-Language

E.14 Investigating Unfamiliar Genres to Promote Second-Language Writing Teacher Development: Novice Teachers' Engagement with the Unfamiliar Genre Project in an L2 Writing Teacher Education Course

We present multiple perspectives on how novice L2 writing teachers used an unfamiliar genre project to foster professional development.

D138

Chair: Dorothy Worden, University of Alabama

Speakers: Shiao-Wei Chu, American Language and Culture Program, University of Idaho, "Pedagogical Content Knowledge, Unfamiliar Genres, and the Novice Teacher of L2 Writing"

Tenzin Dulal, University of Idaho, "Teaching Short Story Writing to EFL Learners"

Lorae Fox, University of Idaho, "Using Audio Essays to Cultivate Voice and Self-Efficacy in ESL College Writing"

Derek Reagan, University of Idaho, "Autoethnography: Adapting an Unfamiliar Genre for Critical Reflection and Liberatory Learning"

Dorothy Worden, University of Alabama, "Pedagogical Content Knowledge, Unfamiliar Genres, and the Novice Teacher of L2 Writing"

11-Writing Pedagogies and Processes

E.15 Cultivating Pedagogies: Innovations in Professional Development

Through examination of new technologies and theories, this panel provides options for expanding faculty approaches to teaching writing.

D134

Chair: Tara Williams, California State University, Fresno

Speakers: Shannon Howard, Auburn University at Montgomery, "Are They Really Ideas Worth Spreading? Relying on TED Talks to Teach Research, Idea Formation, and Brainstorming"

Rory Lee, Ball State University, "The Teaching of Digital Rhetoric and the Cultivation of an Emerging (Sub)Field"

Lisa Tremain, Humboldt State University, "We Are Engaged In Transfer, Too: Meta-Transfer and Reflective Professional Practice in Writing Programs and Classrooms"

1-First-Year and Advanced Composition

E.16 Building a Mentor Program: Shadow Clusters, Immersion, and Integration

Panel discusses the shift in the mentoring program for GTAs. Changes include shadowing, immersion, and program and course integration.

B115

Speakers: Daniel Abitz, Georgia State University
Angela Marie Christie, Georgia State University
Charles Grimm, Georgia State University
Yunye Yu, Georgia State University

12-Theory

E.17 Charting the Audio and Cognitive in Composition and Writing

These panelists look at ways of learning writing through audio charting and cognitive mapping.

D140

Chair: Simone Billings, Santa Clara University

Speakers: Sara Hillin, Lamar University, “This Is Your Brain on Writing: Exploring the Cognitive Science–Based Composition Theory of Ronald Kellogg and Olive Thierry”

Julia Romberger, Old Dominion University, “The Environments We Write In: Cognitive Niche Theory and Writing Practices”

Jon Wargo, Wayne State University, “Cultivating a Composition That Listens: Sonic Literacies and Hearing Intra-Active Writing”

5-History

E.18 Unsettling (the) Archives

Presenters demonstrate diverse approaches to using archives, both familiar and unfamiliar to the field.

B111

Chair: Isaac Hinojosa, Texas A&M Corpus Christi

Speakers: Bradfield Dittrich, University of New Hampshire, “Texts of Value: Edward Channing and the Product Movement”

Corey McCullough, University of New Hampshire, “Collecting Ourselves: The National Archives of Composition and Rhetoric and the New History”

Keith Miller, Arizona State University, Tempe, “Rethinking Malcolm X: How Archives in Syracuse Refute the National Memory of an Icon”

Elizabeth Ashley Rea, Florida State University, “Cultivating an Ear for Difference: Listening as Sonic Archival Practice”

7-Institutional and Professional

E.19 Identity and Affect in Teacher Development

Presenters advocate improvement of writing instructor training through cultivating teacher awareness of affect, diversity, and identity formation.

B117

Chair: Roberta Henson, Indiana Wesleyan University

Speakers: Connie Kendall Theado, University of Cincinnati, “Cultivating Culturally and Linguistically Responsive Teaching in College Writing Classrooms: The Teacher-Ethnographer’s Notebook”

Michal Reznizki, University of San Francisco, “Cultivating Identity in the Practicum Course”

Elizabeth Saur, Miami University, “Understanding Affect’s Capacity: Recognizing the Potential of Instructors’ Affective Experiences in the Composition Classroom”

Tatjana Schell, North Dakota State University, “Cultivating Effective Strategies for Preparing International TAs to Teach College Composition: What American WPAs Should Know about Us”

13-Writing Programs

E.20 Switching the Players: Cultivating Cross-Disciplinary Conversations around Writing

Interdisciplinary writing conversations via an interdisciplinary minor; highlighted disciplinary, upper-division requirement, and assessment.

