



# Conference Calendar: 2013 CCCC

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## Wednesday, March 13

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Registration and Information 8:00 a.m.–6:00 p.m.  
Select Meetings and Other Events – various times  
Full-Day Workshops 9:00 a.m.–5:00 p.m.  
Half-Day Workshops 9:00 a.m.–12:30 p.m.  
Half-Day Workshops 1:30 p.m.–5:00 p.m.  
Newcomers' Orientation 5:15 p.m.–6:15 p.m.

## Thursday, March 14

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Newcomers' Coffee Hour 7:30 a.m.–8:15 a.m.  
Registration and Information 8:00 a.m.–6:00 p.m.  
Opening General Session 8:30 a.m.–10:00 a.m.  
Exhibit Hall Open 10:00 a.m.–6:00 p.m.  
A Sessions 10:30 a.m.–11:45 a.m.  
B Sessions 12:15 p.m.–1:30 p.m.  
C Sessions 1:45 p.m.–3:00 p.m.  
D Sessions 3:15 p.m.–4:30 p.m.  
E Sessions 4:45 p.m.–6:00 p.m.  
Scholars for the Dream 6:00 p.m.–7:00 p.m.  
Special Interest Groups 6:30 p.m.–7:30 p.m.

## Friday, March 15

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Registration and Information 8:00 a.m.–5:00 p.m.  
Exhibit Hall Open 9:00 a.m.–5:00 p.m.  
F Sessions 8:00 a.m.–9:15 a.m.  
G Sessions 9:30 a.m.–10:45 a.m.  
H Sessions 11:00 a.m.–12:15 p.m.  
I Sessions 12:30 p.m.–1:45 p.m.  
J Sessions 2:00 p.m.–3:15 p.m.  
K Sessions 3:30 p.m.–4:45 p.m.  
Awards/Recognition Reception 5:00 p.m.–6:30 p.m.  
TYCA Talks 6:30 p.m.–7:30 p.m.  
Special Interest Groups 6:30 p.m.–7:30 p.m.  
Poetry Forum 7:30 p.m.–10:30 p.m.  
CCCC Jam 9:30 p.m.–1:00 a.m.

## Saturday, March 16

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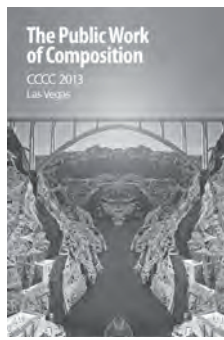
Registration and Information 8:00 a.m.–2:00 p.m.  
Exhibit Hall Open 10:00 a.m.–1:00 p.m.  
Town Hall Meeting 8:00 a.m.–9:15 a.m.  
L Sessions 9:30 a.m.–10:45 a.m.  
M Sessions 11:00 a.m.–12:15 p.m.  
N Sessions 12:30 p.m.–1:45 p.m.

# Individual CCCC Program

The following form has been provided to assist attendees in planning their schedules for the 2013 Convention.

<b>Wednesday</b> March 13	<b>Thursday</b> March 14	<b>Friday</b> March 15	<b>Saturday</b> March 16
Workshop Wednesday Event	Opening General Session 8:30 a.m.–10:00 a.m.	Awards Recognition Reception 5:00 p.m.–6:30 p.m.	Annual Business Meeting 8:00 a.m.–9:15 a.m.
	10:30 a.m.–11:45 a.m. Session A _____	8:00 a.m.–9:15 a.m. Session F _____	9:30 a.m.–10:45 a.m. Session L _____
	12:15 p.m.–1:30 p.m. Session B _____	9:30 a.m.–10:45 a.m. Session G _____	11:00 a.m.–12:15 p.m. Session M _____
	1:45 p.m.–3:00 p.m. Session C _____	11:00 a.m.–12:15 p.m. Session H _____	12:30 p.m.–1:45 p.m. Session N _____
	3:15 p.m.–4:30 p.m. Session D _____	12:30 p.m.–1:45 p.m. Session I _____	
	4:45 p.m.–6:00 p.m. Session E _____	2:00 p.m.–3:15 p.m. Session J _____	
		3:30 p.m.–4:45 p.m. Session K _____	
	6:30 p.m.–7:30 p.m. TSIG. _____	6:30 p.m.–7:30 p.m. FSIG. _____	

**Cover Design by Sean Clauretie**



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Conference on College Composition and Communication  
March 13-16, 2013  
The Riviera  
Las Vegas, NV

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National Council of Teachers of English  
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---

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# Greetings from the 2013 PROGRAM CHAIR

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**Howard Tinberg**  
Bristol Community  
College  
Fall River, MA

Welcome to Las Vegas, site of the 64th annual Conference on College Composition and Communication. As we convene in this most public of places, and in light of our conference theme, let us put on display the valuable public work that our field engages in every day. As Henry Giroux, a featured speaker at this conference, will urge us, let's write the public good back into education. Whether our institutions are public or private, research universities or liberal arts colleges, two or four-year, let us recommit ourselves here and now to the process of engagement with all stakeholders vested in literacy instruction for all.

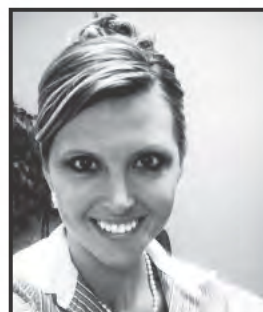
First a few words about process: Drawn from a record number of proposals submitted, this year's program is comprised of nearly 600 sessions, all of which passed through two stages of rigorous, peer review. Stage I, conducted online and focusing on proposals submitted as prepared panels, involved over 200 reviewers representing a range of institutions and geographical regions. Each proposal was read by three reviewers. Stage II, taking place in June at NCTE headquarters, assembled a remarkably able, committed, diverse, and diligent group of colleagues whose charge was to score individual submissions and from the accepted submissions to construct, with great care and thoughtfulness, panels that were consistent and engaging.



**Kathleen Braga**  
CCCC Program Chair  
Assistant  
Bristol Community  
College  
Fall River, MA



**Joanne Petrasso**  
CCCC Program Chair  
Assistant  
Bristol Community  
College  
Fall River, MA



**Robyn Rhode**  
Local Committee Chair  
College of Southern  
Nevada  
Las Vegas, NV

Now on to the opening session: Chris Anson, Chair of CCCC, will kick things off in the General Session with an address that will explore the “climate change” awaiting higher education—and the teaching and learning of multiple literacies—as the technological, political, and financial environment continues to change around us. Sustainability, he will argue, requires a heightened focus on creativity and engagement across the entire landscape of our discipline.

From the opening session, we break out into concurrent sessions. As in the past, conference goers will have a terrific variety of offerings from which to choose, whether panels, SIGS, undergraduate poster sessions, caucuses, digital presentations, publishers’ exhibits, working sessions for committees and SIGS, and more.

In addition, this year’s conference boasts some distinctive features that I think you will welcome:

- **Expanded Internet Access:** Appropriately enough for a conference focusing on “public work,” at this year’s meetings all participants will be able to access the Internet without charge throughout the Hotel Riviera and Convention Center, whether in meeting rooms or in hallways. Let the tweeting and blogging begin.
- **Enhanced Interactivity:** Going hand-in-hand with expanded Internet access, this conference will include sessions that promise genuine interaction and dialogue, both in the meeting room and online. One session, for example, will generate online, synchronous discussion that will complement face-to-face conversations in the meeting room. Another promises a “roundtable in tweets.” Have your hash tags ready.
- **Basic Writing Strand:** I’m pleased to report a strong response to the call for proposals in support of basic writing instruction, which was given its own cluster this year. While this organization’s work is necessarily complex and diverse, focusing our attention on this beleaguered area of composition could not be more timely and more restorative. Two sessions on basic writing will be featured at the conference and more than twenty sessions will be held concurrently.
- **Featured Speakers:** This year’s conference boasts prominent speakers whose influence on public matters is considerable. We are honored to have as a speaker Olympic medal winner and social activist John Carlos. His black-gloved, “closed hand” salute during the 1968 Mexico City Olympics has become iconic. Always an inspiring speaker, Dr. Carlos continues to work effectively for social justice. I’m pleased as well that progressive educator Henry Giroux will be addressing the convention, speaking with extraordinary passion and eloquence on the need to reconfirm the public value of education. Gary Rhoades, former Secretary of AAUP, will offer his wide-ranging perspective on the rhetoric of privatization, with special attention paid to contingent employment. *Huffington Post* blogger Todd Farley will discuss the mechanization of writing assessment, drawing partly upon his own experience as bought-and-paid-for ETS reader of student essays; award winning poet and short story writer Cecilia Rodriguez Milanés, former co-chair of the Latino Caucus, will read from

her stirring work and engage us in thoughtful conversation; and MLA Executive Director Rosemary Feal will join Kent Williamson, Executive Director of NCTE, and Doug Hesse, former chair of CCCC, to consider the ways that our work in literacy studies may have a broad impact on public policy.

- **Federal Writers' Project 2.0:** Opportunity has been provided for conference participants to share “This We Believe” digital essays, part of a larger effort focused on what it might mean to consider our classrooms as democratic spaces, our scholarship as engaged in democratic debates, and our careers as deeply enmeshed with issues of democratic rights.

Many talented and generous colleagues assisted in the planning of the conference. Certainly, the assistance of the staff at NCTE was especially valuable: Eileen Maley, Jacqui-Joseph Biddle, Kristen Suchor, Kent Williamson, and all the other members of the staff back at headquarters. You were all tremendously professional and helpful. In addition, no conference of this scale can be successful without a strong Local Arrangements team. Led most capably by Robyn Rhode, Local Arrangements took to their task with great energy and professionalism. My thanks also go to the many reviewers, both during Stage I and Stage II, whose names are listed in this program. Your wise and sage feedback on the very large number of proposals submitted was essential to maintaining the very high quality of the conference presentations. A very special thank you goes to my assistants back at Bristol Community College—Joanne Petrasso and Kathy Braga—who assisted with reviewer correspondence and with conference scheduling, respectively, and who, despite many additional responsibilities at the college, were steadfast and simply indispensable. And of course I wish to thank my fellow C's officers, both past and present, who provided invaluable guidance, especially as I was beginning to learn the ropes of conference planning. I hope that I can do the same for those who follow me.

# Acknowledgments

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## Online Coaches

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Bump Halbritter	David Jolliffe	Kathleen Blake Yancey
Clint Gardner	Jody Milward	Marilyn Valentino

## Stage I Reviewers

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Alexandra Hidalgo	Chris Gallagher	Gail Shuck
Allen Brizee	Chris Thaiss	Geneva Smitherman
Allison Reynolds	Christine Alfano	Giuseppe Getto
Amy Rupiper Taggart	Christine Farris	Gwen Gorzelksy
Amy Vidali	Christine Photinos	Heather Bruce
Andrea Davis	Christopher Dean	Heather Camp
Andrea Riley Mukavetz	Cindy Lewiecki-Wilson	Heidi Estrem
Andy Buchenot	Cindy Mooty	Heidi Stevenson
Angela Haas	Clay Spinuzzi	Helen Foster
Anis Bawarshi	Clint Gardner	Hui Wu
Ann Blakeslee	Collin Craig	Hyoejin Yoon
Ann Russell	Cornelia Paraskevas	J. Elizabeth Clark
Anne Wheeler	Cruz Medina	Jaime Mejia
Anne Wysocki	Cynthia A. Cochran	Janice Fernheimer
Ashley Falzetti	Dana Driscoll	Janie Jaramillo Santoy
Azfar Hussain	Dave Sheridan	Jason Palmeri
Barb L'Eplattenier	David R Russell	Jean-Paul Nadeau
Barbara Roswell	David Rieder	Jeff Andelora
Becca Hayes Mellem	David Slomp	Jeff Grabill
Benjamin Ristow	Dayna Goldstein	Jeff Klausman
Bill Hart-Davidson	Deborah Rossen-Knill	Jenn Fishman
Bill Thelin	Denise Comer	Jennifer Clary-Lemon
Blake Scott	Diane Kelly-Riley	Jennifer Sano-Franchini
Brad Hammer	Donnie Johnson Sackey	Jennifer Wingard
Bradley Bleck	Douglas Eyman	Jessica Barros
Brian McNely	Douglas Walls	Jessica Early
Bronwyn Williams	Dundee Lackey	Jessica Rivait
Brooke Hessler	Dylan Dryer	Jill McKay Chrobak
Cantice Greene	Elizabeth Angeli	Jill Morris
Carl Whithaus	Elizabeth Brockman	Jim Ridolfo
Carlos Salinas	Elizabeth Tasker	Jo Doran
Carol Haviland	Elizabeth Vander Lei	Joanna Wolfe
Carol Rutz	Ellen Carillo	Jody Millward
Caroline Dadas	Ellen Schendel	John Miles
Carolyn Calhoon-Dilahunt	Fiona Glade	Johnndan Johnson-Eilola



Jolivette Mecenas	Marilee Brooks	Roger Graves
Jonathan Alexander	Mark McBeth	Ronald Janssen
Jordynn Jack	Mary Beth Pennington	Ryan Skinnell
Joyce Rain Anderson	Mary Jo Reiff	Sandie McGill Barnhouse
Karen Lunsford	Mary Soliday	Sandra Jamieson
Karen Paley	Matt Cox	Sara Webb-Sunderhaus
Karen Uehling	Matthew Abraham	Sarah Rude
Kate Mangelsdorf	Melanie Yergeau	Seth Kahn
Kate Vieira	Melissa Goldthwaite	Sharon Mitchler
Kathryn Comer	Melody Bowdon	Shelley Rodrigo
Kathy Sohn	Michael Bunn	Simone Billings
Kay Halasek	Michael Day	Sonia Feder-Lewis
Keith Rhodes	Michael Pemberton	Staci Perryman-Clark
Kelly Ritter	Michele Simmons	Stephanie Kerschbaum
Kevin Mahoney	Michelle Cleary	Stephanie Roach
Kevin Roozen	Michelle Cox	Stephanie Vanderslice
Kim Brian Lovejoy	Michelle Niestepski	Stephen Schneider
Kim Donehower	Michelle Robinson	Steve Parks
Kirsti Cole	Moriah McCracken	Steven Lessner
K.J. Rawson	Morgan Gresham	Stewart Whittemore
Krista Bryson	Mya Poe	Stuart Blythe
Kristen Moore	Nancy DeJoy	Stuart Selber
Kristine Blair	Nancy Mack	Susan Miller-Cochran
Laura Micciche	Neal Lerner	Suzanne Lane
Laura Rogers	Nedra Reynolds	Tamika Carey
Lauren Fitzgerald	Neil Baird	Tara Wood
Lauren Rosenberg	Nora Bacon	Tarez Graban
Laurie A. Pinkert	Owen B. Kaufman	Terry Carter
Lee Torda	Pamela Childers	Tiane Donahue
Leonora Smith	Paul Kei Matsuda	Tim Peeples
Les Perlman	Paul Puccio	Tom Deans
Libby Miles	Paula Mathieu	Tom Fox
Linda Adler-Kassner	Peter Adams	Tom Moriarty
Linda Bergmann	Phyllis Hastings	Travis Webster
Lisa King	Polina Chemishanova	Trixie Smith
Lisa Langstraat	Quinn Warnick	Valerie Ross
Louise Wetherbee Phelps	Rebecca Babcock	Vanessa Bormann
LuMing Mao	Rebecca Nowacek	Virginia Crisco
Lynn Troyka	Renee Moreno	Wendi Sierra
Lynne Green	Resa Crane Bizzaro	Wendy Hinshaw
Madeleine Sorapure	Rhonda Grego	Wendy Ryden
Madhu Narayan	Rob Faunce	William FitzGerald
Malea Powell	Robert Schwegler	Yazmin Lazcano
Maria Montaperto	Rochelle Harris	Zandra Jordan

## Stage II Reviewers

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Adam Banks  
Carmen Kynard  
Carol Rutz

Carolyn Calhoun-Dillahunt  
Jaime Armin Mejia  
Jeff Klausman  
Kelly Ritter

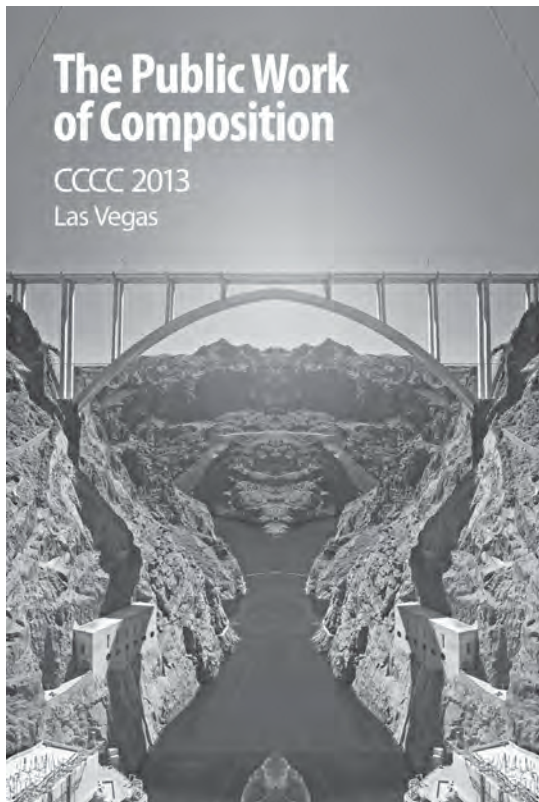
Neal Lerner  
Robyn Rohde  
Samantha Blackmon

## Thanks

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CCCC would like to thank the following sponsors:

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# First Time to the Convention?

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With pleasure, the CCCC Newcomers' Orientation Committee welcomes all of you to the 2013 CCCC convention, but especially new members and first-time attendees. We have planned several events that we hope will help you get the most out of this conference. (These events and their locations are listed in the Special Events schedules in the convention program.)

On **Wednesday, from 5:15–6:15 p.m.**, our committee will host a brief **Orientation Session**. We will discuss how to navigate the conference, how to use the program book effectively, how to participate in the convention's many events, and how to meet others. We also look forward to meeting you at the **Newcomers' Coffee** on **Thursday from 7:30–8:15 a.m.**—a congenial start to the first full day of activities.

Throughout the conference, members of this Committee and other CCCC members will be available in a "Newcomers' Station" to answer questions, chat about the conference, talk about our shared interests, learn about your work, and discuss how CCCC can support you. Committee members will also be present throughout the conference—we'll have specially marked badges—always ready to listen to your concerns, help you with your questions, and begin the kinds of professional conversations that have made this conference one of the high points of the year for each of us.

## FIRST TIMER'S COMMITTEE

With warm good wishes,

Paul M. Puccio, Chair

Paul Butler

Jennifer Clary-Lemon

Amanda Espinosa-Aguilar

Paul Hanstedt

Martha Marinara

Sharon Mitchler

Mary Beth Pennington

Suzanne Kesler Rumsey

Cindy Selfe

Joanna Trapp

Christine Tulley

Leslie Werden

Sheldon Wrice



# Local Arrangements Committee Welcome

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Welcome to the 2013 Conference on College Composition and Communication Annual Convention in Las Vegas, Nevada. The Local Arrangements Team is thrilled to host this important event for the first time in the history of the conference. Las Vegas is full of educators committed to teaching an incredibly diverse population. We look forward to taking part in this national dialogue while sharing our city's world-class hospitality, dining, and entertainment.

The Public Work of Composition is a most fitting theme for a conference held in Las Vegas. McCarran International Airport is the 8th busiest airport in the world, bringing over 37 million people to experience Las Vegas each year. This staggering amount of visitors often overshadows the over two million people who call Las Vegas and the surrounding area home. Our residents provide a rich cultural and intellectual diversity that is reflected in the community's languages, cuisine, art, music, and industry. Asian, Pacific Islander, Hispanic, and Native American heritages are among the many cultures influencing the area's diversity. Over eighty-four languages are spoken by residents of Clark County, ranking it among the most linguistically diverse in the nation. Our residents are employed in a variety of industries as well, including hospitality, food service, administrative support, technical support, health care services, specialty trades, retail and sales, warehouse and distribution, and, of course, education.

As we focus this year's discussion on literacy instruction for all, the education system within Las Vegas and the surrounding area provides a fitting context. Looking upon the massive hotels and casinos along Las Vegas Boulevard, it may come as a surprise that Clark County School District is in fact the major single employer in the area and is the fifth largest school district in the United States. Career and technical academies are plentiful; there are currently five elementary schools, six middle schools, and thirteen high schools dedicated to career and technical development. The higher education system is also committed to the teaching and learning of multiple literacies. According to the 2012 *U.S. News & World Report* Best Colleges rankings, the University of Nevada, Las Vegas is among the nation's top 10 most diverse universities, educating students from more than 70 countries, the largest percentages originating from South Korea, China, and India. Nevada State College focuses on civic engagement and community-based learning to build a culture that supports and strengthens the college experience of our diverse student population. The College of Southern Nevada is the fourth-largest two-year college in the US, enrolling 44,000 students every semester and serving half the state's minority population. Approximately 56% of these students are first-generation college students, and many are nontraditional, working, and returning students. The Division of Workforce and Economic Development also does important work in Nevada by providing healthcare, business and technical, and adult literacy and language programs to our community.

Las Vegas offers much to experience after and between conference sessions. Those interested in live performances will find an array of shows by local and national comedians, musicians, and DJs. One could take in a world-renowned Cirque du Soleil

show or listen to a jazz performance at the newly designed Smith Center for Performing Arts. Outdoor enthusiasts can cycle, hike, and rock climb in Red Rock Canyon, a popular destination for rock climbers around the world. History buffs might enjoy the Mob Museum of Organized Crime and Law Enforcement, the National Atomic Testing Museum, or a look at the antique texts at Bauman Rare Books. In Valley of Fire State Park, one can find 3,000-year-old Native American petroglyphs and pictographs. Las Vegas also offers diverse dining and nightlife opportunities, including international cuisine and many LGBT hotspots. One might also want to just relax during down time at one of the many high-quality yoga studios or spas.

It is easy to become overwhelmed by the sheer number of dining and entertainment possibilities and even easier to miss some of the lesser-known, local gems in the area. That is where our Local Arrangements Team comes in. As Chair of the Hospitality Committee, Kelly Steele has assembled a locals guide for dining and entertainment attractions. This guide includes distance and transportation information for ease of use. Kelly and her team will also be available at the Local Arrangements Committee Headquarters at the Conference Registration Desk to help answer any questions regarding your recreational plans during the conference. Elaine Bunker in Registration, Nayelee Villanueva in Room Arrangements, and Ed Baldwin in Exhibits are also on hand to help you with any of your conference needs. Again, welcome, and we hope you enjoy your 2013 conference experience with us in Las Vegas, Nevada.

***Local Chair:*** Robyn R. Rohde, College of Southern Nevada

***Room Arrangements Chair:*** Nayelee Villanueva, Nevada State College

***Information, Hospitality and Special Events Chair:*** Kelly Steele, College of Southern Nevada

***Registration Chair:*** Elaine Bunker, University of Las Vegas, Nevada

***Exhibits Chair:*** Edward Baldwin, College of Southern Nevada

***Accessibility:*** Michael Intinarelli, College of Southern Nevada

# About the CCCC Convention

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## **CCCC Membership: Please Join Us!**

Membership in the Conference on College Composition and Communication is open to all who teach or are interested in college composition and the first-year English course. The annual dues of \$25.00 includes a subscription to *College Composition and Communication*, a quarterly journal. Membership in NCTE (\$50.00) is a prerequisite to joining CCCC. Student membership is available, at substantially reduced rates, to full-time students who are not engaged in a paid teaching position on more than a half-time basis. To join CCCC, or to obtain further information, please stop by the NCTE/CCCC Publications Booth in the Exhibit Hall.

## **Registration**

The Conference Registration Desk is in The Riviera, Royale Pavilion 1/2/3, and is open Wednesday, March 13, 8:00 a.m.–6:00 p.m.; Thursday, 8:00 a.m.–6:00 p.m.; Friday, 8:00 a.m.–5:00 p.m.; and, Saturday, 8:00 a.m.–2:00 p.m. Those who ordered a *Convention Program* in advance may pick up a plastic name-badge holder at various locations near the Registration Desk. There is no need to stop at the Registration Desk. Those who preregistered and received a Program Coupon in the mail may pick up their *Program* at the *Program Pick-up Counters* at the Registration Desk. For replacement name badges (free) and/or replacement program books (at \$20), preregistrants should inquire at the Replacement Counter.

## **Exhibits**

The exhibits are located in the Royale Pavilion 1/2/3. Exhibit hours are Thursday, 10:00 a.m.–6:00 p.m., Friday, 9:00 a.m.–5:00 p.m., and Saturday, 10:00 a.m.–1:00 p.m.

## **Local Committee Headquarters**

The headquarters for Local Committee Chair Robyn Rohde and other members of the Local Arrangements Committee is the Conference Registration Desk.

## **Location of Meeting Rooms**

All meetings of the 2013 CCCC are in The Riviera.

## **Information for Attendees with Disabilities**

CCCC is committed to making arrangements that allow all of its members to participate in the convention. To this end, information for attendees with disabilities was included in the program invitations, in the preview, and online, and we invited those who needed information to contact us by late January. We have made wheel-

chair space available in meeting rooms, will provide information about traveling around the headquarters hotel, and have arranged sign language interpreting. We also provided all speakers and session chairs with guidelines that will make sessions more accessible to all convention participants. These arrangements have resulted in conversations between the Program Chair, NCTE staff, the CCCC Committee on Disability Issues in Composition and Communication, and disability studies specialists at the University of Illinois and other professional associations. Information is available at the Local Committee booth next to registration.

## **Workshops**

Held on the Wednesday preceding the Annual Convention sessions, full-day and half-day workshops provide an opportunity for extended time and interaction focused on a particular topic or issue. Each workshop has an enrollment limit, and participants pay an additional fee (separate from the convention registration fee) to enroll. Workshops are run by CCCC members whose proposals have been accepted by CCCC reviewers.

## **Opening General Session**

The CCCC Convention's Opening General Session is one of two opportunities for convention participants to meet as a group. This session features the Chair's address by Chris Anson.

## **Concurrent Sessions**

Most of the meetings of the CCCC Convention occur in the concurrent sessions held on Thursday, Friday, and Saturday. Each session on the program was highly regarded by teams of CCCC reviewers. All concurrent sessions run for 75 minutes and are of two kinds: 1) **panels**, featuring two to four speakers who deliver 15–20-minute presentations and then respond to questions from the audience; 2) **roundtables**, where several panelists make brief presentations, respond to each other, and then respond to questions from the audience.

## **Special Interest Groups/Business Meetings and Caucuses**

On Thursday and Friday evenings, individuals who share common concerns and/or interests will meet in Special Interest Groups and Caucuses. For a complete listing of these groups, see pages 150–153, 252–255.

There will also be Open Working Meetings of some of the Special Interest Groups. Be sure to look for these at the end of each time period in your program book.

## **CCCC 2013 Online**

To find links to past versions of CCCC Online and to search the collection, visit <http://www.ncte.org/cccc/review>. For this year, home (homepage, that is) is at <http://www.ncte.org/cccc/conv>.

# **Computer Connection and Digital Pedagogy Posters Top of the Riviera South**

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**Douglas Eyman, Computer Connection Coordinator  
(eymand@msu.edu)**

Sponsored by the CCCC Committee on Computers and Composition, The Computer Connection, a project of the CCCC Committee on Computers in Composition (7Cs), offers a selection of presentations and posters on technology use in the classroom, in our scholarship, and in a wide range of disciplinary pursuits. In addition to 20 minute presentations on new software and technologies for teaching composition, computer-facilitated classroom practices, and best practices for teaching online, three special sessions (during regular conference session times A&B, F&G, and L&M) of the Computer Connection will feature Digital Pedagogy Posters in an interactive exhibit format. Information about current and past presentations and posters and this year's schedule of presentations is available online at <http://computersandwriting.org/cc/>. The CC presentations run 25 minutes each, so you can attend them individually or as full concurrent sessions. Questions or comments about the Computer Connection may be directed to Douglas Eyman, CC Coordinator (deyman@gmu.edu) and inquiries about the Digital Pedagogy Poster sessions should be direct to Dickie Selfe, DPP Coordinator (selfe.3@osu.edu).

## **“Every CCCC Member Has a Story . . . Tell Us Yours!”**

### **Royale Pavilion Foyer**

The CCCC and the Newcomers Committee, in partnership with the Digital Archives of Literacy Narratives (DALN) and the NCTE, invites you to tell us a story about reading and composing. We will help you record your story (using either video or audio) and preserve it online where friends, family and students can access it—all within 30 minutes. Join us outside the Premiere Ballroom.

Cynthia Selfe, H. Lewis Ulman



## **CCCC is a Reunion: Discover your Roots.**

### **Royal Pavilion Foyer**

Explore your past, connect to colleagues, and trace your intellectual ancestry on the new Writing Studies Tree. Created by students and faculty at the CUNY Graduate Center, the tree is an open-access web-based platform that will, with your help, enable all members of our profession to record their lines of influence as mentors and students, and thus to uncover a history that has until now remained either anecdotal or invisible.

Join us throughout the conference outside the Premiere Ballroom to add to or browse through the branches of the tree. Our goal is to create a comprehensive genealogy of writing studies, identifying academic “ancestors,” “descendants,” and “siblings.” Who are yours?

Learn more about the tree at [writingstudiestree.org](http://writingstudiestree.org) or meet us at our table installation during the conference.

Sondra Perl, Benjamin Miller, Amanda Licastro, & Jill Belli, City University of New York

## ***This We Believe: What Is the Public Work of Composition?***

### **Royal Pavilion Foyer**

The Writing Democracy Project, in partnership with CCCC, invites you to record your reflections on the conference theme, especially with respect to potential links between writing instruction and democracy’s future. How does writing, as cultural work, serve the project of democracy as you define it? How can writing facilitate your dream of democracy in our nation and in our world? What possibilities does writing hold for helping us reimagine and reinvigorate the U.S. locally and nationally? What is the public work of composition in relation to building and sustaining democracy? Join us outside the Premiere Ballroom to share your story (either video or audio) and preserve it online where friends, family, and students can access it.

–Shannon Carter, Deborah Mutnick, Steve Parks, Tim Dougherty, Rachael Shapiro

## ***C’s the Day***

### **Royal Pavilion Foyer**

Executive Committee: Emi Bunner, Mary Kracher, Scott Reed, Sheryl Ruszkiewicz, Wendi Sierra

*C’s the Day* invites both newcomer and veteran attendees to participate in an Augmented Reality game that will enrich the conference experience. Come see us at our booth in the registration area to collect your game booklet and get started! We hope you will discover new colleagues, parties, conference gatherings, and even new histories of the field through participation.

Play the game, win the conference!

# **General Information and Services**

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## **Audiovisual Equipment**

The Riviera, Located behind the Registration Desk outside of Royale Pavilion, Lobby Level.

Audiovisual equipment should have been ordered by February 9, 2013. Scheduling of equipment ordered by that date is handled by Pick's A.V.

## **Resolutions Committee**

An open meeting of the CCCC Committee on Resolutions, chaired by Hephzibah Roskelly, will be held Thursday, March 14, 5:30–6:30 p.m. (open), 6:30–7:30 p.m. (closed) in the Monaco 14, Monaco Tower, 24th Floor.

## **Nominating Committee**

An open meeting of the CCCC Nominating Committee, chaired by Linda Bergmann, will be held on Thursday, March 14, 10:00 a.m.–Noon, in the Monaco 13, Monaco Tower, 24th Floor.

## **Planning for Next Year's CCCC Convention**

Individuals interested in discussing program proposals for the 2014 CCCC Convention in Indianapolis, IN, March 19-22, 2014 are invited to meet with Adam Banks, 2014 Program Chair, at the CCCC Registration Desk, 10:00 a.m.–Noon, Pavilion Royale 1,2,3, Lobby Level.

## **Smoking**

The Riviera Hotel meeting space is a smoke-free environment. However, the Casino and some sleeping rooms do allow smoking.

## **Nonsexist Language**

All CCCC/2013 program participants were sent and asked to use the official CCCC position statement and guidelines for nonsexist language at their session.

## **Copying Service**

CCCC cannot provide onsite duplicating service; however, copying services are provided at The Riviera Business Center.

## Emergencies

To summon the fire department, the police, or an ambulance (for medical emergencies only), dial 911 and give the nature of the emergency, your location, and the telephone number you are calling from.

**Medical and Dental.** Most hotels can put you in touch with a doctor or dentist. Inquire at the hotel front desk or ask the hotel operator.

**Fire Safety.** Although hotel fires are rare, the Executive Committee has asked that convention participants be given complete advice on what to do in case of fire in their hotel. Hotels are equipped with a variety of fire-protection devices—smoke alarms, sprinklers, fire-retardant materials—but none of them is designed to put out fires. They merely contain a fire, impeding its growth and progress long enough to permit the fire department to arrive on the scene. Fire safety in a hotel ultimately depends on the hotel staff's prompt response to reports of fire or smoke. Most hotel staffs will verify the presence of a reported fire before summoning the fire department. To report a fire, call the hotel operator and give your name, location, and the location of the suspected fire. Depending on the circumstances, some fire-safety consultants recommend that after you have called the hotel operator, you also call the local fire department: dial 911. This step will result in the fire department coming to the hotel even as the hotel staff is verifying your report of the fire. You hazard a false alarm on the one hand; on the other, you may be responsible for bringing the fire quickly under control because you have bypassed the hotel's verification procedure. Apart from reporting a suspected fire, you should be aware of various precautions to be taken for your own safety in the event of a fire. A summary of some recommended precautions follows:

As you are escorted to your room for the first time by the hotel bell staff, check the location of the exit nearest your room. You should know exactly how many doors are between your room and the exit. You might have to crawl to this exit in a dark or smoke-filled corridor. If there's a fire alarm or warning call from the hotel management, don't stop to gather personal belongings or work papers. Just get out as quickly as possible. *Take your room key.* You may find it necessary to retreat to your room. Before you open the door to the corridor, put your palm against it and touch the knob. If the door is cool, open it slowly, keeping your foot braced against the bottom. (This helps you slam the door shut if you discover fire or smoke outside.) *If the door is hot, do not open it.* Soak blankets or towels in water and pack them around the door.

If you must crawl to an exit door, stay close to the wall to avoid anyone running. If you can't leave your room, wait by the window to be rescued. Stay close to the floor to avoid breathing smoke. To increase ventilation, open or break the window (if you don't see smoke or flames rising past the window). Don't jump from the upper floors of a burning building. Wait for the firefighters to rescue you. Let them know you're there by waving towels or coats out the windows.

# SPECIAL EVENTS

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## WEDNESDAY'S SPECIAL EVENTS: March 13

### **Research Network Forum**

Grande Ballroom A, First Floor  
9:00 a.m.–5:00 p.m.

### **Consortium of Doctoral Programs in Rhetoric and Composition**

Grande Ballroom D, First Floor  
1:30–5:00 p.m.

### **Exultation of Larks: Poet-to-Poet**

Skybox 212, Second Floor  
1:30–5:00 p.m.

### **Qualitative Research Network**

Royale 6, First Floor  
1:30 p.m.–5:00 p.m.

### **Intellectual Property in Composition Studies**

Grande Ballroom C, First Floor  
2:00–5:30 p.m.

### **Newcomers' Orientation**

Grande Ballroom B, First Floor  
5:15 p.m.–6:15 p.m.

### **Coalition of Women Scholars**

Grande Ballroom D, First Floor  
6:00–8:00 p.m.

**Rhetoricians for Peace—Media Propaganda in Managed Democracy**

Grande Ballroom C, First Floor  
6:00–9:00 p.m.

**Master’s Degree Consortium of Writing Studies Specialists**

Royale 4, First Floor  
6:30–8:30 p.m.

**Public Image of the Two-Year Colleges: Hallmarks of Fame**

Royale 6, First Floor  
6:30–7:30 p.m.



# SPECIAL EVENTS

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## THURSDAY'S SPECIAL EVENTS: March 14

### **Newcomers' Coffee Hour**

Grande Ballroom A, First Floor  
7:30–8:15 a.m.

### **Opening Session**

Grande Ballroom E/F, First Floor  
8:30–10:00 a.m.

At this session we honor both the 2013 Exemplar Award Winner and our Scholars for the Dream Travel Award Winners and also hear the CCCC Chair's address. Please join us.

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

Grande Ballroom F, First Floor  
6:00–7:00 p.m.

#### **Everyone is invited!**

Winners of the Scholars for the Dream Travel Awards (announced in the Opening General Session) are chosen by a Selection Committee. All are first-time presenters at the CCCC Convention and are selected on the basis of the extended abstracts of their proposals that each submitted. All are members of groups historically under-represented in CCCC (African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latin and Latino Americans, and American Indians). Join these at the reception to meet them personally and learn about their research interests.

# SPECIAL EVENTS

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## FRIDAY'S SPECIAL EVENTS: March 15

### **Awards/Recognition Reception**

Grande Ballroom A, First Floor

5:00–6:30 p.m.

At this reception we announce the winners of the 2013 Outstanding Book Award, The James Berlin Memorial Outstanding Dissertation Award, The Braddock Award, the Award for best article in *TETYC*, and the Nell Ann Pickett Service Award. Past CCCC chairs and distinguished guests will be recognized. A reception follows. Please attend and honor your colleagues.

### **TYCA Talks**

Royale 7, First Floor

6:30–7:30 p.m.

This special event brings together two-year college faculty and those with shared interests to meet one another, form liaisons, and become better informed about the work of the regional organizations and national TYCA. Each member of the national TYCA Executive Committee will be introduced, and each of the seven regional representatives will give a brief overview of initiatives and news from their regions. All participants will have time for get-acquainted conversation, the opportunity to join with others in forming a panel for future conventions, and the time to share challenges and best practices of two-year college faculty.

### **The Twenty-Fifth Annual Poetry Forum: Exultation of Larks**

Capri 104, First Floor

7:30–10:30 p.m.

### **CCCC Jam**

Grande Ballroom E, First Floor

9:30 p.m.–1:00 a.m.

CCCC isn't CCCC without a night of fun, dancing, and partying! And Friday night will be the jam to beat all jams. So, bring your best two-step, your coolest moves and get your party on at the C's!

Sponsored by McGraw Hill

# **SPECIAL EVENTS**

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## **SATURDAY'S SPECIAL EVENTS: March 16**

### **TYCA Annual Breakfast**

Grande Ballroom E, First Floor

7:00 a.m.–8:00 a.m.

This lively annual event presents TYCA's Outstanding Programs in English Awards and the Fame Award for media reference to two-year colleges. Come, break muffins, eat a hot breakfast, and talk with convivial two-year college faculty and other boosters. National TYCA is a national coalition of the seven TYCA Regional Conferences, each of which has retained its separate identity. Because this breakfast is partially supported by donations from book publishers, educational software companies, and many textbook authors who teach at two-year colleges, the cost per person is only \$25.00. Tickets should have been ordered in advance. You can check at the Registration Desk, Royale Pavilion, to see if any tickets are still available.

### **Annual Business/Town Hall Meeting**

Grande Ballroom B, First Floor

8:00 a.m.–9:15 a.m.

The CCCC annual business meeting happens at 8:00 a.m. Saturday. It's open to all CCCC members, and as veterans of that meeting well know, there is inevitably a lively exchange on crucial issues.





## 2013 CCCC Exemplar Award Winner

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**Keith Gilyard**  
Penn State University  
University Park

*2013 Award Committee:* Adam Banks, Dora Ramirez-Dhoore, Jaime Armin Mejia, Cecilia Rodriguez Milanes, and Rashidah Jaami` Muhammad, Chair.

For 30 years, Dr. Keith Gilyard has been a guiding intellectual force in our profession and a devoted supporter of NCTE and CCCC. He currently is NCTE Past President and former CCCC Chair (2000). He has served on several of the organization's committees including the NCTE Resolutions Committee (08-09), NCTE Nominating Committee (2004), CCCC Nominating Committee (2002), NCTE Executive Committee (1999), CCCC Officer Rotation (97-01), CCCC Resolutions Committee (1994), NCTE Committee on Doublespeak (93-96), NCTE Editorial Board (91-94), Conference on English Education (92-96), and in the 1980s, Dr. Gilyard served as Associate Chair for the 1986 NCTE Convention and the 1983 CCCC Convention.

Dr. Gilyard's academic career includes over 75 national and international invited lectures, just as many conference presentations, and over forty workshops and seminars away from his home institution. He has also served countless times as reviewer and consultant for university programs, tenure applications, university presses, and publishing houses.

In her nomination letter, Cheryl Glenn contends that "in the United States, the name Keith Gilyard is synonymous with the best African American rhetoric and poetics and composition studies have to offer." Dr. Gilyard has added to our academic resources more than fifty articles, book chapters, radio and television interviews and presentations, four textbooks, three volumes of poetry, four edited volumes, and six books including two American Book Award winners, *Voices of Self: A Study of Language Competence* and *John Oliver Killens: a Literary Life*.

Dr. Gilyard has mentored and supported many of our current and future Cs scholars, including Elaine Richardson, who says, "Keith Gilyard has been a voice for me. He is the Malcolm X of rhetoric, composition, so-called urban education, applied linguistics, African American literature, and poetry." Echoing the words Ossie Davis used to eulogize Malcolm, Richardson states, "[Dr. Gilyard is] our manhood, our living, black manhood! This is his meaning to his people. And in honoring him we honor the best in ourselves." Victor Villanueva contends that because he "represents every facet of NCTE's and C's work Keith Gilyard deserves this very special recognition."

And we do honor Keith Gilyard, noted by the number of colleagues, current and former students who wrote in support of Keith’s nomination. He has had and continues to have the most profound impact on scholars and scholarship in our field.

