

# Thursday, March 15

## Special Events and Meetings

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### **Newcomers' Coffee Hour**

Kansas City Marriott Downtown: Imperial Ballroom  
7:30–8:15 a.m.

### **Opening General Session**

Kansas City Convention Center: Grand Ballroom 2501 A & B  
8:30–10:00 a.m.

### **Nominating Committee Meeting (open)**

Kansas City Marriott Downtown: Eisenhower  
10:30 a.m.–12:30 p.m.

### **SJAC Task Force All-Attendee Event**

Kansas City Convention Center: Grand Ballroom 2501 A & B  
1:45–3:00 p.m.

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

Kansas City Marriott Downtown: Executive Boardroom  
5:30–6:30 p.m.

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

Kansas City Marriott Downtown: Barney Allis Lobby  
6:00–7:00 p.m.

### **Global Society of Online Literacy Educators (GSOLE) Meeting**

Kansas City Marriott Downtown: Truman B  
6:30–7:30 p.m.

Thursday, 7:00–10:00 p.m.

## **Anzaldúa Awards Reception**

Kansas City Marriott Downtown: Colonial Ballroom  
7:00–8:00 p.m.

## **Annual Poetry Forum: Exultation of Larks**

Kansas City Marriott Downtown: Yardbird B  
7:30–10:30 p.m.

*Chair:* Jennine Krueger Wright, Huston-Tillotson University, Austin, TX

*Facilitator:* Ashley Nash, Huston-Tillotson University, Austin, TX

This forum has become a valued annual gathering for CCCC poets and friends of poetry. Those who write should bring original material to read for about five minutes. Those who enjoy the company of poets should come to listen, respond, and share in the pleasures of the occasion. Poet readers should contact Jennine Krueger Wright (jkrueger@htu.edu) if they have questions.

## **Joint Caucus Meeting**

Kansas City Marriott Downtown: 12th Street Meeting Room  
8:00–9:00 p.m.

## **AA and AI-Anon Meeting Space**

8:00–10:00 p.m.

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

AA, Kansas City Marriott Downtown: Eisenhower

AI-Anon, Kansas City Marriott Downtown: Roosevelt



# Opening General Session

Kansas City Convention Center:  
Grand Ballroom 2501 A & B  
8:30–10:00 a.m.

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**Presiding:** Asao B. Inoue, Program Chair/CCCC Associate Chair, University of Washington Tacoma

**Greetings:** Jane Greer, Local Arrangements Chair, University of Missouri, Kansas City

Jocelyn A. Chadwick, NCTE President, Harvard Graduate School of Education, Cambridge, MA

Jeffrey Andelora, TYCA Chair, Mesa Community College, AZ

## Scholars for the Dream—2018 Recipients

Lama Alharbi, Indiana University of Pennsylvania, Indiana, PA

Charissa Che, University of Utah, Salt Lake City

Telsha L. Curry, Syracuse University, NY

Khirsten L. Echols, University of Louisville, KY

Marlene Galvan, University of Texas Rio Grande Valley, Edinburg

Christine Garcia, Eastern Connecticut State University, Willimantic

Kimberly C. Harper, North Carolina A&T State University, Greensboro

Brittany S. Hull, Indiana University of Pennsylvania, Indiana, PA

Ashanka Kumari, University of Louisville, KY

Halcyon M. Lawrence, Georgia Institute of Technology, Atlanta

Shaofei Lu, Case Western Reserve University, Cleveland, OH

Louis M. Maraj, The Ohio State University, Columbus

Samantha McCalla, St. John's University, Jamaica, NY

Temptaous T. McKoy, East Carolina University, Greenville, NC

Kendra L. Mitchell, Florida State University, Tallahassee

Vincent Portillo, Syracuse University, NY

Cecilia D. Shelton, East Carolina University, Greenville, NC

Celeste Siqueiros, Murray State University, KY

Teigha Mae Van, Illinois Central College, East Peoria

Karrieann Soto Vega, Syracuse University, NY

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:* Rhea Estelle Lathan, Florida State University, Tallahassee  
Steven Alvarez, St. John’s University, Queens, NY  
Qwo-Li Driskill, Oregon State University, Corvallis  
Shenika Hankerson, University of Michigan, Ann Arbor  
Kendall Leon, California State University, Chico

CCCC has established the Scholars for the Dream Travel Awards to increase the participation of traditionally underrepresented groups. This includes Black, Latinx, Asian, American Indian/Alaska Native, Native Hawaiian, or other Pacific Islander scholars—persons whose presence and whose contributions are central to the full realization of our professional goals. 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 convention and to share their work with us, we hope to make the term “underrepresented” past history.