F151

Chair: Lisa Lebduska, Wheaton College (MA)

Speakers: Joseph Farago-Spencer, California State University, San Bernardino, “Approximating Disciplinary Membership in the Natural Sciences”

Lisa Lebduska, Wheaton College (MA), “Cultivating an Interdisciplinary Writing Minor”

Amanda Taylor, California State University, San Bernardino, “Interdisciplinary Approaches to Disciplinary Writing”

10-Research

E.21 Researching Multimodal Writing Assignments

This session presents research about multimodal writing assignments, exploring how sound, image, video, and blogging impact student learning.

C126

Chair: Jeffrey Breitenfeldt, Leeward Community College

Speakers: Bonnie Boaz, Virginia Commonwealth University, “Re-imagining the Process Movement: Investigating Students’ Processes for Composing Multimodal Compositions”

Christopher Dean, University of California, Santa Barbara, “Blogging to Cultivate Expert-Novices”

Barbara Gordon, Elon University, “Cultivating Learning: An Investigation of Multimodal vs. Traditional Writing Assignments”

Jessica Gordon, Virginia Commonwealth University, “Re-imagining the Process Movement: Investigating Students’ Processes for Composing Multimodal Compositions”

Kathleen Patterson, University of California, Santa Barbara, “Blogging to Cultivate Expert-Novices”

14-Cultivating Connections, Cultivating Space

E.22 Facilitating Transfer between Writing Center Studies and Composition Studies

This panel reveals productive sites of collaboration between writing center theory and comp theory.

C120

Speakers: Tyler Kaplan, Arizona State University

Sierra Lomprey, Washington State University

Kathryn Tucker, Nevada State College

10-Research

E.23 Cultivating Big Data Collaborations: Pedagogy, Design, Research

We report on an interdisciplinary big data project and develop recommendations for writing studies researchers undertaking similar projects.

E142

Speakers: Christopher Basgier, University of North Dakota, “Topical Tagging: A Digital Research Method for Disciplinary Discourses”

Travis Desell, University of North Dakota, “Integrating Interdisciplinary Writing and Research into a Senior Computer Science Capstone Course”

Jared Estad, University of North Dakota, “Writing up Research vs. Writing Code for a Big Data Software Platform”

David Haeselin, University of North Dakota, “Make It So: Specialized Vocabulary in Amateur Discourse Communities”

I-First-Year and Advanced Composition

E.24 Impact of Dual Enrollment on First-Year Composition

Presenters discuss negotiating the complications of dual enrollment.

A104

Chair: Kelly Whitney, New Mexico State University

Speakers: Staci Bernard-Roth, Central Gwinnett High School, “Serving Two Masters: Negotiating Contradicting Expectations in Dual-Enrollment Classes”

Scott Campbell, University of Connecticut, “High School Teachers in the FYC Ecology: Revising the Terms of Contingency”

Lucia Pawlowski, University of St. Thomas, “Solidarity through Resistance: Material Contexts in a High School–College Collaboration”

Kristen Weinzapfel, North Central Texas College, “Whose Culture Is It Anyway? Navigating the Hidden Curriculum in Dual-Credit Composition”

11-Writing Pedagogies and Processes

E.25 Responses to Challenges in Teaching and Learning Non-Western/Global Rhetorics

Scholar/teachers share for discussion pedagogical implications of current research in non-Western/global rhetorics.

Portland Ballroom 255

Chair: Keith Lloyd, Kent State University

Speakers: Geghard Arakelian, Syracuse University

Nicole Khoury, University of Illinois, Chicago

Elizabeth Lowry, Arizona State University, Scottsdale

Adnan Salhi, Henry Ford College

Hui Wu, University of Texas at Tyler

14-Cultivating Connections, Cultivating Space

E.26 Drawn Together: Cultivating Research and Theory at the Intersection of Rhetoric and Comics Studies

Cultivating connections between rhetoric and composition and comics studies beyond pedagogical imperatives.