The CCCCs Exemplar Award is given to “a person whose years of service as an exemplar for our organization represents the highest ideals of scholarship, teaching, and service to the entire profession.” CCCCs Exemplars “set the best examples for the CCCCs membership.”

**The Conference on College Composition and Communication therefore honors Dr. Keith Gilyard, the Pennsylvania State University Distinguished Professor of English and African American Studies, with its most prestigious honor, the 2013 Exemplar Award.**



## **In Memoriam**

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Gary Tate

Adrienne Rich

# Sessions Presented by Two-Year College Faculty

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## Concurrent Sessions Presented by Two-Year College Faculty

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- A.17 There's Nothing Basic about Basic Writing
- A.25 Getting a Job in the Two-Year College
- B.17 Talent + Effort = Grit: Strategies for Bridging Gaps, Reaching Insight, and Improving Retention
- C.19 No Longer "At Ease": Fostering Success of Returning Vets in Two-Year College Writing Classrooms
- C.20 State and National Influence on Local Assessment Rubrics: Looking Before We LEAP
- D Featured Session: The Go-To Place for Basic Writing—Two-Year Colleges
- D.17 Lessons Learned: Three Genres and TETYC
- E.02 The Thing and Imaginary Border between Remedial and Degree-Credit Composition: Using Multiple Measures to Assess Student Readiness for College Reading and Writing
- E.15 From Resource to Resourcefulness: English-Library Collaboration to Improve Student Learning in Library Instruction
- E.18 Public Mission, Private Funds: Saving the Community College Mission in an Age of Privatization
- G.01 The Accelerated Learning Program: Deepening the Teaching of Writing to Basic Writers
- G.34 Toward a Sustainable Curriculum: Teaching FYC at the Community College Level with a Focus on Food, Politics, Consumption, and the Environment to Promote Critical Literacy
- H.16 Toward Consensus: Basic Writing Pedagogy in Community Colleges, from Faculty Development to Active Learning
- I.06 Like Salmon Swimming Upstream: Developing Writers, Dams, and Scales
- I.14 From the Front Lines of Composition's Public Work: Leadership in Two-Year College English Departments
- J.16 Trends in Accelerated Learning Programs
- K.11 Expanding Our Community: The Duality of Concurrent Enrollment
- L.12 When the Outside Looks In: Accountability, Assessment, and Apprehension in a Technical College Setting
- L.29 Basic Writing, Empirical Psychology, and Humanism: Embracing Interpersonal Learning and Psychology for Practical Interventions
- L.31 Grading and Assessing Basic Writers
- N.04 The Modes as Critical Tropes

## Individual Presentations by Two-Year College Faculty

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- A.02 Cheri Spiegel, *The Writing is on the Wall: Using DIY Narrative to Empower and Engage Student Writers*
- A.33 Susan Gebhardt-Burns, *Invention Techniques: Which Work Best for Community College Basic Composition Students?*
- B.30 Mina Sommerville-Thompson, *Visual Literacy in the Composition Classroom: Sharing in the Connective Spaces of Social Networking Sites*
- B.33 Laurel Saiz, *Writing Well in the Cloud*
- C.05 Stephanie Merz, *Motivational Structures of Mexican Immigrant Students in the Basic Writing Classroom*
- C.05 Rachel Ketai, *Literacy Experiences of Undocumented Community College Students*
- C.28 Leslie Jewkes, *Into Active Voice Leveraging the Power of Public Digital Spaces*
- D.17 Jeffrey Klausman, *Reviewing Reviews: The Public Work of the Review Section of TETYC*
- D.20 Tiffany Rousculp, *Speaking Out—Even Speaking at All: Transgressing Boundaries in a Multimodal Composition Classroom*
- D.28 Leslie Norris, *Research Study Results: The Effects of Digital Technology on Basic Writing*
- D28 Lauren Williams, *“Rethinking Basic Writing for a Digital Future: Replacing Assimilation with an Agenda of Empowerment”*
- E Featured Session Eric Bateman, Louise Bown, Beverly Derden Fatherree
- E.03 Shawn Casey, *Implementing the Common Core State Standards: Notes from a High School/Higher Education Classroom Collaboration*
- E.03 Robert Derr, *Bridging the Gap Between High School Writing and College Composition Courses: Basic Writing Programs that Will Help Increase Community Literacy*
- E.05 Mary French, *The First-Year Composition Course: Help for Those “Left Behind”*
- E.07 Michelle Garza, *(Re)Evaluating the Public: An Examination of Social and Critical Approaches to the Teaching of Writing in Entry-Level Classrooms*
- E.10 Michael Benton and Danny Mayer, *Academic Labor in the Community*
- E 12 Howard Tinberg, *The Pleasures of Teaching Composition: Reading and Responding to Student Writers (This session will be interactive, with participants reading a student draft and engaging in a dialogue about student writing.)*
- E.13 Hope Parisi, *Competing and Converging Rhetorics: A Writing Tutorial for Taking a Student Support Services and Basic Writing Collaboration Public*
- E.19 Ruijie Zhao, *Teaching through the Revolving Door of Public/Private Work: A Basic Writing a Spatial and Visual Approach*
- F.01 Derek Handley, *Basic Writing and Conversations within the Community*
- F.11 Nigel Medhurst, *Breathing ROOM for the Basic Skills Brotha*

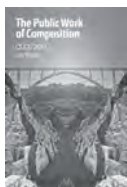
- F.26 Daniel Cleary, Burkean and Davidsonian Identification in the Rhetoric of Alcoholics Anonymous
- F.27 Scott Klepach, Issues of Identity and Responsibility: How Do We Create Enlightened Thinkers Who Will Bring about Social Change?
- F.28 Michael Hill, The Work of Philosophical Argument in an Age of Mechanical Assessment
- H.08 Nancy F. Pine, But I'm Just Not Good With Technology: From Resistance to Empowerment in Basic Writing Courses
- H.12 Erich Werner, From Rant to Ruin: Composing for the Internet's Many and Complex Speeds
- H.13 Andrea Osteen, Making Private Public: Teaching in the For-Profit-Sector
- H13 Lisa Mahle-Grisez, Public Mission, Private Funds: The Growing Impact of Venture Philanthropy on Composition as Illustrated by The Gates Foundation's Completion Agenda
- H.24 Dawn Abt-Perkins, Having Something to Say: Voice, Authority, and Instructional Conditions that Support Women Academic Writers
- H.33 Emily Schnee, The Politics of Assessing Diverse Genres
- I.24 Bob Lazroff, Someone Take the Wheel: Academic Third Space and the Community College Student
- I.33 Jennifer Klein, Reassessing the Instructor's Role as Reader with Online Student Texts
- J.36 Jennifer Maloy, Generation 1.5 Students in the Basic Writing Classroom: What Experience Teaches
- J.37 Cheryl Hogue Smith, Basic Writers as Basic Readers: Addressing Obstacles to Academic Literacy
- K Featured Session Rhonda Grego, Clint Gardner, Making Leadership Public: A Roundtable Discussion of Leadership Opportunities in NCTE and CCCC
- L16 Michelle Brazier, SparkNotes as Secondary Research? The Public Work of Using Online Resources
- M31 Siskanna Naynaha, Constructing Basic Writing at a Community College
- N Featured Session Jeffrey Klausman, The Public Work of Contingent Labor
- N.29 Juliette Ludeker, Waiting for the "Luxury of Fearlessness": When Being Able to Write has Nothing to Do with the Ability to Write

## **Friday Special Interest Groups (TYCA)**

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### **TYCA TALKS**

Friday night, 6:30–7:30 p.m.



# Committee Meetings

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## **CCCC Executive Committee**

Wednesday, March 13, 9:00 a.m.–5:00 p.m.  
Top of the Riviera N, Monaco Tower, 24th Floor  
*Chair:* Chris Anson

## **Committee on Assessment**

Thursday, March 14, 12:15–1:30 p.m. (Closed)  
Monaco 13, Monaco Tower, 24th Floor  
*Chair:* Susanmarie Harrington

## **Committee on Best Practices for Online Writing Instruction**

Friday, March 15, 8:30–11:30 a.m. (Closed)  
Monaco 15, Monaco Tower, 24th Floor  
*Co-Chairs:* Beth Hewett and Scott Warnock

## **Committee on Computers in Composition and Communication**

Friday, March 14, 12:30–1:15 p.m. (Closed)  
1:15–1:45 p.m. (Open)  
Monaco 13, Monaco Tower, 24th Floor  
*Chair:* Doug Eyman

## **Convention Concerns Committee**

Saturday, March 16, Noon–1:00 p.m.  
Monaco 14, Monaco Tower, 24th Floor  
*Co-Chairs:* Chris Anson and Malea Powell

## **Committee on Disability Issues**

Friday, March 15, 5:00–7:00 p.m. (Open)  
Monaco 13, Monaco Tower, 24th Floor  
*Chair:* Jay Dolmage

## **Committee on Globalization of Postsecondary Writing Instruction and Research**

Friday, March 15, 2:00–3:15 p.m. (Open)  
Monaco 14, Monaco Tower, 24th Floor  
*Chair:* Paula Gillespie

## **Committee on Intellectual Property**

Friday, March 15, 11:00 a.m.–12:15 p.m. (Closed)  
Monaco 16, Monaco Tower, 24th Floor  
*Chair:* Jeffrey Galin

## **Committee on LGBT/Q Issues**

Thursday, March 14, 1:45–3:00 p.m.  
Monaco 15, Monaco Tower, 24th Floor  
*Co-Chairs:* Martha Marinara and Mark McBeth

## **Language Policy Committee**

Wednesday, March 14, 7:45–8:45 p.m. (Closed)  
8:45 – 9:45 p.m. (Open)  
Monaco 13, Monaco Tower, 24th Floor  
*Chair:* Kim Brian Lovejoy and Elaine Richardson

## **Newcomers' Orientation Committee**

Friday, March 15, 2:00–3:15 p.m. (Closed)  
Monaco 13, Monaco Tower, 24th Floor  
*Chair:* Paul Puccio

## **Nominating Committee**

Thursday, March 14, 3:30–5:30 p.m. (Open)  
Monaco 13, Monaco Tower, 24th Floor  
Friday, March 15, 9:30–11:30 a.m. (Closed)  
Monaco 17, Monaco Tower, 24th Floor  
*Chair:* Linda Bergmann

## **Committee on Part-time, Adjunct or Contingent Labor**

Thursday, March 14, 10:30–11:45 a.m. (Open)  
Monaco 13, Monaco Tower, 24th Floor  
*Chair:* Seth Kahn

## **Committee on Preparing Teachers of College Writing**

Thursday, March 14, 1:00–2:00 p.m. (Closed)  
Monaco 14, Monaco Tower, 24th Floor  
*Chair:* Asao Inoue

## **Resolutions Committee**

Thursday, March 14, 5:30–6:30 p.m. (Open)

6:30–7:30 p.m. (Closed)

Monaco 14, Monaco Tower, 24th Floor

*Chair:* Hephzibah Roskelly

## **Committee on Second Language Writing**

Saturday, March 16, 9:30 a.m.–Noon (Open)

Monaco 15, Monaco Tower, 24th Floor

*Co-Chairs:* Jay Jordan & Christina Ortmeier-Hooper

## **Committee on Undergraduate Research**

Friday, March 15, 11:00 a.m.–12:15 p.m. (Closed)

Skybox 205, Second Floor

*Co-Chairs:* Doug Downs & Jenn Fishman

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

Friday, March 15, 12:30–1:45 p.m. (Closed)

Monaco 15, Monaco Tower, 24th Floor

*Chair:* Daisy Levy

## **Committee on the Status of Women in the Profession**

Friday, March 15, 7:30–8:45 a.m. (Closed)

Monaco 16, Monaco Tower, 24th Floor

*Chair:* Eileen Schell



# Index of Concurrent Sessions

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

## 1—Academic Writing

- A.16 Strategies, Supports, and Barriers: The Complex Transfer of Genre Knowledge in the Disciplines
- B.15 Critical Thinking and Writing in the First-Year Composition Classroom
- E.04 Public Works: How Writing Centers Build and Sustain Supportive Communities for Dissertators
- E.15 From Resource to Resourcefulness: English-Library Collaboration to Improve Student Learning in Instruction
- F.27 Race and Gender: Lessons in Constructing Identity and Responsibility
- F.31 Reaching Out to a Discipline and Profession: Writing and Reading in Nursing Studies
- H.25 Teaching Research as Metadisciplinary Awareness
- J.05 Themes of Performance to Teach Writing Cross Disciplines: Food, Acting, and Performances
- J.06 Virtual Publics, Real Argument
- J.28 Approaches to Teaching and Conducting Research: The Possibilities for Student Research
- J.30 A Campus Collaboration for Critical and Information Literacy: Enhancing the Hybrid/Studio Approach Writing
- K.13 Reconciling Genres and Research in School and Work Situational Contexts
- K.16 The Public Work of Writing, Seeing, and Reading: Composition Sources as Sites of Contention and Social Change
- K.32 The Writing Center as Public Space: Developing Writing Identities across Disciplines
- L.05 The Visible Dissertation: Graduate Student as Writer and Programmatic Efforts in the Dissertation
- M.03 Using a Corpus of Student Writing to Introduce Disciplinary Practices in a First-Year Composition Course
- M.05 Narratives at Work and in School Settings to Teach Writing and Critical Thinking
- M.14 Methods, Methodology, Procedures: Devising a Swalesian Move/Step Schema for Research Article Sections
- M.16 Challenges and Directions for Citation Pedagogy: Taking the Citation Project into the Classroom
- N.04 The Modes as Critical Tropes
- N.23 Faculty Peer Mentoring: Improving Student Writing across the Disciplines
- N.24 Graduate Writing and Graduate Writing Pedagogy: The Writer Teaching Writing

- N.26 Lesson the Transfer of Writing Skills: Adapting to New School and Public Environment

## 2—Basic Writing

- A.05 From Homework to Public Work: Locating Digital Communities in the Composition Classroom
- A.17 There's Nothing Basic about Basic Writing
- A.33 What Works: New Approaches in the Basic Writing Classroom
- C.03 Public Access, Public Work: A Case Study for Multiple Basic Writing Pilots
- D.07 Approximating the University: Novices Practicing Knowledge in the Basic Writing Classroom
- D.28 Concurrent Literacies: Digital Literacy and Basic Writing
- E.02 The Thin and Imaginary Border between Remedial and Degree-Credit Composition: Using Multiple Measures to Assess Student Readiness for College Reading and Writing
- E.03 Aligning Conversations: Local College-Readiness Initiatives
- E.07 Basic Writer as Lightning Rod, Rosetta Stone, and Crucible: Access, Accountability, Hispanic-Serving Institutions, and Texas
- E.13 Social Connectedness and Student Support: Enhancing Success and Retention in the Transition to College-Ready
- F.01 Basic Writing, Rhetorical Education, and Civic Engagement
- F.25 Occupying the Language of Remediation: from CSUSB to Deborah Brandt to The Hunger Games
- F.28 The Work of Scholarship: Hermeneutics in Public and Institutional Arguments on Basic Writing
- G.01 The Accelerated Learning Program: Deepening the Teaching of Writing to Basic Writers
- G.24 What Kind of Citizens Are We Returning to China?
- H.08 Digital Media and Basic Writing: Enhancing the Work of Composition
- H.16 Toward Consensus: Basic Writing Pedagogy in Community Colleges, from Faculty Development to Active Learning
- H.18 Politics, Basic Writing, and the CSU System
- I.06 Like Salmon Swimming Upstream: Developing Writers, Dams, and Scales
- I.07 Reacting, Rallying, Re-imagining: Full-Fledged University Students, Basic Writers No More
- J.04 Legitimizing Basic Writers: A Public Conversation
- J.07 Using Portfolios to Even the Odds: Rethinking the Portfolio Process in Placement, Instruction, and Assessment
- J.16 Trends in Accelerated Learning Programs
- J.34 Troubling Placement in Basic Writing
- J.37 Fostering Reading Identity for Students in the Developmental Writing Classroom
- K.14 Implementing the Guiding Principles of the CCCC Position Statement on Writing Assessment: Lessons Learned from the CUNY Assessment Test of Writing
- K.28 Navigating the Academic Lingo: Language and Difference in Basic Writing

- L.21 The Multi-Media Composition Classroom
- L.29 Basic Writing, Empirical Psychology, and Humanism: Embracing Interpersonal Learning and Psychology for Practical Interventions
- L.31 Grading and Assessing Basic Writers
- M.15 Class Confidence: Basic Writing, Early Start, and the Future of Remediation at Public Universities
- M.19 Going Public through Partnership: Basic Writing as Nexus for Transfer, Advocacy, and Activism
- M.20 Radical Reform: Changing Basic Writing through Basic Writing Teachers
- N.20 Demystifying Academic Literacy: Basic Writing, Rhetorical Competence, and Self-Assessment
- N.22 Bridging the Gap(s) in Reading, Writing, and Critical Thinking
- N.25 The Impact of Social Class on Basic Writing Pedagogy

### **3—Community, Civic & Public**

- A.31 Writing across the Justice System
- A.32 Documenting Lives: Interviewing as Pedagogy and Activism
- A.35 We Are the .2%: Critical Race Counterstories of Chican@ PhD Experiences in Rhetoric and Composition
- C.04 Rhetorical Movement through Public Pathways
- C.05 Public Works and Public Rhetorics: Effects of Immigration Debates on the Literacy Experiences of Migrant Students
- C.34 Breaking the Silence: African Americans Creating Rhetorical Spaces
- D.08 Community-Based Rhetorics as Always/Already Public Work: African American and Chican@ Responses to Rhetorics of Racism, Oppression, and Silencing
- D.33 Literacy in Context: African and Creole Discourse Practices
- D.34 Public Work in Required Composition Classes: Three Pedagogical Possibilities
- E.06 “Going Public” with Pregnancy Rhetoric: Redefining Technical Communication, Historiography, and Community Action Research
- E.10 Same Work, Different Publics: Producing Community Journalism
- E.16 More Than Just Another Research Site: How Transnationalism Is Challenging New Literacy Studies
- E.22 Socially Networked Writing and Rhetorical Ecologies
- F.07 Engagement, Education, and Action in the Information Age: Science and the New Ideas of Public Work
- F.24 Public Scrutiny, Public Response: Rhetorically Arm(or)ing against the War on Women
- F.26 Rhetorical Analyses of Cultural Phenomena
- F.33 Serving Those Who Serve
- G.11 A Land without a People: How Composition’s Naturalistic Metaphors Leave the Body Behind
- G.13 Rhetorics of Religion, Rhetorics of Identity: Enacting Belief in the Writing Center

- G.23 Public Education Alternatives: K-12 and Community Education
- H.02 Narrating, Building, and Framing a Public Space for Literacies: Across Disciplines, Colleges, Public Schools, and Local Communities
- H.03 Composing the Public (and Its Problems): John Dewey and the Public Work of Rhetoric and Composition
- H.05 Writing and the Politics of Acceleration
- I.08 Re-Organizing Graduate Education through Community Engagement
- I.32 Learning Dangerously: Student Activism in the Classroom
- I.34 Sites of Resistance and Disruption: Constructing a Participatory Citizenship through Women's Rhetorical Agency
- J.02 Going "Glocal": Considering Literacies in Isolation
- J.03 Powwows, Prisons, and Pedagogies: Reinvigorating the (Counter)Public Work of Composition
- J.08 Growing Community: Public Writing about Food
- J.22 Conceptualizing Public Discourse
- K.04 Creating Public Spaces for Veterans' Voices
- K.05 Appropriating Public Voices: Rhetorics of Exclusion in/through/with Science
- K.06 Research, Writing, and Service: Empirical Methods and Writing Pedagogy in Civic Engagement Projects
- K.12 Teaching Rhetoric as Public Work
- K.15 The Digital Rhetorician as an Agent of Social Change
- K.22 Conflict Discourses in Public Deliberations
- K.24 Stakes, Stakeholders, and Freshman Composition: Communicating Our Programs to Multiple Audiences
- K.26 Finding the Words Together: Interrogating the Deficit Model of Literacy
- K.29 Oral Histories as Public Work: A Community Publishing Experiment in Rural Pennsylvania
- K.30 Mapping Rhetorical Strategies in the Composition of Public Memory and Identity
- K.31 A Critical Lens on Service Learning
- L.26 Ethnographies of Bodies, Artifacts, and Activists
- L.27 "Pulled from My Roots": The Public Work of Youth Performance in the Borderlands
- L.28 Feminist Methods behind Bars: Critical Representation in Prison Research, Writing, and Teaching
- L.30 Becoming "Literate" about Communities: Lessons Learned in the Field
- M.11 Community Collaborations
- M.12 Composing Public Bodies/Embodying Public Compositions
- M.13 Finding a Way In: Examining Spaces of Student Public Writing
- M.18 Voices of Diversity Project: The Work of Op-Eds
- N.07 Racing the Local, Locating Race: Rhetorical Historiography through the Digital Humanities
- N.17 Organizational Rhetorics
- N.19 Locating Public Literacies: Multimodal Education In and Around the University
- N.21 Toward a Theory of Multimodal Public Rhetoric

## **4—Creative Writing**

- C.32 The Public Work of Memoir: Using the Personal to Struggle for Collective Justice
- D.29 Experimental Writing/Experimental Teaching: Making Space for the Personal
- F.13 Consensus and Community in Creative Writing Classrooms
- G.02 Creative Nonfiction and the Public Sphere

## **5—History**

- A.29 Drawing on the Archives to Challenge Dominant Notions of Writing Practices
- A.30 “Alternative Histories” Auguring Alternative Futures: Nineteenth-Century Normal Schools and Twenty-First Century Practices
- B.34 Back to Basics: Making Space for Indigenous Rhetorical Histories
- B.35 “Bowling to the Elders”? New Understandings of Expanded Canons
- C.33 Interrogating Rhetorics of Gendered Space: Flappers, Firefighters, and Submariners
- D.32 Making the Translingual Past Visible: Counter Histories of Writing Instruction
- E.17 Sister Resisters: A Rhetorical Record of Women Writing for Public Reform
- E.32 Brother(s) . . . Outsider(s): Rhetorics in the Public Work of Social and Political Movements
- F.19 Private Schools for the Public Good: U.S. Jesuit Higher Education in the 19th and 20th centuries
- G.10 Alternative Histories: Composition and Rhetoric in Secondary Schools and Normal Colleges, 1890–1956
- G.22 Historical Roots of Contemporary Language Practices
- I.26 Creative Publics: Constructing Institutional Histories through Student Voices in the Archives
- I.28 Rhetoric, Literacy, and the Historical Public
- J.25 Archival Research and the Origins of Composition
- K.25 Cooking, Botany, and Journalism: Historical Sites of Feminist Rhetorics
- L.25 Historical Studies of Women’s Rhetorical Practices
- M.10 Women’s Literacy Practices in Historical Context
- N.14 Public Rhetoric and Construction of Literacy

## **6—Information Technologies**

- A.06 Your Previous Assumptions Do Trip You: How Error, Non-Identity, and Memory in Digital Texts Destabilize Writing
- A.07 Multimodal Composition and Web 2.0: Equipping Under-Prepared Students with Real World Skills
- A.26 Teaching on the Move: Mobile Technologies and Public Writing
- A.27 Commenting, Conferencing, and Collaboration: Interrogating Online Writing Pedagogy

- A.28 Anti-Social Networking: Complicating Public, Digital Composing
- B.29 Shades of Digital Expertise: Addressing Environments, Teachers, and the Field
- B.30 Pedagogy in the Clouds: Social Networking and Visual Literacy in the Composition Classroom
- B.31 The ePortfolio Model and the Development of Public Reflective Composition
- B.32 Net Work: The Intellectual, Social, and Material Function of Networks in the Composing Process
- B.33 Theorizing, Teaching, and Evaluating E-Portfolios in First-Year Composition
- C.07 The Post-Public Work of Composition: Reaching New Writers with New Media
- C.08 Writing 2.0: Participation in Distributed Publics
- C.29 Blogs and Vlogs: Public Work in the Classroom
- C.30 Making It Up as We Go: Online Identities in Motion
- C.31 The New Mass Literacy of Procedurality: Ideologies, Implementations, and Implications
- D.06 Composing Works for Public(s): Employing Multimodal Technologies to Connect Students, Ideas, and Audiences in the First-Year Composition Classroom
- D.25 Between Making and Remaking: Copyright, Copyleft, and Multimodal Composition
- D.27 Procedural Rhetorics In, On, and About the Public Writing of Videogamers
- D.30 Mobile, Social, Public: Understanding the Publicness of New Media Composition Practices
- E.20 University of California Online Education: A Report and Assessment from Writing Faculty
- E.28 Are There No Teachers Here?: Automating Teaching and Assessment
- E.30 Authorship, Ecologies, and Infrastructures: 21st Century Applications of Wikis in Rhetoric and Composition
- E.34 Pedagogy in a New Key: Fanfiction, Comics, and New Media Composition
- F.02 Preparing Graduate Students to Be New Media Composers
- F.08 When Digital Vocabularies Select Exclusionary Realities: A Panel IRL
- G.05 Mapping Our Discursive Homes across Disciplinary, National, and Digital Borders
- G.08 When the Distance Is Not Distant: Modeling Best Practices and Maximizing Public Interaction in the Online Course
- G.12 Institutionalizing Innovation: Collaboration, Class Size, and Conflict
- G.21 We Are Borg: Composing Processes and Identities
- H.06 Public Composition in Privatized Digital Spaces
- H.12 Haunted Places: Composing Possibilities for Democratic Design
- H.32 Gendered Literacy Practices in Digital Spaces
- H.35 "Paying Attention" to Web 2.0: Social Media and the Public Work of Composition

- I.09 Going Public: Composing New Boundaries of Public and Private Discourses
- I.16 Experience and Identity Bytes: Researching How Digitization Influences the Development of Future Public Writers
- J.09 Web 2.0 and the Public Work of Composition
- J.10 Takin' It to the Streets: Public Spaces and Public Faces of Multimodal Composition
- J.15 Web 2.0 as Public Writing: Composition, Collaboration, and Discourse Community in Social Media
- J.21 Start Playing Around: Videogames and Pedagogy in a New Key
- K.37 Reporting on Best Practices in Online Writing Instruction (OWI): Six-Year Research Results from the CCCC Committee for Best Practices in OWI
- L.14 From Kickboxing to Kickstarter: Public Engagement in Virtual Spaces
- L.23 Researching and Designing with Social Media: Four Case Studies
- L.24 The DIY LMS: Reaching New Publics with Homegrown Learning Management Systems
- M.09 Addressing the "Crisis" in Scholarly Publishing: A Sustainable Approach
- N.06 Digital Environments, Public Writing, and Student Needs: Using Instructional Assistants to Facilitate Learning in Online Classes
- N.09 Civic Discourse in Digital Spaces: Exigence and Action
- N.13 You Are Here: Rhetoric, Response, and Respect
- N.15 Building Interfaces: Three Models of Theory and Research for Understanding the Technologies that Cross Publics
- N.18 Our Students' Public Practice and Our Pedagogical Work: Learning from Our Students' Social Media Composing Practices
- N.30 Code in the Classroom: Student Writers as Game Designers

## **7—Institutional and Professional**

- A.23 Operation Preparation: Where Revolutionary Theories and Institutional Practices Collide
- A.24 General Education and the Teaching of Writing: Exploring the Opportunities for More Deliberate Pedagogies
- A.25 Getting a Job in a Two-Year College
- B.01 The War Comes Home: The Rise of Veterans Studies in Rhetoric and Composition
- B.16 Reunion: Public Access and Writing Today
- B.27 Expertise and Meaningful Assessment: (Re)Modeling the Public Trust in Teachers
- B.28 From Presentation to Publication: How to Make Revision Count
- C.23 The Contingent Academic Workforce: Myths, Facts, Prospects
- C.25 Perspectives on Small-College Teaching
- C.28 "Can't Get No Satisfaction": Can Making Online Teaching Public Increase Teacher Satisfaction?
- D.24 Understanding and Supporting New Teachers in Uncertain Times

- D.26 The CWPA Diversity Project
- D.31 Constructions of Composition Students as Exigencies for Change: Four Critical Perspectives on Going Public
- E.18 Public Mission, Private Funds: Saving the Community College Mission in an Age of Privatization
- E.25 Preprofessionalism and the Graduate Student Editor
- E.29 Keeping It Together: Supporting Practices of Community in a Writing Department
- E.33 Succession, Confession and Conflict in WPA Work
- F.15 Becoming “The Writing Person”: Negotiating Public Identity and Programmatic Perils in Writing Program Administration
- G.20 Student Assessment, Program Assessment, and the Challenges
- G.26 First-Year Composition, Rhetoric, and the Public University
- H.13 Privatization and Writing Instruction: Venture Philanthropy, For-Profits, and Contingent Self-Advocacy
- H.14 The Public Works of Program Administration: Accreditation and Assessment
- H.31 Asserting the Graduate Student Perspective: Negotiating Identity Issues and Pedagogical Concerns through the Practicum
- I.10 Machine Grading, For-Profit Writing Classes, and Utilitarian Service: Emergent Formations of the Neoliberal University
- I.14 From the Front Lines of Composition’s Public Work: Leadership in Two-Year College English Departments
- I.15 Expanding Our Definitions of 21st Century Writing Instruction: Online Conferencing, Academic Service Learning, and Writing/Education
- I.35 Changing Perceptions of Writing Program Administrator Authority and Identity in the Past Twenty-Five Years
- J.20 The Undergraduate Major and the New Publics of Rhetoric and Writing Studies
- K.07 The Public and Private Faces of Composition for Scholars on the Tenure Track: Examining Disciplinary Identity
- K.23 Composing Roles for Scholars, Teachers, and Organizations in Policy Debates
- K.35 Building, Analyzing, and Sustaining Writing Programs in the U.S.
- L.18 Articulating the Infrastructure of the Field: Perspectives on the 2012 Survey of the Master’s Degree Consortium of Writing Studies Specialists
- M.02 When Graduate Assistants Unionize: Effects on GA “Training” Professionalization, and Labor Management
- M.31 Political Economies of Literacy Instruction: Configuring Basic Writing
- N.10 Reading, Writing, and Remixing Composition’s Public Identity
- N.11 Aligning Expectations: The Integrative Mission of Composition as a Teaching Subject
- N.29 The Silence Project: Giving Voice to Academics with Severe Writing Difficulties



## 8—Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

- A.19 Re-Centering Composition: New Perspectives on Literacy Instruction for Culturally and Linguistically Diverse Publics
- A.21 Mobilizing Insider Knowledge: Examining How Disciplinary Participants Provide Affordances for Student Writing
- A.22 Reading Into Writing: Student Writers Reading in Secondary, Two-Year College, and First-Year Composition Classrooms
- B.09 PDAs; or, Public Displays of Affiliation: Composing at the Intersections of the Academy, the Games Industry, and the Gaming Community
- B.17 Talent + Effort = Grit: Strategies for Bridging Gaps, Reaching Insight, and Improving Retention
- B.25 “Whose Best Practices” Disrupting Discourses about the Work of Composition
- C.13 Rhetoric, Composition, and Disciplinary Emergence
- C.22 Global Rhetorics, Racial Identities, and Nonverbal Rhetorical Action
- C.24 Private Trauma, Public Compositions: The Effects of Trauma Narratives on Classroom and Community
- D.10 Being There: The Rhetoricity of Queer Spaces, Identities and Bodies
- D.23 Using Architecture, TED, and Design Pedagogies to Teach Writing
- E.09 Writing and/as Design: Identity Events in the Margins
- E.24 Global Literacies Cross-cultural Rhetoric, and International Students in The American University and Beyond
- F.03 Facilitating First Generation Graduate Student Success: Extending Critical Compassionate Pedagogy to Student Support Services
- F.22 Writing Bridges: Public Conversations about Composition across High School and Post-Secondary Contexts
- G.19 Literacy Instruction Meets Intercollegiate Sports
- G.28 Writing in the Sciences, Scientific Thought, and Mentoring Writers
- G.32 Writing on Different Soil: Adaptations of Writing and Composition Studies at Three International Sites
- H.04 Not Either/Or: Civic Rhetoric, Community Engagement, and the Public
- H.22 Making Reading Public in College Writing
- I.13 Exploring Cross-Language Work in History, Theory, and Practice: Reworking Languages in Teaching and Research
- I.23 Narrating One’s Way through New Interdisciplinary Perspectives for Ethical Communication
- I.25 Expansive Minds and Narrow-Mindedness: Public Schools, Collaboration, and Critical Thinking Assessment
- J.14 Little Did We Know!: Using Reflective Practice to Publicize Student Research Processes
- J.17 Defining Where We Work: The Role of Composition in Discipline Formation
- J.29 Using Translingual Pedagogies across Disciplines to Teach Writing in the Disciplines

- L.02 Writing in Science, Technologies, Mathematics, and Engineering: Frameworks for Success for All Students from High School to University and Beyond
- L.07 I Flap My Hands and You Unsheathe Your Pocket DSM: Rhetorics of Mental Disability and the Public Work of Composition
- L.09 Weaving in New Threads: Craft Perspectives on Rhetoric and Composition
- M.23 Conceiving Literacy: How Students and Educators Define Literacy across Educational Contexts
- M.30 FYC Classes as Sites of Rhetorical Education: The Public Concerns of Borderlands Communities
- N.31 Teachers Going Public: Toward New Understandings of Literacies, Social Justice, and Inter-Institutional Partnerships
- N.33 Transgressing Composition Spaces: Shaping Students' Conocimiento with Pedagogies That Empower Public Acts

## **9—Language**

- A.13 Honoring Vernacular Eloquence: Pathways to Intellectual and Academic Discourse
- B.26 World and American English Vernaculars: Assets Not Deficits
- C.21 Studies of Students Engaging Translingual and Translation
- D.09 The Global Work of English
- E.31 Questioning English Instruction Abroad and at Home
- F.04 “Home? Language”: De-Privatizing African American Oral-Based Discourse
- G.09 Beyond “English Only”: Language Ideologies and Identities across University Writing Contexts
- H.21 Advising Resident Multilingual Writers: Challenges, Implications, and New Directions for Research
- I.02 Complexities of Curricula in the “Global” Era: Contesting Remediation across Contexts
- I.21 The Language and Literacy Diversity Project: Using Linguistic Survey Data to Inform Writing Pedagogy, Writing Research, and Writing Program Assessment
- J.31 Language Difference as Resource: An Expanded, Multi-Level Approach to Linguistic Difference in First-Year Composition
- L.15 Language as Power: Discourse and the Creation of Identity
- N.32 Texts and Contexts: Studies by and with Chinese Students and Teachers (The Empire Strikes Back)

## **10—Professional and Technical Writing**

- A.12 14 Original Heuristics for Solving Writing Problems: A Roundtable in Tweets
- B.24 Discourse and Difference: The Embodied Nature of Professional and Technical Writing

- D.19 Medical Documentation as Persuasive Discourse
- F.05 Complicating Composition: Technical Communication's Investments in Public Discourses, Metaphors, and Gendered Bodies
- G.30 Exploring Public Plain Language Use in Government, Ethics, and Counter-cultures
- H.19 Risk, Rhetoric, and Military Legacies in the Town Next Door
- K.21 The Stories We Tell: Reframing Instructional and Institutional Identities

## **11—Research**

- A.08 Navigating the Landscapes: Transfer and Threshold Concepts as Lenses for the Public Work of Writing in the University
- B.20 Rhetorical Strategy and Discourse Analysis
- B.21 What Coding Means and Why We Should Do It
- B.23 Next Steps? Responses to Royster's and Kirsch's Feminist Rhetorical Practices: New Horizons for Rhetoric, Composition, and Literacy Studies
- C.14 Responding to the Public Crisis in Student Writing: Results from the Study of Seniors' Meaningful Writing Experiences
- C.18 Peer Review and Conferences as Teaching Strategies for ESL Writers
- C.20 State and National Influence on Local Assessment Rubrics: Looking Before We LEAP
- D.18 Re-reading Christensen and Appalachian Textbooks: Coding Risk in Basic Writing Progress
- D.21 Race and Writing Assessment: Cross-Disciplinary Frameworks for Impact Analysis
- D.22 Research on Reflection and Composing in Teacher Development
- E.05 Research on Less Prepared or Less Successful Writers
- E.21 Video Methodologies: Researching on the Tube
- F.09 From the Public Sphere to the Global Sphere: Extending Composition across Local and Global Contexts
- F.16 Developing Methods for Self-Sponsored Writing Center Assessment
- G.03 Disciplinary Data on Display: Visualizing Keywords in CompPile, Dissertations, and the Writing Studies Tree
- G.07 The Invisible Made Visible: Web 2.0 and Peer-Conferencing in Writing Courses
- G.29 Public Health Claims, Writing in Entomology, and the Legacy of the First Public Normal School
- H.27 Genre and Public Sites
- H.29 Composition and Its Publics: Three Moments of Reckoning from 1954–2012
- H.34 Writing about Writing, Thinking about Thinking: Promoting Transfer within and beyond First-Year Composition
- H.37 Here Comes the Neighborhood: Re-inventing the University through Students' Stories
- I.17 Research about First-Year and Multilingual Students
- I.30 The Power of Talk: Using Interviews and Discourse Analysis to Uncover

Ideologies about Race, Violence, and Identity in Composition Scholarship and Practice

- J.33 Research on Writing Courses and Novice Writing Teachers
- J.35 Necessary Failures: New Contexts
- K.03 The Triforce of Wisdom: Student Engagement, Gaming Practices, and Writing Pedagogy
- K.34 Designing a Multi-Institutional Cross-Disciplinary Study in Information Literacy
- L.03 The Public (Face) Work of Administration: A Case Study of Six New Writing Center Directors
- L.08 Numbers Talk: Using Corpus Data to Guide Ethnographic Inquiry
- L.10 Too Legit to Quit: Refiguring “Writing Transitions” on a Spectrum of Public Engagement
- M.25 Promoting Transfer through Reflection: A Cross-Institutional Study of Metacognition, Identity, and Rhetoric
- M.27 Mapping Transfer Research and Its Potential Impact on Public Life

## **12—Teaching Writing & Rhetoric**

- A.03 Visual Considerations for Students and Writing Teachers
- A.09 Writing Science and Critical Literacy
- A.10 Listening as Writing Pedagogy
- A.11 Unsafe at Any Speed: When Students Research, Read, and Write with their Foot on the Pedal
- A.15 Whose Story Is It Anyway? Student Authorship and the Craft of Narrative
- A.18 Beyond Bahamian Classroom Walls (and Back Again): Student Writing and Engagement in Public Spaces
- A.20 Our Relationships to Stories and Lands: Indigenous Knowledge in Basic Writing and Composition Classrooms
- A.34 Bridging the Divide between Basic Literacy and College Readiness: Using Protocol Analysis to Prepare Basic Readers and Writers for Academic Success
- B.06 How Our Students Learn: Implications for Teaching Writing
- B.08 Digital Intellectuals: Students as Public Writers in the Global Internet Age
- B.11 Teaching Scholarly Writing in WID Contexts
- B.12 Assessment, Preparedness, and Retention Strategies
- B.13 Expanding the Conversation about Faith and Composition: Multiple Perspectives on the Public Work of Religion
- B.18 Listening for Currents in the News: Writing, Rhetoric, News Literacy, and the Public Sphere
- B.19 Characterizing the Honors Research Writing Course: Student Identity, Digital Literacy, and an Interrogative Approach to Research
- B.22 Accessing Literacy, Literacies as Access: Reimagining Public Narratives of Disability
- C.01 Incorporating Video Stories from Workplace Professionals into Communi-

- cation Courses: Mini-Modules Online to Increase Student Motivation and Learning
- C.09 Composition in/for Virtual “Public” Spaces: Digital(ly) Mediated Divides
- C.16 Religion, Spirituality, and the Culture of Abundance
- C.17 Diversity, Disability, and the Needs of Veterans in Our Classrooms
- C.19 No Longer “At Ease”: Fostering Success of Returning Vets in Two-Year College Writing Classrooms
- C.26 Making the Personal Public: Storytelling as Academic Discourse in College Composition
- C.27 When Apprentice Writers Can’t Read What We Write: Rethinking WAW Courses in Light of Student Experiences Reading Primary Research Essays
- D.02 Negotiation, Sharing, and the Rhetoric of Correspondence
- D.03 Embodiment, Disability, and the Idea of Normativity
- D.04 Challenges for Writers from China and India
- D.05 Meeting Writers Halfway: Experiences Working with the Upper-Division and Graduate Writing Student
- D.15 The Public Hopes of Composition
- D.16 Taking on What We Take for Granted: Digital Portfolios, Digital Underlife, and Issues of Digital Copyright
- D.17 Lessons Learned: Three Genres and TETYC
- D.20 Know “Speak” Listen - See: Breaching Literacy Boundaries in the Composition Classroom
- E.11 Moving Genres: Public and Academic Writing in College Classes
- E.12 The Pleasures of Teaching Composition: Reading and Responding to Student Writers (This session will be interactive, with participants reading a student draft and engaging in a dialogue about student writing.)
- E.19 “A little less conversation and a little more action please”: A Guerrilla Pedagogy that Arms Students with QR Codes, Public Art, and Visual Rhetoric
- E.32 Digital Pedagogy: Rhetorical Analysis and Assessment
- F.06 Only Connect: Strategies for Engaging Reluctant, Under-prepared, and Inattentive Writers
- F.17 Productive Tensions: Ideological Conflict and the Next Generation of Support for Veterans
- F.21 Affect and Ethics and Their Effect on Teaching Writing
- F.23 Web-based Literacies
- F.29 The Tyranny of Argument: Rethinking the Work of Composition
- F.34 Sustainability and Composition
- G.06 Multimodal Pedagogies in Digital Media Environments: Websites, LMSs, and Webcasts
- G.14 Ethos and the Public and Private Work of Teaching Composition in the 21st Century
- G.25 When the Classroom Is Flipped: New Models of Teaching Writing
- G.27 Understanding Transfer in the First-Year Writing Classroom
- G.31 Multi-Modal Blues
- G.33 Interviewing, Free Speech, and Improvisation: Making Sense Live, in Public