## **Chairs’ Memorial Scholarship—2018 Recipients**

Vani Kannan, Syracuse University, NY  
Temptaous T. McKoy, East Carolina University, Greenville, NC  
Vincent Portillo, Syracuse University, NY  
Sherita V. Roundtree, The Ohio State University, Columbus

## **Chairs’ Memorial Scholarship Award Committee**

*Chair:* Malea Powell, Michigan State University, East Lansing  
Chris Anson, North Carolina State University, Raleigh  
Laura Davies, SUNY Cortland, NY  
John Duffy, University of Notre Dame, IN  
Stephanie Vie, University of Central Florida, Orlando

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 convention. 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.

Kathleen Blake Yancey, recipient of the 2018 CCCC Exemplar Award, will speak.

**Exemplar Award Committee**

**Chair:** Kay Halasek, The Ohio State University, Columbus

Eileen Schell, Syracuse University, NY

Shirley Rose, Arizona State University, Tempe

Tony Scott, Syracuse University, NY

Bronwyn Williams, University of Louisville, KY

For a listing of previous Exemplar Award winners, please visit

<http://www.ncte.org/cccc/awards/exemplar>.

## Kathleen Blake Yancey, 2018 Exemplar of the Conference on College Composition and Communication

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**Kathleen Blake  
Yancey**

*Over the course of her career, Kathi Yancey has written and spoken brilliantly about the major issues affecting literacy educators at every level. Those of us who have read her work and listened to her find it difficult to imagine what our profession would look like without the benefit of her personal, scholarly, and professional accomplishments*

—Erika Lindemann

CCCC is honored to recognize Kathleen Blake Yancey with the 2018 CCCC Exemplar Award. Distinguished Research Professor and Kellogg W. Hunt Professor of English at Florida State University, she embodies the award as she “represents the highest ideals of scholarship, teaching, and service to the entire profession.” Her distinguished career as a scholar, teacher, mentor, and leader is characterized by a deep commitment to all aspects of the fields of rhetoric, composition, and literacy studies—her contributions marked by a creative intellect and driven by a generous spirit and infectious energy.

From her first scholarly presentation, delivered at CCCC in Denver in 1978, we can divine the ties that both bind Kathi Yancey’s work and anticipate some of the most critical themes of writing studies in the past four decades: a focus on the multimodality of composing and a concern with the impact of our assessment and pedagogical practices on student writing, learning, and transfer. “She had the vision to anticipate,” writes Erika Lindeman, “how the revolution in technology would impact research and teaching at all levels of public education and has provided thoughtful, carefully researched responses to these developments, which have affected a generation of teachers and students.” In all, her scholarly contributions number over a dozen edited collections and books and over 100 chapters and articles. Beyond the sheer quantity of her work, Kathi Yancey’s contribution is notable—perhaps *more* notable—for its quality. She is recipient of numerous awards for her scholarship, having received the CCCC Research Impact Award, been twice recognized with the CWPA Best Book Award and twice with the CWPA Special Award for Outstanding Scholarship. She also authored chapters in multiple volumes recognized by CCCC, CWPA, Computers and Writing, and IWCA. Her essays have been recognized with the *South Atlantic Review* Prize, the *Composition Forum* article of the year, and the Donald Murray Prize.

Throughout her career, Kathi Yancey has demonstrated a skill at taking the gist of the field and explaining it, spreading it, making it scalable, and articulating it to wide and public audiences. Moreover, as Irwin Weiser writes, “she has always—always—kept students as her focus. Her theorizing and research in assessment, in reflection, in WAC, and most recently in transfer of learning has at its core how we can become better, more reflective teachers and thus help our students become better, more reflective writers, learners, and citizens.” She has also unwaveringly kept composition teachers and pedagogy in focus, encouraging teachers and administrators to read her work as part of their own open-ended, continuous reflection on theories and practices. Whether we turn to *Assembling Composition, A Rhetoric of Reflection*, *Writing across Contexts*, *Electronic Portfolios 2.0*, *Delivering College Composition*, or *Assessing Writing across the Curriculum*, we see an active, thoughtful, accomplished scholar, editor, and collaborator writing from deep care with commitment, capaciousness, and intellectual vision.