E144

Speakers: Susan Kirtley, Portland State University

Rich Shivener, University of Cincinnati

Respondent: Molly Scanlon, Nova Southeastern University

7-Institutional and Professional

E.27 Breaking New Ground: Cultivating Teacher/Scholar/Activist Development across Institutional Contexts

This panel explores ways to cultivate professional activism, support for literacy, and teacher-scholar collaborations across institutions.

D136

Chair: Christie Toth, University of Utah

Speakers: Nicole Green, University of Nebraska-Lincoln, “Branching Out, Growing Together: Toward Creating a New Secondary/Postsecondary Collaborative Branch on the NCTE/CCCC Family Tree”

Darin Jensen, University of Nebraska-Lincoln, “Cultivating a New Generation of Two-Year-College Teacher/Scholar/Activists”

Katie McWain, University of Nebraska-Lincoln, “A Foot in Both Worlds: Toward a Teacher Development Framework for Dual-Enrollment Composition”

Amy Williams, University of Utah, Salt Lake City, “‘Existing as if You Were a God’: Cultivating a Richer Understanding of Prospective College Students’ Literacy”

Respondent: Christie Toth, University of Utah

11-Writing Pedagogies and Processes

E.28 The Play’s the Thing: Cultivating Voice and Agency through a Gaming Pedagogy

This panel will explore how games and structured play can help writers think through processes, discover agency, and cultivate voice.

A105

Chair: Angela Green, University of Mississippi

Speakers: Thomas Bagwell, University of Mississippi

Dave Miller, University of Mississippi

Colleen Thorndike, University of Mississippi

9-Professional and Technical Writing

E.29 Contemporary Issues in Technical and Professional Communication Genres

Speakers explore theories and uses for technical and professional genres in and beyond the classroom.

C125

Chair: Annie James, Howard University

Speakers: Brian Gogan, Western Michigan University, “Using ‘White Paper Pedagogy’ to Cultivate Diversity, Inclusion, and Equity”

Lenny Grant, Virginia Tech, “Intra-Institutional Science Writing Collaborations: A Case Study with Recommendations”

Cassandra Hockman, Virginia Tech, “Intra-Institutional Science Writing Collaborations: A Case Study with Recommendations”

Stefanie Johnson, Adventist University of Health Sciences, “Homegrown: Changing National Policy by Cultivating Local Genres”

3-Community, Civic & Public

E.30 Students as “Agents of Integration” and Social Change: Cultivating Transfer between the Classroom and Community

Through studies of students’ co- and extracurricular community engagement, we explore ways to support transfer beyond classroom contexts.

Portland Ballroom 258

Speakers: Sarah Hart Micke, University of Denver, “Students Teaching Writing: Cultivating Transfer in a Community Literacy Organization”

Megan Kelly, University of Denver, “Lessons from the ‘Campaign Toolbox’: What We Can Learn about Composition from Student Activist Organizations”

Heather Martin, University of Denver, “Self-Directed Service in the Composition Classroom: Opportunities for Agency and Transfer”

1-First-Year and Advanced Composition

E.31 Tracing Roots, Cultivating New Growth: A Retrospective Prospective Exploration of Transfer

Interactive session about how three instructors’ roots in one graduate program shape transfer projects at their separate institutions.

B113

Chair: Donna Qualley, Western Washington University, Bellingham

Speakers: Justin Ericksen, Whatcom Community College

Samuel Johnson, Wenatchee Valley College

LeAnne Laux-Bachand, University of Washington Tacoma

14-Cultivating Connections, Cultivating Space

E.32 Sustaining the Myriad: Rhet/Comp Scholarly-Creatives Talkin' That Talk

This round-robin panel elucidates the discourse of rhet/comp scholars who develop writing voices both within and outside of rhet/comp.

C123

Speakers: Tara Betts, University of Illinois, Chicago

Todd Craig, Medgar Evers College, CUNY

Keith Gilyard, Pennsylvania State University, University Park

Gwendolyn Pough, Syracuse University

1-First-Year and Advanced Composition

E.33 Approaches to Teaching Personal Narrative

Conversations that complicate the “writer” and social awareness of undergraduate writers are considered.