- G.34 Toward a Sustainable Curriculum: Teaching FYC at the Community College Level with a Focus on Food Politics, Consumption, and the Environment to Promote Critical Literacy
- G.35 Participating in Shaping Meaning: Student Encounters with Scholarly Texts in Writing-about-Writing Courses
- H.07 Composer Agency and Multimodal Composition
- H.24 Intervention, Response, and the Conditions for Writing
- H.26 Pedagogies for the Globalized Classroom
- H.28 The Public Role of Writing and Technology for Multilingual Learners and Writing Teacher Candidates
- H.30 Composing beyond the Classroom: Situating First-Year Composition in Digital Writing Environments
- H.33 Narrative Genres in an Outcomes-Based World
- H.36 Reading to Lead and Writing to Win: Composing Future Leaders of Character for the U.S. Air Force
- I.03 The High Stakes of “Real Writing”: Digital Citizenship Meets FYC
- I.22 Authorship, Writing Spaces, and Shifting Roles
- I.24 Student Identity and the Practices of First-Year Writing
- I.27 Minding the Publics and the Work of Composition: Disability, Dysfluency, and Neurodiversity
- I.29 What Happens in the Classroom Can’t Stay in the Classroom: Helping Working-Class Writers Negotiate Public Rhetorics
- I.31 From Private Practice to Public Work(s): Mindfully Re-visioning Classroom Contact Zones into “Affective Communities”
- I.33 (Em)bracing the Urge to Read Student Work Differently: A Discussion of the Opportunities Created by Digital Texts
- J.23 Adventurous Digital Pedagogies: From Multimodality to Classical Rhetoric
- J.24 Strategies for Public Rhetoric
- J.26 Plagiarism and the Student Author: Publics, Policies, Pedagogies
- J.27 Public Discourse as Rhetorical Situation in the First-Year Writing Classroom
- J.32 The Working-Class Imperative in the Public Work of Composition: Creating and Critiquing Pedagogies Designed For and Against Working-Class Student Populations
- K.08 Digital Infrastructure: Re-Wiring the First-Year Composition Classroom
- K.17 And so We Meet Again: A Classroom Approach to Uniting Literature and Rhetoric
- K.20 Interviews, Portraiture, and Play: Exploring Students’ Experiences in the Teaching of Writing
- K.27 Re-envisioning Reason’s Ethos in Public Works
- K.33 Student Histories Matter: Archival Research in the Composition Classroom
- L.06 New Media Instruction in the First-Year Writing Programs at Texas A&M University-Corpus Christi
- L.11 Scenario-Based Writing and the Question of Authenticity in FYC
- L.16 Learning from Students’ Research Practices
- L.22 Teaching Archives of Discomfort: Unsettling Cultural History as Public Work

- L.33 Students' Construction of Writing Selves
- L.34 The Political Work of Redesigning Writing Instruction for Online Publics
- M.01 [Re]-branding Town and Gown: Bridging the Gap between the Local Community and the Ivory Tower
- M.06 Gamification and Education 101: Play to Learn
- M.08 Inside Out: Teaching Embodied Research, Writing, and Revision
- M.26 Alternative Rhetorics, Explicit Instruction, and Student Reflection
- M.28 In Their Own Voices: Self-Reflection on the Composition Process of College Students with Asperger's or High Functioning ASD
- M.29 Private Moments Made Public: Navigating the Boundary between Personal and Public Identity
- M.33 Literacy Narratives and Student Publications
- N.05 Cross-Cultural Communication: Pedagogical Implications for a Diverse Campus
- N.08 From Cylinder to Soundcloud: Remixing Audio Archives for Public Radio
- N.12 "That's So Meta": Supporting the Development of Meta-Awareness through New Media Composition in College Writing

### 13—Theory

- A.01 Rhetorics of Self-Representation by Scholars of Color
- A.02 The Multiplex Surface: An Investigation of Transformative Influence of Technology, Politics, and Guerrilla Pedagogy on Writing Classrooms
- A.04 Expanding Perspectives of Writing Transfer: New Terms, Methods, and Pedagogies
- A.14 Feeling Undisciplined: Reading Practices and Scholarly Work
- B.02 Remembering Adrienne Rich
- B.04 Persuasive Spaces: Museums and the Compelling Narrative
- B.05 Everyday Writing: Instances, Circulations, Implications
- B.10 Visual Technologies and Culture: Past, Present, and Future
- B.14 To Worry Words: Black Women's Literacies and Rhetorics in Public Culture
- C.02 The Construction of Public Memory: Oral Histories, Memorials, and History Museums
- C.11 Comics, Culture Jamming, and the Campaign for Authentic Representation
- C.12 Occupy Writing: Meditation and the Politics of Mindfulness in the Classroom
- C.15 Expanding Rhetorical Publics: the Zoo, the Cemetery, and the Chapel
- D.11 Tracing Images: Public Production and Composing Rhetoric
- D.13 Public Works and the Architectures of Composition
- D.14 Expanding the Public Work of Composition: The Role of Rhetoric
- E.26 Rhetorical Futures: Revisiting Attachments, Reinvigorating Commitments, Revising Disciplinary Narratives
- F.10 Anti-Immigrant Discourse in the Media: Rhetorical Political Action for Gender Equality
- F.12 Cosmopolitanism, Genre, and the L2 Writer

- F.18 The Construction of Latino, Black, and Asian Masculinities in the Writing Classroom
- F.20 When the Time Is Right: Women, Rhetoric, Publics, and Policies
- G.15 Ecological Productions: Space, Publics, Texts, Identities
- G.17 Places, Objects, and Images
- G.18, The Rhetoric of Settler Colonialism
- H.09 New Media Ecologies: Technology, Nature, Aesthetics, Complexity
- H.17 Socially Built Environment Surrounding Disability
- H.20 (Re)connecting Reading and Writing: A Cross-Generational Perspective
- H.23 Ethically Engaging Difference: Rhetorical Empathy, Insider-Outsider Rhetoric, and Representations of Disability
- I.12 Shifting Imbedded Perceptions: Non-Western Feminists Writing and Speaking in the Public Sphere
- I.18 Expanding the Conversation about Religious Rhetorics: Current Trends, Future Directions
- I.19 Kairos and Silence
- J.13 Students Rights to Their Own Identities: The Importance of Queering Language
- J.18 Sustainability, Food Justice, and Biocentric Rhetori
- K.09 Learning (Again) from Las Vegas
- K.19 Digital Literacy
- L.04 Compositional Expansion: De- and Re-Composing Materialities
- L.19 Postcomposition
- L.20 Public Rhetoric and the First-Year Classroom
- L.32 Rhetorical Responses/Resisting Colonization
- M.17 Objectivity?
- M.22 Students, Teachers, and Workers in Transit: Rhetorical and Pedagogical Implications
- M.24 Alternatives to the Argument: Emotion, Narrative, and the Personal
- M.32 Damnable Things: Putting Sin into Composition
- N.34 Decentering the Able Body: The Praxis of Disability Rhetorics in Public Spaces

## 14—Writing Programs

- B.03 Information and Its Consequences for Work: Theorizing a Writing Program Informatics
- B.07 Look Out Any Window: The Basic Writing Center
- C.06 Re-imagining Writing Programs' Audiences: Insights from the Open Source Movement about Collaboration within and Between University Writing Programs
- C.10 Dual Enrollment/Dual Credit: The Missing and the Hidden
- D.12 The New "Basic Writing": A WAC/WID Program and Public Literacy
- E.08 Supporting Integrated Writing Research through Rhizomatic Literate Activity



- E.27 Perceptual Presence: Creating Exceptional Teaching and Tutoring in an On-line Modality
- F.11 Reidentification: Seeing Students Differently
- F.30 Going Public: Making Integrated Writing Instruction Visible across Disciplines, across the Institution
- G.04 Writing Center Training, Performative Silence, and Informational Visualization
- G.16 Leveraging the “Where” of Writing: Forging, Showcasing, and Complicating Community Connections
- H.10 Transition and Transfer: Tracing Student Movement through Writing Majors and across Disciplines
- H.11 Making Our Work Public: Creating a New English Major
- H.15 Making the Grade: Exploring and Explaining “Failure” in the Composition Classroom and Beyond
- I.04 Invitations to Dialogue: Student Involvement in Teaching for Transfer across and Outside the Composition Sequence
- I.05 A Writing Center Targets Writing in the STEM Disciplines
- I.11 Snapshots of the Field
- J.11 Writing as an Academic Skill and a Liberal Art: From High School to College and Beyond
- J.12 Engaged Assessment/Effective Pedagogy: Fostering Community Engagement through Assessment Practices
- K.10 Implications for Culturally-Relevant Writing Program Administration: Revising Public Perceptions of Basic Writers and Linguistic Diversity
- K.11 Expanding Our Community: The Duality of Concurrent Enrollment
- K.18 The WPA Outcomes Statement and the Pursuit of Localism
- L.12 When the Outside Looks in: Accountability, Assessment, and Apprehension in a Technical College Setting
- L.13 Face, Place, Space, Publics: Multiplicity and Writing Centers
- L.17 Among the “Swirl of Actors” in the Public U: The Challenge of Cross-Disciplinary Instructional Outreach and Assessment
- M.04 Building Textual Bridges: An Analysis of Artifacts Connecting the Writing Center to the University Public
- M.07 Reviving and Sustaining a WAC/WID Program: Traditions, Technology, and Multilingualism
- M.21 Gateway Courses and the Undergraduate Writing Major: A Roundtable Discussion
- N.03 “Basic” Writers, “Multilingual” Writers, and “Mainstream” Writers: The Contested Terms of Transitional Writing from the Student Perspective
- N.16 “Make New Friends, but Keep the Old”: Incorporating New Media and Multimodality in a Growing Writing Program
- N.27 International Admissions Brokers: Streamlining or Complicating Writing Support?
- N.28 The International Work of Composition: The Development of a Multilingual Writing Center at Home and Abroad



# **Pre-convention Workshops and Meetings**

## **Wednesday, March 13**

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### **REGISTRATION, 8:00 a.m.–6:00 p.m.**

Royale Pavilion 1/2/3, Lobby Level

### **MEETING OF THE CCCC EXECUTIVE COMMITTEE**

Top of the Riviera, North, Monaco Tower, 24th Floor  
9:00 a.m.–5:00 p.m.

### **OPEN WORKING MEETINGS**

These groups will discuss their work, introduce initiatives, and solicit feedback and suggestions. These sessions are an opportunity to learn about and participate in the work of the CCCC. All are invited.

#### **Committee on Visibility and Databases**

Skybox 203, Second Floor

*Chair:* Helen Foster, University of Texas, El Paso

#### **Committee on LGBT/Q Issues**

Skybox 203, Second Floor

*Chair:* Mark McBeth, John Jay College of Criminal Justice, New York, NY

#### **Committee on Preparing Teachers of College Writing**

Skybox 203, Second Floor

1:45–3:00 p.m.

*Chair:* Asao B. Inoue, California State University, Fresno

#### **Graduate Student SIG and the Committee on the Status of Graduate Students**

Skybox 203

3:15–4:30 p.m.

*Chair:* Laurie A. Pinkert, Purdue University, West Lafayette, IN

## **Public Image of Two Year Colleges SIG**

Skybox 203

4:45–6:00 PM

*Chair:* Sterling Warner, Evergreen Valley College, San Jose, CA

## **THE RESEARCH NETWORK FORUM**

Grande Ballroom A, First Floor

9:00 a.m.–5:00 p.m.

*Co-Chairs:* Gina M. Merys, Creighton University, Omaha, NE  
Risa P. Gorelick, College of St. Elizabeth, Morristown, NJ

The Research Network Forum has served as a mentoring branch of the CCCC community—welcoming both novice, and seasoned members—in an effort to foster growth in the scholarship of the field. It allows for the creation of relationships between new and experienced scholars, between long-used research methods and cutting-edge approaches, between editors and future contributors to their journals, and between different research interests in the discipline. As Howard Tinberg asks us to consider, historically, “the work of all writers . . . from novice to graduate student, from essayist to creative writer,” RNF invites all researchers to “acknowledge the challenges” that will foster “a sense of social justice” in the field (2013 CCCC CFP). Accordingly, each participant leaves the RNF to enter the public provided by CCCC with a richer understanding of our research traditions, as well as the ways in which researchers draw on those traditions to forge new approaches to current problems in the field.

As a Forum devoted to research across a wide range of educational sites and activities, our researchers explore and interrogate the social constructs of race, gender, class, ethnicity, and authority as they emerge in and impact our teaching, our students’ potential participation in the public sphere, and the public work of national, state, and local policies that have an impact on the students we teach in our classrooms and beyond. This work necessarily involves fundamental concerns with interdisciplinary research, and increasingly, it demands a focus on the ways in which new media technologies shape both our social discourse and our educational practices. The researchers who gather with us are deeply involved with both the abstract theories and the particular, concrete, and social instances of what it means to write, to teach, or to learn writing, and to develop literacy not only as a technical achievement but as active social knowledge that enhances our changing identities. The kinds of teaching and learning we explore include everything from traditional textual literacy to emergent cyber-literacy, as well as a range of related discourse practices and cultural relationships that help to construct the social and institutional realities of that teaching and learning. Ultimately, our research asks us to identify the fundamental ethical issues involving the goals of education. Thus, we are always seeking ways to consider “in what sense is writing public work” (2013 CCCC CFP). By creating and monitoring the public work of composition to envision our future as well as seeing

and extending what has been left behind, we enrich our shared communities through promoting research of work-in-progress presenters at RNF and throughout the field.

Toward this end, 2013 plenary speakers include the following research talks:

- David Blakesley, “Social Reading and Publishing Networks”
- Charlie Lowe, “Open Educational Resource (OER) Projects as Alternative Publication Sites for Writing Teachers”

The Research Network Forum Executive Committee has invited the above speakers whose expertise covers a wide range of experience in composition studies, rhetoric, and communication technologies, while also addressing the social, cultural, and ethical challenges facing our discipline in its role of active service to our society. These research topics will lay the foundation for the day’s thematic table groupings that will explore relationships among the variance of research currently occurring in the field by both newer researchers and more experienced researchers.

## **ATTW MEETING**

Grande Ballroom H, First Floor

9:00 a.m.–5:00 p.m.

## **CONSORTIUM OF DOCTORAL PROGRAMS IN RHETORIC AND COMPOSITION: CELEBRATING OUR 20TH Year**

Grande Ballroom D, First Floor

1:30 p.m.–5:00 p.m.

*Chair:* Joyce Neff, Old Dominion University, Norfolk, VA

The Consortium of Doctoral Programs in Rhetoric and Composition (CDPRC), representing over 70 universities, celebrates its 20th anniversary in 2013. CDPRC links doctoral education with masters and undergraduate programs and with local and national assessment projects. Most recently, CDPRC has sponsored the Visibility Project, so that graduate education in Rhetoric and Composition is recognized by the National Research Council and other classification systems such as the Survey of Earned Doctorates. These efforts provide consortium members and our field with evidence to defend and extend doctoral education in a variety of locales.

Our meeting opens with a panel titled **Assessing Graduate Programs: What do we need to know? How do we use what we find?** The presenters, Dr. Wendy Sharer and Dr. Ken McAllister, will discuss the types of data that programs collect, and will explain how stakeholders use data to address program quality, student support, and resource allocations. At 3:30 we will hold the annual business meeting, which includes planning for future initiatives.

This year’s caucus will conclude with a **special reception** honoring the 20<sup>th</sup> anniversary of the Consortium and its founders. We welcome all CCCC members to stop by at any time during the afternoon and encourage everyone to join us for the reception at 5:00.

## Qualitative Research Network Forum

Royale 6, First Floor  
1:30–5:00 p.m.

The Qualitative Research network, which occurs annually at the CCCC, is offered for new and experienced qualitative researchers. As a pre-conference research network, the Qualitative Research Network is open to everyone, including those who are already presenting at the conference in other venues.

During the final hour of the workshop, Kathleen Blake Yancey will give a keynote address titled “In a World of Plenty, What’s a Researcher to Do? Navigating the Currents of Research Activity on Transfer of Knowledge and Practice in Writing.” Yancey’s talk will outline five lenses through which we can view current research on students’ transfer of writing knowledge and practice from one composing site to another, suggesting that that collectively they function as a heuristic helping us see both what we think we have learned about transfer in writing *and* what we need still to learn. Yancey is Kellogg W. Hunt Professor of English and Distinguished Research Professor at Florida State University, where she directs the Graduate Program in Rhetoric and Composition. She has served in several leadership roles, including as President of the National Council of Teachers of English; as Chair of CCCC; and as President of the Council of Writing Program Administrators. She also co-founded and co-directs the Inter/National Coalition for Electronic Portfolio Research, which has brought together over 60 institutions from around the world to document the learning represented in electronic portfolios. In addition, she is the editor of *College Composition and Communication*. Yancey’s research focuses on composition studies; on writing assessment, especially print and electronic portfolios; and on the intersections of culture, literacy and technologies. She has authored, edited, or co-edited eleven scholarly books and over 70 articles and book chapters. Her 1998 *Reflection in the Writing Classroom* outlined three linked reflective practices through which students become “agents of their own learning.” Building in part on that theory, she, Liane Robertson, and Kara Taczak have studied the transfer of writing knowledge and practice for over three years, emphasizing three dimensions of transfer research especially: mapping models of students’ use of prior knowledge as they write in new contexts; exploring the ways that composition as content supports students’ transfer; and documenting the ways that students’ creation of a theory of writing through reflection provides a frame for new writing tasks.

The rest of the Qualitative Research Network will be organized in research roundtables where novice and experienced researchers will present work-in-progress for feedback. Experienced qualitative researchers will be on hand to offer suggestions and to lead the roundtable discussions. The goal of this annual workshop is to offer mentoring and support to qualitative researchers at all levels of experience and working in diverse areas of study within the college composition and communication community. Presenters at the research roundtables may focus on specific concerns and/or broader issues related to qualitative research, as well as on any stage of the research process (e.g., planning, data collecting, data analyzing, publishing).

## Poet-to-Poet Wednesday Event

Skybox 212, Second Floor

1:30–5:00 p.m.

*Co-Chairs:* Mary Minock, Madonna University, Livonia, MI

Katherine Durham Oldmixon, Huston-Tillotson University, Austin, TX

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

## Intellectual Property in Composition Studies

Grande Ballroom C, First Floor

2:00–5:30 p.m.

*Co-Chairs:* Michael Edwards, Washington State University Pullman

Kyle Stedman, University of South Florida, Tampa

The Caucus on Intellectual Property and Composition/Communication Studies (CCCC-IP) invites composition teachers and scholars who are concerned with issues of copyright, fair use, openness, remix, access, and the ownership and use of intellectual property (IP) to its annual meeting. The Caucus is the public and open counterpart to the work of the CCCC Committee on Intellectual Property, and since 1994 has sponsored explorations of IP issues pertinent to teachers, scholars, and students. All are welcome to the practical and action-focused meetings, where participants work in roundtables to discuss topics such as plagiarism and authorship, student and teacher IP rights, open access and open source policies, and best practices in teaching students and instructors about IP. Roundtable leaders provide overviews of their topics, and participants then create action plans, develop lobbying strategies, and produce documents for political, professional, and pedagogical use. At the end of the workshop, participants reconvene to share their plans and recommendations for future action.

Roundtable leaders include, Martine Courant Rife, Lansing Community College, Laurie Cubbison, Radford University, Karen Lunsford, University of California-Santa Barbara, Jeffrey Galin, Florida Atlantic University, Kim Gainer, Radford University, James Purdy, Duquesne University and Elizabeth Woodworth, Auburn University at Montgomery

Roundtable 1: Legal and Legislative Developments

Roundtable 2: Sharing IP Stories: Teaching IP, Copyright/left, and Openness

Roundtable 3: Advocating for Open Access in Composition Studies

Roundtable 4: Evolving IP Policies for Journals

## **Newcomers' Orientation**

Grande Ballroom B, First Floor  
5:15–6:15 p.m.

## **Rhetoricians for Peace—Media Propaganda in Managed Democracy**

Grande Ballroom C, First Floor  
6:00–9:00 p.m.

*Chair:* Gae Lyn Henderson, Utah Valley University, Orem

*Keynote Speakers:* Donald Lazere, Cal Poly San Luis Obispo

Thomas Huckin, University of Utah

Heather Bruce, University of Montana

David Stacey, Humboldt State University

RFP proposes an interactive Special Event for Wednesday evening to study both the rhetoric and the consequences of media propaganda. Contributors will examine specific sites of propaganda that restrict democracy. Princeton Professor Emeritus, Sheldon Wolin, argues that the term “managed democracy” captures the material practices of governance in the United States. Rather than relying on outright, violent suppression, modern capitalist democracies exercise hegemony over the framing and interpretation of events. Of particular concern are news media, mass-market advertising, and television portrayals that actively or passively reproduce certain realities, while silencing and excluding those whom these realities oppress.

Speakers will pose specific criteria for journalistic excellence; expose propaganda about the founding of the Tea Party and Occupy movement; discuss problems generated by so-called “progressive satire”; critique infotainment purporting to be journalism; address problems resulting from conglomerate-owned media; trace how falsehoods become proliferated in television, YouTube and other genres; trace propaganda related to the War on Terror; examine depictions of the Occupy movement; challenge the propaganda of “urban renaissance”; and analyze the subconscious coercion of political advertising. In small groups, attendees will respond to call-for-action discussion prompts following presentations. Study of propaganda can function as a heuristic when teaching both analysis and argument.

Contemporary propaganda is a function of the media culture in which we are enmeshed. When, as Jeffrey Scheuer argues, “democracy and journalistic excellence rise or fall together,” it becomes essential for our democracy that scholars, rhetoricians, teachers, and students continually scrutinize media for its propagandistic tendencies. This Special Event will further this aim in exposing and countering the oversimplification, distortion, exaggeration, and obfuscation of media propaganda.

## **Master's Degree Consortium of Writing Studies Specialists**

Royale 4, First Floor

6:30–8:30 p.m.

*Co-Chairs:* John Dunn, Jr., Eastern Michigan University, Ypsilanti  
Derek Mueller, Eastern Michigan University, Ypsilanti

The annual meeting of the Master's Degree Consortium of Writing Studies Specialists is open to all those interested in the issues facing MA/MS faculty and program directors.

MA programs (those either fully or partially focused on composition and rhetoric) serve a variety of needs for local student populations, needs that are often distinct from MA programs linked to PhD programs. The Master's Degree Consortium of Writing Studies Specialists meets annually at CCCC. Its goals are defined primarily by the needs and demands of those of us working in MA-granting, non-PhD departments. The Consortium serves as a clearinghouse and advocacy network to strengthen our programs, promote the value of the MA degree, foster effective articulation between MA-only programs and PhD programs in writing studies, and help undergraduate advisors direct students to MA programs.

The organization's ongoing agenda and minutes from the 2012 annual meeting can be referenced at <http://www.mdcwss.com/annual-meeting/>

## **Coalition of Women Scholars in the History of Rhetoric and Composition**

Grande Ballroom D, First Floor

6:30–8:30 p.m.

*Chair:* Elizabeth Tasker-Davis, Stephen F. Austin State University, Nacogdoches, TX

“Connecting Past and Future Feminist Research Practices”

*Keynote Speakers:* Letizia Guglielmo, Kennesaw State University, Atlanta, GA  
Jessica Enoch, University of Maryland, College Park  
Phyllis Thompson, East Tennessee State University, Johnson City

Recent innovations in digital and traditional archival research methods have increasingly connected larger audiences to feminist rhetoric and composition practices of the past. This session will begin with three speakers whose primary research exemplifies past, current, and future directions for researchers of feminist rhetoric and writing. The second part of the session will offer round table discussions with established and new feminist scholars on a number of topics around the broad theme of “Remembering the Past, Performing in the Present, and Planning for the Future.”



## **Public Image of the Two-Year Colleges: Hallmarks of Fame**

Royale 6, First Floor

6:30–7:30 p.m.

*Chair:* Sterling Warner, Evergreen Valley College, San Jose, CA

The Public Image of the Two-Year Colleges is a TYCA Committee; 2012 marks its fourteenth year of proposing a program/SIG for the CCCC. The SIG discusses ongoing research in the media’s portrayal of two-year college students, faculty, institutions, and programs; it grants a “Fame” Award for the most accurate coverage. At the 1999 CCCC, the Public Image of Two-Year Colleges participants pooled the best/worst media coverage of two-year colleges collected the previous year. At the 2000 CCCC, the group, inspired by USA TODAY’s front-page coverage of two-year college scholars, created the “Fame Award.” Through 2011, both “Fame” and “Shame” awards were approved as official NCTE awards with winners in 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011. Since 2012, the SIG focuses on positive media acknowledgement of two-year colleges—distinct from TYCA’s “best program” awards.

## Half-Day Wednesday Workshops

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*Note:* Each workshop has an enrollment limit of 50 unless otherwise shown. These workshops are designed for maximal interaction between leaders and registrants. In fairness to those who have paid an additional fee (separate from the convention registration fee) for the special experience these workshops offer, no one can be admitted for a workshop once its registration limit has been reached.

### Morning: 9:00 a.m.–12:30 p.m.

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#### **MW.1 Crossing BW/ESL/FYW Divides: Exploring Translingual Writing Pedagogies and Programs**

Capri 103, First Floor

*Chair:* Bruce Horner, University of Louisville, KY

*Speakers:* William Lalicker, West Chester University, PA

Dylan Dryer, University of Maine, Orono

Juan Guerra, University of Washington, Seattle

Asao Inoue, California State University, Fresno

Tony Scott, Syracuse University, New York, NY

Patricia Bizzell, College of the Holy Cross, Worcester, MA

Debarata Dutta, University of North Carolina-Charlotte

*Respondents:* Paul Kei Matsuda, Arizona State University, Tempe

Jay Jordan, University of Utah, Salt Lake City

Steve Lamos, University of Colorado, Boulder

Christine Tardy, DePaul University, Chicago, IL

Wendy Olson, Washington State University, Pullman

Min-Zhan Lu, University of Louisville, KY

#### **MW.2 Evocative Objects: Re-imagining the Possibilities of Multimodal Composition**

Capri 104, First Floor

*Chair:* Jody Shipka, University of Maryland, Baltimore County, MD

*Speakers:* Devon F. Ralston, Miami University, Oxford, OH

Amber M. Buck, College of Staten Island, NY

Kerry Banazek, University of Pittsburgh, PA

Erin Anderson, University of Pittsburgh, PA

**MW.3 Expanding the Conversation: Graduate Students, Contingent Faculty, and the Future of Basic Writing**

Capri 105, First Floor

*Co-Chairs:* Jerry Stinnett, University of Oklahoma, Norman  
Tara Wood, University of Oklahoma, Norman  
J. Michael Rifenburg, University of Oklahoma, Norman  
Shannon Madden, University of Oklahoma, Norman

**MW.4 The Private and Public Work of Archival Research: Considering Physical and Digital Archival Spaces**

Capri 106, First Floor

*Co-Chairs:* Katherine Tirabassi, Keene State College, NH  
Michelle Niestepski, Lasell College, Wilmington, MA  
*Speakers:* Tarez Samra Graban, Florida State University, Tallahassee  
Jordynn Jack, University of North Carolina at Chapel Hill  
Kelly Ritter, University of North Carolina at Greensboro  
Robert Schwegler, University of Rhode Island, Kingston  
Ryan Skinnell, University of North Texas, Corinth  
Margaret Strain, University of Dayton, OH  
O. Brian Kaufman, Quinebaug Valley Community College, Danielson, CT  
Chris Warnick, College of Charleston, SC  
Wendy Hayden, Hunter College, New York, NY  
Jessica Enoch, University of Maryland, College Park  
Michael-John DePalma, Baylor University, Waco, TX  
David Gold, University of Michigan, Ann Arbor

**MW.5 The Public Work Ahead of WPAs: Developing Effective Programs for Linguistically Diverse Students**

Capri 107, First Floor

*Chair:* Haivan Hoang, University of Massachusetts Amherst  
*Speakers:* Todd Ruecker, University of New Mexico, Albuquerque  
Tanita Saenkhum, University of Tennessee, Knoxville  
Deirdre Vinyard, University of Massachusetts Amherst  
Gail Shuck, Boise State University, ID  
Shanti Bruce, Nova Southeastern University, Fort Lauderdale, FL  
Kevin DePew, Old Dominion University, Newport News, VA

**MW.6 Begged? Borrowed? Stolen? None of the Above? Plagiarism as Educational Opportunity**

Capri 108, First Floor

*Chair:* Gerald Nelms, The Ohio State University, Columbus  
*Speakers:* Carole Papper, Hofstra University, NY  
Gerald Nelms, The Ohio State University, Columbus  
Scott Leonard, Youngstown State University, OH

# All-Day Wednesday Workshops

## 9:00–5:00 p.m.

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### **W.01 TYCA Presents: Developmental Education in the Two-Year College, a Place of Possibility**

Grande Ballroom B, First Floor

*Chair:* Carolyn Calhoon-Dillahunt, Yakima Valley Community College, WA

*Speakers:* Amy Pace, Johnson County Community College, Overland Park, KS, “Promising Developmental Education Programs”

Jody Millward, Santa Barbara City College, CA, “Effective Classroom Practices”

Dodie Forrest, Yakima Valley Community College, WA, “Effective Classroom Practices”

Sandra Schroeder, Yakima Valley Community College, WA, “Effective Classroom Practices”

Rhonda Schlatter, Mesa Community College, AZ, “Effective Classroom Practices”

Peter Adams, Community College of Baltimore County, MD, “Promising Developmental Education Programs”

Joanne Giordano, University of Wisconsin Colleges, Wausau, “Promising Developmental Education Programs”

Kathryn Byrne, Johnson County Community College, Overland Park, KS, “Promising Developmental Education Programs”

Beth Gulley, Johnson County Community College, Overland Park, KS, “Promising Developmental Education Programs”

Gordon Koestler, Yakima Valley Community College, WA, “Promising Developmental Education Programs”

Sarah Johnson, Madison Area Technical College, WI, “Challenges to Developmental Education in the Two-Year College”

Laurie Lieberman, Bergen County Community College, Paramus, NJ, “Challenges to Developmental Education in the Two-Year College”

Shane Wilson, Georgia Perimeter College, Covington, GA, “Challenges to Developmental Education in the Two-Year College”

Ronald Weisberger, Bristol Community College, Fall River, MA, “Challenges to Developmental Education in the Two-Year College”

Tatiana Keeling, Central Arizona College, Coolidge

## **W.02 The Political Turn: Writing Democracy for the 21st Century**

Grande Ballroom F, First Floor

*Co-Chairs:* Deborah Mutnick, Long Island University, Brooklyn, NY  
Shannon Carter, Texas A&M-Commerce

Steve Parks, Syracuse University, NY

*Speakers:* Micah Savaglio, Long Island University, Brooklyn, NY

Carmen Kynard, St. John's University, NY

Ben Kuebrich, Syracuse University, NY

Laurie Grobman, Penn State University, Berks

Timothy R. Dougherty, Syracuse University, NY

Nancy Welch, University of Vermont, Burlington

Brian Baile, Syracuse University, NY

Kurt Spellmeyer, Rutgers University, NJ

Rachael Shapiro, Syracuse University, NY

## **W.03 Writing Transitions and Rhetorical Partnerships across Elementary, Secondary, and Post-Secondary Levels**

Grande Ballroom G, First Floor

*Co-Chairs:* Melody Wise, Glenville State College, WV

Pam Childers, Lesley University, Cambridge, MA

*Speakers:* Angelique Johnston, Monroe Community College, Rochester, NY

Elizabeth Johnston, Monroe Community College, Rochester, NY

James Uhlenkamp, Graceland University, Lamoni, IA

Jimmy Fleming, Bedford/St. Martin's, New York, NY

Paul Rogers, George Mason University, Fairfax, VA

Nancy Patterson, Grand Valley State University, Grand Rapids, MI

Michele Ninacs, Buffalo State College, NY

Cynthia Miecznikowski, University of North Carolina, Pembroke

Heather Lindenman, University of Maryland, College Park

Leigh Ryan, University of Maryland, College Park

Amber Jensen, Edison High School, Alexandria, VA

## **W.04 Why Feminisms Still Matter in the 21st Century: Mentoring, Community, Collaboration, and Feminist Agency in Interdisciplinary Feminist Discourse**

Royale Pavilion 7, First Floor

*Co-Chairs:* Stephanie Amsel, Southern Methodist University, Dallas, TX

Elizabeth Vogel, Arcadia University, Lafayette Hill, PA

Emily Johnston, Illinois State University, Bloomington

Sarah Hanks, University of Oklahoma, Oklahoma City

*Speakers:* Susan Kates, University of Oklahoma, Norman, “Feminisms and the Material Rhetoric of U.S. Women’s Quilting Practices”

Eileen Schell, Syracuse University, NY, “Community Engagement as Catalyst for Interdisciplinarity”

Elizabeth Chiseri-Strater, University of North Carolina at Greensboro, “What Is a Feminist Man?: News from the Other Half of the Sky”

Jane Detweiler, University of Nevada Reno, “With Respect to Authority: A Feminist Ethics of Action in Administration”

*Facilitator:* Kathleen Welch, University of Oklahoma, Norman

## **W.05 Building Statewide Partnerships: Lessons and Questions from Ten Years of the Maine Composition Coalition**

Royale Pavilion 4, First Floor

*Chair:* Deborah Hodgkins, University of Maine at Presque Isle

*Speakers:* Stephanie Wade, Unity College, Belfast, ME

Patricia Hager, University of Southern Maine, Lewiston-Auburn College

Kate Dionne, Central Maine Community College, Auburn

Ann Dean, University of Southern Maine, Topsham

## **W.06 CBW 2013: Basic Writing and Race: A Symposium**

Royale Pavilion 5, First Floor

*Chair:* J. Elizabeth Clark, LaGuardia Community College, Long Island, NY

*Speakers:* Beatrice Mendez Newman, The University of Texas-Pan American

Susan Naomi Bernstein, Independent Scholar, Forest Hills, NY

Sugie Goen-Salter, San Francisco State University, CA

Ashley Hannah, West Chester University, PA

Zandra Jordan, Spelman College, Atlanta, GA

Steve Lamos, University of Colorado, Boulder

Min-Zhan Lu, University of Louisville, KY

Scott Richard Lyons, University of Michigan, Ann Arbor

Lynn Reid, Fairleigh Dickinson University, Pt. Pleasant, NJ

William Lalicker, West Chester University, PA

Gregory Glau, Northern Arizona University, Flagstaff

Wendy Olson, Washington State University, Vancouver

Victor Villanueva, Washington State University, Pullman

## **W.07 Diverse Disciplines, “New” Publics: The Work of International Higher Education Writing Research**

Royale Pavilion 8, First Floor

*Co-Chairs:* Mary Scott, University of London, England  
Christiane K. Donahue, Dartmouth College, Hanover, NH  
Cynthia Gannett, Fairfield University, Stratford, CT

*Speakers:* Cecile Badenhorst, Memorial University, St. John’s, Newfoundland, “Thinking Creatively about Research: Explorations of a Pedagogy for Research Writing”

Margaret Franken, The University of Waikato, Hamilton, “From Proposal to Thesis: Documenting the Identity Trajectories of International Post-graduate Students Planning, Conducting and Writing Up Masters Research”

Roxanne Gagnon, University of Geneva, Switzerland, “Learning to Teach French Writing at the University or the Haute Ecole: An Empirical Study on Practices in Primary and Secondary Teachers’ Education Courses in Switzerland”

Marc Surian, University of Geneva, Geneva, Switzerland, “Learning to Teach French Writing at the University or the Haute Ecole: An Empirical Study on Practices in Primary and Secondary Teachers’ Education Courses in Switzerland”

Hannah Gerrard, Massey University, Auckland, New Zealand, “The Very Antipodes of the Centers of Learning: Composition Instruction and the Idea of General Education in the New Zealand University”

Sanne Larsen, University of Copenhagen, Denmark, “Re-contextualising Academic Writing in English: Case Studies of International Student Writers in Higher Education in Denmark”

Karl-Heinz Pogner, Copenhagen Business School, Copenhagen, “Text Production in the Professions as Acting in the Workplace: What Can Research in Non-academic Writing Contribute to Teaching Writing at Universities?”

Karyn Sandstrom, Umea University, Sweden, “I Would Never Write It That Way: How L2 Research Writers’ Self-Narratives Inform Their Use of Web-Mediated Peer Review”

Cheryl Sheridan, National Chengchi University, Taiwan, “The Development of a Local Journal and its Role in a Discourse Community on the Periphery: Stakeholder Interviews”

Aartje van Dijk, Institute for Teacher Training (IVL), Rotterdam University, The Netherlands, “Writing to Learn and Genre Pedagogy: Experiments in Teacher Training in Biology and Mathematics”

Amos van Gelderen, University of Amsterdam, “Writing to Learn and Genre Pedagogy: Experiments in Teacher Training in Biology and Mathematics”

Xiaoqiong You, Shanghai University of Political Science and Law, Shanghai, “Teaching to Their Strengths: American Content Teachers’ Adaptations in Multilingual College Classrooms”

# Half-Day Wednesday Workshops

## Afternoon 1:30–5:00 p.m.

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### **AW.01 Community College to Comprehensive University: Designing Workable Projects and Drafting SWR Book Proposals**

Capri 103, First Floor

*Chair:* Ellen Cushman, Michigan State University, East Lansing

*Speakers:* Robin Gosser, Auburn University, AL

Betsy Verhoeven, Susquehanna University, Selinsgrove, PA

Raúl Sánchez, University of Florida, Gainesville

Krista Ratcliffe, Marquette University, Milwaukee, WI

Victor Villanueva, Washington State University, Pullman

Rhonda Grego, Midlands Technical College, Columbia, SC

Adam Banks, University of Kentucky, Lexington

### **AW.02 Developing, Planning, and Implementing Directed Self- Placement**

Capri 104, First Floor

*Chair:* Anne Ruggles Gere, University of Michigan, Ann Arbor

*Speakers:* Christie Toth, University of Michigan, Ann Arbor

Naomi Silver, University of Michigan, Ann Arbor

Laura Aull, Wake Forest University, Winston-Salem, NC

### **AW.03 Disarming the Privileging of “Standard” English: Classroom Implementation of Writing Assignments that Fight Linguistic Dominance**

Capri 105, First Floor

*Co-Chairs:* Bonnie Williams, Michigan State University, East Lansing

Kim Brian Lovejoy, Indiana University Purdue University Indianapolis

Elaine Richardson, The Ohio State University, Columbus

*Speakers:* Denise Troutman, Michigan State University, East Lansing

Rashidah Muhammad, Governors State University, University Park, IL

Isabel Baca, University of Texas at El Paso

Austin Jackson, Michigan State University, East Lansing

Qwo-Li Driskill, Texas A&M, College Station

David Kirkland, Michigan State University/New York University, East  
Lansing

Terry Carter, Southern Polytechnic State, Marietta, GA



## **AW.04 Teaching a New Ghost Dance: American Indian Texts in Composition Classrooms**

Capri 106, First Floor

*Chair:* Rose Gubele, University of Central Missouri, Warrensburg

*Speakers:* Lisa King, University of Tennessee, Knoxville

Qwo-Li Driskill, Texas A&M, College Station

Angela M. Haas, Illinois State University, Normal

Sundy Louise Watanabe, University of Utah, Salt Lake City

Joyce Rain Anderson, Bridgewater State University, MA

## **AW.05 Making Lives Behind Bars Visible: Literacy Programs and Activism**

Capri 107, First Floor

*Chair:* Laura Rogers, Albany College of Pharmacy, NY

*Speakers:* Kimberly Drake, Scripps College, Claremont, CA, “The Crossroads Cookbook: Life Stories and Advocacy”

Phyllis Hastings, Saginaw Valley State University, MI, “Creating Ripples and Streams: Extending the College Presence in Prison”

Tom Kerr, Ithaca College, NY, “Dead Man Writing: What It Means for Us”

Sherry Rankins-Robertson, University of Arkansas-Little Rock, “Education as a Basic Human”

Chesley Spring, Northern Nevada Correctional Center, Carson City

Barbara Roswell, Goucher College, Baltimore, MD, “Creating Prison/Community Connections”

Laura Rogers, Albany College of Pharmacy, NY, “Making the Past Visible: Researching the History of Prison Writing Workshops”

Tobi Jacobi, Colorado State University, Fort Collins, “Methodological Challenges of Interviewing Writers in Prison”

Cory Holding, University of Illinois at Urbana-Champaign, “Prison Classrooms: The Challenge of Telling the Story”

Patrick Berry, Syracuse University, NY, “Prison Stories and Ethics in Conducting Research”

Wendy Hinshaw, Florida Atlantic University, Boca Raton, “Applying Mixed Methodologies for Prison Research and Scholarship”

## **AW.06 Designing Writing Spaces for the 21st Century Composition Student**

Capri 108, First Floor

*Chair:* Susan Miller-Cochran, North Carolina State University, Raleigh

*Speakers:* Amanda Bemer, Southwest Minnesota State University, Marshall

Russell Carpenter, Eastern Kentucky University, Richmond

Elizabeth Monske, Northern Michigan University, Marquette

Lauren Goldstein, New Mexico State University, Las Cruces

Dana Gierdowski, North Carolina State University, Raleigh

## **AW.07 Faculty Development and Composition Scholars: Creating Campus-wide Impacts and Expanding Career Opportunities**

Capri 109, First Floor

*Chair:* Isis Artze-Vega, Florida International University, Miami

*Speakers:* Susan K. Hess, Hobart and William Smith Colleges, Geneva, NY, “Beyond Carrots and Sticks: Adult Education Theory as a Basis for Working with Faculty and TAs”

Isis Artze-Vega, Florida International University, Miami, “Envisioning-Our Students as Learners, Not Just Writers and Planting Campus Wide WAC and WID Seeds”

Melody Bowdon, University of Central Florida, Orlando, “Creating a Campus Culture That Values the Scholarship of Teaching and Learning”

Gerald Nelms, The Ohio State University, Columbus, “Going One-on-One with Faculty: An Introduction to Instructional Consultation”

Claire Lamonica, Illinois State University, Normal, “Using Maslow and ‘Need to Know’ as a Basis for Designing Writing Instructor and/or New Faculty Orientation(s)”

Michele Eodice, University of Oklahoma, Norman, “Collaborative Writing and Faculty Development”

## **AW.09 Preparing High School Teachers of Dual-Credit College Composition**

Capri 111, First Floor

*Chair:* Christine Farris, Indiana University, Bloomington

*Speakers:* Jill Stephen, Muhlenberg College, Allentown, PA

John Schilb, Indiana University, Bloomington

David Rosenwasser, Muhlenberg College, Allentown, PA

Deanna Jessup, Indiana University, Bloomington

## **AW.10 Exploring Latinidad in the West: A Workshop Sponsored by the NCTE/CCCC Latino/a Caucus**

Capri 112, First Floor

*Chair:* Cristina Kirklighter, Texas A&M University- Corpus Christi

*Speakers:* Socorro Carrizosa, University of Arizona, Tucson, AZ, “Juntos Podemos: The Challenges and Rewards of a Success and Retention Course for Latin@ Students”

Alyssa Crow, Texas State University, New Braunfels, TX, “Inclusion and Access: Language Ideology and Enacting a ‘Students’ Right to Their Own Language’ Pedagogy”

Romeo Garcia, Texas A&M University-Corpus Christi, “Crossing Physical Borders Into Academic Borders”

Alexandra Hildalgo, Purdue University, West Lafayette, IN, “Hollywood’s Blues: Bridging Together Race, Gender, and Multimedia Production in the Classroom”

Raul Sanchez, University of Florida, Gainesville, “Working With, In, and Against Theory”

Octavio Pimentel, Texas State University San Marcos, “Academic Juegos: The Latino Scholar”

Benjamin Mills, University of Arizona, Tucson, “Juntos Podemos: The Challenges and Rewards of a Success and Retention Course for Latin@ Students”

Aja Martinez, Binghamton University-State University of New York, “Juntos Podemos: The Challenges and Rewards of a Success and Retention Course for Latin@ Students”

Isabel Baca, University of Texas at El Paso, “Embracing Students’ Home Languages by Engaging with Communities”

Kendall Leon, Purdue University, West Lafayette, IN

### **AW.11 The Public Work Ahead of Writing Teachers: 21st Century Pedagogies for Linguistically Diverse Students**

Capri 113, First Floor

**Co-Chairs:** Kate Mangelsdorf, University of Texas at El Paso

Haivan Hoang, University of Massachusetts, Amherst

**Speakers:** Christina Ortmeier-Hooper, University of New Hampshire, Londonderry

Kate Wilson, American University, Washington, DC

Sarah Franco, University of New Hampshire, Portsmouth

Dana Ferris, University of California, Davis

Angela Dadak, American University, Washington, DC

Patricia Portanova, University of New Hampshire, Danvers

Amber Engelson, University of Denver, CO

Kacie Kiser, Arizona State University, Tempe

### **AW.12 Archiving Everyday Writing**

Capri 114, First Floor

**Chair:** Stephen McElroy, Florida State University, Tallahassee

**Speakers:** Kathleen Blake Yancey, Florida State University, Tallahassee

Stephen McElroy, Florida State University, Tallahassee

Katherine Bridgman, Florida State University, Tallahassee

## **AW.13 Genres in Action**

Capri 115, First Floor

*Chair:* Katie Pryal, University of North Carolina, Chapel Hill

*Speakers:* Dylan Dryer, University of Maine, Orono

Jason Swarts, North Carolina State University, Raleigh

Amy Devitt, University of Kansas, Lawrence

Jane Danielewicz, University of North Carolina at Chapel Hill

Jordynn Jack, University of North Carolina at Chapel Hill

Rebecca S. Nowacek, Marquette University, WI

Carolyn Miller, North Carolina State University, Raleigh

Risa Applegarth, University of North Carolina, Greensboro

Janet Giltrow, University of British Columbia, Canada

Anis Bawarshi, University of Washington, Seattle

Elizabeth Wardle, University of Central Florida, Orlando

Mary Jo Reiff, University of Kansas, Lawrence

Charles Bazerman, University of California, Santa Barbara

Katie Pryal, University of North Carolina, Chapel Hill



# Thursday, March 14

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**REGISTRATION, 8:00 a.m.–6:00 p.m.**

Royale Pavilion, Lobby Level

**EXHIBITS, 10:00 a.m.–6:00 p.m.**

Royale Pavilion, Lobby Level

**Computer Connection/Digital Posters**

Top of the Riviera South

**Newcomers' Coffee Hour, 7:30 a.m.–8:15 a.m.**

Grande Ballroom A, First Floor



# Opening General Session

Grande Ballroom E/F

First Floor

8:30 a.m.–10:00 a.m.