Among Kathi Yancey’s most notable and memorable scholarly contributions to the discipline is her 2004 CCCC Chair’s Address and CCC article, “Made Not Only in Words: Composition in a New Key.” This highly influential piece exemplifies her unique ability to synthesize current scholarly conversations from across fields, create an informed and motivating curricular vision, and articulate it in a way that is accessible and engaging to people who work at all levels of postsecondary writing education. She argues through the lenses of new literacy, visual rhetorics, and the “transformation of writing and reading” that, “we have a moment”—a moment unlike all others that calls upon us to act, as a discipline, organization, and individuals to effect meaningful change in our classrooms, institutions, and nation. “In helping create writing publics,” she writes, “we also foster the development of citizens who vote, of citizens whose civic literacy is global in its sensibility and its communicative potential, and whose commitment to humanity is characterized by consistency and generosity as well as the ability to write for purposes that are unconstrained and audiences that are nearly unlimited” (321)—values that continue to inform our teaching and our discipline and are increasingly critical to our nation.

Her impact as a mentor and teacher is as broad as her scholarly contributions, extending beyond the campuses of her home institutions to across the globe. An outstanding teacher recognized numerous times for her teaching and mentoring, she has consulted with or presented workshops at over one hundred sixty local school districts and colleges, talking with, listening to, and collaborating with teachers and administrators to envision and realize sound and sustainable approaches to literacy education. In all of these contexts she collaborates and teaches, partnering, uplifting, and enabling others to achieve their professional and pedagogical goals.

Kathi Yancey is described by her former students and junior colleagues as generous, humble, kind, accessible, and thoughtful, recognizing each of them as unique, and harnessing their talents, knowledges, and experiences as they envision and create their distinct pathways into the discipline and realize their po-

tential as teachers, scholars, and leaders. She has mentored scores of graduate and undergraduate students, directing dozens of theses and dissertations, guiding others in their administrative work. She demonstrates repeatedly through her collaborative scholarship with graduate students and junior colleagues her considerable commitment to the discipline and the next generation of scholars.

The same qualities that inform her teaching and mentorship characterize Kathi Yancey's service and leadership. She is generous with her time and expertise, serving on institutional and national advisory boards, giving talks and keynote addresses, writing manuscript and promotion reviews as well as nominations for awards, offering workshops, judging essay contests, serving on editorial boards, conducting program reviews, and coaching colleagues submitting conference proposals. Co-founder and co-director of the Inter/National Coalition for Electronic Portfolio Research and the UNC Charlotte National Writing Project, she also co-founded and coedited *Assessing Writing* and served as editor of *College Composition and Communication* from 2010 through 2014. During her tenure, *CCC* became even more relevant to its readership and the profession, continuing to lead and shape the field through its articles, thematic issues, and new features. She was also instrumental in founding the National Day on Writing, a congressionally recognized event that stands as one of the most visible manifestations of our profession to the world.

But perhaps in no other area of her contributions has Kathi Yancey had greater impact than in her service to the discipline through its leading professional organizations. She has served as president of the Council of Writing Program Administrators and on three WPA task forces charged with creating and revising the *WPA Outcomes Statement for First-Year Composition*. In addition to leading NCTE as President, she chaired its College Section and College Forum and contributed to the Task Force on Assessment and Task Force on the SAT and ACT. She played a leadership role in the drafting of the "NCTE Definition of 21st-Century Literacies" and "NCTE Framework for 21st-Century Curriculum and Assessment," both of which were adopted during her term as president. Kathi Yancey was Chair of CCCC in 2004 and named to the CCCC Task Force on the Future of *CCC Online* and the Task Force on Digital Composition. She has also served on the CCCC Committee on Assessment and chaired five NCTE regional conferences. In all of these roles she has served generously, tirelessly, and selflessly, creating energy and excitement among those working alongside her. She is unparalleled in her leadership and a model to us all, as Chris Anson writes, as she brings her "attention, wisdom, care, expertise, and time to everything she does."