A103

Chair: Diane Davis, Johnson County Community College

Speakers: Thomas Allbaugh, Azusa Pacific University, CA, “Teaching Personal Writing, Teaching Genre: Cultivating Genre and Social Awareness in Undergraduate Writers”

Philip Sloan, Oakton Community College, “(Re)Conceptualizing the ‘Writer’ in Composition Studies”

Robert Yagelski, SUNY-Albany, “Writing about More Than Writing: Teaching Academic Writing as a Means to Well-Being”

10-Research

E.34 Cultivating Change in Writing Assessment for Large-Scale and Classroom-Based Practices

Assessment scholarship has begun to take up the challenge of ethical writing assessment, and this panel builds upon this conversation.

E143

Speakers: Robin Gallaher, Northwest Missouri State University, “Understanding the Role of Heuristic-Driven Decision Making in Program Assessment Knowledge Transfer and Validity”

Leigh Graziano, University of Arkansas at Monticello, “Measuring without Rulers: Toward a Non-Hierarchical Approach to Programmatic Assessment”

Josh Lederman, Brandeis University, “Validity Theory and Classroom-Based Assessment”

Marc Scott, Shawnee State University, “Racialized Whiteness and Writing Assessment: A Case for Antiracist Writing Assessment in Appalachia”

5-History

E.35 Balancing the Books: Political Economy and Literacy Education across History

We consider literacy education at various moments since the late 19th century to examine how political economy shapes teaching and learning.

B119

Speakers: Paige Hermansen, University of Arkansas, Fayetteville
Jasmine Lee, University of California, Irvine
Marcus Meade, University of Nebraska-Lincoln

13-Writing Programs

E.36 The Utility and Assessment of Writing Centers for Graduate Students

Presenters explore writing centers' measured capacity for graduate student writers.

F152

Chair: David Cregar, New York University

Speakers: Anne Ernest, University of Utah, "Cultivating Writing Center Growth through Assessment and eTutoring"

Linda Macri, University of Maryland, "Cultivating Capacity to (Understand) Transfer: Articulating and Assessing Writing Center Outcomes"

Jessica Newman, University of Louisville, "Beyond the Typical Session: How Writing Centers Can Better Meet the Needs of Graduate Student Writers"

3-Community, Civic & Public

E.37 Methods for Community Engagement

Panelists offer three distinct methods and models for community engagement.

A109

Chair: Ryan P. Shepherd, Ohio University

Speakers: Erin Carlson, Purdue University, "Seeing Community Engagement through Their Eyes: Examining Student, Instructor, and Community Partner Roles via Photovoice Reflective Methods"

McKinley Green, The University of Minnesota–Twin Cities, "Re-approaching Reciprocity: An Epistemological Model for Reciprocity in Civic Engagement Partnerships"

Jeremy Land, Baylor University, “Bridging the Gap between Poverty and Privilege: How Writing and Community Service-Learning Works at Baylor University”

Nora McCook, The Ohio State University, “Literacy Volunteer Sponsorship: From Literacy Volunteerism’s Past to Today’s Community Engagement”

9-Professional and Technical Writing

E.38 Thinking Inclusively and Cultivating Empathy: Teaching Writing to Future Professionals

This interactive panel proposes professional writing course revisions toward cultivating inclusivity and empathy in future professionals.

D139

Chair: Kami Day, retired, Norman, OK

Speakers: Amanda Cuellar, University of Oklahoma, “Introducing Cultural Probes in Technical Writing”

William Gerdes-McClain, University of Oklahoma, “Universal Usability in Technical Writing”

Amanda Klinger, University of Oklahoma, “Empathy and Inclusion in the Health Professions: Teaching Care in Communication”

Annemarie Mulkey, University of Oklahoma, “Empathy and Inclusion in the Health Professions: Teaching Care in Communication”

14-Cultivating Connections, Cultivating Space

E.39 Cultivating Community Action and Response

The panelists provide theoretical and practical resources for social engagement.

C121

Chair: Barbara Hall, Perimeter College/Georgia State University

Speakers: Kevin Carey, Reynolds Community College, “Share Your Work: Cultivating Communities of Labor and Care”

Russell Mayo, University of Illinois at Chicago, “Share Your Work: Cultivating Communities of Labor and Care”

Shane McCoy, University of Washington, “How Does Social Justice Pedagogy Affect Students? Cultivating Students’ Critical Capacities for Social Justice in Writing about Literature Courses”

Vanessa Kraemer Sohan, Florida International University, “(Un)Conventional Means: A Case Study of Alternativity, Transcultural Literacy, and Transmodality”

11-Writing Pedagogies and Processes

E.40 The “Poly” in Polytechnic: Teaching Rhetorical Arts to Technical-Major Students

We propose techniques to meet the needs of writing students within polytechnic institutions while emphasizing the value of rhetorical arts.