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**Presiding:** *Howard Tinberg*, Program Chair/CCCC Associate Chair, Bristol Community College, Fall River, MA

**Greetings:** Robyn Rhode, Local Arrangements Chair, College of Southern Nevada, Las Vegas

Keith Gilyard, NCTE President, Pennsylvania State University, University Park  
Andy Anderson, Johnson County Community College, Overland Park, KS

## Scholars for the Dream—2013 Recipients

Jada Augustine, California State University, Northridge—E.24

Catalina Bartlett, Texas A&M University, College Station—D.08

Tara Betts, Binghamton University, NY—M.29

Victor Jesus Del Hierro Texas A&M University, College Station—D.08

Romeo Garcia, Texas A&M University, Corpus Christi—L.06

Michelle Garza, Texas A&M University, Corpus Christi—E.07

Laura Martinez, University of Central Florida, Orlando—N.15

Indra N. Mukhopadhyay, University of Southern California, Los Angeles—C.22

Seonsook Park, New Mexico Highlands University-Rio Rancho—N.03

Alma Villanueva, Texas A&M University, College Station—C.09

## Previous Scholars for the Dream Award Winners

### 2012

Steven Alvarez, Erica Britt, Karen Ching Carter, Christina Victoria Cedillo, Marino Ivo Lopes Fernandes, Juan M. Gallegos, Eileen Lagman, Helen Lee, Jimisha I. Relford, LaToya L. Sawyer

### 2011

Sonia C. Arellano, Lamiyah Bahrainwala, Michael Sterling Burns, Lehua Ledbetter, Kelly McLain, Caroline Prieto, Cheyenne Riggs, Elias Serna, Reva E. Sias

### 2010

Tamika Barrett, Eileen Ain Shams Eddy, R. Candace Epps-Robertson, Fernando Febres, Regina L. Golar, ku'ualoha ho'omanawanui, Vivian García López, Brandy Nalani McDougall, Cruz Medina, Gabriela Raquel Ríos

## 2009

Maryam Elena Jamali Ashtiani, Lina Buffington, Jason B. Esters, David F. Green, Jr., Janie Jaramillo-Santoy, Marissa M. Juárez, Wen Ma, Sarah Nieto Olivas, Bettina Ramón, Michelle Bachelor Robinson

## 2008

Qwo-Li Driskill, Crystal M. Hills, Donna Hunter, Aja Y. Martinez, Natalie A. Martínez, Leslie D. Norris, Kathryn Ortiz, Andrea Osteen, Melissa Berry Pearson, Staci M. Perryman-Clark

For a listing of winners prior to 2008, please visit <http://www.ncte.org/cccc/awards/scholarsforthedream>

## Scholars for the Dream Travel Award Committee

**Chair:** Terese Guinsatao Monberg, Michigan State University, East Lansing  
Qwo-Li Driskill, Oregon State University, Corvallis  
Rose Gubele, University of Central Missouri, Warrensburg  
Annette Powell, Bellarmine University, Louisville, KY  
Gabriela R. Rios, University of Central Florida, Orlando

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—2013 Recipients

Nancy Bou Ayash, University of Louisville, KY  
Marcos J. Del Hierro, Texas A&M University, College Station  
Kendra L. Mitchell, Florida State University, Tallahassee  
Christie Toth, University of Michigan, Ann Arbor

## Chairs' Memorial Scholarship Award Committee

**Chair:** Rasha Diab, University of Texas at Austin  
Akua Duku Anokye, Arizona State University West, Phoenix  
James L. Hill, Albany State University, GA  
Staci M. Perryman-Clark, Western Michigan University, Kalamazoo  
Eric D. Pritchard, University of Texas at Austin

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.

### **Previous Chairs' Memorial Scholarship Winners**

2012 Jessica Barros, Benjamin Miller, Vanessa Rouillon, Tanita Saenkhum  
2011 Erin R. Anderson, Beth Godbee, Rebecca Lorimer, Ryan Trauman  
2010 Iris Deana Ruiz, Jota Samper, Kyle D. Stedman, Kara Taczak  
2009 Tabetha Adkins, Michael Harker, Susan Meyers, Ehren Pflugfelder  
2008 J. James Bono, Rasha Diab, Hyechong Park, Kate Vieira  
2007 Celeste Del Russo, Spencer Salas, Lee Shenandoah Vasquez, Richard LeMoine Wright

For a listing of winners prior to 2008, please visit <http://www.ncte.org/cccc/awards/chairsscholarship>

### **International Writing Centers Association (IWCA) Award Winners**

**2011 Best Article Award:** Rebecca Babcock (University of Texas Permian Basin), "Interpreted Writing Center Tutorials with College-Level Deaf Students" (*Linguistics and Education* 22 [2011]: 95-117).

**2011 Outstanding Book Award:** Karen Rowan (Cal State San Bernardino) and Laura Greenfield (Women's Voices Worldwide, Inc) for their edited collection, *Writing Centers and the New Racism: A Call for Sustainable Dialogue and Change*. (2011). Logan, UT: Utah State University Press.



## 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.

Keith Gilyard, winner of the 2013 CCCC Exemplar Award, will speak.



**Keith Gilyard**

### Exemplar Award Committee

**Chair:** Rashidah Jaami` Muhammad, Governors State University, University Park, IL  
Adam J. Banks, University of Kentucky, Lexington  
Jaime Armin Mejía, Texas State University, San Marcos  
Cecilia Rodriguez Milanes, University of Central Florida, Orlando  
Dora Ramirez-Dhoore, Boise State University, ID

### Previous Award Winners:

2012 Mike Rose  
2011 Edward M. White  
2010 W. Ross Winterowd  
2009 Victor Villanueva  
2008 Patricia Bizzell

For a listing of winners prior to 2008, please visit <http://www.ncte.org/cccc/awards/exemplar>



## Chair's Address

Thursday, 8:30–10:00 a.m.

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### Climate Change



**Chris Anson**

North Carolina State  
University  
Raleigh

*Whatever bar graphs, statistics, or predictions you consider, the university of the future won't look at all like the university today, reads the freewrite he has opened on his screen. A lot of learning will be online, more teachers will not have permanent positions, and faculty may be less free to do whatever they want.*

He leans away from the computer and reflects on the student's words. It's exactly what he hopes these think pieces will do—get them started informally by laying down some ideas for further development. He opens Insert Comment and types, “less free how?”

A noise outside distracts him, and he turns slightly in his wheeled office chair and glances out the window at students crossing the quad between classes, some on

skateboards, some on their cell phones, some chatting and laughing or listening to music through ear buds. It's a beautiful fall day, and the campus is resplendent, awash with color and bustling with activity. This is what he signed on for, he muses—this life of thought and words, this comfortable world of stately columned buildings historicizing and symbolizing the steady march of knowledge and intellect. Classrooms and whiteboards. Shelves of books. Engaging discussions with colleagues at brown-bag lunches. A good life, a life of small contributions to a more intelligent future, to citizens who are reflective, tolerant, interesting, well-read . . .

The noon chime from the clock tower breaks his reverie and he returns to responding.

*But no one in the university is paying attention. “Many educators are haunted . . . by a sense that bigger things are happening around them as they continue to refine classroom methods and tinker with their teaching styles.”*

He opens Insert Comment again and types, “Source?”

*Tuition is skyrocketing. States are drastically reducing support for their public universities. Students like me are loading ourselves up with debt and also our parents,*

*just at the point when they are thinking about retirement. And many students wonder if all the expense will be worth it, and that there is something good waiting for them on the other side of their learning.*

“Nice spatial metaphor,” he writes.

*This crisis of cost is causing higher education to go backwards, boxing out the poor (again) and depriving minorities of access. Only 3% of students in the selective colleges and universities are now coming from low-income households. Only 27% of students go right from high school to four-year colleges.*

But there will always be students and classrooms, he thinks. He is reminded of other dystopian scenarios of the university in ruins . . . they forget that it’s among the most stable institutions in the world. He polishes his glasses and glances out at the quad again. Dozens of students still rushing to class. 26,000 enrolled now. It has been like this all along. As far back as he can think, it’s always been this way.

*The rising costs are also creating a desire to speed up the learning experience through three-year college and dual-credit, which is spreading like a grass fire across the high school system. This will only create less educated citizens without an appreciation for all types of knowledge.*

Grass fire. Nice.

*To cut requirements (and therefore cost), general education is attacked for not being relevant. Some universities are considering having students do the first two years entirely online. It’s as if only job training matters. According to a recent report, all of the liberal arts are in decline.*

Yes, he’s heard this concern. But he recalls data that show no matter how fast you get it, a college degree is actually worth almost twice what a high school degree is worth in lifetime earnings. He writes, “No matter how fast you get it, isn’t a college degree worth more in lifetime earnings than a high school degree?”

*“Efficiency” also means larger classes and more lecturing, which pushes out methods that are helpful to students. Even as a senior, I file into Harris or Donnelly or Wilson with dozens of other students and we dutifully take our seats in tiered rows, distracted, coughing, texting, and sleep-deprived. Then some expert speechifies at us for an hour and doesn’t care that there is a sea of blank, indifferent faces staring back. To be efficient, the teacher accepts a sink or swim approach where the “best” students do OK no matter how bad the delivery is, and the struggling learners fail. Cutting budgets only makes the problem worse. Even my smaller classes are mostly lectures and tests now and it’s harder to learn. But online presentations are much better and could replace lectures, as well as those who are doing the lecturing, if that is all they can do.*

The writing is quite good, he decides. Funny how these think pieces are sometimes more authentic than the formal papers.

*In first-semester composition my instructor proudly declared that we were in the one class where students could get a truly interactive experience and individual attention. But now, according to one of my interview sources, it's something you try to do as quickly as possible or get out of. Across the U.S., she says, there is pressure to call composition "remedial" and push it out of the university, or assign already underpaid teachers triple the sections and send the papers to India to be graded, or even feed them into computers.*

He thinks of the two hours he has spent so far with this batch.

*Universities are struggling with costs and students are fighting to pay their bills, but knowledge is getting freer and more abundant. While it's business as usual in college, MOOCs like edX are flourishing. Some MOOCs are even coming from the universities themselves. A research professor at Stanford who had taught a MOOC said, according to the New York Times, that now he can no longer teach as usual: "I feel like there's a red pill and a blue pill, and you can take the blue pill and go back to your classroom and lecture your 20 students. But I've taken the red pill, and I've seen Wonderland."*

He looks up MOOC on Google and writes, "spell out the acronym?"

*If teachers and administrators in universities don't begin adapting, they will soon become obsolete and so will the universities where they work. For example, with due respect for assignments like this one, I would much rather be stretching my abilities by doing something more creative and purposeful, especially with technology. Many of my friends are just plain bored with what we have to do for our degrees. It seems lifeless and uninspired compared to the things we're doing on our own.*

His hands are quickly on the keyboard. "What about the skills of argument, logic, and developing and supporting ideas?" Then adds: "Any evidence that technology helps?" He re-reads it and decides that it's not too defensive. Besides, he wouldn't really know how to grade a multimedia paper.

*In conclusion, many forces such as increased cost, a desire for speed and efficiency, and the development of new routes to education threaten to completely transform the traditional university. If its leaders and faculty do nothing, the current system will continue to weaken, creating more inequity, a narrower exposure to knowledge, "faster learning," and less value for cost.*

He needs a summary comment at the end, but can't quite think of what to say.

He glances out at the quad again, almost no one visible now that the next hour has begun and the students have filled dozens of classrooms and lecture halls across campus.

He can see, beyond the south end of the quad, a bit of the majestic old music building, its ivy-framed mullioned windows glinting in the sun. He recalls the experience of walking past the dozens of practice rooms on the second floor and hearing the postmodern cacophony of instruments—timpani, tubas, cellos, pianos, saxes, flutes, overlaid with someone’s operatic baritone. He playfully imagines what would happen if the sound from every class on campus were piped into his office together, right now, hundreds of voices converging into an overpowering thrum of information, of knowledge being passed along, mouth to ear, just as it always has.

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Chris Anson is University Distinguished Professor and Director of the Campus Writing and Speaking Program at North Carolina State University. He received an M.A. in creative writing from Syracuse University in 1979 and a second M.A. and Ph.D. from Indiana University in English Language with a Specialization in Composition Studies in 1984. He has published 15 books and over 100 articles on a wide range of writing-related subjects, including assessment, writing across the curriculum, response to student writing, faculty development, writing program administration, and writing with technology. He has received numerous awards, including the State of Minnesota Higher Education Teaching Award, and has received or been co-principal investigator on over \$1 million in grants. He has spoken and led workshops at conferences and universities across the U.S. and in 26 other countries. His professional summary can be found at [www.ansonica.net](http://www.ansonica.net).



## A Sessions: 10:30–11:45 a.m.

*Featured Speaker*

**John Carlos**

### **The Silent Protest: Open Hands, Closed Fists, and Composition's Political Turn**

Grande Ballroom A, First Floor

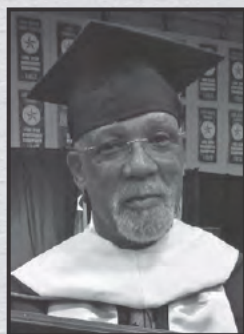
**Chair: Shannon Carter, Texas A&M-Commerce**

In 1968, at the Mexico City Olympics, sprinters John Carlos and Tommie Smith called the world's attention to the persistence of racism. That single iconic image of two Americans, black-gloved fists raised and heads bowed as the national anthem played and millions booed, remains indelibly etched in our collective memory.

In 2013, as Howard Tinberg calls upon us to consider “The Public Work of Composition,” it seems only fitting that we should return to this moment in conversation with one of the protesters: Dr. John Carlos. Indeed, the silent protest and its aftermath graphically illustrates both the power of what Edward Corbett called “the Closed Fist” and the excruciating limits of his “Open Hand” (CCC, 1969). It also calls upon us to consider our organization's shifting position on the relationship between the composition classroom and the rest of society: our neighborhoods, communities, regions, America, and the world.

Yet for decades the individuals behind the Silent Protest have been rendered silent, effectively removed from any public discourse controlling the meaning of that powerful statement. Until very recently, the mass movements represented in that moment were largely absent from our public spaces and our conferences. We have been “Civil”—our fists closed, hands open. Silent. Compliant. As Nancy Welch has argued “Civility functions to hold in check agitation against a social order that is undemocratic in access to decision-making voice and unequal in distribution of wealth” (“In Defense of Uncivil Rhetoric,” forthcoming).

No doubt our fists are closed again. Our fists raised together, we chant, “We are the 99%,” “We are Troy Davis,” and, most recently, “We are Trayvon Martin.” The Internet Boycott effectively shelves dangerous legislation. We “Occupy” every major city in the nation. We are writing democracy across the world as the Arab Spring gives way to the Occupy Moment, the Internet Boycott,



**John Carlos**

recurring challenges to persistent racism. More than 40 years later, the Closed Fist of the Silent Protest resonates as never before. It is time for CCCC to return to this iconic moment and take stock.

Dr. John Carlos is a medaled USA Track and Field Hall of Fame athlete and Olympian. Competing in the 200 meters, Carlos earned the Gold in the 1967 Pan American Games, and the Bronze in the 1968 Olympics.

Dr. Carlos made world history during the 1968 Olympics in Mexico City, Mexico, when he took to the international stage during the medal ceremony and made a speechless statement, heard and seen worldwide. Winning the 200 meter, John Carlos accepted the Bronze medal at the Olympic podium wearing black socks and no shoes to represent impoverished people who had no shoes of their own, and as noted raised a black-gloved fist crowning a bowed head to humbly reflect the strength of the human spirit.

Continuing his life-long mission to improve human rights conditions and to increase chances for the successes of our youth, Dr. Carlos is actively involved with global and community movements. In April of 2008, he once again took to the international stage and was a torch-bearer for the Human Rights Torch, which ran in parallel to the 2008 Summer Olympics torch relay, and focused attention on China's human rights record. In July of the same year, Dr. Carlos accepted the Arthur Ashe Award for Courage for his salute at the 2008 Espy Awards.

*Theory*

**A.01 Rhetorics of Self-Representation by Scholars of Color**

Skybox 202, Second Floor

*Chair:* Reanna Ursin, McDaniel College, Westminster, MD

*Speakers:* Yasamin Salari, San Diego State University, CA, “Reading Students’ Readings of My Race: Generation 1.5 Students’ Identification with a Middle-Eastern Instructor”

Paul Minifee, San Diego State University, CA, “How It Feels to Be a Colored Ph.D.’: Paradoxes of Post-Racial Pedagogy”

Michele Foss-Snowden, California State University, Sacramento, “Walking the Tightrope: Balancing Student Expectations with Professional Obligations”

Reanna Ursin, McDaniel College, Westminster, MD, “Cultivating Administrators’ Critical Literacy: Framing Students’ Evaluations of Faculty of Color”

*Theory*

**A.02 The Multiplex Surface: An Investigation of Transformative Influence of Technology, Politics, and Guerrilla Pedagogy on Writing Classrooms**

Royale Pavilion 4, First Floor

*Chair:* Rochelle Rodrigo, Old Dominion University, Norfolk, VA

*Speakers:* Christy Gilroy, Old Dominion University, Norfolk, VA, “The Imagined Self: The Politics of (Re) Writing the News”

Cheri Spiegel, Northern Virginia Community College, Annandale, “The Writing Is on the Wall: Using DIY Narrative to Empower and Engage Student Writers”

*Teaching Writing & Rhetoric*

**A.03 Visual Considerations for Students and Writing Teachers**

Capri 105, First Floor

*Chair:* Kathryn Comer, Barry University, Miami Beach, FL

*Speakers:* Kathryn Comer, Barry University, Miami Beach, FL, “Taking Comics Seriously in Composition Studies”

Florence Elizabeth Bacabac, Dixie State College of Utah, St George, “Building Something for Keeps: Professional ePortfolios, Multi-layered Literacies, and Technical Writing”

Petger Schaberg, University of Colorado, Boulder, “Don’t Forget the Alphabet: Critical Writing in Video Design Projects”



*Theory*

**A.04 Expanding Perspectives of Writing Transfer: New Terms, Methods, and Pedagogies**

Royale Pavilion 8, First Floor

*Chair:* Kevin Roozen, Auburn University, AL

*Speakers:* Rebecca Nowacek, Marquette University, Milwaukee, WI, “Transfer as Bricolage: Assembling Genre Knowledge across Contexts”

Kevin Roozen, Auburn University, AL, “From Transfers to Historical Trajectories: Tracing the Development of Literate Persons and Practices”

Elizabeth Wardle, University of Central Florida, Orlando, “Systemic and Individual Problem-Solving Dispositions: Toward a Dialectical Understanding of ‘Transfer’”

*Basic Writing*

**A.05 From Homework to Public Work: Locating Digital Communities in the Composition Classroom**

Capri 104, First Floor

*Chair:* Jacob Babb, University of North Carolina, Greensboro

*Speakers:* David Tomkins, University of Southern California, Los Angeles, “Civic Engagement and the Web-based College Essay”

Matt Manson, University of Southern California, Los Angeles, “Preserving the Learning Community in the Desert of the Real”

James Condon, University of Southern California, Los Angeles, “Digital Natives and the Academic Discourse Community”

*Information Technologies*

**A.06 Your Previous Assumptions Do Trip You: How Error, Non-Identity, and Memory in Digital Texts Destabilize Writing**

Royale Pavilion 7, First Floor

*Chair:* Anne Wysocki, University of Wisconsin, Milwaukee

*Speakers:* Stuart Moulthrop, University of Wisconsin, Milwaukee “The Challenge of Non-Identity in Writing”

Rachael Sullivan, University of Wisconsin, Milwaukee, “‘Give us an UNDO Button’: Facebook Timelines and the Passionate Error”

Anne Wysocki, University of Wisconsin, Milwaukee, “Tiny Read Memories”

*Information Technologies*

**A.07 Multimodal Composition and Web 2.0: Equipping Under-Prepared Students with Real World Skills**

Top of the Riviera North, Monaco Tower, 24<sup>th</sup> Floor

**Chair:** Mary McGinnis, Purdue University, Hammond, IN

**Speakers:** Lauren Zajac, Purdue University, Hammond, IN

Amy Van Soest, Purdue University, Hammond, IN

Rebecca Medley, Purdue University, Hammond, IN

Jela Latinovitch, Purdue University, Hammond, IN

Brandy Dieterle, Purdue University, Hammond, IN

*Research*

**A.08 Navigating the Landscapes: Transfer and Threshold Concepts as Lenses for the Public Work of Writing in the University**

Grande Ballroom G, First Floor

**Chair:** Kathleen Blake Yancey, Florida State University, Tallahassee

**Speakers:** Linda Adler-Kassner, University of California, Santa Barbara, “Threshold Concepts: General Education, Writing, and History”

Kara Taczak, University of Denver, CO, “Key Terms and Threshold Concepts: Bridging Connections for Transfer”

Liane Robertson, William Patterson University, Wayne, NJ, “Connecting Content, Transfer, and Threshold Concepts in First-Year Writing”

John Majewski, University of California, Santa Barbara, “Threshold Concepts: General Education, Writing, and History”

Heidi Estrem, Boise State University, ID, “Shifting Thresholds for Writing in a New General Education Program”

Irene Clark, California State University, Northridge, “Genre Awareness as a Threshold Concept”

*Teaching Writing & Rhetoric*

**A.09 Writing Science and Critical Literacy**

Capri 106, First Floor

**Chair:** Janice Chernekoff, Kutztown University, PA

**Speakers:** Janice Chernekoff, Kutztown University, PA, “Food Matters: Organic, Local Acts of Writing and Eating”

Drew Holladay, University of Louisville, KY, “Serious Research vs. ‘Shrimp on a Treadmill’: Helping Composition Students Navigate the Modern Political Rhetoric of Science”

Jennifer Mallette, University of Arkansas, Fayetteville, “Critical Literacy in a Science Writing Classroom”

*Teaching Writing & Rhetoric*

**A.10 Listening as Writing Pedagogy**

Capri 107, First Floor

*Chair:* Vanessa Kraemer Sohan, Florida International University, Miami

*Speakers:* Erin Dietel-McLaughlin, University of Notre Dame, South Bend, IN, “Write/Hear, Write Now: The Audio Essay as Public Work”

Vanessa Kraemer Sohan, Florida International University, Miami, “Listening to the ‘Alternative’ in Theory and Practice”

Stephanie Weaver, University of Louisville, KY, “Swatching Rhetoric: An Assignment in Listening, Imitating, and Analyzing”

*Teaching Writing & Rhetoric*

**A.11 Unsafe at Any Speed: When Students Research, Read, and Write with Their Foot on the Pedal**

Capri 108, First Floor

*Chair:* Cynthia Bair Van Dam, American University, Washington, DC

*Speakers:* Charles Cox, American University, Washington, DC, “Life in the Fast Lane: Why Are Students Speeding through Reading, Writing, and Research?”

Kelly Joyner, American University, Washington, DC, “Stopping for Directions: Slowing Down to Read as Researchers”

Alison Thomas, American University, Washington, DC, “Carpooling and Public Transit: The Possibility of Collaborative Research”

Cynthia Bair Van Dam, American University, Washington, DC, “The Scenic Route: Current Thinking about the Reading/Composition Connection”

*Professional and Technical Writing*

**A.12 14 Original Heuristics for Solving Writing Problems: A Roundtable in Tweets**

Grande Ballroom B, First Floor

*Co-Chairs:* Stuart Selber, The Pennsylvania State University, University Park

Johndan Johnson-Eilola, Clarkson University, Potsdam, NY

*Speakers:* Bernadette Longo, New Jersey Institute of Technology, Newark, “What can History Teach Us about Technical Communication?”

James Porter, Miami University, Oxford, “How Can Rhetoric Theory Inform the Practice of Technical Communication?”

Karen Schriver, KSA Communication Design and Research, Oakmont, PA, “What Do Technical Communicators Need to Know about Information Design?”

Ann Blakeslee, Eastern Michigan University, Ann Arbor, “What do Technical Communicators Need to Know about Writing?”

Rebecca Burnett, Georgia Institute of Technology, Atlanta, “What do Technical Communicators Need to Know about Collaboration?”

- Brent Henze, East Carolina University, Greenville, “What do Technical Communicators Need to Know about Genre?”
- Jim Henry, University of Hawaii, Honolulu, “How Can Technical Communicators Fit into Contemporary Organizations?”
- Bill Hart-Davidson, Michigan State University, East Lansing, “What are the Work Processes of Technical Communication?”
- T. Kenny Fountain, Case Western Reserve University, Cleveland, OH, “What can History Teach Us about Technical Communication?”
- L. Andrew Cooper, University of Louisville, KY, “What do Technical Communicators Need to Know about Collaboration?”
- Antonio Ceraso, DePaul University, Chicago, IL, “How can Technical Communicators Plan for Users?”
- Jason Swarts, North Carolina State University, Raleigh, “How can Work Tools Shape and Organize Technical Communication?”
- Anne Wysocki, University of Wisconsin, Milwaukee, “What do Technical Communicators Need to Know about New Media?”
- Candice Welhausen, University of Delaware, Newark, “What do Technical Communicators Need to Know about Collaboration?”
- Clay Spinuzzi, University of Texas, Austin, “How can Technical Communicators Study Work Contexts?”
- Cynthia Selfe, The Ohio State University, Columbus, “What Are the Boundaries, Artifacts, and Identities of Technical Communication?”

*Language*

**A.13 Honoring Vernacular Eloquence: Pathways to Intellectual and Academic Discourse**

Royale Pavilion 5, First Floor

*Chair:* Ernest Morrell, Teachers College, Columbia University, New York, NY

*Speakers:* Peter Elbow, University of Massachusetts, Amherst, “Multiple Versions of Written English: In Our Past—and Also in Our Future”

Sheridan Blau, Teachers College, Columbia University, New York, NY, “Vernacular Eloquence as the Foundation for a Vital Academic Discourse”

*Theory*

**A.14 Feeling Undisciplined: Reading Practices and Scholarly Work**

Capri 109, First Floor

*Chair:* Laura Micciche, University of Cincinnati, OH

*Speakers:* Jonathan Alexander, University of California, Irvine, “Diligent Pleasures: Toward a Radical Politics of Academic Reading”

Laura Micciche, University of Cincinnati, OH, “Reading for a Feeling”

Jacqueline Rhodes, California State University San Bernardino, “Folding the Public Sphere: Queer (Re)Reading”

*Teaching Writing & Rhetoric*

**A.15 Whose Story Is It Anyway? Student Authorship and the Craft of Narrative**

Capri 110, First Floor

**Chair:** P.F. Potvin, University of Michigan-Dearborn

**Speakers:** Kristian Stewart, University of Michigan-Dearborn, “Acts of Narrative: Moving Away from Gateway Assignments to Embracing Student Authorship”

Andrew Wright, University of Michigan-Dearborn, “Lies My Students Told Me (and a Few Half-Truths I Tell My Students)”

P.F. Potvin, University of Michigan-Dearborn, “Poker Face Narrative”

*Academic Writing*

**A.16 Strategies, Supports, and Barriers: The Complex Transfer of Genre Knowledge in the Disciplines**

Skybox 212, Second Floor

**Chair:** Tara Lockhart, San Francisco State University, CA

**Speakers:** Tara Lockhart, San Francisco State University, CA, “‘New’ Genres, ‘Not’ Genres, and Writers’ Negotiated Roles”

Mary Soliday, San Francisco State University, CA, “‘New’ Genres, ‘Not’ Genres, and Writers’ Negotiated Roles”

Neil Baird, Western Illinois University, Macomb, “Negotiating Dual Genres and School Genres”

Bradley Dilger, Western Illinois University, Macomb, “Negotiating Dual Genres and School Genres”

*Basic Writing*

**A.17 There’s Nothing Basic about Basic Writing**

Royale Pavilion 6, First Floor

**Co-Chairs:** J. Elizabeth Clark, LaGuardia Community College, CUNY, Long Island City

Rochelle Rodrigo, Old Dominion University, Norfolk, VA

**Speakers:** Carla Maroudas, Mt. San Jacinto Community College, San Diego, CA, “Student Placement”

Elaine Jolayemi, Ivy Tech College, Indianapolis, IN, “Who are Basic Writers?”

J. Elizabeth Clark, LaGuardia Community College, CUNY, Long Island City, “Teaching with Technology”

Leigh Jonaitis, Bergen Community College, Greenwood Lake, NY, “Who are Basic Writers?”

Marisa Klages, LaGuardia Community College, Staten Island, NY, “Teacher Preparation and Professional Development”

Debra Berry, College of Southern Nevada, Las Vegas, “Teacher Preparation and Professional Development”

Ilene Rubenstein, College of the Desert, Palm Desert, CA, “Academic Skills/Writing Centers”

Amy Edwards Patterson, Moraine Park Technical College, Beaver Dam, WI

*Teaching Writing & Rhetoric*

**A.18 Beyond Bahamian Classroom Walls (and Back Again): Student Writing and Engagement in Public Spaces**

Capri 111, First Floor

*Chair:* Anne Ruggles Gere, University of Michigan, Ann Arbor

*Speakers:* Raymond Oenbring, The College of The Bahamas, Nassau, “Using Web 2.0 Technology in the Composition Classroom to Log Cultural Memory: The Case of the Electronic Dictionary of Bahamian English”

Toni Francis, College of The Bahamas, Nassau, “‘You Don’ Know Who I Is’: Bahamian Historicism in the Advanced Composition Classroom”

Randall Pinder, College of The Bahamas, Nassau, “I Never Knew That: Exploring Public Spaces and Practices through Writing”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**A.19 Re-Centering Composition: New Perspectives on Literacy Instruction for Culturally and Linguistically Diverse Publics**

Capri 103, First Floor

*Chair:* Michele Eodice, University of Oklahoma, Norman

*Speakers:* Evan Ashworth, University of New Mexico, Albuquerque, “Language Ideologies and Students’ Acceptance of and Resistance to Writing”

Kathryn Denton, University of New Mexico, Albuquerque, “Diversifying the Horizons of Composition Studies: An Exploration of Digital Literacies”

Brian Hendrickson, University of New Mexico, Albuquerque, “A Public Affair: The Intermediate Expository Writing Course as Community Writing Center Practicum”

Daniel Sanford, University of New Mexico, Albuquerque, “Multilingualism, Writing, and the Academy: Beyond ESL”

*Teaching Writing & Rhetoric*

**A.20 Our Relationships to Stories and Lands: Indigenous Knowledge in Basic Writing and Composition Classrooms**

Grande Ballroom H, First Floor

*Chair:* Joyce Rain Anderson, Bridgewater State University, MA

*Speakers:* Joyce Rain Anderson, Bridgewater State University, MA, “‘There’s a Story I Know’: A Pedagogy for Composition Classrooms”

Lisa King, University of Tennessee, Knoxville, “Knowing Your Place: Grounding Writing Students in Audiences and Environments”

Gabriela Rios, University of Central Florida, Orlando, “(Re)Inventing the University: Land-Based Public Histories of (Basic) Writing”

Kenlea Pebbles, Central Michigan University, Mount Pleasant, MI, “We Are Self and Other: Critical Thought, Freshman Composition, and Connection, and Differentiation”

Gail MacKay, University of Saskatchewan, Saskatoon, Canada, “Elder’s Oral Discourse as Interpretive Tool”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**A.21 Mobilizing Insider Knowledge: Examining How Disciplinary Participants Provide Affordances for Student Writing**

Capri 112, First Floor

*Chair:* Misty Anne Winzenried, University of Washington, Seattle

*Speakers:* Misty Anne Winzenried, University of Washington, Seattle, “Constructing and Mediating Notions of Disciplinarity: Interviews with Insiders”

Lillian Campbell, University of Washington, Seattle, “Insider Perspectives on the Role of Public Science Texts in Teaching Science Writing”

Matt Wiles, University of Louisville, KY, “Outsiders, Insiders, and the Double Binds between Them: An Analysis of Upper-Division Nursing Students’ Writing between the University and the Workplace”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**A.22 Reading Into Writing: Student Writers Reading in Secondary, Two-Year College, and First-Year Composition Classrooms**

Capri 113, First Floor

*Chair:* Pam Childers, Lesley University, Cambridge, MA

*Speakers:* Cynthia Miecznikowski, University of North Carolina–Pembroke

Angela Rogers, University of North Carolina–Pembroke

*Institutional and Professional*

**A.23 Operation Preparation: Where Revolutionary Theories and Institutional Practices Collide**

Capri 114, First Floor

**Chair:** Stacey Waite, University of Nebraska, Lincoln

**Speakers:** Frankie Condon, University of Nebraska, Lincoln “The Public Work of Writing Centers in the New Economy”

Debbie Minter, University of Nebraska, Lincoln, “Changing Sameness: A Hopeful Theory of Administration”

Stacey Waite, University of Nebraska, Lincoln, “Preparing a Queer(er) Public”

Shari Stenberg, University of Nebraska, Lincoln, “Rewriting the Standard, Preparing the Teacher”

*Institutional and Professional*

**A.24 General Education and the Teaching of Writing: Exploring the Opportunities for More Deliberate Pedagogies**

Grande Ballroom D, First Floor

**Chair:** Carol Rutz, Carleton College, Northfield, MN

**Speakers:** Paul Hanstedt, Roanoke College, Lexington, VA, “The Shift toward Integrative Liberal Education and the Opportunities for the Teaching and Administration of Writing”

John Bean, Seattle University, WA, “Transfer of Learning and Backward Design: Rethinking the Articulation of Writing Assignments between First-Year Composition and General Education Courses”

Carol Rutz, Carleton College, Northfield, MN, “Gen Ed Revision and Faculty Autonomy”

Dominic Delli Carpini, York College of Pennsylvania, “General Education Writ Large: Encouraging Metacognition in General Education Course and Assignment Design through Faculty Development”

*Institutional and Professional*

**A.25 Getting a Job in a Two-Year College**

Capri 115, First Floor

**Chair:** David Lydic, Austin Community College, TX

**Speakers:** David Lydic, Austin Community College, TX, “The Art of the Interview”

Sharon Mitchler, Centralia College, WA, “Finding Job Openings in Two-Year Colleges”

Alexis Nelson, Spokane Falls Community College, WA, “Writing an Outstanding Application Letter”



*Information Technologies*

**A.26 Teaching on the Move: Mobile Technologies and Public Writing**

Capri 116, First Floor

*Chair:* Andrew Blake, Delaware State University, Dover

*Speakers:* Christina Fontana, Rochester Hills, MI, “Hands-on Local Writing: Mobile Computing for Public Works”

Claire Lutkewitte, Nova Southeastern University, Fort Lauderdale, FL, “The Mobile Student: Possibilities for Composition and Mobile Technologies in Public Spaces”

*Information Technologies*

**A.27 Commenting, Conferencing, and Collaboration: Interrogating Online Writing Pedagogy**

Skybox 206, Second Floor

*Chair:* Ann Linden, Shawnee State University, Portsmouth, OH

*Speakers:* Rebecca Hallman, University of Houston, TX, “Teaching Through (In-)Text: Investigating Commenting Formats and Content in First-Year Composition and the Virtual Writing Center”

Justin Kurth, Missouri State University, Lebanon, “Interactive Online Learning Platforms: Academic Outreach for the Composition Classroom”

*Information Technologies*

**A.28 Anti-Social Networking: Complicating Public, Digital Composing**

Skybox 207, Second Floor

*Chair:* Ehren Pflugfelder, Oregon State University, Corvallis

*Speakers:* Michael Trice, Texas Tech University, Lubbock, “Community Media Requires Community Pedagogy: Understanding Wiki Use as Local Community Literacy”

Pamela Chisum, Washington State University, Pullman, “Social Media Does Not Belong in the Classroom! (Or Does It?)”