Kathi Yancey has, without question, made considerable contributions to our discipline and organizations as a scholar, mentor, and leader, and she shows no signs of letting up. In the past four years alone, she has edited, coedited, or coauthored three scholarly books and twenty-two articles or book chapters and delivered nearly thirty presentations, and she continues to serve in critical capacities in our organizations, keeping our attention always focused on the values of equity, equality, diver-



sity, and accountability. More important, she continues to mentor and lead young scholars and teachers, working to ensure that students leave our classrooms prepared to participate as engaged writers.

*Kathi was, and is, everywhere. Her influence spreads far and wide, yet she remains humble, grounded in the daily work of advocating for humane literacy practices and sensible educational reform. I can think of very few among us who have contributed so much to our profession with such good will and persistence.*

—Chris Anson



## Chair's Address

Kansas City Convention Center:  
Grand Ballroom 2501 A & B  
8:30–10:00 a.m.

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### Returning to Our Roots: Creating the Conditions and Capacity for Change



**Carolyn  
Calhoon-Dillahunt**

The 2017 CCCC Convention theme, “Cultivating Capacity, Creating Change,” invited attendees to use the convention space to generate and regenerate. And “cultivate” we did when nearly 3,900 of us gathered in Portland, Oregon, last spring to engage with more than 600 sessions, workshops, posters, SIGs, and other activities reflecting the breadth and depth of the field. Particular features of last year’s convention were the Cultivate and Think Tank sessions, sessions that asked participants to engage as a “conference,” the first C, and collaboratively build our capacity to address issues in the organization, in the discipline, and in the profession. These special sessions offered kairotic spaces for members to think through the

problems and possibilities of mentoring, working conditions, equity and inclusion, advocacy and public engagement, preparing future faculty, and more.

Carolyn Calhoon-Dillahunt’s chair’s address will build on the 2017 convention theme, focusing on the latter part of the theme, “creating change.” In examining how to turn kairotic moments into strategic action, this talk will reflect on our organizational and disciplinary history and discuss the opportunities inherent in the most persistent and perpetual problems we face. CCCC and, later, composition as an academic discipline, were created by scholars and educators in response to the “problems” with first-year composition (FYC), and Calhoon-Dillahunt will argue that FYC, even as internal and external forces are eroding its universal place in higher education, is a space of possibility and the space where we have the greatest power to effect change. Though our discipline has expanded well beyond FYC, and though composing is widely practiced outside of institutional spaces, FYC—in all its forms and with all its ancillary elements—remains at the center of the organization and its mission because students are at the center of FYC. In other words, to draw on Program Chair Asao Inoue’s 2018 convention theme, the composition classroom is the primary place where we *language*, *labor*, and *transform* with learners. Thus, it is the primary space where we put our theory into practice, theorize our practice, and, ultimately, shape policies. Within the context of FYC, Calhoon-Dillahunt will

identify opportunities to enact meaningful and lasting change in CCCC and as CCCC members through intentional and strategic action.

**Carolyn Calhoon-Dillahunt** teaches English, primarily developmental and first-year writing, at Yakima Valley College in Washington. On campus, she is involved in placement, advising, ALP, and assessment work and regularly volunteers as a writing center consultant.

She has been actively engaged with NCTE, CCCC, and TYCA throughout her nearly two-decade postsecondary career, in both support and leadership roles. In addition to serving on or chairing a wide range of committees and task forces, she has been elected to three leadership positions—TYCA Secretary, TYCA Chair, and, currently, CCCC Chair—positions that have allowed her the unique privilege of serving multiple *ex officio* terms on the NCTE, CCCC, and TYCA Executive Committees.

Calhoon-Dillahunt has particularly embraced the organization’s policy and advocacy orientation. She was selected to serve as an NCTE Higher Education Policy Analyst and CCCC Policy Fellow. She is currently a member of the NCTE EC Policy and Advocacy Subcommittee and will participate in her fifth NCTE Advocacy Day in Washington, DC, in April.

Calhoon-Dillahunt has authored or coauthored pieces in *TETYC*, *CCC*, and *WPA*, and she and her colleague Dodie Forrest were recognized with the 2014 Mark Reynolds *TETYC* Best Article Award for their article, “Conversing in Marginal Spaces: Developmental Writers’ Response to Teacher Comments.” Calhoon-Dillahunt is also a regular presenter at conferences and was the 2013 NCTE College Celebration Featured Speaker (“Student Success: Stories from the Periphery”). Additionally, she was honored with the 2016 Nell Ann Pickett Service Award.