A107

Speakers: Genesee Carter, University of Wisconsin-Stout, “The Ongoing Life of ‘Humans of New York’: Public Rhetoric Ecology and Facebook in the Composition Classroom”

Gregory Schneider-Bateman, University of Wisconsin-Stout, “What Does a Good Job Look Like? Engaging the Hyperpragmatic Composition Student”

Emi Stuemke, University of Wisconsin-Stout, “Makerism, Craft, and the Manual Training Tradition”

2-Basic Writing

E.41 Stretching against the Grain: Blended Stretch in the 21st Century

We will present successes and failures of the Stretch Writing Redesign since being awarded a CCCC Research Initiative grant in 2015.

B118

Speakers: Susan Naomi Bernstein, Arizona State University

Shillana Sanchez, Arizona State University

James Wermers, Arizona State University

Respondent: Karen Dwyer, Arizona State University

11-Writing Pedagogies and Processes

E.42 A Rhetoric of Empathy to Build Audience Accessibility to Medical Research

The speakers will discuss the process of converting medical texts to patient manuals to include empathy to build access to medical writing.

A108

Speakers: Amy Kirsling, Northwestern University

Evan Rivers, University of New Mexico

William Rivers, University of South Carolina

13-Writing Programs

E.43 Cultivating a Rhetorical Consciousness: Supporting Graduate Student Writers Across the Curriculum

Discusses resources to cultivate rhetorical consciousness among grad students, facilitating their development as scholars and educators.

D135

Speakers: Alison Bright, University of California, Davis
Lauren Fink, University of California, Davis
Katharine Rodger, University of California, Davis
Julia Singleton, University of California, Davis

4-Creative Writing

E.44 Building Alliances between WAC, WID, STEM, and Creative Writing

Speakers posit that creative writing courses enhance WAC, STEM, and WID writing.

B110

Chair: Janine Morris, University of Cincinnati

Speakers: Sara Cooper, University of Houston, “Against the Grid: Composing Agency through Multigenre Writing”

Chris Drew, Indiana State University, “Spreading the Pedagogical Wealth: Utilizing Current Creative Writing Pedagogy throughout the English Curriculum (and Beyond)”

Erick Piller, University of Connecticut, “What’s Creative about Creative Writing? Toward a Pedagogy of Transversal Flexibility”

12-Theory

E.45 Embodying Activism: Cultivating Rhetorical Strategies as Marginalized Bodies

Panelists consider the activist rhetorical engagement practices of marginalized bodies in administrative, teaching, and research spaces.

F149

Chair: Kaitlin Clinnin, The Ohio State University

Speakers: Katherine DeLuca, University of Massachusetts, Dartmouth, “Writing Back to the Haters: Cultivating Rhetorical-Ethical and Embodied Perspectives in Writing Pedagogy”

continued on next page

Katie Manthey, Salem College, “Embodying Professional Writing: ‘So, I’m Thinking about Getting a Tattoo . . .’”

Charlesia McKinney, University of Kansas, “Identity, Agency, and Self-Representation: Exploring Embodied Narrative Resistance in the Composition Classroom”

Respondent: Kaitlin Clinnin, The Ohio State University, “Response: Embodied Rhetorical Activism in the Work of Writing Practitioners”

10-Research

E.46 Deepening Our Disciplinary Understanding: The Writing Studies Tree as “Purposeful Cultivation”

What nurtures our work as writing scholars and teachers? We use WST research and redesign to explore individual and disciplinary relationships.

E141

Chair: Douglas Eyman, George Mason University

Speakers: Jill Belli, New York City College of Technology, CUNY

Amanda Licastro, Stevenson University

Benjamin Miller, University of Pittsburgh

12-Theory

E.47 Rhetoric and Disability: Neurodiversity, Communication Practices, and Self-Advocacy

Panelists discuss the rhetorical affordances offered by the communicative practices of neurodiverse and disabled communities.