David Menchaca, Washington State University, Pullman, “Technology and First-Year Composition: Institutional Economies of Literacy”

Ehren Pflugfelder, Oregon State University, Corvallis, “The Discourse of Distracted Composing as Distracted Driving”

*History*

**A.29 Drawing on the Archives to Challenge Dominant Notions of Writing Practices**

Skybox 208, Second Floor

**Chair:** Barrie Olson, University of Louisville, KY

**Speakers:** Josh Mehler, Florida State University, Tallahassee, “19<sup>th</sup> Century Small Printing Presses: Technology, Vernacular Publics, and Composition Pedagogy”

Barrie Olson, University of Louisville, KY, “Turn-of-the-Century Notebooks: A Challenge to Current-Traditional Pedagogy”

Sherrie Gradin, Ohio University, Athens, “Rural Queer Archives: A Call to Action”

*History*

**A.30 “Alternative Histories” Auguring Alternative Futures: Nineteenth-Century Normal Schools and Twenty-First Century Practices**

Skybox 209, Second Floor

**Chair:** Melissa Ianetta, University of Delaware, Newark

**Speakers:** Suzanne Bordelon, San Diego State University, CA, “Nineteenth-Century State Teachers’ Institutes: Fostering Reform and the Professional Development of California Teachers”

Beth Ann Rothermel, Westfield State University, MA, “A Home of Thought, Where Learning Rules: Student Writing and Teacher Identity at a Progressive Era Normal School”

Melissa Ianetta, University of Delaware, Newark, “Stand Mum”

**Respondent:** Lori Alden Ostergaard, Oakland University, Rochester Hills, MI

*Community, Civic & Public*

**A.31 Writing across the Justice System**

Skybox 210, Second Floor

**Chair:** Gretchen Cobb, Indiana University Purdue University, Indianapolis

**Speakers:** Tabetha Adkins, Texas A&M University-Commerce, “Making Use of Public Work: Characterizations of Literacy in the Supreme Court”

Leslie Seawright, University of Texas A&M at Qatar, “You Have the Right to Remain Silent: The Rhetoric of Police Reports”

Chris Earle, University of Wisconsin-Madison, “Tactical Representations: Claims to/of Space in Prison Writing”

*Community, Civic & Public*

**A.32 Documenting Lives: Interviewing as Pedagogy and Activism**

Skybox 211, Second Floor

*Chair:* Tom Fox, California State University, Chico

*Speakers:* Diana George, Virginia Tech, Blacksburg, “Telling Stories: Social-Justice Documentaries of Palestine, Colombia, the Shenandoah Valley, Your Neighborhood”

Tamera Marko, Emerson College, Boston, MA, “Interviews as Social Justice: Seven Languages in One Composition Classroom”

Paula Mathieu, Boston College, MA, “Oral History as Public Research for Undergraduate Writing Classes”

*Basic Writing*

**A.33 What Works: New Approaches in the Basic Writing Classroom**

Skybox 205, Second Floor

*Chair:* Josh Mehler, Florida State University, Tallahassee

*Speakers:* Anita August, Sacred Heart University, Stratford, CT, “We Need to Talk about Student X: ‘Situating’ Visual Literacy in the Basic Writing Curriculum”

Susan Gebhardt-Burns, Norwalk Community College, CT, “Using Invention Techniques with Community College Basic Composition Students”

Heather Camp, Minnesota State University, Mankato, “Revisiting Writing-about-Writing in the Basic Writing Classroom”

*Teaching Writing & Rhetoric*

**A.34 Bridging the Divide between Basic Literacy and College Readiness: Using Protocol Analysis to Prepare Basic Readers and Writers for Academic Success**

Skybox 201, Second Floor

*Chair:* Nancy A. Benson, University of Massachusetts, Dartmouth

*Speakers:* Karen Shea, Portsmouth, RI, “I Think I Know What You Mean: Using Think-Aloud Protocols to Assess L2 Learners’ (Mis)Understandings of Teacher Comments”

Nancy A. Benson, University of Massachusetts, Dartmouth, “Framework for Success: A Writing about Reading Self-study for First-Year Composition Teachers”

Anicca Cox, North Dartmouth, MA, “Reflective Reading Practices: Support for Developing Practitioners in the First-Year Classroom”

*Community, Civic & Public*

**A.35 We Are the .2%: Critical Race Counterstories of Chicana@ PhD Experiences in Rhetoric and Composition**

Grande Ballroom C, First Floor

**Chair:** Jaime Mejia, Texas State University, San Marcos

**Speakers:** Cruz Medina, University of Arizona, Tucson, AZ, “Digital Latin@ Counterstories: Writing the Personal in Public (Cyber) Spaces”

Aja Martinez, Binghamton University-State University of New York, “Chicana@ in Academia: The Necessity to Speak and Some Stories to Begin With”

Octavio Pimentel, Texas State University San Marcos, “Giving Voice: The Latin@ Voice that is often Ignored at Best”

**Open Working Meeting of the Rhetoric and Christian Tradition SIG**

Room 203, Second Floor

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are Invited.

**Chair:** Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

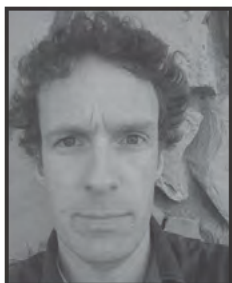


## B Sessions: 12:15–1:30 p.m.

### *Featured Session*

## The War Comes Home: The Rise of Veterans Studies in Rhetoric and Composition

Grande Ballroom A, First Floor



**Darren Keast**

**Chair:** Marilyn Valentino, Lorain County Community College, Elyria, OH

Through its support of a Special Interest Group on military writers and its formation of a Task Force on Student Veterans, CCCC has signaled its interest in becoming a leader in the national conversation about the growing population of student veterans on college campuses. Accordingly, this roundtable highlights research focusing on the complex issues surrounding veterans and their family members who are enrolled in college, emphasizing the writing classroom as a space where this complexity is heightened by a number of factors, including the small class sizes, the personal nature of writing, the differences between peer groups in the classroom, and the ways that writing helps form communities.



**Jenna Baddeley**

**Speakers:**

**Darren Keast**

City College of San Francisco, “Veteran-focused Classrooms and the Community College”

**Jenna Baddeley**

Medical University of South Carolina, “Expressive Writing with Veterans”

**Roger Thompson**

Virginia Military Institute, “College Writing Curricula and Veterans: Findings of a CCCC Research Initiative Grant”



**Roger Thompson**

**D. Alexis Hart**

Virginia Military Institute, “College Writing Curricula and Veterans: Findings of a CCCC Research Initiative Grant”

**Brian Turner**

Sierra Nevada College, “The War Experience and the Creative Arts”

*Respondent:*

**Eileen Schell**

Syracuse University, NY



**D. Alexis Hart**



**Brian Turner**



**Eileen Schell**



*Theory*

**B.02 Remembering Adrienne Rich**

Skybox 206, Second Floor

*Chair:* Ian Barnard, California State University, Northridge

*Speakers:* Anne Shea, California College of the Arts, Oakland, “Theater of Voices”

Aneil Rallin, Soka University of America, Los Angeles, CA, “Love Letters to Adrienne”

Harriet Malinowitz, Long Island University, NY, “The Icon Across the Street”

*Respondent:* Andrea A. Lunsford, Stanford University, CA

*Writing Programs*

**B.03 Information and Its Consequences for Work:  
Theorizing a Writing Program Informatics**

Capri 103, First Floor

*Chair:* Thomas Moriarty, Salisbury University, MD

*Speakers:* Elizabeth Curtin, Salisbury University, MD, “The Informatics of Writing Across the Curriculum Programs”

Loren Marquez, Salisbury University, MD, “Developing a Social Informatics for First-Year Writing”

Thomas Moriarty, Salisbury University, MD, “Informatics and Writing Majors”

Nicole Munday, Salisbury University, MD, “A Framework for Writing Center Information Systems: Cultivating a Proactive Data Management Strategy”

*Theory*

**B.04 Persuasive Spaces: Museums and the Compelling Narrative**

Skybox 212, Second Floor

*Chair:* Stephen McElroy, Florida State University, Tallahassee

*Speakers:* Joanna Lackey, University of Wisconsin-Madison, “‘Wanton Mischief’ in the British Museum: Composing Public Spaces”

Travis Maynard, Florida State University, Tallahassee, “And on the Eighth Day, God Created Rhetoricians: A Case Study of the Creation Museum”

Elizabeth Powers, Florida State University, Tallahassee, “Constructing Genesis: Exploring the Visual Rhetoric of the Creation Museum”

*Theory*

**B.05 Everyday Writing: Instances, Circulations, Implications**

Royale Pavilion 5, First Floor

*Chair:* Charles I. Schuster, University of Wisconsin-Milwaukee

*Speakers:* Doug Hesse, University of Denver, CO, “Letter to Message, Scrapbook to Timeline: The Everyday Writings of Two Dozen Professionals, 1912 to 2012”

Kathleen Blake Yancey, Florida State University, Tallahassee, “‘It Was Revolutionary’: Four Scenes of Everyday Writers, the Technologies Supporting Them, and the Circulations Effecting Change”

Juli Parrish, University of Denver, CO, “The Other Social Network: Commonplace and Community in the Back Smoker Diaries”

*Respondent:* Jody Shipka, University of Maryland-Baltimore County, Baltimore

*Teaching Writing & Rhetoric*

**B.06 How Our Students Learn: Implications for Teaching Writing**

Capri 105, First Floor

*Chair:* Philip Sloan, Kent State University, OH

*Speakers:* Philip Sloan, Kent State University, OH, “Writer’s Block and the Problem of the ‘Writer’”

Ann Penrose, North Carolina State University, Raleigh, “Learning Styles, Teaching Styles: Comparing Composition Students and Teachers”

Thomas Batt, Maine Maritime Academy, Brooksville, “New Frames, New Learning: The Uses of Frame Analysis in First-Year Composition”

*Writing Programs*

**B.07 Look Out Any Window: The Basic Writing Center**

Grand Ballroom G, First Floor

*Chair:* William J. Macauley, Jr., University of Nevada, Reno

*Speakers:* Michael Pemberton, Georgia Southern University, Statesboro, “Turning Our Backs on the Center: Are We Looking Ahead or Just Wandering Aimlessly?”

Ellen Schendel, Grand Valley State University, Allendale, MI, “Going Rogue: What We Can Learn from Nontraditional Writing Centers”

William J. Macauley, Jr., University of Nevada, Reno, “Turning toward Our Future: A Case for Rethinking Writing Centers Assessment and Research”

*Respondent:* Joan Mullin, Illinois State University, Bloomington



*Teaching Writing & Rhetoric*

**B.08 Digital Intellectuals: Students as Public Writers in the Global Internet Age**

Capri 104, First Floor

*Chair:* Aaron Ritzenberg, Columbia University, New York, NY, “‘Citizen Critics’ in the Age of Digital Citizenship”

*Speakers:* Briallen Hopper, Yale University, New Haven, CT, “Writing for the Future”

Karin Gosselink, Yale University, New Haven, CT, “Academic Writers as Digital Orators”

Aaron Ritzenberg, Columbia University, New York, NY

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**B.09 PDAs; or, Public Displays of Affiliation: Composing at the Intersections of the Academy, the Games Industry, and the Gaming Community**

Royale Pavilion 7, First Floor

*Chair:* Samantha Blackmon, Purdue University, Lafayette, IN

*Speakers:* Samantha Blackmon, Purdue University, Lafayette, IN

Alex Layne, Purdue University, Lafayette, IN

Matt Barton, Saint Cloud State University, MN

Nicole Zaguroli, Purdue University, West Lafayette, IN

*Theory*

**B.10 Visual Technologies and Culture: Past, Present, and Future**

Top of the Riviera North, Monaco Tower, 24th Floor

*Chair:* Lavinia Hirsu, Indiana University, Bloomington

*Speakers:* Susan H. Delagrange, The Ohio State University, Columbus, “See(ing) Different: Experiments in Visual Inquiry”

Joddy Murray, Texas Christian University, Fort Worth, TX, “Cinematic Text: Movement and the Affective Domain”

Lavinia Hirsu, Indiana University, Bloomington, “Fighting over Visual Economies”

Kristie Fleckenstein, Florida State University, Tallahassee, “Cheating the Senses: Stereoscopic Mania and Nineteenth-Century Visual Literacy”

*Teaching Writing & Rhetoric*

**B.11 Teaching Scholarly Writing in WID Contexts**

Capri 106, First Floor

*Chair:* Ruth Derksen, University of British Columbia, Vancouver, Canada

*Speakers:* Ruth Derksen, University of British Columbia, Vancouver, Can-

ada, “Blending or Blanding?: Challenges of Integrating Courses for Engineers”

Susan Chaudoir, University of Alberta, Edmonton, Canada, “‘It’s hard to start swimming if you don’t have water’: Challenges Student Writers Face in Composing the Scholarly Essay”

Linda Rowland, Florida Gulf Coast University, Ft. Myers, “Diversifying Composition: Learning within Public Spaces in an Experiential Fusion of Composition and Ecology”

*Teaching Writing & Rhetoric*

## **B.12 Assessment, Preparedness, and Retention Strategies**

Capri 107, First Floor

**Chair:** Nicole Williams, Bridgewater State University, MA

**Speakers:** Alison Reynolds, University of Florida, Gainesville, “Paint by the Numbers: Addressing the Transformation and Liminality of Composition in Florida High School Writing Assessments”

Gareth Hadyk-DeLodder, University of Florida, Gainesville, “Paint by the Numbers: Addressing the Transformation and Liminality of Composition in Florida High School Writing Assessments”

Lucas Martorana, Florida State University, Tallahassee, “Relationship Building, Effective Questioning, and Goal Setting: Retention Strategies in the FYC Class”

Christine Maddox, The Florida State University, Tallahassee, “Relationship Building, Effective Questioning, and Goal Setting: Retention Strategies in the FYC Class”

Nicole Williams, Bridgewater State University, MA, “Ready for Success? Comparing Writing Program Outcomes at Two-Year and Four-Year Institutions and the Preparedness of Transfer Students”

*Teaching Writing & Rhetoric*

## **B.13 Expanding the Conversation about Faith and Composition: Multiple Perspectives on the Public Work of Religion**

Capri 108, First Floor

**Chair:** Michael-John DePalma, Baylor University, Waco, TX

**Speakers:** Elizabeth Ellis, University of Maryland, College Park, “Good Religious Citizens?: Implications of Interdisciplinary Conversations about Interfaith Literacy for Composition”

Emily Cope, University of Tennessee, Knoxville, “How Not to Lose Your Faith at College: Popular Evangelical Advice about Enacting Faith at Public Universities”

Melody Pugh, University of Michigan, Ann Arbor, “From the Pews to the Pages: Religiously-Engaged Students, Faith Communities, and the Public Work of the Extracurriculum”

*Theory*

**B.14 To Worry Words: Black Women’s Literacies and Rhetorics in Public Culture**

Royale Pavilion 4, First Floor

**Chair:** Gwendolyn Pough, Syracuse University, NY

**Speakers:** Beverly Moss, The Ohio State University, Columbus, “African American Clubwomen Stepping Out of Their Literacy Comfort Zone”

Gwendolyn Pough, Syracuse University, NY, “‘Sapphire Goes to Washington’: Race, Rhetoric, Representation, and Angry Black Women”

Eric Darnell Pritchard, University of Texas at Austin, “The Re-education of Alike Freeman: Black Lesbian Literacies on Film”

Tamika Carey, SUNY Albany, NY, “Re-Composing Ourselves: Rhetorical Healing in Black Women’s Self-Help Books”

*Academic Writing*

**B.15 Critical Thinking and Writing in the First-Year Composition Classroom**

Capri 109, First Floor

**Chair:** Timothy Roe, Eastern Washington University, Cheney

**Speakers:** Jacqueline (Lyn) Megow, Eastern Washington University, Cheney, “Critical Thinking and the Multimodal Rhetorical Analysis”

Jimmie L. Coy, Eastern Washington University, Cheney, “Research Writing and Critical Thinking”

Kathy Rowley, Eastern Washington University, Cheney, “Online Discussion: A Utopian Space for Constructing Knowledge”

Timothy Roe, Eastern Washington University, Cheney, “Teaching Critical Reading as the First Step to Effective Writing”

*Institutional and Professional*

**B.16 Reunion: Public Access and Writing Today**

Grande Ballroom C, First Floor

**Chair:** Jessica Yood, The City University of New York, Bronx

**Speakers:** Michael Berube, The Pennsylvania State University, State College, “Semi-Private Access”

Jessica Yood, The City University of New York, Bronx, “The Writing (Studies) Panacea and the New Culture Wars”

Elizabeth Losh, University of California, San Diego, “The Literacy Panic and the New Culture Wars”

**Respondent:** Kurt Spellmeyer, Rutgers University, Plainfield, NJ

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**B.17 Talent + Effort = Grit: Strategies for Bridging Gaps, Reaching Insight, and Improving Retention**

Capri 110, First Floor

*Chair:* Betty Laface, Bainbridge College, Tallahassee, FL

*Speakers:* Tonya Strickland, Bainbridge College, Tallahassee, FL, “The Two-Year College Challenge: Building the Bridge to Somewhere”

Amie Seidman, Bainbridge College, Tallahassee, FL, “Creating a ‘Happening’ Developmental and First-Year Composition Classroom”

Betty Laface, Bainbridge College, Tallahassee, FL, “Building True Grit: Teaching Criticism, Debate, and Dissent”

Emily Dowd, Bainbridge College, Tallahassee, FL, “Daydreams, Savasana, and the Moment of Insight: How Yoga Can Put Creativity and Grit Back into Student Writers”

*Teaching Writing & Rhetoric*

**B.18 Listening for Currents in the News: Writing, Rhetoric, News Literacy, and the Public Sphere**

Capri 111, First Floor

*Chair:* Alice M. Gillam, University of Wisconsin–Milwaukee

*Speakers:* Donna Decker, University of Wisconsin–Milwaukee, “Using Rhetorical Situation to Analyze the Ethics of Gender Coverage”

Brian Gogan, Western Michigan University, Kalamazoo, “From Framing the News to Framing an Argument: A Research-Based Assignment for Student Writers”

Virginia Chappell, Marquette University, Milwaukee, WI, “What Is News Literacy? Why Is Teaching It Important Public Work?”

*Teaching Writing & Rhetoric*

**B.19 Characterizing The Honors Research Writing Course: Student Identity, Digital Literacy, and an Interrogative Approach to Research**

Capri 112, First Floor

*Chair:* Jan Roser, Boise State University, ID

*Speakers:* Heidi Naylor, Boise State University, ID, “Conceptions and Misconceptions of the Honors Composition Student: A Quantitative-Qualitative Study”

Christi Nogle, Boise State University, ID, “Digital Promises in Honors Composition”

Jan Roser, Boise State University, ID, “An Honors Student-Led Interrogative Approach to Research and Identity”

*Research*

**B.20 Rhetorical Strategy and Discourse Analysis**

Capri 113, First Floor

*Chair:* Drew Loewe, St. Edward's University, Austin, TX

*Speakers:* Jill Belli, The Graduate Center, CUNY, New York, NY, "Drafting Happiness: Comprehensive Soldier Fitness, Curriculum Design, and the Composition Classroom"

Anne Wheeler, University of Wisconsin-Madison, "Meeting Our Common Ancestors: Examining the Ethical Implications of Literacy Ethnographies"

Drew Loewe, St. Edward's University, Austin, TX, "Creating Salience When the Stakes are High (and You're Going to be Interrupted Soon): Lawyers' Strategies in Supreme Court Oral Arguments, 2009–2011 Terms"

*Research*

**B.21 What Coding Means and Why We Should Do It**

Grande Ballroom D, First Floor

*Chair:* Rebecca Moore Howard, Syracuse University, NY

*Speakers:* Rebecca Moore Howard, Syracuse University, NY, "Why This Humanist Codes: A Genealogy of the Citation Project"

Rebecca Rickly, Texas Tech University, Lubbock, "Coding as Textual Action"

Jo Mackiewicz, Auburn University, AL, "Challenges in Coding: Some Examples and Partial Solutions"

Karen Lunsford, University of California-Santa Barbara, "Replicating Codes: What Does This Mean for Writing Studies?"

*Teaching Writing & Rhetoric*

**B.22 Accessing Literacy, Literacies as Access: Reimagining Public Narratives of Disability**

Capri 114, First Floor

*Chair:* Patricia Dunn, State University of New York, Stony Brook

*Speakers:* Allison Hitt, Syracuse University, NY, "Who Gets Accommodated? Writing Center as Retrofit to the Composition Classroom"

Patricia Dunn, State University of New York, Stony Brook, "Who Gets Accommodated? Writing Center as Retrofit to the Composition Classroom"

Bernice Olivas, University of Nebraska-Lincoln, "What I Mean When I Say Autism: Re-thinking the Roles of Literacy and Language in Autism Discourse"

Danielle Nielsen, Murray State University, KY, “Where Do We Go from Here? Helping Students with Disabilities Write Outside of the Composition Classroom”

Nicole Green, University of Nebraska-Lincoln, “Heard Any Good Books Lately? Implications for Reseeing the Sound of Aural Literacy”

Valerie Lotz, University of Alabama, Huntsville, “Flattening Hierarchies of Pedagogy: How Multimedia Teaching is Redefining Learning Capabilities”

*Research*

**B.23 Next Steps?: Responses to Royster’s and Kirsch’s Feminist Rhetorical Practices: New Horizons for Rhetoric, Composition, and Literacy Studies**

Royale Pavilion 6, First Floor

*Chair:* Lisa Ede, Oregon State University, Corvallis

*Speakers:* Michael Faris, University of Wisconsin-Eau Claire

Ruben Casas, University of Wisconsin-Madison

Bo Wang, California State University-Fresno

Mary P. Sheridan, University of Louisville, KY

Lee Nickoson, Bowling Green State University, OH

Hui Wu, University of Texas-Tyler

Jacqueline Jones Royster, Georgia Tech, Atlanta

Andrea A. Lunsford, Stanford University, CA

Gesa E. Kirsch, Bentley University, Waltham, MA

Lisa Ede, Oregon State University, Corvallis

*Professional and Technical Writing*

**B.24 Discourse and Difference: The Embodied Nature of Professional and Technical Writing**

Capri 115, First Floor

*Chair:* Jennifer O’Malley, Florida State University, Tallahassee

*Speakers:* Li Li, Iowa State University, Ames, “The Myth of Indirectness: A Comparative Study of Rhetorical Strategies Adopted in American and Chinese Product Recall Messages”

Rachel Wolford, University of Minnesota Duluth, “Losing Culture On the Way to Class: Descriptive Versus Prescriptive Teaching Practices in Advanced Communication Courses”

Lauren Cagle, University of South Florida, Tampa, “Gendered Profiles in Gendered Fields: Leveraging Role-Model Ethos to Recruit Women to STEM”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**B.25 “Whose Best Practices?” Disrupting Discourses about the Work of Composition**

Skybox 201, Second Floor

**Chair:** Allison Wright, University of Houston, TX

**Speakers:** Sara Cooper, University of Houston, TX, “A Skyline of Jarritos Bottles: Re-envisioning Multimodality through the Politics and Practices of Rasquachismo”

Clay Guinn, University of Houston, TX, “Wireless Classrooms, Plugged-In Students”

Bruce Martin, University of Houston, TX, “The Classroom is the Focus: Addressing Diversity in the Public University”

Allison Wright, University of Houston, TX, “Managing/Mentoring: The Rhetoric of TA Training”

*Language*

**B.26 World and American English Vernaculars: Assets Not Deficits**

Capri 116, First Floor

**Chair:** Bret Zawilski, Florida State University, Tallahassee

**Speakers:** Naomi Carrington, California State University, Northridge, “World Englishes and English Vernaculars in College Composition: Global Meshing as Standard”

Eve Eure, New York, NY, “Writing in Linguistic Codes: Spoken Language and the Politics of Personhood”

Bobbi Olson, University of Nebraska-Lincoln, “Teaching Native English Speakers with/from a Translingual Approach”

Nichole Stanford, CUNY Graduate Center, NY, “Challenging Language Myths from the Cajun Margins”

*Institutional and Professional*

**B.27 Expertise and Meaningful Assessment: (Re)Modeling the Public Trust in Teachers**

Skybox 207, Second Floor

**Chair:** Paul Walker, Murray State University, KY

**Speakers:** Jeff Osborne, Murray State University, KY

Paul Walker, Murray State University, KY

Patricia Lynne, Framingham State University, MA

*Institutional and Professional*

**B.28 From Presentation to Publication: How to Make Revision Count**

Grande Ballroom H, First Floor

**Chair:** Sidney Dobrin, University of Florida, Gainesville

**Speakers:** Jennifer Clary-Lemon, University of Winnipeg, Manitoba, Canada, “Making Your Work Public: The Role of Small Journals”

Marilyn Cooper, Michigan Technological University, Houghton, “What’s Your Payoff?”

Amanda Espinosa-Aguilar, Georgia Gwinnett College, Pasco, WA, “Now What Do I Do With It?”

Paul Puccio, Bloomfield College, NJ, “Ghosts of Revision Past: The Drama of Publishing in CCC Online”

Joonna Smitherman Trapp, Waynesburg University, PA, “Ghosts of Revision Past: The Drama of Publishing in CCC Online”

*Information Technologies*

**B.29 Shades of Digital Expertise: Addressing Environments, Teachers, and the Field**

Skybox 208, Second Floor

**Chair:** Christine Maddox Martorana, Florida State University, Tallahassee

**Speakers:** Jacob Craig, Florida State University, Tallahassee, “A Method for Doing Content-Rich Composition in the Twenty-First Century: A Preliminary Study”

Lisa Schreibersdorf, University of Wisconsin, Fond du Lac, “High Tech Students on Low Tech Campuses”

Lori De Hertogh, Washington State University, Pullman, “Assessing Students’ Technological Authorship”

*Information Technologies*

**B.30 Pedagogy in the Clouds: Social Networking and Visual Literacy in the Composition Classroom**

Grande Ballroom F, First Floor

**Chair:** Martha McKay Canter, Florida State University, Tallahassee

**Speakers:** Marohang Limbu, Michigan State University, East Lansing, “‘Social Media’ Writing Public Work: Clouding Writing, Crossing Borders, and Crushing Writing Anxieties in First-Year Composition”

Mina Sommerville-Thompson, Tarrant County College, Keller, TX, “Visual Literacy in the Composition Classroom: Sharing in the Connective Spaces of Social Networking Sites”

Kara Poe Alexander, Baylor University, Waco, TX, “Hashtags, Posts, and Tweets: Digit@l Marketing through Social Media”



*Information Technologies*

**B.31 The ePortfolio Model and the Development of Public Reflective Composition**

Skybox 209, Second Floor

**Chair:** Joshua King, University of Georgia, Athens

**Speakers:** Nicholas Crawford, University of Georgia, Athens, “Distributed Cognition, Distributing Composition: Teaching Writing as Public Work”

Lindsey Harding, University of Georgia, Athens, “Text as Box; Author as Collector; Student as Designer; Introductory Reflective Essay as Box Composition”

Joshua King, University of Georgia, Athens, “Inventive Fragments: Using the ePortfolio to Teach Distributed Digital Writing”

Laurie Norris, University of Georgia, Athens, “Invisible Boundaries: Composition, ePortfolios, and Issues of Access beyond the Classroom’s Walls”

*Information Technologies*

**B.32 Net Work: The Intellectual, Social, and Material Function of Networks in the Composing Process**

Skybox 211, Second Floor

**Chair:** Daniel Mahala, University of Missouri-Kansas City

**Speakers:** Daniel Mahala, University of Missouri-Kansas City, “Promises and Dangers of the New Cognitivism”

David M. Sheridan, Michigan State University, East Lansing, “Fancy Meeting You Here!: The Ecological Function of Multiliteracy Centers in Writing Programs”

Jody Swilky, Drake University, Des Moines, IA, “Making Multimodal Text Public: Composing as Interaction with Technology and Social Space”

*Information Technologies*

**B.33 Theorizing, Teaching, and Evaluating E-Portfolios in First Year Composition**

Skybox 210, Second Floor

**Chair:** Logan Bearden, Florida State University, Tallahassee

**Speakers:** Monique Akassi, Bowie State University, MD, “A Comparative Analysis on an Effective Teaching Methodology Applied to Electronic Portfolios for African American Students in Online, Hybrid, and In Class Writing Courses”

Hogan Hayes, University of California, Davis, “Making a Plan, Sharing a Plan, Acting on a Plan: Implementing an E-Portfolio Program for a First-Year Writing Program”

*History*

**B.34 Back to Basics: Making Space for Indigenous Rhetorical Histories**

Royale Pavilion 8, First Floor

*Chair:* Malea Powell, Michigan State University, East Lansing

*Speakers:* Resa Crane Bizzaro, Indiana University of Pennsylvania, “Native Americans, Intergenerational Post-Traumatic Stress Disorder, and Place Studies: The Construction of Meaning, Society, Rhetoric”

Rose Gubele, University of Central Missouri, Warrensburg, “Eloh: Cherokee Rhetorics of Land, Religion, History, Law, and Culture”

Malea Powell, Michigan State University, East Lansing, “‘Sittin’ on the Porch on Little Traverse Bay: Andrew Blackbird and the Rhetorical Performance of Space”

*History*

**B.35 “Bowling to the Elders”?: New Understandings of Expanded Canons**

Grande Ballroom B, First Floor

*Chair:* John Schilb, Indiana University, Bloomington

*Speakers:* Michael Bernard-Donals, University of Wisconsin-Madison, “Why I Stopped Worrying about the ‘Field’ and Learned to ‘Do Theory’ (Peter Elbow and Michael Sprinker)”

David Holmes, Pepperdine University, Malibu, CA, “Sandra E. Gibbs”

Charles I. Schuster, University of Wisconsin-Milwaukee, “Accounting for Our Bills: Irmscher and Coles”

Kelly Ritter, University of North Carolina at Greensboro, “Not Just an Abolitionist: The Lasting Influences of Sharon Crowley”

Deborah Holdstein, Columbia College, Chicago, IL, “The Greatest Generation: The Example of David Bleich”

*Respondents:* Shirley Rose, Arizona State University, Chandler

Christiane K. Donahue, Dartmouth College, Hanover, NH

**B.36 State Standards, College Readiness, and Partnerships with Local Schools**

Skybox 202, Second Floor

*Chair:* Cynthia Bateman, University of South Carolina, Columbia

*Speakers:* Michelle Liptak, Siena College, Kinderhook, NY, “Border Crossing in a First-Year Seminar”

Caroline Wilkinson, University of Louisville, KY, “Extending Conceptions of ‘College Readiness’ in the Dual-Credit Classroom”

Samantha NeCamp, Midway College, Georgetown, KY, “Defining Literacy and College Readiness: The Common Core State Standards and a Receptive Model of Literacy”

## Open Working Meeting of the Transnational Composition SIG

Room 203, Second Floor

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are Invited.

**Chair:** Bruce Horner, University of Louisville, KY



## C Sessions: 1:45–3:00 p.m.

### *Featured Speaker*

**Yvette Johnson, Arizona State University**  
**From the Composition Classroom to Mississippi to**  
**Tribeca: How Writing Family History Helped Heal a**  
**Student, a Family, and the Nation**  
Grande Ballroom A, First Floor

**Chair:** Duane Roen, Arizona State University, Tempe

When Yvette Johnson, an undergraduate at Arizona State University, started a research blog for her writing class, she did not imagine that this blog would become the basis for both *Booker's Place*, one of the most talked about films of the 2012 Tribeca Film Festival, and an hour-long special on NBC's *Dateline* in 2012. While conducting research, Johnson learned that, in 1966, her grandfather, Booker Wright, spoke to Frank De Felitta, an NBC documentary filmmaker, in a way that revealed the harsh racism of whites in Mississippi. Johnson further learned that, after the airing of the documentary, her grandfather, Booker Wright, was murdered.

This session will include brief clips of the 1966 NBC documentary, excerpts from *Booker's Place*, and the *Dateline* report before Yvette Johnson explains how her project emerged. Sherry Rankins-Robertson will explain how she conceptualized Johnson's writing class. Keith Miller will situate Wright's experience in the context of contemporaneous political agitation by African Americans in Mississippi, while also explaining its salience for critical racial theory in 2012.

**Respondents:**

**Sherry Rankins-Robertson**  
University of Arkansas-Little Rock

**Keith Miller**  
Arizona State University, Tempe



**Yvette Johnson**



**Sherry Rankins-Robertson**



**Keith Miller**

**C.01 Incorporating Video Stories from Workplace Professionals into Communication Courses: Mini-Modules Online to Increase Student Motivation and Learning**

Royale Pavilion 4, First Floor

*Chair:* Jonathan Balzotti, Iowa State University, Ames

*Speakers:* Janet Roberts, Iowa State University, Ames, “How We Assessed Student Motivation after Their Use of the Mini-Modules”

David Russell, Iowa State University, Ames, “How We Constructed the Communication Mini-Modules Incorporating Video Clips from Workplace Professionals”

Jonathan Balzotti, Iowa State University, Ames, “How We Assessed the Students’ Learning of Communication Principles through the Use of the Mini-Modules”

*Theory*

**C.02 The Construction of Public Memory: Oral Histories, Memorials, and History Museums**

Capri 103, First Floor

*Chair:* Deborah Mutnick, Long Island University, Brooklyn, NY

*Speakers:* Laurie Grobman, Penn State University, Berks, “African American Rhetoric and the Cross-Racial Communicative Drama: Founding the Central Pennsylvania African American Museum”

Deborah Mutnick, Long Island University, Brooklyn, NY, “Co-authorship in Oral History: Cross-Cultural Dissonances and Dialogues”

Anne Balay, Indiana University Northwest, Gary, “Stories, Truth, and Identity in Queer Steelworkers’ Oral Histories”

Annette Powell, Bellarmine University, Louisville, KY, “Interpreting Space: The Work of Constructing Public Memory through Lincoln Statuary”

*Basic Writing*

**C.03 Public Access, Public Work: A Case Study for Multiple Basic Writing Pilots**

Capri 105, First Floor

*Chair:* Stacy Day, Penn State University-Abington

*Speakers:* Stacy Day, Penn State University-Abington, “The English Enhancement Pilot: A Narrative of Development, Implementation, and Assessment”

Nicole McClure, Penn State University-Abington, “Diverse Learners in Digital Spaces: Developing Supplemental Online Instruction for Basic Writers”

Karen Weekes, Penn State University-Abington, “One University, Demographically Dispersed”

*Community, Civic & Public*

**C.04 Rhetorical Movement through Public Pathways**

Capri 106, First Floor

**Chair:** Fernando Sanchez, Purdue University, West Lafayette, IN

**Speakers:** Kathryn Yankura, Purdue University, West Lafayette, IN, “City and University as Rhetorical Ecosystem: ‘Matters’ of Materiality in the Urban University’s Public Work”

Fernando Sanchez, Purdue University, West Lafayette, IN, “Walking in the Polis: Urban Planning’s Material Influence on Aristotle’s Topoi in the Rhetoric”

Kyle Vealey, Purdue University, West Lafayette, IN, “Urbanized Rhetoric: Urban Planning, Choice Architecture, and Chance Encounters”

*Community, Civic & Public*

**C.05 Public Works and Public Rhetorics: Effects of Immigration Debates on the Literacy Experiences of Migrant Students**

Capri 107, First Floor

**Chair:** Susan Meyers, Seattle University, WA

**Speakers:** Susan Meyers, Seattle University, WA, “Crisis and Contract: A History of Literacy and Immigration in the United States”

Rebecca Lorimer, University of Massachusetts-Amherst, “Language Policy and Resistance in School and Community Literacy Contexts”

Rachel Ketai, El Camino College, Torrance, CA, “Literacy Experiences of Undocumented Community College Students”

Stephanie Merz, El Camino College, Torrance, CA, “Motivational Structures of Mexican Immigrant Students in the Basic Writing Classroom”

*Writing Programs*

**C.06 Re-imagining Writing Programs’ Audiences: Insights from the Open Source Movement about Collaboration Within and Between University Writing Programs**

Royale Pavilion 7, First Floor

**Chair:** Jonathan Balzotti, Iowa State University, Ames

**Speakers:** Jonathan Balzotti, Iowa State University, Ames

Geoff Sauer, Iowa State University, Ames

Abhi Rao, Iowa State University, Ames

Tom Lindsley, Iowa State University, Ames

*Information Technologies*

**C.07 The Post-Public Work of Composition: Reaching New Writers with New Media**

Grande Ballroom G, First Floor

*Chair:* Webster Newbold, Ball State University, Muncie, IN

*Speakers:* Peter Elliott, Anderson University, Fishers, IN, “Redefining Authorship in Composition”

Katherine Greene, Ball State University, Muncie, IN, “Something Borrowed, Something New: Teaching Appropriation and Genre in Composition Classes”

Angela Schuricht, Indiana Institute of Technology, Fort Wayne, “E-portfolios: The Intersection of the Personal and the Public”

*Information Technologies*

**C.08 Writing 2.0: Participation in Distributed Publics**

Capri 104, First Floor

*Chair:* Mary Louise Hill, Medaille College, Buffalo, NY

*Speakers:* Susan Garza, Texas A&M University-Corpus Christi, “Using New Media and Web 2.0 to Expand Traditional Essay Writing in First-Year Composition”

Mary Louise Hill, Medaille College, Buffalo, NY, “Building Bridges, Encountering Barriers: Implementing a Cross-Cultural Wiki in the Basic Composition Classroom”

Dale Katherine Ireland, The Graduate Center, CUNY, NY, “Composing Universal Design: Composition as Access in New Media”

Christian Smith, University of South Carolina, Columbia, “Conflicted Publics: Deliberation and Decision-Making in Wiki Writing Classrooms”

*Teaching Writing & Rhetoric*

**C.09 Composition in/for Virtual “Public” Spaces: Digital(ly Mediated) Divides**

Top of the Riviera North, Monaco Tower, 24th Floor

*Chair:* Scott D. Banville, Nicholls State University, Thibodaux, LA

*Speakers:* M. Melissa Elston, Texas A&M University, College Station, “What’s in a Meme? The Rhetoric and Pedagogy of Digital Commonplacing”

Alma Villanueva, Texas A&M University, College Station, “Transnationality via Online Autovideos in First-Year Composition”

Laura Leigh Morris, Texas A&M University, College Station, “Adopting the Prison Model: Digital Publishing for the Beginning Writer”

Christina V. Cedillo, Northeastern State University, Tahlequah, OK, “Equalizing the Composition Playing Field via Diversifying Access”

*Writing Programs*

**C.10 Dual Enrollment/Dual Credit: The Missing and the Hidden**

Capri 108, First Floor

**Chair:** Jessica Shumake, University of Arizona, Tucson

**Speakers:** Nora Bacon, University of Nebraska at Omaha, “The Hidden Curriculum of Dual Enrollment”

Stephen Whitley, Texas A&M University-Commerce, “Stepping Stone Paradox: How Dual Credit Problematizes First-Year Writing”

Kristen Weinzapfel, North Central Texas College, Muenster, “What They Have Written, What They Have Missed: Bridging Gaps between English IV, Dual-Credit Instruction, and FYC”

*Theory*

**C.11 Comics, Culture Jamming and the Campaign for Authentic Representation**

Capri 109, First Floor

**Chair:** Jason Custer, Florida State University, Tallahassee

**Speakers:** Mary McCall, Purdue University, West Lafayette, IN, “The Discourse behind Dove’s Campaign for Real Beauty: ‘Making Peace with Our Bodies’”

Clare Russell, University of New Mexico, Albuquerque, “‘Textual Mischief’ and Genre Theory: Explicit Teaching of Culture Jamming in the Writing Classroom”

Franny Howes, Virginia Tech, Blacksburg, “A Techne of Comics: Object-Oriented Ontology and Rhetorical Making”

*Theory*

**C.12 Occupy Writing: Meditation and the Politics of Mindfulness in the Classroom**

Grande Ballroom C, First Floor

**Chair:** Kurt Spellmeyer, Rutgers University, New Brunswick, NJ

**Speakers:** Kurt Spellmeyer, Rutgers University, New Brunswick, NJ, “Writing as Meditation: Liberating Desire, Reconstructing the Social”

Gesa E. Kirsch, Bentley University, Waltham, MA, “Mindfulness and Feminist Rhetorical Traditions”

**Respondent:** Elizabeth Flynn, Michigan Technological University, Houghton



*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**C.13 Rhetoric, Composition and Disciplinary Emergence**

Capri 110, First Floor

*Chair:* John Ackerman, University of Colorado, Boulder

*Speakers:* John Ackerman, University of Colorado, Boulder, “Capitalizing on the Cultural Economy of Writing and Rhetoric”

Catherine Chaput, University of Nevada Reno, “How Might Rhetoric and Composition Compose a Common World?”

Marlia Banning, University of Colorado at Boulder, “What We Don’t Know Can Hurt Us: Info-liberalism, ‘Users’ and Web 2.0”

*Research*

**C.14 Responding to the Public Crisis in Student Writing: Results from the Study of Seniors’ Meaningful Writing Experiences**

Grande Ballroom D, First Floor

*Chair:* Anne Ellen Geller, St. John’s University, New York, NY

*Speakers:* Neal Lerner, Northeastern University, Brookline, MA, “Accounting for Context: Researching Seniors’ Meaningful Writing Experiences across Three Institutions”

Anne Ellen Geller, St. John’s University, New York, NY, “Waiting for IRB: Researching Seniors’ Meaningful Writing Experiences across Three Institutions”

Michele Eodice, University of Oklahoma, Norman, “Out With the Old, In With the New: Researching Seniors’ Meaningful Writing Experiences across Three Institutions”

*Theory*

**C.15 Expanding Rhetorical Publics: The Zoo, the Cemetery, and the Chapel**

Grande Ballroom B, First Floor

*Chair:* Michelle Ballif, The University of Georgia, Athens

*Speakers:* Steven Mailloux, Loyola Marymount University, Los Angeles, CA, “Human Acts, Divine Publics”

Diane Davis, The University of Texas-Austin, “Human Acts, Animal Publics”

Michelle Ballif, The University of Georgia, Athens, “Human Acts, Dead Publics”

*Teaching Writing & Rhetoric*

**C.16 Religion, Spirituality, and the Culture of Abundance**

Capri 111, First Floor

**Chair:** Libby Falk Jones, Berea College, KY

**Speakers:** Libby Falk Jones, Berea College, KY, “Creating a Culture of Abundance in the Classroom”

Scott Wagar, Miami University, Fairborn, OH, “‘Really More Spiritual than Religious’: The Spiritual-but-not-Religious Phenomenon and the Composition Classroom”

Myra Salcedo, University of Texas at Arlington, Midland, TX, “Negotiating the ‘Sacred’ in Secular Writing Spaces: The Rhetoric of Religion in University Composition Textbooks”

*Teaching Writing & Rhetoric*

**C.17 Diversity, Disability, and the Needs of Veterans in Our Classrooms**

Capri 112, First Floor

**Chair:** Heather Milton, University of California, Davis

**Speakers:** Shannon Walters, Temple University, Philadelphia, PA, “Dramatism and Disability: The Teaching of Writing and Disabled Veterans”

Heather Milton, University of California, Davis, “Invisible Student Veterans: Identifying Veterans’ Needs in the Writing Classroom”

Kathleen Hunzer, University of Wisconsin-River Falls, Ellsworth, WI, “Recognizing, Publicizing, and Embracing an Additional View of Diversity: Neurodiversity, Universal Design, and Multiple Intelligences in the College Writing Class”

*Research*

**C.18 Peer Review and Conferences as Teaching Strategies for ESL Writers**

Capri 113, First Floor

**Chair:** Susan DeRosa, Eastern Connecticut State University, Willimantic

**Speakers:** Grant Eckstein, University of California, Davis, “Conducting One-on-one Conferences with Diverse ESL Writers”

Steve Ferruci, Eastern Connecticut State University, Willimantic, “Re-Considering Peer Review in the First-Year Writing Classroom”

Susan DeRosa, Eastern Connecticut State University, Willimantic, “Re-Considering Peer Review in the First-Year Writing Classroom”

Keely Mohon, Miami University, Oxford, OH, “Student and Instructor Perceptions of Peer Review in the ESL Composition Classroom”

*Teaching Writing & Rhetoric*

**C.19 No Longer “At Ease”: Fostering Success of Returning Vets in Two-Year College Writing Classrooms**

Capri 114, First Floor

**Chair:** Jody Millward, Santa Barbara City College, CA

**Speakers:** Judith Angona, Ocean County College, Toms River, NJ, “Transitioning from Military to Academic Codes in Speech, Writing, and Collaboration: The Student Perspective”

Michael Dinielli, Chaffey College, Rancho Cucamonga, CA, “When ‘Thank You for Your Service’ Isn’t Enough: Program Design for Promoting the Academic Success of Veterans”

Sandra Brown, Ocean County College, Toms River, NJ, “A Civil Response to Returning Vets: Faculty Identify Challenges and Success Strategies across the English Curriculum”

*Research*

**C.20 State and National Influence on Local Assessment Rubrics: Looking Before We LEAP**

Grande Ballroom E, First Floor

**Chair:** Jean-Paul Nadeau, Bristol Community College, Fall River, MA

**Speakers:** Michael Geary, Bristol Community College, Fall River, MA, “Reconciling Local and National Learning Outcomes”

Debra Anderson, Bristol Community College, Fall River, MA, “Swinging Open the Doors: Letting Cross-institutional Research Inform Local Pedagogy”

Jean-Paul Nadeau, Bristol Community College, Fall River, MA, “Looking at Student Writing through Local and National Lenses”

Farah Habib, Bristol Community College, Fall River, MA, “Making the LEAP: The Rationale and Methodology of the Assessment”

*Language*

**C.21 Studies of Students Engaging Translingual and Translation**

Capri 115, First Floor

**Chair:** Matt Davis, University of Massachusetts, Boston

**Speakers:** Nancy Bou Ayash, University of Louisville, KY, “Translingualism in Writing Programs: Negotiating Language Difference in Policies and Practices”

Jeff Wiemelt, Southeastern Louisiana University, Mandeville, “Contesting the Discourse of Public Identity in First-Year Writing: From ‘Grammar’ to ‘Grammaring’”

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Amy Lueck, University of Louisville, KY, “Writing a Translingual Script: Closed Captions in the English Monolingual Hearing Classroom”

Julia Kiernan, Michigan State University, Lansing, “Situating Translingual Ability as Asset and Resource: Student Choice (and lack thereof)”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**C.22 Global Rhetorics, Racial Identities, and Nonverbal Rhetorical Action**

Capri 116, First Floor

**Chair:** Travis Maynard, Florida State University, Tallahassee

**Speakers:** Chanon Adsanatham, Miami University, Aurora, CO, “Bloody Rhetoric, Deadly Display: Nonverbal Rhetorical Action in Contemporary Thai Political Protest”

Linh Dich, Miami University, Middletown, “Challenging Representations of the ‘Public’: Rewriting Superman as ‘Alien’ and Asian American”

Indra Mukhopadhyay, University of Southern California, Pasadena, “Toward an Understanding of Global Rhetorics”

*Institutional and Professional*

**C.23 The Contingent Academic Workforce: Myths, Facts, Prospects**

Grande Ballroom F, First Floor

**Chair:** David Laurence, Modern Language Association, New York, NY

**Speakers:** Seth Kahn, West Chester University of Pennsylvania, “Refracting Disciplinarity through the Lens of Contingency”

Karen Madison, University of Arkansas, Fayetteville, “Professional Employment Practices for Non-Tenure-Track Faculty Members”

David Laurence, Modern Language Association, New York, NY, “The Non-Tenure-Track Academic Workforce: What the Data Tells Us”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**C.24 Private Trauma, Public Compositions: The Effects of Trauma Narratives on Classroom and Community**

Skybox 206, Second Floor

**Chair:** Cristy Beemer, University of New Hampshire, Durham

**Speakers:** Cristy Beemer, University of New Hampshire, Durham, “Nothing is TMI: The Authenticity of Virtual Breast Cancer Support”

Wendy VanDellon, University of New Hampshire, Durham, “Writing Trauma: Rape in the Writing Classroom”

Abby Knoblauch, Kansas State University, Manhattan, “The Assessment of Trauma/The Trauma of Assessment”

*Institutional and Professional*

**C.25 Perspectives on Small-College Teaching**

Royale Pavilion 8, First Floor

**Chair:** Joel Wingard, Moravian College, Bethlehem, PA

**Speakers:** Joel Wingard, Moravian College, Bethlehem, PA, “The Culture-scape: Teaching, Scholarship, and Service at Small Colleges”

Jill Gladstein, Swarthmore College, Aston, PA, “Hidden in Plain Sight: The Varieties of WPA Positions at Small Colleges”

John Miles, Wofford College, Greer, SC, “Negotiating Boundaries, Developing WAC: Working Towards Tenure at a Small Liberal Arts College”

Courtney Werner, Hope College, Holland, MI, “Getting Hired at a Small College”

**Respondent:** Dominic Delli Carpini, York College of Pennsylvania, Daltown

*Teaching Writing & Rhetoric*

**C.26 Making the Personal Public: Storytelling as Academic Discourse in College Composition**

Skybox 207, Second Floor

**Chair:** Lee Nickoson, Bowling Green State University, OH

**Speakers:** Amanda Athon, Bowling Green State University, OH, “Storytelling and the Basic Writer”

Martha Schaffer, Bowling Green State University, OH, “Theoretical Frameworks of Storytelling”

Shirley Faulkner-Springfield, Bowling Green State University, OH, “Storytelling and First-Year Composition”

*Teaching Writing & Rhetoric*

**C.27 When Apprentice Writers Can't Read What We Write: Rethinking WAW Courses in Light of Student Experiences Reading Primary Research Essays**

Skybox 208, Second Floor

**Chair:** Mark Sutton, Kean University, Union, NJ

**Speakers:** Mark Sutton, Kean University, Union, NJ, “Yes, Instructors Do Pay Attention to Evals: Modifying WAW Pedagogy Based on Student Feedback”

Sally Chandler, Kean University, Union, NJ, “Some Strategies for Using Academic Research Essays as Course Content—and How We Can Do Better”

Juliana Fernandes, Kean University, Union, NJ, “I Know This Assignment was Supposed to Help—but It Didn't: (Failed) Connections between Pre-Reading Support and Student Identities”

Jennifer Helmstaedter, Kean University, Union, NJ, “Laying out Bread-

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crumbs: Scaffolding Primary Research Readings”  
Valerie Jozsef, Kean University, Union, NJ, “Lost in Translation: Reflections on Concepts from Composition Research that Student Readers are Least Likely to ‘Get’”

*Institutional and Professional*

**C.28 “Can’t Get No Satisfaction”: Can Making Online Teaching Public Increase Teacher Satisfaction?**

Skybox 209, Second Floor

**Chair:** Jennifer Black, Boise State University, ID

**Speakers:** Jennifer Black, Boise State University, ID, “Into Active Voice: Leveraging the Power of Public Digital Spaces”

Jill Heney, Boise State University, ID, “Into Active Voice: Leveraging the Power of Public Digital Spaces”

Stephanie Cox, Boise State University, ID, “Insisting on Community: Collaborative Faculty Development to Increase Online Teacher Satisfaction”

Leslie Jewkes, College of Western Idaho, Nampa, “Insisting on Community: Collaborative Faculty Development to Increase Online Teacher Satisfaction”

Joy Palmer, College of Western Idaho, Nampa, “Teaching Marginalization, and Hunger in the Digital Wasteland: The Need for Online Writing Instructors’ Teaching Satisfaction”

Melissa Keith, Boise State University, ID, “Teaching Marginalization, and Hunger in the Digital Wasteland: The Need for Online Writing Instructors’ Teaching Satisfaction”

*Information Technologies*

**C.29 Blogs and Vlogs: Public Work in the Classroom**

Skybox 210, Second Floor

**Chair:** Ellen Barker, Nicholls State University, New Orleans, LA

**Speakers:** Ellen Barker, Nicholls State University, New Orleans, LA, “Blogging Away the BP Oil Spill Blues”

Tracey Hayes, Arizona State University, Phoenix, “Blogs in the Classroom: Connecting Students to a Public Audience”

Susan Taylor, University of South Florida, Tampa, “Vlogging, Service Learning and the 21st Century First-Year Composition Classroom: How New Media Expression and Community Engagement Can Benefit the Writing Classroom”

*Information Technologies*

**C.30 Making It Up as We Go: Online Identities in Motion**

Skybox 211, Second Floor

**Chair:** Joshua Eskew, Florida State University, Tallahassee

*Speakers:* Laura Detmering, University of Louisville, KY, “Fan Conventions: Negotiating Literacy and Identity on the Web and in the Classroom”

Sarah Brown, DePaul University, Chicago, IL, “Unchosen Identities: Helping Students Navigate Their Future Digital Baggage”

Nicholaus Baca, Bowling Green State University, OH, “Identity as a Methodology: Writing, Identity, Queer Theory, and Personal Websites”

*Information Technologies*

**C.31 The New Mass Literacy of Proceduracy: Ideologies, Implementations, and Implications**

Skybox 212, Second Floor

*Chair:* Brian Ballentine, West Virginia University, Morgantown

*Speakers:* Chris Lindgren, University of Minnesota, Minneapolis, “Building a Smarter Computing Culture with Proceduracy”

Kevin Brock, North Carolina State University, Raleigh, “The Public Work of Procedural Pedagogy”

Annette Vee, University of Pittsburgh, PA, “Ideologies of a New Mass Literacy”

*Creative Writing*

**C.32 The Public Work of Memoir: Using the Personal to Struggle for Collective Justice**

Royale Pavilion 6, First Floor

*Chair:* Steve Parks, Syracuse University, NY

*Speakers:* Steve Parks, Syracuse University, NY, “Class Politics: Personal Testimony, Public Duty, and the Arab Spring”

Elaine Richardson, The Ohio State University, Columbus, “From Po Ho on Dope to PhD: The Creation of a ‘Me’”

Laura Gray-Rosendale, Northern Arizona University, Flagstaff, “College Girl: Intersecting the Personal with the Pedagogical”

Victor Villanueva, Washington State University, Pullman, “Bootstraps: The Dialectic of Representation”

James Seitz, University of Pittsburgh, PA, “Down by the Schoolyard: From Pedagogical Education to Public Narrative”

*Respondent:* Eileen Schell, Syracuse University, NY

*History*

**C.33 Interrogating Rhetorics of Gendered Space: Flappers, Firefighters, and Submariners**

Royale Pavilion 5, First Floor

*Chair:* Jessica Enoch, University of Maryland, College Park

*Speakers:* Lindal Buchanan, Old Dominion University, Norfolk, VA, “In-  
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tegrating the U.S. Submarine Fleet: Charting Changing Perceptions of Gender and Space”

Sarah Moseley, Old Dominion University, Norfolk, VA, “Making the Firehouse a Home: Women’s Entrance into Firefighting”

David Gold, University of Michigan, Ann Arbor, “Banning the Bob: Women’s Hair as Rhetorical Performance in 1920s America”

Respondent: Jessica Enoch, University of Maryland, College Park

*Community, Civic & Public*

### **C.34 Breaking the Silence: African Americans Creating Rhetorical Spaces**

Grande Ballroom H, First Floor

**Chair:** Joseph Cirio, Florida State University, Tallahassee

**Speakers:** Elizabeth Catchings, University of California, Irvine “Writing around the Silent Scandal: Public Writing’s Promise of Becoming and Afro-Pessimist Thought”

Michael Dimmick, University of Wisconsin-Madison, “Literacies of Citizenship: Crafting African American Rhetorical Space in the Civil Rights Movement”

Collin Craig, Wake Forest University, Winston Salem, NC, “‘We Learn How to Smile and Nod’: Framing Critical Distance as African American Rhetorical Strategy”

*Theory*

### **C.35 Function and Public Rhetoric**

Skybox 201, Second Floor

**Chair:** Julie Nelson Christoph, University of Puget Sound, WA

**Speakers:** Michael Donnelly, Ball State University, Muncie, IN, “Freedom of Hatespeech: The Function of ‘Public’ Rhetoric(s) in a Digital Culture”

Lou Thompson, Texas Woman’s University, Denton, “A Bridge to Where? Epideictic Permutations of the Mike O’Callaghan-Pat Tillman Memorial”

Leigh Elion, University of Wisconsin-Madison, “Constructing the Humanities: A Theorization of University of Wisconsin-Madison’s 30-Year Campus Plan”

## **Open Working Meeting of the Committee on the Major in Writing and Rhetoric**

Room 203, Second Floor

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are Invited.

**Chair:** Sandra Jamieson, Drew University, NJ



## D Sessions: 3:15–4:30 p.m.

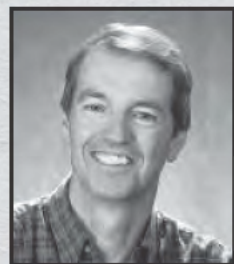
*Featured Speaker*

**Gary Rhoades**

### **Privatizing Rhetoric and Democratizing Work: Contingent Choices**

Grande Ballroom A, First Floor

This session explores how the tendency to represent education as a private benefit rather than a public good has shaped colleges and departments, including composition programs, which are both broadly accessible and deeply dependent on “contingent” faculty. The contingencies that shape the “choices” we make will be examined by Gary Rhoades, Director and Professor of the University of Arizona’s Center for the Study of Higher Education, and former General Secretary of the American Association of University Professors. Rhoades’ scholarship examines the restructuring of academic institutions and academic labor (*Managed Professionals: Unionized Faculty and Restructuring Academic Labor*; and (with Sheila Slaughter) *Academic Capitalism and the New Economy*). His presentation addresses three dimensions of contingency and choice, emphasizing our agency in regard to each: in the educational purposes set out for the work of composition to prepare employees and/or citizens; in the contingent structures of academic labor that place many teachers of composition in isolated and vulnerable circumstances; and in the professional status categories that structure the careers of faculty in composition, English, and other fields. Professor Seth Kahn, co-editor of *Activism and Rhetoric: Theories and Contexts for Political Engagement*, will serve as respondent, and the session will be chaired by Professor Thomas P. Miller, author of *The Evolution of College English: Literacy Studies from the Puritans to the Postmoderns*.

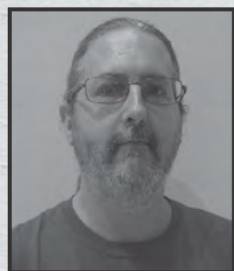


**Gary Rhoades**

**Respondent:**

**Seth Kahn**

West Chester University of Pennsylvania



**Seth Kahn**

*Basic Writing Featured Session*

## **The Go-To Place for Basic Writing—Two-Year Colleges** Royale Pavilion 5, First Floor

The idea of two-year colleges as the default setting for basic writing classes is common at CCCC sessions and in the major journals in our profession. The resulting image is one of two-year colleges as dumping grounds for basic writing courses. What an error that is! This session starts to correct that error. Only two-year colleges have the ethos to excel at teaching basic writing. Only two-year colleges have as central to their egalitarian mission consistent, sustained attention to the needs of today's students eager for a second chance to become excellent writers and readers. Only at two-year colleges is basic writing taught by full-time faculty with a pedagogic training and commitment to remaining enthusiastically engaged in searching for innovative ways to reach and teach basic writers.

The three panelists at this Featured Session will call for re-directed focus away from our profession's default perception to the reality that two-year colleges offer extraordinary expertise in teaching basic writing. Each panelist plans to talk for 15 minutes each, thereby leaving more than usual time for Q &A as well as for encouraging others to bear witness to what we discuss.

**Chair:**

**Patrick Sullivan**

Manchester Community College, CT

**Speakers:**

**Jennifer Swartout**

Heartland Community College, Normal, IL

**Carolyn Calhoon-Dillahunt**

Yakima Valley Community College, WA

**Lynn Troyka**

Queensborough Community College, CUNY, New York, NY



**Jennifer Swartout**



**Carolyn Calhoon-Dillahunt**



**Lynn Troyka**

*Teaching Writing & Rhetoric*

**D.02 Negotiation, Sharing, and the Rhetoric of Correspondence**

Royale Pavilion 4, First Floor

**Chair:** Melissa Goldthwaite, Saint Joseph's University, Philadelphia, PA

**Speakers:** Melissa Goldthwaite, Saint Joseph's University, Philadelphia, PA, "The Art and Rhetorical Craft of Correspondence"

Bruce McComiskey, University of Alabama at Birmingham, "A Defense of Dialectic: Negotiation in Writing"

Ashley Evans, University of Wisconsin-Milwaukee, "Blurring Social and Academic Literacies: Visual Plagiarism, the Sharing Culture of the Internet, and the Net Generation"

*Teaching Writing & Rhetoric*

**D.03 Embodiment, Disability, and the Idea of Normativity**

Capri 103, First Floor

**Chair:** Pamela Saunders, University of Illinois at Urbana-Champaign

**Speakers:** Nicole Quackenbush, University of Wyoming, Laramie, "Self-Care as Student Care and Vice Versa: Risk, Response-ability, and Disability Disclosure in the FYC Classroom"

Catherine DeLazero, Teachers College, Columbia University, Grafton, IL, "Writing Bodies in First-Year Composition and the World Beyond"

Pamela Saunders, University of Illinois at Urbana-Champaign, "Navigating Normativity: Two Case Studies of Writers on the Spectrum"

*Teaching Writing & Rhetoric*

**D.04 Challenges for Writers from China and India**

Capri 105, First Floor

**Chair:** Jill McKay Chrobak, Oakland University, Rochester, MI

**Speakers:** Yun Lin, Knox College, Galesburg, IL, "Exploring the Gap: Challenges Facing ESL Student Writers"

Moushumi Biswas, University of Texas at El Paso, "Conceptualizing FYC for Multilingual Writers: Focus on Students from the Indian Subcontinent"

*Teaching Writing & Rhetoric*

**D.05 Meeting Writers Halfway: Experiences Working with the Upper-Division and Graduate Writing Student**

Capri 106, First Floor

**Chair:** David Hawkins, University of Utah, Salt Lake City

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**Speakers:** Paul Ketzle, University of Utah, Salt Lake City, “Saying What We Don’t Mean: Writing about The Simpsons, Hyper-Irony, and The Modern Era of Satire”

Maximilian Werner, University of Utah, Salt Lake City, “Writing about War and the Environment: ‘Teaching’ Controversial Subjects in Higher Education”

David Hawkins, University of Utah, Salt Lake City, “Workshopping the Thesis and Dissertation: Challenges in the Interdisciplinary Graduate Writing Classroom”

*Information Technologies*

**D.06 Composing Works for Public(s): Employing Multimodal Technologies to Connect Students, Ideas, and Audiences in the First-Year Composition Classroom**

Grande Ballroom G, First Floor

**Chair:** Michelle Robinson, University of Alabama, Tuscaloosa

**Speakers:** Ellie Isenhardt, University of Alabama, Tuscaloosa, “Choosing Public(s): Basic Writers’ Multimodal Compositions Working in Public Spaces”

Keri Mathis, Georgia Gwinnett College, Lawrenceville, “Re-Mediating Private Writing: Reflecting on a New-Media Themed First-Year Composition Course”

Jennie Vaughn, University of Alabama, Tuscaloosa, “‘Public-izing’ Student Writing: Revision via Multimodal Platforms”

*Basic Writing*

**D.07 Approximating the University: Novices Practicing Knowledge in the Basic Writing Classroom**

Royale Pavilion 7, First Floor

**Chair:** Karen Gocsik, Dartmouth College, Hanover, NH

**Speakers:** Cynthia Tobery, Dartmouth College, Hanover, NH, “Writing Together: How Collaboration Enhances (and Limits) Knowledge Construction”

Karen Gocsik, Dartmouth College, Hanover, NH, “Assembling Knowledge: How Novice Writers Practice Knowing”

Laura Braunstein, Dartmouth College, Hanover, NH, “Entering the Conversation: How Sources Support and Impede Learning”

*Community, Civic & Public*

**D.08 Community-Based Rhetorics as Always/Already Public Work: African American and Chican@ Responses to Rhetorics of Racism, Oppression, and Silencing**

Capri 104, First Floor

*Chair:* Marcos Del Hierro, Texas A&M, College Station

*Speakers:* Marcos Del Hierro, Texas A&M, College Station, “By Any Rhetorical Means Necessary: What Hip-Hop Technical Rhetorics Teach Us about Public Work”

Catalina Bartlett, Texas A&M, College Station, “Librotraficante or Book Trafficking: ‘Smuggling’ Chican@ Literatures and Rhetorics”

Victor Del Hierro, Texas A&M, College Station, “‘Let Me In!’: The Hip-hop Cipher as an Inclusive Rhetorical Practice”

*Language*

**D.09 The Global Work of English**

Top of the Riviera North, Monaco Tower, 24<sup>th</sup> Floor

*Chair:* Chris Thaiss, University of California Davis

*Speakers:* Debarati Dutta, University of North Carolina, Charlotte, “Constituting Global Publics: Transcultural Exchanges in First-Year Writing”

Suzanne Malley, Columbia College, Chicago, “Translanguaging in a Globally-networked Learning Environment”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**D.10 Being There: The Rhetoricity of Queer Spaces, Identities and Bodies**

Capri 107, First Floor

*Chair:* Trixie Smith, Michigan State University, East Lansing

*Speakers:* Simone West, Michigan State University, East Lansing, “What Psychogeographic Practices Have to Offer Queer Ways of Re-Imagining Relationships to Public and Social Spaces”

Madhu Narayan, Michigan State University, East Lansing, “From Metaphor to Materiality: The Rhetoricity of the Lesbian Herstory Archives”

Casey Miles, Michigan State University, East Lansing, “Queer Methodological Praxis: A Look into the Gender Project”

Kathleen Livingston, Michigan State University, East Lansing, “Developing an Erotic Vocabulary: Consent as a Queer Community-Based Approach”

*Theory*

**D.11 Tracing Images: Public Production and Composing Rhetoric**

Capri 108, First Floor

*Chair:* Dustin Morris, Oklahoma State University, Stillwater

*Speakers:* Danielle Smorol, Oklahoma State University, Stillwater, “A Rural Ghost Bike: Exploring the Intersection of Material Rhetoric and Place as Rhetoric”

Ben Smith, Oklahoma State University, Stillwater, “When Shields Become Weapons: The Rhetoric of Strength in Captain America”

Dustin Morris, Oklahoma State University, Stillwater, “A Public Image of Hope: Redefining Authenticity in the Digital Age”

*Writing Programs*

**D.12 The New “Basic Writing”: A WAC/WID Program and Public Literacy**

Capri 109, First Floor

*Chair:* Victor Villanueva, Washington State University, Pullman

*Speakers:* Laura Elmer, Auburn University, AL, “Composing Learning for Prospective Employers: The Uses of a Career ePortfolio Project”

Jay Lamar, Auburn University, AL, “Composing Research for a Public Audience: A Hybrid Genre for Public Discourse”

Margaret Marshall, Auburn University, AL, “Composing a University-wide Writing Initiative: Moving Within and Beyond the University”

*Theory*

**D.13 Public Works and the Architectures of Composition**

Capri 110, First Floor

*Chair:* Antonio Ceraso, DePaul University, Chicago, IL

*Speakers:* Antonio Ceraso, DePaul University, Chicago, IL, “Writing/Architecting: Structured Authoring and the Future of Writing Instruction”

Stephen Schneider, University of Louisville, KY, “A Public in Eclipse? Education and Public Works in the New Deal Era”

Jeff Pruchnic, Wayne State University, Detroit, MI, “Parametric Pedagogies: Adaptive Learning Environments and the New Architecture of Writing Instruction”

Andy Engel, Wayne State University, Detroit, MI, “Spatial Overload: Choice and Inscription in Mediated Public Spaces”

*Theory*

**D.14 Expanding the Public Work of Composition: The Role of Rhetoric**

Capri 111, First Floor

*Chair:* Jolivette Mecnas, University of La Verne, CA

*Speakers:* Judy Holiday, University of La Verne, CA, “The Public Sphere: A Fabric of Narrative Threads”

Jolivette Mecnas, University of La Verne, CA, “Reading and Composing Citizenship Genres as Spaces of Encounter”

Georganne Nordstrom, University of Hawai’i Mānoa, “Rhetorical Sovereignty: Re-Writing Public Discourse”

*Teaching Writing & Rhetoric*

**D.15 The Public Hopes of Composition**

Capri 112, First Floor

*Chair:* Roseanne Gatto, St. John’s University, Queens, NY

*Speakers:* Adam Koehler, Manhattan College, Riverdale, NY

Tara Roeder, St. John’s University, Queens, NY

Daniel Collins, Manhattan College, Bronx, NY

*Teaching Writing & Rhetoric*

**D.16 Taking On What We Take for Granted: Digital Portfolios, Digital Underlife, and Issues of Digital Copyright**

Capri 113, First Floor

*Chair:* Janine Morris, University of Cincinnati, OH

*Speakers:* Janine Morris, University of Cincinnati, OH, “Technology and the Instructor: Private Use and Public Concern for Copyright”

Heather Williams, University of Cincinnati, OH, “Digital Composing and Process Pedagogy: Facilitating the Student as Curator”

Hollie Adams, University of Calgary, Alberta, Canada, “Lecture Unplugged: The Benefits and Consequences of Suppressing Digital Underlife”

*Teaching Writing & Rhetoric*

**D.17 Lessons Learned: Three Genres and TETYC**

Capri 114, First Floor

*Chair:* Jeffrey Sommers, West Chester University, PA

*Speakers:* Peter Wayne Moe, University of Pittsburgh, PA, “What Works for Me, and for that Matter, for Us”

Jeffrey Klausman, Whatcom Community College, Bellingham, WA, “Reviewing Reviews: The Public Work of the Review Section of TETYC”

Jeff Sommers, West Chester University, PA, “The Instructional Note and the Professionalization of Two-Year College English Teaching”

*Research*

**D.18 Re-reading Christensen and Appalachian Textbooks:  
Coding Risk in Basic Writing Progress**

Capri 115, First Floor

*Chair:* Patrick Ryan, Western Connecticut State University, Danbury

*Speakers:* Krista Bryson, The Ohio State University, Columbus, “Mythic Literacies: Re-Reading Appalachian Settlement School Textbooks”

Aimee Mapes, University of Arizona, Tucson, “Discourse Strategies: Coding Risk in Basic Writing Programs”

Patrick Ryan, Western Connecticut State University, Danbury, “Francis Christensen’s *A Generative Rhetoric of the Sentence: Fifty Years Later*”

*Professional and Technical Writing*

**D.19 Medical Documentation as Persuasive Discourse**

Capri 116, First Floor

*Chair:* Elizabeth L. Angeli, Towson University, Baltimore, MD

*Speakers:* Catherine Gouge, West Virginia University, Morgantown, “Improving Patient Discharge Instructions”

Debra Burleson, Baylor University, Waco, TX, “Transitions of Care: Negotiating the Discharge Summary”

Elizabeth L. Angeli, Towson University, Baltimore, MD, “The Public Writing of Emergency Medical Professionals”

*Teaching Writing & Rhetoric*

**D.20 Know–Speak–Listen - See: Breaching Literacy  
Boundaries in the Composition Classroom**

Grande Ballroom E, First Floor

*Chair:* Rachel Meads-Jardine, University of Utah, Salt Lake City

*Speakers:* Melissa Helquist, Texas Tech University, Lubbock, “Seeing Absence: ASL’s Invisibility in a Deaf Linguistic Landscape”

Rachel Meads-Jardine, University of Utah, Salt Lake City, “Listening as Literate Practice: Insights from Blind and Low Vision Individuals”

Sundy Watanabe, University of Utah, Salt Lake City, “Speaking Out–Even Speaking at All: Transgressing Boundaries in a Multimodal Composition Classroom”

Tiffany Rousculp, Salt Lake Community College, UT, “Who Knows?: Disrupting the Security of Rhetorical Expertise in a Composition Classroom”



*Research*

**D.21 Race and Writing Assessment: Cross-Disciplinary Frameworks for Impact Analysis**

Grande Ballroom F, First Floor

**Chair:** Les Perelman, Massachusetts Institute of Technology, Lexington

**Speaker:** Nancy Glazer, Educational Testing Service, Princeton, New Jersey, “Bringing the Test to the Teachers: Building a Bridge to a Standardized Writing Test”

Mya Poe, The Pennsylvania State University, State College, “Legal and Philosophical Frameworks for Empirical Analysis: Validation of Use in Writing Assessment”

Doug Baldwin, Educational Testing Service, Princeton, NJ, “Aiming for Technical Quality in Writing Assessment: Questions and Some (Tentatively Proposed) Answers”

**Respondent:** Norbert Elliot, New Jersey Institute of Technology, Newark

*Research*

**D.22 Research on Reflection and Composing in Teacher Development**

Grande Ballroom C, First Floor

**Chair:** Charles Bazerman, University of California, Santa Barbara

**Speakers:** Charles Bazerman, University of California, Santa Barbara

Suzie Null, Fort Lewis College, Durango, CO

Kelly Simon, University of California, Santa Barbara

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**D.23 Using Architecture, TED, and Design Pedagogies to Teach Writing**

Skybox 206, Second Floor

**Chair:** Jeff Naftzinger, Florida State University, Tallahassee

**Speakers:** Stacey Van Dahm, Philadelphia University, PA, “Adapting Design Pedagogies to the Writing Classroom”

Lauren Mitchell, Clemson University, Asheville, SC, “The Architectural Diagram as Rhetorical Invention”

Tim Jensen, The Ohio State University, Columbus, “In the Spirit of the Symposium: Public Presentation in the 21st Century”

*Institutional and Professional*

**D.24 Understanding and Supporting New Teachers in Uncertain Times**

Skybox 207, Second Floor

**Chair:** Jean Williams, Educational Testing Service (ETS), Lawrence Twp, NJ

**Speakers:** JT Cox, Florida State University, Tallahassee, “Apprenticeship of Response: How the Attitudes and Beliefs of Pre-Service Teachers Spill onto the Page”

Catherine Cucinella, California State University, San Marcos, “Legitimizing the Liminal Position of TAs”

Jean Williams, Educational Testing Service (ETS), Lawrence Twp, NJ, “Dilemmas in Increasing the African American Teaching Pool: Exploring Writing Strategies of African American Students”

*Information Technologies*

**D.25 Between Making and Remaking: Copyright, Copyleft, and Multimodal Composition**

Skybox 208, Second Floor

**Chair:** Donora Hillard, Wayne State University, Canton, MI

**Speakers:** L. Andrew Cooper, University of Louisville, KY, “Remake Culture: The Basic Work of Multimodal Composition in Media Studies”

Robin Evans, Wilberforce University, Dayton, OH, “Making Bricks Without Straw: Implementing Online Writing Instruction (OWI) using Open-sourced Tools”

Laural Adams, Bowling Green State University, OH, “The New Mission Impossible: OER and Ecoliteracy as Modes of Resistance to the Corporatization of Higher Education”

*Institutional and Professional*

**D.26 The CWPA Diversity Project**

Grande Ballroom D, First Floor

**Chair:** Asao Inoue, California State University, Fresno

**Speakers:** Charles Paine, University of New Mexico, Albuquerque

Rita Malenczyk, Eastern Connecticut State University, Tolland

Cristyn Elder, University of New Mexico, Albuquerque

Kathleen Ryan, University of Montana, Missoula

**Respondent:** Joseph Janangelo, Loyola University, Chicago, IL

*Information Technologies*

**D.27 Procedural Rhetorics In, On, and About the Public Writing of Videogamers**

Skybox 209, Second Floor

**Chair:** Richard Colby, University of Denver, CO

**Speakers:** Richard Colby, University of Denver, CO, “Gaming Literacies in Transmedia Shift”

Rebekah Shultz Colby, University of Denver, CO, “Gaming Literacies and the Ideologies of Play”

Jill Morris, Frostburg State University, Frostburg, MD, “Gaming as a Lens for Rhetorical Practice”

*Basic Writing*

**D.28 Concurrent Literacies: Digital Literacy and Basic Writing**

Grande Ballroom H, First Floor

**Chair:** Linda Howell, University of North Florida, Jacksonville

**Speakers:** Rachael Jordan, California State University Northridge, “Engaging in Digital Public Space: Facebook and Basic Writing Students”

Leslie Norris, Rappahannock Community College, Glens, VA, “Research Study Results: The Effects of Digital Technology on Basic Writing”

Lauren Williams, CUNY Bronx Community College, NY, “Rethinking Basic Writing for a Digital Future: Replacing Assimilation with an Agenda of Empowerment”

*Creative Writing*

**D.29 Experimental Writing/Experimental Teaching: Making Space for the Personal**

Skybox 210, Second Floor

**Chair:** Peggy Woods, University of Massachusetts Amherst

**Speakers:** Claudia Ricci, University at Albany, SUNY, “Flip the Script on Life Stories”

Peggy Woods, University of Massachusetts, Amherst, “Mixing Rhetoric/Mixing Poetics: Intersecting the Personal and the Academic”

**Respondent:** Sondra Perl, Lehman College, Bronx, NY

*Information Technologies*

**D.30 Mobile, Social, Public: Understanding the Publicness of New Media Composition Practices**

Skybox 211, Second Floor

*Chair:* Jason Kalin, DePaul University, Raleigh, NC

*Speakers:* Jordan Frith, University of North Texas, Denton, “Foursquare and Public Annotation: Understanding Location-Based Composition”

Meagan Kittle Autry, North Carolina State University, Raleigh, “(In)Visible Composing: Social Media and the Public Composition of Vernacular and Occluded Genres”

Jason Kalin, DePaul University, Raleigh, NC, “Walking and Writing in Place: Mobile Media and the Invention of Memory”

*Institutional and Professional*

**D.31 Constructions of Composition Students as Exigencies for Change: Four Critical Perspectives on Going Public**

Royale Pavilion 8, First Floor

*Chair:* Nicole Varty, Wayne State University, Detroit, MI

*Speakers:* Jessica Winck, Eastern Michigan University, Ann Arbor, “Constructions of Students Online: An Examination of Teacher-Generated Discourse”

Becky Morrison, Eastern Michigan University, Howell, “Exploring the Identity Formation of First-Year Writing Students”

Aylen Rounds, Eastern Michigan University, Ann Arbor, “Where Students Are: A Cross-Disciplinary Investigation of Seating Arrangement, Identity, and Performance in the Composition Classroom”

Kelly Waldschmidt, Eastern Michigan University, Ann Arbor, “Examination of a Summer Bridge Program: Student Identity and Transition”

*History*

**D.32 Making the Translingual Past Visible: Counter-Histories of Writing Instruction**

Grande Ballroom B, First Floor

*Chair:* Connie Kendall Theado, University of Cincinnati, OH

*Speakers:* Lisa Arnold, American University of Beirut, Lebanon, “A Case Study in Composition’s Transnational and Multilingual History: Writing Instruction at the American University of Beirut”

Lance Cummings, Miami University of Ohio, “Belletristic Rhetoric and Discourses of Language Acquisition: A Transdisciplinary Approach to Composition History”

Brian Ray, University of Nebraska at Kearney, “Americanization and Teacher-Training: Common Citizens as Proto-ESL Instructors”

*Community, Civic & Public*

**D.33 Literacy in Context: African and Creole Discourse Practices**

Skybox 212, Second Floor

**Chair:** Rachel Schwartz, Georgia Southern University, Statesboro

**Speakers:** Nora McCook, The Ohio State University, Columbus, “Literacy in Expansive Contexts: A Case for Creole in Haiti”

Tika Lamsal, University of Louisville, KY, “Imagining Alternatives: Cross-cultural and Multilingual Mediations in Refugee Literacies”

Megan Schoen, La Salle University, Lafayette, IN, “Making African Rhetorics Public: Discourse and Democracy in Botswana”

*Community, Civic & Public*

**D.34 Public Work in Required Composition Classes: Three Pedagogical Possibilities**

Royale Pavilion 6, First Floor

**Chair:** Charlotte Hogg, Texas Christian University, Fort Worth

**Speakers:** Callie Kostelich, Texas Christian University, Fort Worth, “Discovering Discourse: Analyzing and Evaluating Public Identities in the Composition Classroom”

Charlotte Hogg, Texas Christian University, Fort Worth, “Negotiating Public Work as WPA and Teacher: Community Engagement and the FYC Common Syllabus”

Christopher Foree, Texas Christian University, Fort Worth, “Citizen Brain: Shaping Students’ Civic Identity Through Public Writing and Reflection”

**Open Working Meeting of the Task Force on Dual Credit/  
Concurrent Enrollment Policy and Best Practices**

Room 203, Second Floor

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are Invited.

**Chair:** Christine Farris, Indiana University, Bloomington

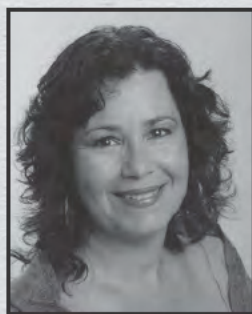
## E Sessions: 4:45–6:00 p.m.

*Featured Speaker*

**Cecilia Rodríguez Milanés, University of Central Florida**  
**Politics, Passion, Prose, and Poetry:**  
**Readings and a Conversation**  
Grande Ballroom A, First Floor

**Chair:** Aja Martinez, Binghamton University,  
Vestal, NY

Many of you may know Cecilia Rodríguez Milanés to be an inspiring teacher and leader, but she is also a writer whose work connects her with the diverse experiences of Latinas throughout the country as well as of those of all English teachers of writing. As an Associate Professor of English at the University of Central Florida, she has been involved in the CCCC for over 20 years and masterfully served as co-chair of the Latino Caucus from 1995 till 2007, editing the caucus newsletter *Capirotada* during this time. Her work is included in several anthologies, most recently the *Norton Anthology of Latino Literature*, and she was the 2009 Theodore Morrison Fiction Fellow at the Breadloaf Writers' Conference. Her important collection of short stories, *Marielitos, Balseros, and Other Exiles* (2009), was followed by her *Everyday Chica*, winner of the 2010 Longleaf Press Poetry Prize. As a writing professor and a former leader of the CCCC Latino Caucus, she has inspired Latinos everywhere with her generous spirit, which is particularly apparent not only in her teaching, but is seen in her writing, where she represents the everyday experiences of poor yet strong and proud Cuban Americans from New Jersey, all the way down to Miami, and to Cuba itself. Her winning personality matched by superb skills as a writer and poet inspire by bringing to light what others turn away from, dignifying the least of us. During this session, she will read from some of her works and engage us in conversation.



**Cecilia Rodríguez  
Milanés**

*Featured Interactive Roundtable*

**Cross-Generational Connections among Retired Faculty,  
Retiring Faculty, and the Emergent Professoriate:  
Beginning a Conversation**

Royale Pavilion 5, First Floor

**Co-Chairs:** Louise Wetherbee Phelps, Old Dominion University, Norfolk, VA,  
“Cross-Generational Connections among Retired Faculty, Retiring Faculty,  
and the Emergent Professoriate: Beginning a Conversation”

Rochelle Rodrigo, Old Dominion University, Norfolk, VA

*Co-sponsored by the SIG for Retired and Retiring Faculty*

On March 19, 2012, *The Chronicle of Higher Education* issued a “special report” on “The Aging Professoriate.” Retired, retiring, and near to retiring faculty are not the only faculty who should care about the issues discussed in these articles. The context for this session is the continuing generational challenge in which senior faculty is retiring and the middle generation of advanced professors is relatively small compared to incoming new faculty. As this transition occurs, each generation has its own needs and its own potential contributions to make to the field and towards one another.

This interactive session, sponsored by the SIG for Retired and Retiring Faculty, invites you to join a conversation to identify the needs of faculty at different points in their careers and the ways generations can help each other to meet these needs. The goal is to think about these needs and contributions as potential interdependencies in order to encourage productive cross-generational relationships. This session will move from exploratory conversations to practical



**Rochelle Rodrigo**



**Eric Bateman**



**Beverly Derden  
Fatherree**



**Brent Henze**



**Joseph Janangelo**



**Derek Mueller**



**Donald Samson**



**Wendy Sharer**

channels for creating these connections across professional generations. Of particular interest is how technology can enable making and fostering connections.