E148

Chair: Jennifer K. Johnson, University of California, Santa Barbara

Speakers: Gretchen Cobb, Indiana University of Pennsylvania, “Black American Sign Language: A New Alliance to Cultivate a Deaf Voice in Composition”

GL Crossley, Marian University, “Realizing the Capacity of Audience: An Alternative Model”

Rebecca Miner, University of Central Missouri, “Collective Courage and Cultural Empowerment: Cultivating Self-Advocacy as a Way to Challenge Stigma and Create Hope”

Alba Newmann Holmes, Swarthmore College, “The Garden of Forking Paths: Working with Neurodiverse Writers”

7-Institutional and Professional

E.48 Editing for Inclusion and Change

Six editors in our field will discuss practices and policies that aim for greater inclusivity as well as progressive change.

Portland Ballroom 254

Chair: Andrea A. Lunsford, Stanford University

Speakers: Jonathan Alexander, University of California, Irvine, “Editing for Inclusivity”

Jessica Enoch, University of Maryland, College Park, “Editing without Appropriating”

Cheryl Glenn, Pennsylvania State University, “Cultivating Feminist Capacity”

Shirley Logan, University of Maryland, College Park, “Perspicuity: Writing to Be Understood”

Andrea A. Lunsford, Stanford University, “Editing for Progressive Change”

Roxanne Mountford, University of Oklahoma, “Editorial Encomia”

11-Writing Pedagogies and Processes

E.49 Constructing Student Identities

This panel explores perceptions of student identity in relation to the institution and the classroom.

D132

Chair: Elizabeth Allan, Oakland University, Rochester, MI

Speakers: Scott Lasley, University of New Hampshire, “Crashing the Party: Cultivating a Counterpublic Space in the Writing Classroom”

Bryan Lutz, Iowa State University, “Millennials and the Role of Myth in Composition”

Tribute Session

Tribute Session: Stanley Fish

E.50 Thirty Years of Stanley Fish on Writing: Looking Backward, Moving Forward

This panel will consider the legacy of Stanley Fish’s work in writing theory while attempting to move the discourse beyond tired polemics.

A106

Speakers: Edward Comstock, American University, “What Stanley Fish Can Teach Neurorhetoric”

Hunter Hoskins, American University, “What’s Living or Dead in Stanley Fish’s Composition Theory?”

Mary Switalski, American University, “Teaching Fish: Uses and Limits”

6-Information Technologies

E.51 Cultivating Cinematically, Composing Collectively

Cultivating their composing skills, this panel renders arguments about video via video toward a cinematic view of contemporary composition.

C124

Chair: Bonnie Lenore Kyburz, Lewis University

Speakers: Bahareh Alaei, Mt. San Jacinto College, “Composing a Symbiotic Collective”

Geoffrey Carter, Saginaw Valley State University, University Center, “Composing a Performative Collective”

Bonnie Lenore Kyburz, Lewis University, “Composing a Cruel Collective”

Amy Loy, Cypress College, “Composing a Symbiotic Collective”

Respondent: Sarah Arroyo, California State University, Long Beach, “Video Composition, Participatory Composition”

Thursday Special Interest Group Meetings

6:30–7:30 p.m.

TSIG.01 Council of Basic Writing SIG: Collaboration, Community, Caucusing

This collaborative meeting will focus on how basic writing teachers can use pedagogy to shape local and national policies.

B111

Speakers: Jason Evans, Prairie State College
Michael Hill, Henry Ford College, Dearborn, MI
Lynn Reid, Fairleigh Dickinson University

TSIG.02 Dual Enrollment SIG

The Dual Enrollment SIG will provide a space for conversations, action, and advocacy regarding DE and its impact on first-year composition.

C122

Chairs: Christine Denecker, The University of Findlay
Casie Moreland, Arizona State University, Tempe

TSIG.03 Non-Western/Global Rhetorics Special Interest Group

This SIG considers the study, analysis, and codification of rhetorical practices of different nations and civilizations.

A108

Speakers: Tarez Samra Graban, Florida State University
Nicole Khoury, University of Illinois, Chicago
Keith Lloyd, Kent State University
Shakil Rabbi, Pennsylvania State University, State College
Adnan Salhi, Henry Ford College

TSIG.04 National Archives of Composition and Rhetoric

The National Archives of Composition and Rhetoric gathers and makes available to researchers rare materials and important records.

A104

Chairs: Jenna Morton-Aiken, University of Rhode Island
Robert Schwegler, University of Rhode Island

TSIG.05 Academic Mothering in Rhetoric and Composition

Open to all CCCC attendees, this SIG is a participant-led sharing session on academic mothering in rhetoric and composition.

A105

Chairs: April Baker-Bell, Michigan State University
Alexandra Hidalgo, Michigan State University

TSIG.06 International Writing Centers Association Town Hall

Open meeting for IWCA members and those involved in writing center work or research.

B113

Speakers: Shareen Grogan, National University
Jackie Grutsch McKinney, Ball State University

TSIG.07 Community Writing SIG

This SIG provides collaborative space for participants to share their research, pedagogy, and current projects.

D137

Chairs: Joyce Meier, Michigan State University
Connie Snyder Mick, University of Notre Dame

TSIG.08 Standing Group for Disability Studies

Each year, our Standing Group for Disability Studies holds a meeting to engage with other scholars working at the nexus of Disability Studies and Writing Studies. We review the group's focus, our mentor program, and share work in progress with one another, as well as discuss group leadership opportunities and the state of our web presence.

B117

Chairs: Tara Wood, Rockford University, Poplar Grove, IL
Amy Vidali, University of Colorado Denver

TSIG.09 Cognition and Writing Special Interest Group: Creating and Maintaining Interdisciplinary Research Relationships

This year's SIG will focus on strategies for establishing cognition and writing research projects with colleagues across the disciplines.

B114

Chairs: Patricia Portanova, Northern Essex Community College, MA
Michael Rifenburg, University of North Georgia

TSIG.10 Special Interest Group for the Assembly for Expanded Perspectives on Learning: Writing as Way of Being Human

This is a business meeting for the Assembly for Expanded Perspectives on Learning and will include experiments with writing practices.

B115

Chair: Nate Mickelson, Guttman Community College, CUNY

TSIG.11 Teaching for Transfer (TFT) SIG

In this Special Interest Group session, we'll introduce TFT quickly before breaking into small sessions addressing several issues, including misconceptions about TFT; TFT in FYC; TFT in upper-level writing courses; and specific adaptations to the TFT curriculum. In addition, we'll forecast other opportunities to learn about TFT.

E146

Speaker: Kathleen Blake Yancey, Florida State University

TSIG.12 Legal Writing and Rhetoric Special Interest Group

The inaugural meeting of this SIG, cultivating the field of legal writing and rhetoric outside traditional spaces and places.

A107

Chair: Lindsay Head, Louisiana State University

TSIG.13 Special Interest Group for Non-Native English-Speaking Writing Instructors

This SIG's aim is to bring together non-native English-speaking writing instructors so that they can connect, share, and network.

B119

Chair: Judith Szerdahelyi, Western Kentucky University, Bowling Green

Speakers: Chen Chen, North Carolina State University
Tatjana Schell, North Dakota State University

TSIG.14 Appalachian Rhetoric, Composition, and Literacy SIG

Our meeting will offer a two-part caucus that opens with a business meeting and concludes with opportunities for research and collaboration.

A109

Chairs: Jonathan Bradshaw, Western Carolina University
Sara Webb-Sunderhaus, Indiana University–Purdue University Fort Wayne

TSIG.15 SIG for Senior, Late-Career, and Retired Professionals in Rhet/Comp/Writing Studies

SIG members will continue work on two projects developed over the past two years and initiate a proposal for standing group status.

A103

Speakers: Darsie Bowden, DePaul University
Louise Wetherbee Phelps, Old Dominion University

TSIG.16 Writing Fellows Programs SIG

Annual meeting of Writing Fellows program directors, with opportunities for networking and sharing resources.

B110

Chair: Thomas Moriarty, San Jose State University
Speakers: Michelle Hager, San Jose State University
Thomas Moriarty, San Jose State University
Pat Walls, San Jose State University

TSIG.17 Medical Rhetoric Standing Group

This group celebrates its 22nd year as a SIG and 2 years as a Standing Group. Our business meeting will cover elections, minutes, and networking.