After introducing the session, participants will be asked to self-identify as beginning, mid-career, and senior/retired and retiring. Participants will be placed in cross-generational groups and move to tables to discuss the following questions:

- What are the needs of each generation?
- What kind of contributions might members of each generation make to the other groups?
- What methods and forums might facilitate cross-generational dialogue and support?



**Louise Bown**

Led by facilitators, groups will try to identify what organizations, departments, institutions, and members of the different faculty generations can each do to formulate these needs and problems and propose or enact practical ways to use cross-generational communication and interaction to solve them. At the SIG following this session, open to all generations, notes from the session will be used to develop an action plan.

***Facilitators:***

**Eric Bateman**

San Juan College, Farmington, NM

**Louise Bown**

Salt Lake Community College, UT

**Beverly Derden Fatherree**

Hinds Community College, Raymond, MS

**Brent Henze**

East Carolina University, Greenville, NC

**Joseph Janangelo**

Loyola University, Chicago, IL

**Derek Mueller**

Eastern Michigan University, Ypsilanti, MI

**Donald Samson**

Radford University, Orlando, FL

**Wendy Sharer**

East Carolina University,  
Greenville, NC



## Featured Session

## Literacy and Public Policy

### Grande Ballroom B, First Floor

**Chair/Respondent:** Kurt Spellmeyer, Rutgers University, Plainfield, NJ

We read a good deal these days about the plight of the humanities within higher education: colleges and universities have committed themselves headlong to those fields where the money is, such as in the STEM fields, and where benchmarks continually show our students unable to compete internationally. Legislators and other policy makers have publicly questioned the wisdom and the cost of having students spending their expensive college years majoring in the liberal arts. The United States is not alone, of course, in this quest to reduce higher education to vocationalism and profit-seeking. Indeed, the philosopher Martha Nussbaum has dubbed this moment in time a “worldwide crisis in education,” one in which democracy itself is threatened (*Not for Profit: Why Democracy Needs the Humanities*. 2012).

What is, broadly speaking, the future of the humanities in higher education? More precisely for our purposes, what future might we see for literacy studies, given the current climate? Our conference theme, “The Public Work of Composition,” prompts the question, “How might higher educational organizations in the humanities work productively to encourage public engagement with and support of literacy instruction?” If we define “literacy instruction” broadly to include both the production and consumption of texts (and “texts” to mean alphabetic and visual, print and digital), how successfully have organizations whose mission is to promote such literacy influenced public policy? This panel offers perspectives from key stakeholders: the Modern Languages Association, the National Council of Teachers of English and the Conference on College Composition and Communication.

In his remarks, Doug Hesse, a past Chair of CCCC, analyzes CCCC’s advocacy efforts beginning in the early 2000s that foregrounded strategic research as one



**Doug Hesse**



**Kent Williamson**



**Rosemary Feal**



**Kurt Spellmeyer**

of its means of persuasion. For various reasons—both internal, having to do with the nature of our discipline and its members, and external, concerning political and rhetorical realities—those efforts gained minimal traction. Yet it's not hopelessly naïve to imagine certain kinds of research that can yet stir stakeholders.

Our challenge in advocating for literacy studies, argues Kent Williamson, Executive Director of NCTE, is to resist the urge to direct our arguments internally, to those in our own professional community. Our traditions and structures tend to bias us towards thinking about the passage of a statement or resolution within our professional organizations as an end in itself. In most cases, this is just a first step in a much wider campaign. As we have come to understand that administrators across the disciplinary spectrum and state and national level policymakers are critical audiences, our advocacy strategies are necessarily shifting. Advocates for literacy studies gain authority when we make our case in cooperation with those outside of our discipline.

The Modern Languages Association, primarily known by the public for its style guidelines for citing and documenting resources, has a much wider role when it comes to literacy instruction. In this presentation, Rosemary Feal, Executive Director of MLA, will discuss the organization's historic mission, analyze the factors that come into play when higher education organizations work to encourage public engagement and support, and give an overview of what the MLA is doing today to reach our many publics.

***Speakers:***

**Doug Hesse**

Past Chair, Conference on College Composition and Communication  
University of Denver

“Strategic Research for Disinclined Stakeholders: Lessons from a Quick and Spotted History”

**Kent Williamson**

Executive Director of the National Council of Teachers of English  
“Speaking to Those outside our Discipline”

**Rosemary Feal**

Executive Director of the Modern Languages Association  
“Public Engagement with Literacy Instruction, MLA Style”

*Basic Writing*

**E.02 The Thin and Imaginary Border between Remedial and Degree-Credit Composition: Using Multiple Measures to Assess Student Readiness for College Reading and Writing**

Capri 103, First Floor

*Chair:* Holly Hassel, University of Wisconsin, Wausau

*Speakers:* Joanne Giordano, University of Wisconsin Colleges, Wausau, “Ready or Not: The Inaccuracy of Standardized Tests in Placing Students in Remedial Courses”

Cassandra Phillips, University of Wisconsin-Waukesha, “Ready to Write: Multiple Measures and Learning the Writing Process”

Holly Hassel, University of Wisconsin Marathon County, Wausau, “Using Multiple Measures to Assess Student Readiness”

*Basic Writing*

**E.03 Aligning Conversations: Local College-Readiness Initiatives**

Capri 105, First Floor

*Chair:* Miriam Rowntree, University of North Texas, Keller

*Speakers:* Shawn Casey, Columbus State Community College, OH, “Implementing the Common Core State Standards: Notes from a High School / Higher Education Classroom Collaboration”

Lynne Rhodes, University of South Carolina, Aiken, “The South Carolina Alignment Project”

Robert Derr, Danville Community College, VA, “Bridging the Gap Between High School Writing and College Composition Courses: Basic Writing Programs That Will Help Increase Community Literacy”

*Academic Writing*

**E.04 Public Works: How Writing Centers Build and Sustain Supportive Communities for Dissertators**

Capri 106, First Floor

*Chair:* Katie Levin, University of Minnesota-Twin Cities

*Speakers:* Moira Ozias, University of Oklahoma, Norman

Katie Levin, University of Minnesota-Twin Cities

Nancy Karls, University of Wisconsin-Madison

*Research*

**E.05 Research on Less Prepared or Less Successful Writers**

Capri 107, First Floor

*Chair:* Paul Johnson, Winona State University, MN

*Speakers:* Ethan Kruse, Winona State University, MN, “‘Getting By’: Case Studies of Two Writers Struggling from First-Year Composition to Writing in the Disciplines”

Paul Johnson, Winona State University, MN, “‘Getting By’: Case Studies of Two Writers Struggling from First-Year Composition to Writing in the Disciplines”

Mary French, Tarrant County College, Arlington, TX, “The First-Year Composition Course: Help for Those ‘Left Behind’”

Todd Snyder, Siena College, Rensselaer, NY, “Rhetoric(s) of the College Degree: Academic Ethos in Rural Appalachia”

*Community, Civic & Public*

**E.06 “Going Public” with Pregnancy Rhetoric: Redefining Technical Communication, Historiography, and Community Action Research**

Royale Pavilion 7, First Floor

*Chair:* Marika Seigel, Michigan Technological University, Houghton

*Speakers:* Marika Seigel, Michigan Technological University, Houghton, “‘This is not a how-to book’: Midwives, Doulas, and Feminist Research in Technical Communication”

Heather Adams, The Pennsylvania State University, State College, “Deepening Our Feminist ‘Ethics of Hope and Care’: The Means and Ends of Public Scholarship”

Jenna Vinson, University of Arizona, Tucson, “Putting Feminist Rhetorical Analysis to Public Use: Methods and Ethical Implications of Community Research Briefs”

*Basic Writing*

**E.07 Basic Writer as Lightning Rod, Rosetta Stone, and Crucible: Access, Accountability, Hispanic-Serving Institutions, and Texas**

Capri 104, First Floor

*Chair:* Susan Wolff Murphy, Texas A&M University-Corpus Christi

*Speakers:* Chimene Burnett, Texas A&M University-Corpus Christi, “Institutional Identity and the Basic Writer”

Susan Wolff Murphy, Texas A&M University-Corpus Christi, “Evaluation of a Basic Writing Program”

Chelsea Mikulencak, Texas A&M University-Corpus Christ, Corpus Christi, TX, “Evaluation of a Basic Writing Program”

Michelle Garza, San Antonio College, TX, “(Re)Evaluating the Public: An Examination of Current Approaches to the Teaching of Writing and Argument”

*Writing Programs*

**E.08 Supporting Integrated Writing Research through Rhizomatic Literate Activity**

Grande Ballroom G, First Floor

**Chair:** Joyce Walker, Illinois State University, Normal

**Speakers:** Kristi McDuffie, Illinois State University, Normal, “The Grassroots Writing Research Journal (GWRJ)”

Emily Johnston, Illinois State University, Normal, “The Writing Instruction Exchange (WIE)”

Summer Qabazard, Illinois State University, Normal, “The Mobile Composition and Community Action Project (MCCAP)”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**E.09 Writing and/as Design: Identity Events in the Margins**

Top of the Riviera North, Monaco Tower, 24th Floor

**Chair:** Sidney Dobrin, University of Florida, Gainesville

**Speakers:** Raul Sanchez, University of Florida, Gainesville, “Writing the Postcolonial Event”

Maria Rogal, University of Florida, Gainesville, “Designing Identity: Mays Write Their Culture”

**Respondent:** Laurie Gries, University of Florida, Gainesville

*Community, Civic & Public*

**E.10 Same Work, Different Publics: Producing Community Journalism**

Capri 108, First Floor

**Chair:** Michael Benton, Bluegrass Community and Technical College, Lexington, KY

**Speakers:** Danny Mayer, Bluegrass Community and Technical College, Lexington, KY, “Academic Labor in the Community”

Beth Connors-Manke, University of Kentucky, Lexington, “Developing Writers in the Community”

Wesley Houpp, Middle Tennessee State University, Murfreesboro, “Watershed Moments: Writing Rivers and Community in Advanced Comp”

*Teaching Writing & Rhetoric*

**E.11 Moving Genres: Public and Academic Writing in College Classes**

Capri 109, First Floor

**Chair:** Lydia Wilkes, Indiana University, Bloomington

**Speakers:** Christopher Basgier, Indiana University, Bloomington, “Integrating Personal Writing and Academic Writing through Meta-Genre”

Erin Hadlock, United States Military Academy, West Point, NY, “From Public Servant to Private Citizen: How Military Genres Shape the Rhetorical Knowledge of Student-Veterans”

Lydia Wilkes, Indiana University, Bloomington, “From Popular to Civic: The Social Actions of Video Games and Memoir”

**Respondent:** Carolyn Miller, North Carolina State University, Raleigh

*Teaching Writing & Rhetoric*

**E.12 The Pleasures of Teaching Composition: Reading and Responding to Student Writers**

Grande Ballroom E, First Floor

This session will be interactive, with participants reading a student draft and engaging in a dialogue about student writing.

**Chair:** Nancy Sommers, Harvard University, Cambridge, MA

**Speakers:** Chris Anson, North Carolina State University, Raleigh

Paul Kei Matsuda, Arizona State University, Tempe

Howard Tinberg, Bristol Community College, Fall River, MA

Nancy Sommers, Harvard University, Cambridge, MA

*Basic Writing*

**E.13 Social Connectedness and Student Support: Enhancing Success and Retention in the Transition to College-Ready**

Capri 110, First Floor

**Chair:** Erin Lehman, Ivy Tech Community College, Columbus, IN

**Speakers:** Hope Parisi, Kingsborough Community College/ CUNY, Brooklyn, “Competing and Converging Rhetorics: A Writing Tutorial for Taking a Student Support Services and Basic Writing Collaboration Public”

Zandree Stidham, University of New Mexico-Los Alamos, “This Is Why We Leave. This Is Why We Stay.: Forces Impacting the Trajectory of Transitioning Developmental Students”

Lynn Shelly, Indiana University of Pennsylvania, “Marginality and Mattering: Basic Writing as Public Work”

*Academic Writing*

**E.15 From Resource to Resourcefulness: English-Library Collaboration to Improve Student Learning in Library Instruction**

Capri 111, First Floor

**Chair:** Reid Sunahara, Kapiolani Community College, Honolulu, HI

**Speakers:** Reid Sunahara, Kapiolani Community College, Honolulu, HI  
Porscha dela Fuente, Kapi’olani Community College, Honolulu, HI, “Mainstreaming Learning and Library Instruction in an ALP Classroom”  
Joyce Tokuda, Kapi’olani Community College, Honolulu, HI

*Community, Civic & Public*

**E.16 More than Just Another Research Site: How Transnationalism is Challenging New Literacy Studies**

Capri 112, First Floor

**Chair:** Christa Olson, University of Wisconsin-Madison

**Speakers:** Kate Viera, University of Wisconsin-Madison, Madison, WI, “How Literacy Alienates Migrants in Transnational Contexts”

Christa Olson, University of Wisconsin-Madison, “Animating Interests: Literacy Training, Walt Disney, and the Pursuit of Hemispheric Stability”

Amy Wan, Queens College, CUNY, Flushing, NY, “Bread Baking as Literacy Myth Busting”

*History*

**E.17 Sister Resisters: A Rhetorical Record of Women Writing for Public Reform**

Royale Pavilion 4, First Floor

**Chair:** Catherine Hobbs, University of Oklahoma, Norman

**Speakers:** Anna Gurley, University of Oklahoma, Norman, “Know One Another: Jane Addams, the Social Claim, and Burkean Identification”

Rachel Jackson, University of Oklahoma, Norman, “Angie Debo, Native Representation, and Anti-Communist Censorship in the Federal Writers’ Project”

Bridget O’Rourke, Elmhurst College, Chicago, IL, “Un-Settling Americanism: Hilda Satt Polacheck’s Narrative Revision of the Settlement Experience”

**Respondent:** Catherine Hobbs, University of Oklahoma, Norman

*Institutional and Professional*

**E.18 Public Mission, Private Funds: Saving the Community College Mission in an Age of Privatization**

Capri 113, First Floor

**Chair:** Keith Kroll, Kalamazoo Valley Community College, MI

**Speakers:** Lisa Mahle-Grisez, Sinclair Community College, Dayton, OH, “Public Mission, Private Funds: The Growing Impact of Venture Philanthropy on Composition as Illustrated by The Gates Foundation’s Completion Agenda”

Andrea Osteen, Mesa Community College, Scottsdale, AZ, “Making Private Public: Teaching in the For-Profit Sector”

Keith Kroll, Kalamazoo Valley Community College, MI, “The End of the Community College English Profession”

*Teaching Writing & Rhetoric*

**E.19 “A little less conversation and a little more action please.”: A Guerrilla Pedagogy That Arms Students with QR Codes, Public Art, and Visual Rhetoric**

Capri 114, First Floor

**Chair:** Paul Muhlhauser, McDaniel College, Westminster, MD

**Speakers:** Vanessa Cozza, Washington State University, Pullman, ““Could art change the world?”: The Rhetoric of Public Street Art and Student Engagement”

Ruijie Zhao, Parkland College, Champaign, IL, “Teaching through the Revolving Door of Public/Private Work: A Basic Writing Spatial and Visual Approach”

Paul Muhlhauser, McDaniel College, Westminster, MD, ““More information please’: QR Codes, Digital Vandalism, and Getting the Word Out”

*Information Technologies*

**E.20 University of California Online Education: A Report and Assessment from Writing Faculty**

Capri 115, First Floor

**Chair:** Jonathan Alexander, University of California, Irvine

**Speakers:** Natalie Schonfeld, University of California, Irvine

Emily Rogers, University of California, Irvine

Carl Whithaus, University of California, Davis

Daniel Gross, University of California, Irvine

Ava Arndt, University of California, Los Angeles

Kathie Levin, University of California, Irvine



*Research*

**E.21 Video Methodologies: Researching on the Tube**

Royale Pavilion 6, First Floor

*Chair:* Geoffrey Carter, Saginaw Valley State University, MI

*Speakers:* Robert Leston, New York City College of Technology, New York, “The Context”

Sarah Arroyo, California State University at Long Beach, “The Challenges”

Bahareh Alaei-Johnson, California State University at Long Beach, “Two Approaches: The ‘Displays’”

*Community, Civic & Public*

**E.22 Socially Networked Writing and Rhetorical Ecologies**

Grande Ballroom H, First Floor

*Chair:* Kacie Kiser, Arizona State University, Tempe

*Speakers:* Scott Kowalewski, Virginia Tech, Blacksburg, “Writing Publics, Public Writing: Considering Online Forums as Specialized Publics in Existing Rhetorical Ecologies”

Joannah Portman Daley, University of Rhode Island, Kingston, “Working to Save the North Woods: Social Media-Based Civic Action and Why Some Students Can’t See the Forest for the Trees”

Katharine Rodger, University of California, Davis, “Writing Ourselves into Citizens: Writing, Social Media, and Environmental Activism”

Phill Alexander, Michigan State University, East Lansing, “Authors Assemble: Using The Facebook Games Model to do the Public Work of Collaborative Writing”

*History*

**E.23 Brother(s) . . . Outsider(s): Rhetorics in the Public Work of Social and Political Movements**

Capri 116, First Floor

*Chair:* Michelle Bachelor Robinson, University of Alabama, Tuscaloosa

*Speakers:* Michelle Bachelor Robinson, University of Alabama, Tuscaloosa, “Second Look: Reconsidering Booker T. Washington . . . His Words and His Work”

Syreeta Lyons-Burns, University of Alabama, Tuscaloosa, “Bayard Rustin: a Pluralistic Identity amid a World Binaries”

Kevin Browne, Syracuse University, NY, “Harlem’s West Indian Outsiders: Vernacular Rhetoric and the Politics of Integration”

*Respondent:* Keith Gilyard, The Pennsylvania State University, College Park

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**E.24 Global Literacies Cross-cultural Rhetoric, and International Students in the American University and Beyond**

Skybox 206, Second Floor

**Chair:** Joe Wagner, Bowling Green State University, OH

**Speakers:** Angela Rounsaville, University of Central Florida, Orlando, “Finding a Place of Praxis for a Global Literacy Curriculum”

Jada Augustine, California State University, Northridge, “The Public Value of Teaching Writing in an Intensive English Program: A Problem of Transferability to the FYC Classroom”

Chalice Randazzo Green, Texas Tech University, Lubbock, “Listening, Laying Beside, and Turning Back: Critically Reflexive Outcomes of Cross-Cultural Conversations”

*Institutional and Professional*

**E.25 Preprofessionalism and the Graduate Student Editor**

Grande Ballroom C, First Floor

**Chair:** Summar Sparks, The University of North Carolina at Greensboro

**Speakers:** Jenna Pack, University of Arizona, Tucson, “The Structure of Service: What is the Role of the Graduate Student Editor?”

Summar Sparks, The University of North Carolina at Greensboro, “The Graduate Editor as a ‘Public’ Figure”

Elizabeth Knauss, University of Delaware, Newark, “Making the Jump: Where Does the Preprofessionalized Graduate Go?”

Victor Villanueva, Washington State University, Pullman, “Making the Jump: Where Does the Preprofessionalized Graduate Go?”

Shane Borrowman, The University of Montana Western, Dillon, “Launching and Landing: Editing and the New Assistant Professor”

**Respondent:** Melissa Ianetta, University of Delaware, Newark

*Theory*

**E.26 Rhetorical Futures: Revisiting Attachments, Reinvigorating Commitments, Revising Disciplinary Narratives**

Skybox 207, Second Floor

**Chair:** Kellie Sharp-Hoskins, Illinois State University, Normal

**Speakers:** Kellie Sharp-Hoskins, Illinois State University, Normal, “Disciplinary Attachments: Recognizing Stability and Change within Rhetoric and Composition”

Kathleen Daly, Illinois State University, Normal, “Contending with Change and the Imperative for Permanence”

Chris Mays, Illinois State University, Normal, “Reasserting Rhetoric: Theoretically, Pedagogically”

*Writing Programs*

**E.27 Perceptual Presence: Creating Exceptional Teaching and Tutoring in an Online Modality**

Skybox 208, Second Floor

*Chair:* Melody Pickle, Kaplan University, Davenport, IA

*Speakers:* Joni Boone, Kaplan University, Davenport, IA, “Video Feedback and the Implications of Presence”

Melody Pickle, Kaplan University, Davenport, IA, “Developing Social Presence in the Writing Center”

Kurtis Clements, Kaplan University, Davenport, IA, “Understanding Social Presence”

*Information Technologies*

**E.28 Are There No Teachers Here?: Automating Teaching and Assessment**

Skybox 209, Second Floor

*Chair:* Garrett Nichols, Texas A&M University, College Station

*Speakers:* Ben Fink, University of Minnesota, Minneapolis, “Faking It: How We Get Fooled When We Argue About AES (Automated Essay Scoring), and What We Need to Know so We Won’t Get Fooled Again”

Robert (Robin) Brown, University of Minnesota, Minneapolis, “Faking It: How We Get Fooled When We Argue About AES (Automated Essay Scoring), and What We Need to Know so We Won’t Get Fooled Again”

Philip Andrew Klobucar, New Jersey Institute of Technology, Newark, “Predictable Readers: Semantic Technologies, Information Theory and the Art of the Essay”

Sharla Sava, The Cooper Union, New York, NY, “Outsourcing Composition: How Elite Educational Vendors Teach Writing”

*Institutional and Professional*

**E.29 Keeping It Together: Supporting Practices of Community in a Writing Department**

Skybox 210, Second Floor

*Chair:* Marilee Brooks-Gillies, Michigan State University, East Lansing

*Speakers:* Marilee Brooks-Gillies, Michigan State University, East Lansing, “Transparency Leads to Togetherness: Cultivating Community through a Culture of Openness”

Elizabeth Keller, Michigan State University, East Lansing, “What Do We Know about Mentoring?: Student Perspectives of Mentoring in a Professional Writing Program”

Matthew Novak, Michigan State University, East Lansing, “A Teacher-Outcomes Rubric and Self-Directed Mentorship: Overcoming a One-Size-Fits-Most Approach to Mentoring Writing Teachers”

*Information Technologies*

**E.30 Authorship, Ecologies, and Infrastructures:  
21st Century Applications of Wikis in Rhetoric  
and Composition**

Grande Ballroom D, First Floor

*Chair:* Rik Hunter, St. John Fisher College, Rochester, NY

*Speakers:* Matthew Vetter, Ohio University, Athens, “Wikipedia as Web Ecology: Parasitism, Stewardship, and Symbiosis”

Thomas Sura, West Virginia University, Morgantown, “Engagement Portfolios: Using Wikis to Foster Inquiry-Based Service Learning”

Rik Hunter, St. John Fisher College, Rochester, NY, “The Public Work of Wiki-Writing: Cultural Competencies in Collaborative Knowledge Production”

*Language*

**E.31 Questioning English Instruction Abroad and at Home**

Skybox 211, Second Floor

*Chair:* Josh Lederman, Wellesley College, MA

*Speakers:* Libby Anthony, Virginia Tech, Blacksburg, “Conceptualizing and Representing Students: An Exploration of the Evolution of ‘ESL’ in Composition Studies”

Corey McCullough, University of New Hampshire, Durham, “Giving Without Taking Away: What Factory Americanization Classes (1915–1920) Can Tell Us about Workplace ESL Today”

Elisabeth Piedmont-Marton, Southwestern University, Georgetown, TX, “The Limits of Liberal Literacy Pedagogies in a Global Context: Lessons from Vietnam”

Seokhee Cho, Middle Tennessee State University, Murfreesboro, “A Voice from the Expanding-Circle English”

*Teaching Writing & Rhetoric*

**E.32 Digital Pedagogy: Rhetorical Analysis and Assessment**

Skybox 212, Second Floor

*Chair:* Vanessa Calkins, University of Central Florida, Orlando

*Speakers:* Chelsea Skelley, The University of North Carolina at Greensboro, “Reconsidering (Again) Delivery in a Digital World: Rethinking Rhetorical Analysis Assignments of PSAs”

Vanessa Calkins, University of Central Florida, Orlando, “Assessing Multimedia Projects in First-Year Composition: Rationale as Rubric”

Ann O’Bryan, California State University Northridge, “Video Games in the Composition Classroom: Overcoming Sexism, Racism, and Violence”

*Institutional and Professional*

**E.33 Succession, Confession and Conflict in WPA Work**

Royale Pavilion 8, First Floor

*Chair:* Angela Petit, Idaho State University, Pocatello

*Speakers:* Laura Brady, West Virginia University, Morgantown, “Planning for Success(ion) in Writing Program Administration”

Angela Petit, Idaho State University, Pocatello, “No Writing Program Is an Island: Viewing Composition’s Challenges in Relation to Larger Institutional Structures”

*Information Technologies*

**E.34 Pedagogy in a New Key: Fanfiction, Comics, and New Media Composition**

Skybox 201, Second Floor

*Chair:* Patty Wilde, University of New Hampshire, Durham

*Speakers:* Brittany Kelley, University of Louisville, KY, “Hermione Granger is ‘My’ Beta: Affective Economies, Heteroglossia, and the Pedagogical Potential of Online Harry Potter Fanfiction”

Christine Alfano, Stanford University, CA, “Teaching New Media Writing in a New Key: Reevaluating the Pedagogy of Multimodal Writing Instruction”

**Open Working Meeting of the International Writing Centers Association**

Room 203, Second Floor

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are Invited.

*Co-Chairs:* Kevin Dvorak, Nova Southeastern University, Ft. Lauderdale, FL  
Nathalie Singh-Corcoran, West Virginia University, Morgantown

# Special Interest Groups

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6:30–7:30 p.m.

**TSIG.01 2013 CCCC Community Literacy, Service-Learning, and Public Rhetorics SIG**

Capri 104, First Floor

*Co-Chairs:* Cindy Mooty, Wayne State University, Detroit, MI  
Allen Brizee, Loyola University, Baltimore, MD

**TSIG.02 Appalachian Rhetoric, Composition, and Literacy Special Interest Group**

Capri 105, First Floor

*Co-Chairs:* Sara Webb-Sunderhaus, Indiana-Purdue University, Fort Wayne  
Krista Bryson, The Ohio State University, Columbus

**TSIG.03 Association of Undergraduate Rhetoric and Writing Studies Majors**

Capri 106, First Floor

*Co-Chairs:* Thomas Moriarty, Salisbury University, MD  
Tim Peeples, Elon University, NC  
Helen Foster, University of Texas, El Paso

**TSIG.04 Council on Basic Writing (CBW)**

Capri 107, First Floor

*Co-Chairs:* Sugie Goen-Salter, San Francisco State University, CA  
J. Elizabeth Clark, LaGuardia Community College, NY

**TSIG.05 Disability Studies Special Interest Group (SIG)**

Capri 108, First Floor

*Co-Chairs:* Amy Vidali, University of Colorado, Denver  
Margaret Price, Spelman College, Decatur, GA

**TSIG.06 ENGICOMM SIG**

Capri 109, First Floor

*Co-Chairs:* Mya Poe, The Pennsylvania State University, State College  
Neal Lerner, Northeastern University, Brookline, MA

Stephen Bucher, University of Southern California, Los Angeles, CA  
Marie Parreti, Virginia Tech, Blacksburg

**TSIG.07 Kenneth Burke Society at CCCC**

Capri 110, First Floor

*Chair:* Ethan Sproat, Purdue University, West Lafayette, IN

**TSIG.08 Language, Linguistics, and Writing**

Capri 111, First Floor

*Co-Chairs:* Deborah Rossen-Knill, University of Rochester, NY

Craig Hancock, SUNY Albany

Rei Noguchi, California State University, Northridge

**TSIG.09 Medical Rhetoricians**

Capri 103, First Floor

*Chair:* Barbara Heifferon, Louisiana State University, Baton Rouge

**TSIG.10 National Archives of Composition and Rhetoric**

Capri 113, First Floor

*Co-Chairs:* O. Brian Kaufman, Quinebaug Valley Community College, CT

Robert Schwegler, University of Rhode Island, Kingston

**TSIG.11 Retired and Retiring Faculty in Rhetoric/  
Composition/Writing Studies SIG**

Grande Ballroom B, First Floor

*Co-Chairs:* Louise Wetherbee Phelps, Old Dominion University, Smithfield, VA

Carol Lipson, Syracuse University, NY

**TSIG.12 Rhetoric, Basic Writing, and Student Athletes**

Capri 115, First Floor

*Co-Chairs:* Cassie Wright, University of Arizona, Tucson

J. Michael Rifenburg, University of Oklahoma, Norman

**TSIG.13 Rhetoric's Histories: Traditions, Theories, Pedagogies, and Practices**

Capri 116, First Floor

*Co-Chairs:* Michal Reznizki, University of California, Davis

Lois Agnew, Syracuse University, NY

**TSIG.14 Teaching in Prison: Pedagogy, Research and Literacies**

Skybox 206, Second Floor

*Co-Chairs:* Laura Rogers, Albany College of Pharmacy, NY  
Tobi Jacobi, Colorado State University, Fort Collins

**TSIG.15 The Role of Reading in Composition Studies**

Skybox 207, Second Floor

*Co-Chairs:* Debrah Huffman, Indiana University-Purdue University,  
Fort Wayne  
Ellen Carillo, University of Connecticut, Mansfield  
Mike Bunn, University of Southern California, Los Angeles

**TSIG.16 Women's Network Special Interest Group (SIG)**

Skybox 208, Second Floor

*Co-Chairs:* Holly Hassel, University of Wisconsin Marathon County  
Kristin Bivens, City Colleges of Chicago, Chicago, IL  
Morgan Gresham, University of South Florida at St. Petersburg

**TSIG.17 Writing about Writing: FYC as Introduction to Writing Studies**

Skybox 209, Second Floor

*Co-Chairs:* Elizabeth Wardle, University of Central Florida, Orlando  
Barb Bird, Taylor University, Upland, IN

**TSIG.18 NSSE Special Interest Group**

Skybox 201, Second Floor

*Co-Chairs:* Robert M. Gonyea, Indiana University, Purdue  
Paul Anderson, Elon University, NC  
Chris Anson, North Carolina State University, Raleigh  
Charles Paine, University of New Mexico, Albuquerque

**TSIG.19 Open-Source/Creative Commons Writing Textbooks**

Skybox 210, Second Floor

*Chair:* Jay Jordan, University of Utah, Salt Lake City



## Friday, March 15

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**REGISTRATION 8:00 a.m.– 5:00 p.m.**

Royale Pavilion, Lobby Level

**EXHIBITS 9:00 a.m.–5:00 p.m.**

Royale Pavilion, Lobby Level

**Computer Connection/Digital Posters**

Top of the Riviera South

**TYCA Editorial Board Meeting**

7:30 a.m.–8:30 a.m.

Monaco 13, Monaco Tower, Second Floor

**Nominating Committee**

9:30–11:30 a.m.

Monaco 17, Monaco Tower, Second Floor

## F Sessions: 8:00–9:15 a.m.

*Featured Speaker*

**Richard Miller**

### **What Creativity Looks Like: Writing with Word and Image for the Post-Paper World**

Grande Ballroom G, First Floor

*Chair:* Diana George, Virginia Tech University

We are living through the most significant moment in the history of writing since the invention of paper. With the creation of the Internet and the mass production of portable wireless composing devices (laptops, netbooks, smart phones), writers can now instantly publish and globally distribute not only what they are thinking, but what they are seeing, what they are listening to, and what they are reading. The shift from paper to screen has enabled unprecedented collaborative projects (i.e., mapping the human genome, Wikipedia); it has also transformed the global economy, erasing industries that once had a presence in every town and neighborhood: the local bookstore, the copy shop, the film developer.

What does the shift from paper to screen mean for those who teach writing? Some see education evolving into the delivery of massive online courses by celebrity scholars; others see it becoming an open-ended process of badge-earning and hurdle-clearing; and still others imagine a future where learning takes place in the context of gaming modules. This session will discuss another possibility, one where the writing classroom becomes a place where the anarchic power of the Internet is harnessed to promote both creative expression and creative thinking.

Professor Miller is the author of *As if Learning Mattered: Reforming Higher Education* (1998) and *Writing at the End of the World* (2005). His published articles concern developing a philosophy of consciousness that promotes transformative teaching and writing practices. He has delivered over fifty invited talks across the country and abroad on how literacy is being redefined by Web 2.0 technologies. His current research concerns “the end of privacy” and how education is being changed as a result of the proliferation of hand-held devices that enable instant publication and global distribution of anything that can be seen or heard. He now publishes exclusively on his website, *text2cloud*



**Richard Miller**

*Basic Writing*

**F.01 Basic Writing, Rhetorical Education, and Civic Engagement**

Skybox 201, Second Floor

*Chair:* Emily Walters, University of Dayton, OH

*Speakers:* Derek Handley, Community College of Allegheny County, Pittsburgh, PA, “Basic Writing and Conversations within the Community”

Bridget Ann Fahey, St. Ambrose University, Davenport, IA, “Basic Writing and Conversations within the Community”

Jonathan Bush, Western Michigan University, Kalamazoo, “Connecting to Community: Place-Based Pedagogy and the Developmental Writing Classroom”

*Information Technologies*

**F.02 Preparing Graduate Students to Be New Media Composers**

Capri 105, First Floor

*Chair:* Carrie Leverenz, Texas Christian University, Fort Worth

*Speakers:* Carrie Leverenz, Texas Christian University, Fort Worth, “Build It and They Will Come: Graduate Program Structures that Support New Media Composing”

Joshua Daniel, Texas Christian University, Fort Worth, “The Play of Modes, the Emergence of Meaning: Reading New Media Scholarship”

Joanna Schmidt, Texas Christian University, Fort Worth, “Discovering How to Learn: Complexities of New Media Acquisition”

Joel Overall, Texas Christian University, Fort Worth, “Order and Anarchy: An Emergent Model for Graduate Instruction in New Media”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**F.03 Facilitating First Generation Graduate Student Success: Extending Critical Compassionate Pedagogy to Student Support Services**

Capri 106, First Floor

*Chair:* Corrine Hinton, University of La Verne, CA *Speakers:* Christine Kourinian, University of La Verne, CA, “Counseling First Generation Graduate Students within the Frameworks of Critical Compassionate Career Counseling, Cultural Competence, and Transition Theory”

Lisa Rodriguez, University of La Verne, CA, “Institutional Considerations for Supporting First Generation Graduate Students: Bringing Compassionate Pedagogy and Student Impact Data to Bear on Strategic Planning”

Corrine Hinton, University of La Verne, CA, “Integrating Critical Compassionate Pedagogy into Graduate Consultant Training Programs”

Jose Perez-Gonzalez, University of La Verne, CA, “Critical Compassionate Tutoring: Approaching First Generation Graduate Student Tutoring Sessions with Cultural, Linguistic, and Rhetorical Awareness”

*Language*

**F.04 “Home? Language”: De-Privatizing African American Oral Based Discourse**

Capri 107, First Floor

**Chair:** Carolyn Handa, University of Alabama, Tuscaloosa, AL

**Speakers:** Bonnie Williams, Michigan State University, East Lansing, “Students’ ‘Write’ to Their Own Language: Teaching the African American Verbal Tradition as a Rhetorically Effective Public Writing Skill”

Jamila Smith, Eastern Illinois University, Charleston, “‘Injustice Repackaged is Still Injustice’: An Exploration of Intersectionality in the Oral and Written Narratives of Black Mothers and Daughters”

Kedra James, University of Alabama, Tuscaloosa, “‘Talk this Way’: Orality Among First-year Writing Students at Historically Black Colleges and Universities”

*Professional and Technical Writing*

**F.05 Complicating Composition: Technical Communication’s Investments in Public Discourses, Metaphors, and Gendered Bodies**

Capri 108, First Floor

**Chair:** Erin Frost, Illinois State University, Normal

**Speakers:** Abby Dubisar, Iowa State University, Ames, “Rehabilitating Tech Comm and Feminist Theory: the Undergraduate Classroom as Audience and Context”

Erin Frost, Illinois State University, Normal, “Complicating Efficiency: An Apparent Feminist Perspective on Risk Mediation”

Marie Moeller, University of Wisconsin-La Crosse, “Racing for a Cure: Rhetorics of Disease Prevention, Technical Communication Ethics, and the First-Year Composition Classroom”

*Teaching Writing & Rhetoric*

**F.06 Only Connect: Strategies for Engaging Reluctant, Under-prepared, and Inattentive Writers**

Capri 104, First Floor

**Chair:** Kathleen Cassity, Hawaii Pacific University, Honolulu

**Speakers:** Jeffrey Breitenfeldt, Hawaii Pacific University, Honolulu, “Writing and Attention”

Travis Margoni, University of Utah, Salt Lake City, “New Media and the Reluctant Writer”

Kathleen Cassity, Hawaii Pacific University, Honolulu

*Community, Civic & Public*

**F.07 Engagement, Education, and Action in the Information Age: Science and the New Ideas of Public Work**

Top of the Riviera North, Monaco Tower, 24th Floor

**Chair:** Gabriel Cutrufello, Swarthmore College, Philadelphia, PA

**Speakers:** Christian Casper, University of Michigan, Ann Arbor, “‘Mutable Mobility’ and Online Public Communication in Science”

Harrison Carpenter, “How Can Blogging Aid the Public Communication of Science?”

Dickie Selfe, The Ohio State University, Columbus, “Digital Storytelling and Community Engagement: Successful and Unsuccessful Collaborations”

Karla Saari Kitalong, Michigan Technological University, Houghton, “Computer Games as Vehicles for Informal Science Learning”

*Information Technologies*

**F.08 When Digital Vocabularies Select Exclusionary Realities: A Panel IRL**

Royale Pavilion 7, First Floor

**Chair:** Brenda Helmbrecht, California Polytechnic State University, San Luis Obispo

**Speakers:** Stephen Cohen, University of Louisville, KY, “Yelp me! There Are (Virtually) No Gay People Here: The Dilemma of the Heteronormative Interface”

Morgan Leckie, Miami University, Oxford, OH, “Open Source Sluts: The New (Media) Debate Over Reproductive Control”

Leigh Gruwell, Miami University, Oxford, OH, “Where my Girls At? A Person-Based Approach to Wikipedia”

*Research***F.09 From the Public Sphere to the Global Sphere: Extending Composition Across Local and Global Contexts**

Royale Pavilion 4, First Floor

**Chair:** Xiaoye You, The Pennsylvania State University, State College**Speakers:** Steven Fraiberg, Michigan State University, East Lansing, “English, Israel, and Globalization: Studying the Global Spread of English in the Israeli High-Tech Industry”

Scott Chiu, Michigan State University, East Lansing, “Multilingual Composing: Studying Chinese and English Language Practices In and Out of the First-Year Writing Classroom”

Brooke Ricker, The Pennsylvania State University, State College, “Digital Translanguaging: Serbian Students’ Construction of Global and Local Identities on Facebook”

**Respondent:** Xiaoye You, The Pennsylvania State University, State College*Theory***F.10 Anti-Immigrant Discourse in the Media: Rhetorical Political Action for Gender Equality**

Capri 103, First Floor

**Chair:** Dora Ramirez-Dhoore, Boise State University, ID**Speakers:** Alexandra Hidalgo, Purdue University, West Lafayette, IN, “Transformative Multinational Identities: The Rhetoric of Hybridity in Female Immigration”

Dora Ramirez-Dhoore, Boise State University, ID, “Metaphors of Exclusion: ‘Anchor Babies’ and Reproductive Justice”

Kendall Leon, Purdue University, West Lafayette, IN, “‘The New Racism’: Rhetorical Figures of Speech in Governmental Documents”

*Writing Programs***F.11 Reidentification: Seeing Students Differently**

Capri 109, First Floor

**Chair:** Jennifer Bay, Purdue University, West Lafayette, IN**Speakers:** William Carpenter, High Point University, Greensboro, NC, “Seeing Students as Novice Intellectuals: A Crucible Moment and First-Year Composition”

Cara Kozma, High Point University, NC, “See Students as Novice Intellectuals: A Crucible Moment and First-Year Composition”

Mandy Macklin, California State University, San Bernardino, “Language Diversity and the Public Prerogative: A Case Study of an Expanding FYC Program”

Nigel Medhurst, Fresno City College, CA, “Breathing ROOM for the Basic Skills Brotha”

*Theory*

**F.12 Cosmopolitanism, Genre, and the L2 Writer**

Capri 110, First Floor

**Chair:** Lisa Bailey, University of South Carolina, Columbia

**Speakers:** Zsuzsanna Palmer, Old Dominion University, Norfolk, VA, “Diversity Meets Theory: In Search of a Theoretical Framework for Translingual and Transcultural Approaches to Writing”

Michael Madson, University of Minnesota, Minneapolis, “Genre as Public Action: Definition, Description, and Digitization in L2 GBWI”

*Creative Writing*

**F.13 Consensus and Community in Creative Writing Classrooms**

Royale Pavilion 6, First Floor

**Chair:** Cynthia Ris, University of Cincinnati, OH

**Speakers:** Ben Ristow, University of Arizona, Tucson, “Analyzing Creative Workshop as a Productive Contradiction in the Democratic and the Occultic”

Ryan Wepler, Yale University, New Haven, CT, “Variousness, Complexity, and Difficulty: Aesthetics, Democracy, and the Public Work of Nonfiction Writing”

Sarah Harris, University of Arizona, Tucson, “Building a Community of Writers: The Creative Writing Workshop Goes Public”

*Creative Writing*

**F.14 Responses to the Common Core Standards Initiative**

Grande Ballroom C, First Floor

**Chair:** Erin Presley, Eastern Kentucky University, Richmond

**Speakers:** Debrah Huffman, Indiana University-Purdue University, Fort Wayne, “Upping the Ante: The Common Core and a Role for Composition in Preparing Secondary Educators to Teach Analytical Reading of Nonfiction”

Jim Webber, University of Nevada, Reno, “Composition’s Discourse of Expertise: The NCTE’s 2009 Response to the Common Core Standards Initiative”

Erin Presley, Eastern Kentucky University, Richmond, “Connecting Common Core Standards to the Public Outcomes of First-Year Composition”

*Institutional and Professional*

**F.15 Becoming “The Writing Person”: Negotiating Public Identity and Programmatic Perils in Writing Program Administration**

Capri 112, First Floor

*Chair:* Erica Frisicaro-Pawlowski, Daemen College, Kenmore, NY

*Speakers:* Andrea Deacon, University of Wisconsin-Stout, “Problem or Opportunity?: Negotiating a Writing Center Administrator’s WAC(ky) Public Identity”

Margaret Artman, Western Oregon University, Salem, “Surviving a Coup: Turning Problems into Opportunities”

Erica Frisicaro-Pawlowski, Daemen College, Kenmore, NY, “Writing Outcomes for a New Era: Authority, Inclusion, and the WPA Outcomes Statement”

*Research*

**F.16 Developing Methods for Self-Sponsored Writing Center Assessment**

Capri 113, First Floor

*Chair:* Harry Denny, St. John’s University, Queens, NY

*Speakers:* Lori Salem, Temple University, Philadelphia, PA, “Protect the Environment: Using Segmentation Analysis to Investigate Students’ Choice to Use or Not Use the Writing Center”

Harry Denny, St. John’s University, Queens, NY, “If You Quantify It, They Will Reward It: Using Quantitative Analysis to Investigate the Influence of the Writing Center Use on Student Success”

Linda Bergmann, Purdue University, West Lafayette, IN, “Where Have We Been and Where Should We Go?”