B112

Speakers: Barbara Heifferon, Louisiana State University
Lisa Meloncon, University of Cincinnati

TSIG.18 Special Interest Group: Teaching in Prison: Pedagogy, Research, and Literacies

The Special Interest Group on prison pedagogy, research, and literacies provides a forum for prison literacy researchers and teachers.

D134

Chairs: Patrick Berry, Syracuse University
Laura Rogers, Albany College of Pharmacy and Health Sciences, NY

TSIG.19 Labor Caucus SIG Business Meeting

Open to all, this SIG offers a space to discuss labor, update on the caucus's progress, and develop strategies for change.

C124

Chairs: Craig Crowder, University of Kentucky
Sue Doe, Colorado State University, Fort Collins
Vandana Gavaskar, Santa Barbara City College
Heather Julien, Emory University
Galen Leonhardy, Black Hawk College
Amy Lynch-Binieck, Kutztown University
Jessica Philbrook, Walden University
Maxwell Philbrook, University of Missouri, Columbia

TSIG.20 Rhetoric's Histories, Theories, Pedagogies Special Interest Group

This Special Interest Group was formed in 2013 to foster connections among professional organizations interested in rhetorical studies.

A106

Speakers: Lois Agnew, Syracuse University
Roxanne Mountford, University of Oklahoma

TSIG.21 Meeting of the International Network of Writing-Across-the-Curriculum Programs

Annual CCCC session facilitated by Consultants Board, with small-group discussions on WAC/WID planning and administration.

D138

Chairs: Michelle Cox, Cornell University

Jeffrey Galin, Florida Atlantic University, Boca Raton

Anne Ellen Geller, St. John's University

Dan Melzer, University of California, Davis

Speakers: Vicki Tolar Burton, Oregon State University, Corvallis

Pamela Childers, The Clearing House

Michelle LaFrance, George Mason University

Mary McMullen-Light, Johnson County Community College

Teresa Redd, Howard University

David Russell, Iowa State University, Ames

Chris Thaiss, University of California, Davis

Dilek Tokay, Sabanci University, Istanbul, Turkey

Terry Zawacki, George Mason University

TSIG.22 SIG for Untenured Writing Program Administrators

This SIG helps untenured writing program administrators (FYC, WAC, writing centers, etc.) navigate teaching, research, and administration.

D133

Speaker: Christopher Basgier, University of North Dakota

TSIG.23 Second Language Writing Standing Group Business Meeting

Provides a discussion space for writing scholars, teachers, and administrators to explore issues of L2 writing research and advocacy.

D135

Chair: Katherine Silvester, Indiana University, Bloomington

TSIG.24 Kenneth Burke Society at CCCC

This year's KBS SIG will focus on the panoply of intersections between undergraduate research and Kenneth Burke studies.

B118

Speaker: Ethan Sproat, Utah Valley University

TSIG.25 Progressive Approaches to Grammar, Punctuation, and Usage

This SIG will explore progressive approaches to grammar in the classroom: creating change by using grammar as a set of tools, not rules.

C120

Speakers: Loretta Gray, Central Washington University
Joseph Salvatore, The New School

TSIG.26 Contemplative Writing Pedagogies Special Interest Group

This SIG will explore best practices in contemplative pedagogy, offering support in incorporating practices into the writing classroom.

D132

Speakers: Emily Beals, California State University, Fresno
Jennifer Consilio, Lewis University
Donna Strickland, University of Missouri, Columbia
Christy Wenger, Shepherd University, Shepherdstown, WV

TSIG.27 SIG for the Creative Nonfiction Standing Group: Peter Elbow on Creative Nonfiction

Business meeting of the Creative Nonfiction Standing Group, including a conversation with Peter Elbow.

B116

Chairs: Peter Elbow, University of Massachusetts Amherst
Irene Papoulis, Trinity College, Hartford, CT

TSIG.28 Cultural Rhetorics Consortium Meeting

A business meeting of the Cultural Rhetorics Consortium in which we discuss initiatives that are of special interest to CCCC members.

C121

Speakers: Phillip Bratta, Michigan State University
Alexandra Hidalgo, Michigan State University
Malea Powell, Michigan State University
Cindy Tekobbe, The University of Alabama

TSIG.29 Studio PLUS

The Studio SIG works to support Studio approaches and programs being used across various educational contexts.

C125

Chairs: Rhonda Grego, Midlands Technical College
Mark Sutton, Midlands Technical College