*Teaching Writing & Rhetoric*

**F.17 Productive Tensions: Ideological Conflict and the Next Generation of Support for Veterans**

Capri 114, First Floor

*Chair:* Sue Doe, Colorado State University, Fort Collins

*Speakers:* Karen Springsteen, SUNY Potsdam, “Veterans’ Writing and Civilian Witnessing”

Sue Doe, Colorado State University, Fort Collins, “The Student-Veteran Effect: Reanimating the Arts of the Contact Zone”

Lisa Langstraat, Colorado State University, Fort Collins, “Shame, War, and Writing in the Academy”



*Theory*

**F.18 The Construction of Latino, Black, and Asian Masculinities in the Writing Classroom**

Capri 111, First Floor

**Chair:** Collin Craig, Wake Forest University, Winston Salem, NC

**Speakers:** Damian Baca, University of Arizona, Tucson, “Latino Collegiate Masculinities: Assimilation, ‘Asimilao’ and Subversive Complicity in the Writing Classroom”

Kermit Campbell, Colgate University, Hamilton, NY, “If Only We Could Teach Young Brothers How to Write with Swag”

Asao Inoue, California State University, Fresno, “The Construction of Hmong Masculinity in Fresno State University’s Writing Classrooms”

*History*

**F.19 Private Schools for the Public Good: U.S. Jesuit Higher Education in the 19th and 20th Centuries**

Capri 115, First Floor

**Chair:** Steven Mailloux, Loyola Marymount University, Los Angeles, CA

**Speakers:** Katherine Adams, Loyola University, New Orleans, “Jesuit Rhetoric and the Teaching of Professional Discourse: The Public Work of Composition”

John Brereton, University of Massachusetts, Boston, “Changing Roles of the Rhetoric Curriculum in Shaping Public Rhetors in U.S. Jesuit Colleges”

Cynthia Gannett, Fairfield University, Stratford, CT, “Changing Roles of the Rhetoric Curriculum in Shaping Public Rhetors in U.S. Jesuit Colleges”

**Respondent:** Ann Green, St. Joseph’s University, Havertown, PA

*Theory*

**F.20 When the Time is Right: Women, Rhetoric, Publics, and Policies**

Royale Pavilion 8, First Floor

**Chair:** Joyce Irene Middleton, Stony Brook University, New York, NY

**Speakers:** Cheryl Glenn, The Pennsylvania State University, State College, “Sister Rhetors: Making and Unmaking Public Policy”

Shirley Logan, University of Maryland, College Park, “‘Righteous Discontent’: Women’s Acceptance Speeches as Public Political Statements”

Krista Ratcliffe, Marquette University, Milwaukee, WI, “Women Rhetors Respond: The War On/Over Women’s Bodies in the 2012 U.S. Election Cycle”

Joyce Irene Middleton, Stony Brook University, New York, NY, “Feminist Rhetoric as Visual Rhetoric: Uses of Rhetorical Silence and Listening in Global Filmmaking”

*Teaching Writing & Rhetoric*

**F.21 Affect and Ethics and Their Effect on Teaching Writing**

Capri 116, First Floor

**Chair:** Erin Adamson, University of Kansas, Lawrence

**Speakers:** Cameron Mozafari, University of Maryland, College Park, “Public Displays of Affect: Theming a First-Year Writing Class on Feelings, Public Memory, and Memorials”

Craig Hulst, Grand Valley State University, Wyoming, MI, “Making the Implicit Explicit: Understanding How Our Personal Ethics Influences Our Teaching”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**F.22 Writing Bridges: Public Conversations about Composition across High School and Post-Secondary Contexts**

Grande Ballroom D, First Floor

**Chair:** Heather Graves, University of Alberta, Edmonton, Canada

**Speakers:** Bob Broad, Illinois State University, Normal, “Listen to and Learn from Colleagues’ Rhetorical Values to Build Professional Community”

Roger Graves, University of Alberta, Edmonton, Canada, “Conversations about Writing and College Readiness: Ready for What?”

David Slomp, University of Lethbridge, Alberta, Canada, “Making Policy Impacts Public: How Contextual Factors Shape Writing Instruction in Secondary and Post-Secondary contexts”

*Teaching Writing & Rhetoric*

**F.23 Web-based Literacies**

Skybox 206, Second Floor

**Chair:** Megan Bardolph, University of Louisville, KY

**Speakers:** Casey Soto, University of Massachusetts-Amherst, “The Online Reading and Writing Practices of Four First-Year College Students”

Judith Szerdahelyi, Western Kentucky University, Bowling Green, “Responding to Student Writing: The Impact of Combinations of Multimodal Technologies in a Web-Based Environment”

Megan Bardolph, University of Louisville, KY, “Crafting Literate Lives: Multiliteracies and Transfer of Learning in Composition”

*Community, Civic & Public*

**F.24 Public Scrutiny, Public Response: Rhetorically Arm(or)ing Against the War on Women**

Skybox 207, Second Floor

**Chair:** Rebecca Hayes, Michigan State University, East Lansing

**Speakers:** Katie Manthey, Michigan State University, East Lansing, “‘When the Body You See Is Not Your Own’: Rhetoricizing the Fat Female Body as a Space of Agency”

Rebecca Hayes, Michigan State University, East Lansing, “‘Woman . . . If You Don’t Want to Be Harassed, Stay in the Kitchen’: Street Harassment and Online Rhetorical Resistance”

Gina Kruschek, North Dakota State University, Fargo, “Fashioning Responses: H&M and *The Girl with the Dragon Tattoo*”

Elizabeth Birmingham, North Dakota State University, Fargo, “Fangirls Hollaback: Identity as Agency in Online Spaces”

*Basic Writing*

**F.25 Occupying the Language of Remediation: from CSUSB to Deborah Brandt to The Hunger Games**

Grande Ballroom H, First Floor

**Chair:** Esther Gutierrez, California State University, San Bernardino

**Speakers:** Robert Diaz, California State University, San Bernardino

Brisa Galindo, California State University, San Bernardino

Gina Hanson, California State University, San Bernardino

DeShonna Wallace, California State University, San Bernardino

Arturo Tejada, Jr., California State University, San Bernardino

Sara Scotten, California State University, San Bernardino

Carol Haviland, California State University, San Bernardino

Sonia Castaneda, California State University, San Bernardino

Francesca Astiazaran, California State University, San Bernardino

Beatrice Ortega, California State University, San Bernardino

*Community, Civic & Public*

**F.26 Rhetorical Analyses of Cultural Phenomena**

Skybox 208, Second Floor

**Chair:** Thomas Henry, Utah Valley University, Orem

**Speakers:** Daniel Cleary, Lorain County Community College, Lakewood, OH, “Burkean and Davidsonian Identification in the Rhetoric of Alcoholics Anonymous”

Tana Schiewer, Virginia Tech, Blacksburg, “Food For Thought: One Researcher’s Experience Applying Theory for the Public Good”

- Karen McDonnell, James Madison University, Harrisonburg, VA, “The Colbert Report: Parody, Politics, and Today’s Public Rhetor”  
Renea Frey, Miami University, Oxford, OH, “Taking (It) to the Streets: Assemblage and Appropriation in Nineteenth Century Temperance Rhetoric and Occupy Wall Street”

*Academic Writing*

**F.27 Race and Gender: Lessons in Constructing Identity and Responsibility**

Skybox 209, Second Floor

**Chair:** Jessica Restaino, Montclair State University, NJ

**Speakers:** Katja Thieme, University of British Columbia, Vancouver, Canada, “Indigenization and Student Writing”

Robert Terry, University of Louisville, KY, “Public Leadership and Academic Police Writing”

Shurli Makmillen, University of British Columbia, Vancouver, Canada, “Indigenization and Student Writing”

Julie Swedin, Yakima Valley Community College, WA, “Issues of Identity and Responsibility: How Do We Create Enlightened Thinkers Who Will Bring about Social Change?”

*Basic Writing*

**F.28 The Work of Scholarship: Hermeneutics in Public and Institutional Arguments on Basic Writing**

Grande Ballroom B, First Floor

**Chair:** Ashley Hannah, West Chester University, PA

**Speakers:** Michael Hill, Henry Ford Community College, Toledo, OH, “The Work of Philosophical Argument in an Age of Mechanical Assessment”

William Lalicker, West Chester University, PA, “Agency through Assessment: Developing a Basic Writing Program Strength Quotient”

Abby Nance, Gardner-Webb University, Mooresboro, NC, “A Tale of Two Classrooms: Practicing Trauma-Sensitive Placement”

Karen Uehling, Boise State University, ID, “Assessment, Placement, and Access: Framing Arguments from Local and National Histories”

*Teaching Writing & Rhetoric*

**F.29 The Tyranny of Argument: Rethinking the Work of Composition**

Grande Ballroom A, First Floor

**Co-Chairs:** Gian Pagnucci, Indiana University of Pennsylvania, Indiana, PA

Nancy Welch, University of Vermont, Burlington

**Speakers:** Claude Hurlbert, Indiana University of Pennsylvania, Indiana, PA, “The End of Cultural Supremacy in Composition”

Cristina Kirklighter, Texas A&M University-Corpus Christi, “The Privileging of Traditional Arguments in Academic Gatekeeper Writing: Ethnic and Regional Academic Storytelling Writers at Risk”

Todd DeStigter, University of Illinois, Chicago, “Argumentative Writing and the Matrices of Anxiety”

Kami Day, Retired, Norman, OK, “Everything’s Not an Argument”

Frankie Condon, University of Nebraska-Lincoln, “The Tyranny of Argument: Rethinking the Work of Composition”

David Schaafsma, University of Illinois, Chicago, “The Tyranny of Argument: Rethinking the Work of Composition”

Gian Pagnucci, Indiana University of Pennsylvania, “The Tyranny of Argument: Rethinking the Work of Composition”

Respondent: Michele Eodice, University of Oklahoma, Norman

*Writing Programs*

**F.30 Going Public: Making Integrated Writing Instruction Visible Across Disciplines, Across the Institution**

Skybox 210, Second Floor

**Chair:** W. Brock MacDonald, Woodsworth College, University of Toronto, Ontario, Canada

**Speakers:** Leora Freedman, University of Toronto, Ontario, Canada, “Supporting Multilingual Writers through Multiple Literacies”

Andrea Williams, University of Toronto, Toronto, On, “Teaching Writing in the Disciplines: Towards Equitable and Sustainable Collaborations”

Rita Vine, University of Toronto, Ontario, Canada, “Extending Our Reach: Librarians as Teachers and Knowledge Brokers”

W. Brock MacDonald, Woodsworth College, University of Toronto, Ontario, Canada, “The Writing Center as Change Agent in a Time of Austerity”

*Academic Writing*

**F.31 Reaching Out to a Discipline and Profession: Writing and Reading in Nursing Studies**

Skybox 211, Second Floor

**Chair:** Ann Blakeslee, Eastern Michigan University, Ann Arbor

**Speakers:** Sarah Primeau, Eastern Michigan University, Ann Arbor  
Ann Blakeslee, Eastern Michigan University, Ann Arbor

*Community, Civic & Public*

**F.33 Serving Those Who Serve**

Skybox 212, Second Floor

**Chair:** Kyle Stedman, University of South Florida, Tampa

**Speakers:** Melissa Faulkner, Cedarville University, Springboro, OH,  
“Wingman, Leader, Warrior, Writer: A Service Learning Project between  
a Manual Writing Course and the Air National Guard”

Holly Baumgartner, Lourdes University, Toledo, OH, “Band of Cousins:  
The Importance of a Veterans Writing Workshop”

*Teaching Writing & Rhetoric*

**F.34 Sustainability and Composition**

Grande Ballroom F, First Floor

**Chair:** Matthew Newcomb, SUNY New Paltz

**Speakers:** Matthew Newcomb, SUNY New Paltz, “Sustainability and  
Style”

Nicole Hitner, SUNY New Paltz, “Re-applying the Ecology Metaphor:  
Ecomposition as Sustainable Pedagogy”

Christopher Lawrence, SUNY New Paltz, “The First-Year Composition  
Course as Academic Outreach: Ecomposition Pedagogy as Sustain-  
able Activism”

**Open Working Meeting of the ENGICOMM SIG**

Room 203, Second Floor

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are Invited.

**Co-Chairs:** Mya Poe, The Pennsylvania State University, State College

Neal Lerner, Northeastern University, Boston, MA

Stephen Bucher, University of Southern California, Los Angeles

## G Sessions: 9:30–10:45 a.m.

*Featured Speaker*

**Henry Giroux**

### **Writing the Public Good Back into Education**

Grande Ballroom A, First Floor

*Chair:* Donald Lazere, Cal Poly State University, San Luis Obispo

This session will examine how the ideal of higher education as a public good is losing its claim to legitimacy in a society that increasingly defines market interests as the sole measure of individual and social value and teaching largely as a measurable and instrumental task. Against this view of higher education as an adjunct of business culture, this talk argues for educators to take on the role of public intellectuals willing to engage in creating a formative

culture of learning capable of nurturing the capacities to defend higher education as a public good crucial to sustaining a critical citizenry and a democratic society. In the current historical moment, higher education as a democratic public good faces a crisis of enormous proportions. At the center of this crisis, particularly in the United States, is a tension between democratic values and market values, between dialogic engagement and a creeping authoritarianism. Faith in social amelioration and a sustainable future appears to be in short supply as market fundamentalism performs the dual task of using education almost exclusively to train workers for service sector jobs and produce lifelong consumers. This talk will examine the responsibility of academics in dark times, and what it might mean for scholars not only to redefine the meaning of higher education as a public value, but also the promise of academics and critical pedagogy as crucial to developing the formative culture that make a democracy possible. Central to such a challenge is the necessity to define intellectual practice “as part of an intricate web of morality, rigor and responsibility” that enables academics to speak with conviction, enter the public sphere in order to address important social problems, and demonstrate alternative models for what it means to bridge the gap between higher education and the broader society. This is a notion of intellectual practice that refuses both the narrow instrumentality and privileged isolation of the academy, while affirming a broader vision of learning that links



**Henry Giroux**

knowledge to the power of self-definition and the critical capacities of administrators, academics, and students to expand the scope of democratic freedoms, particularly as they address the crisis of higher education as part and parcel of the crisis of democracy itself.

Henry Giroux is Global Television Network Chair in Communication Studies and a member of the English and Cultural Studies Department at McMaster University in Hamilton, Ontario. A prolific author, Professor Giroux has been an extremely articulate and passionate advocate for progressive education and has mounted a spirited defense of public education in a time of intense privatization.





*Basic Writing*

**G.01 The Accelerated Learning Program: Deepening the Teaching of Writing to Basic Writers**

Skybox 202, Second Floor

**Chair:** Linda De La Ysla, Community College of Baltimore County, MD

**Speakers:** Christine W. Heilman, Georgia Gwinnett College, Lilburn, “ALP at GGC”

Linda De La Ysla, Community College of Baltimore County, MD, “ALP at CCBC”

*Creative Writing*

**G.02 Creative Nonfiction and the Public Sphere**

Royale Pavilion 4, First Floor

**Chair:** Doug Hesse, University of Denver, CO

**Speakers:** Ginger Knowlton, University of Colorado-Boulder, “We Are the Spaces that We Breathe: Creative Nonfiction and Ecopoetics”

Eric Burger, University of Colorado-Boulder, “But What Does It Mean?: Student Engagement with the Lyric Essay”

Tobin Von Der Nuell, University of Colorado-Boulder, “I’ve Got Something to Say: Creative Nonfiction and the Teaching of Voice”

John-Michael Rivera, University of Colorado-Boulder, “The Nonfiction of the Public University”

*Research*

**G.03 Disciplinary Data on Display: Visualizing Keywords in CompPile, Dissertations, and the Writing Studies Tree**

Capri 116, First Floor

**Chair:** Jill Belli, The Graduate Center, CUNY, NY

**Speakers:** Benjamin Miller, CUNY Graduate Center, NY, “Knowledge Makers in the Making: A Distant Reading of Dissertations”

Amanda Licastro, CUNY Graduate Center, NY, “Tag, You’re It: Visualizing the Writing Studies Tree Folksonomy”

Oriana Gatta, Georgia State University, Atlanta, “Frame by Frame: A Keyword Exploration of Composition Studies’ Inter/Disciplinarity”

*Writing Programs*

**G.04 Writing Center Training, Performative Silence, and Informational Visualization**

Grande Ballroom C, First Floor

**Chair:** Steven Alvarez, University of Kentucky, Lexington

**Speakers:** Kendra Mitchell, Florida State University, Tallahassee, “Writing Centers, Ethnicity, and Performative Silences: An Ethnography of Selective Aphasia”

Daniel Lawson, Central College, Pella, IA, “Tutors, Ideology, and Error”

Deborah Bertsch, Columbus State Community College, OH, “Preparing Student Writers for a Discourse of Construction: Expanding the Scope of Writing Center Training”

*Information Technologies*

**G.05 Mapping Our Discursive Homes across Disciplinary, National, and Digital Borders**

Capri 104, First Floor

**Chair:** Sherrie Gradin, Ohio University, Athens

**Speakers:** Lana Oweidat, Ohio University, Athens, “Mapping our Discursive Homes across National Boundaries”

Rachael Montin, Ohio University, Athens, “Mapping our Discursive Homes across Digital Borders”

Lydia McDermott, Ohio University, Athens, “Mapping our Discursive Homes across Disciplinary Borders”

*Teaching Writing & Rhetoric*

**G.06 Multimodal Pedagogies in Digital Media Environments: Websites, LMSs, and Webcasts**

Capri 103, First Floor

**Chair:** Snezana Dzakovic, Iowa State University, Ames

**Speakers:** Snezana Dzakovic, Iowa State University, Ames, “‘Almost Musical’: Students’ Perceptions of Complex Data Displays in a TEDTalks Webcast”

Jackie Hoermann, Iowa State University, Ames, “Failed Online Publics: Perceptions of Traditional and Socially-Networked LMSs in the Foundational Composition Course”

Sara Parks, Iowa State University, Ames, “Process Pedagogy in Business Communication: What Happens Before Their Websites Go Live?”

*Research*

**G.07 The Invisible Made Visible: Web 2.0 and Peer-Conferencing in Writing Courses**

Top of the Riviera North, Monaco Tower, 24th Floor

**Chair:** Erin Zimmerman, Iowa State University, Ames

**Speakers:** Kathy Rose, Iowa State University, Des Moines, “The Invisible Made Visible: Web 2.0 and Peer-Conferencing in Writing Courses”

Eric York, Iowa State University, Ames, “The Invisible Made Visible: Web 2.0 and Peer-Conferencing in Writing Courses”

Erin Zimmerman, Iowa State University, Ames, “Things that are Invisible are Still Important: Web 2.0 and Peer-Conferencing in Writing Courses”

Sue Pagnac, Iowa State University, Ames, “The Invisible Made Visible: Web 2.0 and Peer-Conferencing in Writing Courses”

**Respondent:** William Hart-Davidson, Michigan State University, East Lansing

*Information Technologies*

**G.08 When the Distance Is Not Distant: Modeling Best Practices and Maximizing Public Interaction in the Online Course**

Grande Ballroom G, First Floor

**Chair:** Heidi Harris, Eastern Oregon University, La Grande, OR

**Speakers:** Jessie Borgman, Western Michigan University, Kalamazoo, “Alone and Online: Designing Content and Using PDCs as an Adjunct Instructor of First-Year Writing”

Katherine Ericsson, Washington State University, Pullman, “Using Technologies Outside the CMS to Facilitate Successful Online Group Projects”

Heidi Harris, Eastern Oregon University, La Grande, “Bridging the Gaps: Modeling Best Practices and Mentoring Distant Online Instructors”

Dani Weber, University of Pittsburgh at Bradford, “Minimalist Design: How Less Is More in Online Instruction”

*Language*

**G.09 Beyond “English Only”: Language Ideologies and Identities across University Writing Contexts**

Capri 106, First Floor

**Chair:** Dorothy Worden, Penn State University, University Park

**Speakers:** Yi Zhang, Penn State University, University Park, “Learning to ‘Be’ a Writing Teacher: Legitimate Peripheral Participation for L2 M.A. TESL Students”

Dorothy Worden, Penn State University, University Park, “Global and Local Language Ideologies in a U.S. Law School: Legal Literacy in a Second Language”

Shakil Rabbi, Penn State University, University Park, “Ideologies of ESL and First Language Composition Pedagogies: Constructing Student Identities”

*History*

**G.10 Alternative Histories: Composition and Rhetoric in Secondary Schools and Normal Colleges, 1890–1956**

Capri 107, First Floor

*Chair:* Henrietta Rix Wood, University of Missouri-Kansas City

*Speakers:* Edward Comstock, American University, Washington, DC, “Towards a Genealogy of Composition: Student Discipline and Development at Harvard in the Late Nineteenth Century”

Henrietta Rix Wood, University of Missouri-Kansas City, “‘Composition-Rhetoric’ at Central High School in Kansas City, 1895–1925”

Elaine Hays, College of the Holy Cross, Princeton, MA, “‘Be Patient, But Don’t Wait!’: Activist Student Journalism at The ‘Colored Normal School’ of Elizabeth City, North Carolina, 1927–1956”

*Community, Civic & Public*

**G.11 A Land without a People: How Composition’s Naturalistic Metaphors Leave the Body Behind**

Capri 108, First Floor

*Chair:* Tony Scott, Syracuse University, NY

*Speakers:* Nancy Welch, University of Vermont, Burlington

Eileen Schell, Syracuse University, NY

Julie Amick, University of North Carolina at Charlotte

*Information Technologies*

**G.12 Institutionalizing Innovation: Collaboration, Class Size, and Conflict**

Capri 109, First Floor

*Chair:* Jacqueline Wheeler, Arizona State University, Tempe

*Speakers:* Andrea Alden, Arizona State University, Tempe, “21<sup>st</sup> Century Composition: Digital Writing and Authentic Practice”

Jeff Holmes, Arizona State University, Tempe, “Collaborative Instruction and Reflective Praxis in Online FYC”

Jacqueline Wheeler, Arizona State University, Tempe, “Interrogating”

Jeanne Olson, Arizona State University, Tempe, “‘Who is teaching this class?’ Student Perceptions on Shifting Teaching Spaces”

*Community, Civic & Public*

**G.13 Rhetorics of Religion, Rhetorics of Identity: Enacting Belief in the Writing Center**

Capri 110, First Floor

**Chair:** Mitch Nakaue, The University of Iowa, Ames

**Speakers:** Mitch Nakaue, The University of Iowa, Ames, “Written on the Face of Things: Radical Alterity and the Theological Imperative to Love”  
Lisa Zimmerelli, Loyola University Maryland, Baltimore, “Service-Learning in a Jesuit Writing Center: Enacting a Logic of Compassion and Identity”

Andrea Rosso Efthymiou, Yeshiva University, New York, NY, “Women, Religion, and Literacy: An Ethnographic Study of Peer-Tutors in an All-Women’s Jewish Writing Center”

**Respondent:** John Duffy, Granger, IN

*Teaching Writing & Rhetoric*

**G.14 Ethos and the Public and Private Work of Teaching Composition in the 21st Century**

Grande Ballroom B, First Floor

**Chair:** Keith Gilyard, The Pennsylvania State University, University Park

**Speakers:** Christina Santana, Arizona State University, Tempe, “Salesmen Culture and the Ethics of Teaching Composition”

Ersula Ore, Arizona State University, Tempe, “Teacherly Ethos”

Damon Cagnolatti, Cerritos College, Norwalk, CA, “Livin’ Proof to Kick the Truth: Using a Hip Hop Ethos to Build Critical Literacies in a Basic Writing Course”

David Green, Hampton University, VA, “Discussions of Democratic Education, African American Ethos, and Basic Writing”

*Theory*

**G.15 Ecological Productions: Space, Publics, Texts, Identities**

Grande Ballroom D, First Floor

**Chair:** Jerry Petersen, Marygrove College, Oak Park, MI

**Speakers:** John Whicker, Ohio University, Athens, “Writing’s Complex Productions: Toward an Ecological Model”

Nicole Papaioannou, St. John’s University, Brooklyn, NY, “The Ecology of Growth Spaces: First-Year Writing Students’ Perceptions of Public and Private Writing Environments”

Chris Leary, St. John’s University, Brooklyn, NY, “How Occupy Lost its Body”

**Respondent:** Sidney Dobrin, University of Florida, Gainesville

*Writing Programs*

**G.16 Leveraging the “Where” of Writing: Forging, Showcasing, and Complicating Community Connections**

Royale Pavilion 7, First Floor

*Chair:* Jim Henry, University of Hawaii, Honolulu

*Speakers:* Jim Henry, University of Hawaii, Honolulu, “Public-izing Community Connections: Curating Place-based Writing on a WAC Program’s Web Site”

Derek Owens, St. John’s University, Queens, NY, “Writing Program as Sanctuary: Cultivating Student Testimonies as an Ecocultural Imperative”

Pavel Zemliansky, University of Central Florida, Orlando, “‘Boundary Encounters’ and the Work of WAC across Communities”

*Theory*

**G.17 Places, Objects, and Images**

Capri 114, First Floor

*Chair:* Katherine Daily, Arizona State University, Tempe

*Speakers:* Marni Presnall, University of Alabama, Tuscaloosa, “Evocative Object: School Desk”

Cydney Alexis, University of Denver, CO, “Moving Writing, Shifting Habitats: Affective, Material, and Place-Based Inquiries into Writing Practice”

Kuhio Walters, West Chester University of Pennsylvania, “Disturbing Student Pleasure: Catastrophe, Public Vision, and the Photography Problem”

*Theory*

**G.18 The Rhetoric of Settler Colonialism**

Capri 111, First Floor

*Chair:* Scott Richard Lyons, University of Michigan, Ann Arbor

*Speakers:* Christie Toth, University of Michigan, Ann Arbor, “Tribal College Composition and the Exigency of Settler Colonialism”

Scott Richard Lyons, University of Michigan, Ann Arbor, “Beyond Cultural Rhetoric: Composition and Settler Colonialism”

Dana Nichols, University of Michigan, Ann Arbor, “Reading Settler Colonialism: The Rhetoric of ‘Poverty Porn’”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**G.19 Literacy Instruction Meets Intercollegiate Sports**

Skybox 201, Second Floor

**Chair:** Martha Townsend, University of Missouri, Columbia

**Speakers:** Anne Cruzan, University of Michigan, Ann Arbor, “A FAR’s Perspective: A Faculty Athletics Representative Reflects on Her First Year on the Job”

Amy Perko, Knight Commission on Intercollegiate Athletics, Fayetteville, NC, “A Long-Time Professional Observer’s Perspective: The View from Both Inside and Out”

Martha Townsend, University of Missouri, Columbia, “A WAC/WID Perspective: An Outsider-to-Athletics Ponders the C’s Paucity of Attention to Student-Athletes”

*Institutional and Professional*

**G.20 Student Assessment, Program Assessment, and the Challenges**

Capri 113, First Floor

**Chair:** Natalia Kovalyova, University of North Texas, Dallas

**Speakers:** Nicholas Behm, Elmhurst College, Bolingbrook, IL, “Policy Reports and Writing Assessment: Unpacking the Color-blind Racism that Permeates Policy Reports Authored by the Educational Testing Service and the National Assessment of Educational Progress”

Michael Zerbe, York College of Pennsylvania, “Assessment of an Undergraduate Professional Writing Major”

Natalia Kovalyova, University of North Texas, Dallas, “Staking Our Claim: The Challenges of High-Stakes Assessment at a New University”

Kate Warrington, University of North Texas, Dallas, “Staking Our Claim: The Challenges of High-Stakes Assessment at a New University”

*Information Technologies*

**G.21 We Are Borg: Composing Processes and Identities**

Capri 112, First Floor

**Chair:** Sheri Rysdam, Utah Valley University, Salt Lake City

**Speakers:** Angela Lafen, Marist College, Poughkeepsie, NY, “Charting the New World between Whiteboards and Slides: Composing Online with Prezi”

Lauren Regan, Marist College, Poughkeepsie, NY, “Charting the New World between Whiteboards and Slides: Composing Online with Prezi”

Anna Knutson, University of New Mexico, Albuquerque, “Negotiating Metacognition in a Digital Landscape: Multimodal Reflection in the 21st Century Classroom”

Sara Hillin, Lamar University, Beaumont, TX, “Exploring Students’ Cyborgian Abilities in a Multimedia Writing Course”

*History*

**G.22 Historical Roots of Contemporary Language Practices**

Capri 115, First Floor

**Chair:** Tim Green, University of Michigan, Ann Arbor

**Speakers:** Tim Green, University of Michigan, Ann Arbor, “Language Ideology in Renaissance Rhetoric: How Religious Arguments Shaped Language Attitudes in Post-Reformation England”

Mary Payne, The University of Alabama, Tuscaloosa, “Nineteenth-Century Perceptions of Correctness and Their Implications for the Twenty-First Century”

Xinqiang Li, Michigan State University, East Lansing, “Realism in Modern China: History and Discussions”

*Community, Civic & Public*

**G.23 Public Education Alternatives: K-12 and Community Education**

Capri 105, First Floor

**Chair:** Joshua Schriftman, University of Miami, FL

**Speakers:** Courtney Adams Wooten, University of North Carolina Greensboro, “Homeschooling Cooperatives Complicate Critical Pedagogy and Composition’s Movement into the Public”

Joseph Bartolotta, University of Minnesota, Minneapolis, “Laboring Literacy: How a Literacy Program in One Labor Union Made Writing Public and Turned Workers into Writers and Speakers”

Jennifer Marciniak, University of Louisville, KY, “Literacy on the Backside: The Complex Relationship between Corporate Sponsorship and Migrant Worker Education at Churchill Downs”

Melissa Bender, University of California, Davis, “The Rhetoric of Economics, the Privatization of Education, and the Public Work of Composition”

*Basic Writing*

**G.24 What Kind of Citizens Are We Returning to China?**

Skybox 212, Second Floor

**Chair:** Marylou Gramm, University of Pittsburgh, PA

**Speakers:** Janine Carlock, University of Pittsburgh, PA, “Developing an Individual Belief System”

Marylou Gramm, University of Pittsburgh, PA, “Chinese Students Coming Out”

Renee Prymus, University of Pittsburgh, PA, “Inquiry as Intellectual Autonomy”



*Teaching Writing & Rhetoric*

**G.25 When the Classroom is Flipped: New Models of Teaching Writing**

Skybox 206, Second Floor

**Chair:** Chris Friend, University of Central Florida, Orlando

**Speakers:** Christina Grimsley, Texas Woman's University, Denton, "Flipping the Classroom: Investigating its Impact in First-Year Composition"  
Chris Friend, University of Central Florida, Orlando, "Implications of Delivery Mode for an Outcomes-Based FYC Curriculum"

Susan Crisafulli, Franklin College, IN, "The Inverted Writing Classroom: 'The Future of Education'"

*Institutional and Professional*

**G.26 First-year Composition, Rhetoric, and the Public University**

Royale Pavilion 8, First Floor

**Chair:** Crystal Colombini, The University of Texas at San Antonio

**Speakers:** Danika Brown, University of Texas, Pan American, "High-Impact Educational Practices as Rhetorical Pedagogy"

Catherine Chaput, University of Nevada Reno, "Local Students in a Global University: An Institutional Perspective"

Crystal Colombini, The University of Texas at San Antonio, "Divided We Struggle: Economics, Ethics, and the 'Stand-Alone'"

*Teaching Writing & Rhetoric*

**G.27 Understanding Transfer in the First-Year Writing Classroom**

Grande Ballroom H, First Floor

**Chair:** Caitlin Martin, Miami University, Oxford, OH

**Speakers:** Ronda Leathers Dively, Southern Illinois University Carbondale, "Writing About Creating: Charting Pathways for Knowledge Transfer in a Thematic FYC Course"

Caitlin Martin, Miami University, Oxford, OH, "Teaching for Transfer: Self-Assessment, Learning Outcomes, and Reflection as Necessary Components of Student Learning in FYC"

Elizabeth Hollis, Haralson County High School, Tallapoosa, GA, "In a New-er Light: Viewing Transfer in the Age of Common Core and College and Career Readiness"

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**G.28 Writing in the Sciences, Scientific Thought, and Mentoring Writers**

Skybox 207, Second Floor

**Chair:** David Coad, San Jose State University, CA

**Speakers:** Christopher Strelluf, University of Missouri, Kansas City, “Engineering Better Writing: Findings from a Cross-Disciplinary Collaboration on Freshman Composition”

Natalie Stillman-Webb, University of Utah, Salt Lake City, “‘Invisible’ Writing Instruction: Mentoring of Graduate Student Writers in the Sciences”

Lynn Chrenka, Ferris State University, Big Rapids, MI, “A Very Public Practice: When Pharmacy Students Write”

*Research*

**G.29 Public Health Claims, Writing in Entomology, and The Legacy of The First Public Normal School**

Skybox 208, Second Floor

**Chair:** Andrea Olinger, University of Illinois at Urbana-Champaign

**Speakers:** Anna Hensley, Syracuse University, NY, “Indexing Massive Bodies in the ‘Obesity Crisis’: Tracing the Circulation of Public Health Information”

Andrea Olinger, University of Illinois at Urbana-Champaign, “Styling Arthropods: A Sociocultural Account of Writing Styles in Entomology”

Lee Torda, Bridgewater State University, MA, “Meanwhile at Bridgewater: The Real and Possible Legacy of the First Public Normal School”

*Professional and Technical Writing*

**G.30 Exploring Public Plain Language Use in Government, Ethics, and Countercultures**

Skybox 209, Second Floor

**Chair:** Karen Nulton, Drexel University, Philadelphia, PA

**Speakers:** Derek Ross, Auburn University, AL, “Subverting Plain Language: The Technical Communication of Ecotage”

Russell Willerton, Boise State University, ID, “Plain Language at the Intersection of Writer’s Ethics and Readers’ Rights”

Kathleen Kerr, Virginia Tech, Blacksburg, “Pragmatics and Plain Writing Laws”

*Teaching Writing & Rhetoric*

**G.31 Multi-Modal Blues**

Skybox 210, Second Floor

*Chair:* Jo-Ann Hamilton, City College of New York, NY

*Speakers:* Jo-Ann Hamilton, City College of New York, NY  
Charlene Cambridge, City College of New York, NY

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**G.32 Writing on Different Soil: Adaptations of Writing and Composition Studies at Three International Sites**

Grande Ballroom F, First Floor

*Chair:* Charles Bazerman, University of California, Santa Barbara

*Speakers:* Elizabeth Narvaez-Cardona, University of California, Santa Barbara, “Writing Practices in Colombian Higher Education: The Challenges for Composition Curricula”

Natalia Avila, University of California, Santa Barbara, “Changing Institutional Frames: Building a Culture of Writing at Pontifical Catholic University of Chile”

James Austin, University of California, Santa Barbara, “Revising Literac(ies) Abroad: Disciplinary Adaptability at the American University in Cairo”

*Teaching Writing & Rhetoric*

**G.33 Interviewing, Free Speech, and Improvisation: Making Sense Live, In Public**

Skybox 211, Second Floor

*Chair:* John Peterson, Stanford University, Palo Alto, CA

*Speakers:* Mark Baker, University of California, Santa Cruz, “Emerging Political Identities in the Classroom”

Robin King, University of California, Santa Cruz, “Shared and Diverse Experiences, Face-to-Face”

Gabrielle Moyer, Stanford University, Palo Alto, CA, “Publicly Unpredictable: Student Interviews”

John Peterson, Stanford University, Palo Alto, CA, “Free Speech? The Danger and Beauty of Speaking Off the Cuff”

*Teaching Writing & Rhetoric*

**G.34 Toward a Sustainable Curriculum: Teaching FYC at the Community College Level with a Focus on Food Politics, Consumption, and the Environment to Promote Critical Literacy**

Royal Pavilion 5, First Floor

*Chair:* Shannon Mondor, College of the Redwoods, Eureka, CA

*Speakers:* Shannon Mondor, College of the Redwoods, Eureka, CA, “Supermarket Pastoral, Food Porn, and the Nutritional Industrial Complex: Nurturing Critical Literacy by Exploring the Rhetoric of Food Politics and Food Security”

Lesley Manousos, College of the Redwoods, Eureka, CA, “The Ordinary Made Extraordinary: Encouraging Semiotic Analysis of Our Fast Food Culture to Promote Critical Literacy”

Robyn Roberson, College of the Redwoods, Eureka, CA, “Trickster Dialectic in Food Knowledge—What Does Environment Have to Do with Food?”

*Teaching Writing & Rhetoric*

**G.35 Participating in Shaping Meaning: Student Encounters with Scholarly Texts in Writing-about-Writing Courses**

Royale Pavilion 6, First Floor

*Chair:* Laurie McMillan, Marywood University, Scranton, PA

*Speakers:* Marianna Hendricks, University of Texas at El Paso, “Re-Mediating Workplace Writing with Scholarly Readings”

Angie Ford, Montana State University, Bozeman, “Student Responses to Being Trusted with Primary Texts”

Doug Downs, Montana State University, Bozeman, “Rhetoric, Not Modes: The Inadequacy of ‘Critical’ Reading for Writing-about-Writing”

Laurie McMillan, Marywood University, Scranton, PA, “Reading Difficult Texts: Students’ Use of Sources in WAW Courses”

**Open Working Meeting of the Community Literacy, Service-Learning, and Public Rhetorics SIG**

Room 203, Second Floor

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are Invited.

*Co-Chairs:* Cindy Mooty, Wayne State University, Macomb, MI  
Allen Brizee, Loyola University, Baltimore, MD

## H Sessions: 11:00 a.m.–12:15 p.m.

### *Featured Session*

## **Perspectives on the History and Future of Basic Writing**

Grande Ballroom A, First Floor

At this important juncture in our educational history—when access is threatened by economic conditions as well as misinformed perceptions of who and what basic writing is, and can be—this panel aims to provide a long view of the important moments in basic writing’s history, particularly those that portend for its future. Our three featured speakers offer perspectives on the history and possible futures of basic writing from their points of view as scholars of this field’s social, material, and institutional histories. They collectively raise questions such as, how did the nomenclature of “basic” writing develop, and as part of—or against—what cultural circumstances? How do the notions of resistance and assimilation continue to characterize the ways in which programs embrace or reject basic writing and basic writers? In what ways do origin points in the history of basic writing shape the continuing future of this field at institutions of various types and missions? What trajectories for the study and practice of basic writing are the most pressing for twenty-first century scholar-teachers? We hope this panel will encourage audience members to craft their own answers to these important questions, and share those answers as part of the question and answer time following the presentations.



**Andrea Lunsford**

### *Chair:*

**Kelly Ritter**

University of North Carolina at Greensboro



**George Otte**



**Mary Soliday**



**Kelly Ritter**

***Speakers:***

**Andrea Abernathy Lunsford**

Stanford University, CA, “What’s In a Name: The Development of Basic Writing”

**George Otte**

CUNY School of Professional Studies, NY, “Anything But Basic”

**Mary Soliday**

San Francisco State University, CA, “Where We Were Is Where We Could Be”

***Respondent:*** Kelly Ritter, University of North Carolina at Greensboro



*Community, Civic & Public*

**H.02 Narrating, Building, and Framing a Public Space for Literacies—Across Disciplines, Colleges, Public Schools, and Local Communities**

Grande Ballroom E, First Floor

**Chair:** David Marquard, The University of North Carolina at Pembroke

**Speakers:** Teagan Decker, The University of North Carolina, Pembroke, “Literacy and Learning by Way of Listening to the Students”

Tank Steiner, The University of North Carolina at Pembroke, “Literacy and Student Leadership”

David Marquard, The University of North Carolina at Pembroke, “Rhetorical Listening across Disciplines and Communities: Putting to Practice the Theoretical Underpinnings within New Literacy Studies”

Scott Hicks, The University of North Carolina, Pembroke, “Literacy: Bringing the Community Together”

*Community, Civic & Public*

**H.03 Composing the Public (and its Problems): John Dewey and the Public Work of Rhetoric and Composition**

Royale Pavilion 4, First Floor

**Chair:** Paul Lynch, St. Louis University, MO

**Speakers:** Jeff Grabill, Michigan State University, East Lansing, “How to Assemble a Public, Instructions and Devices Included”

Daniel Richards, University of South Florida, Tampa, “I Have a Proposition for You’: The Problems of Composing Heterogeneous Assemblies”

Paul Lynch, St. Louis University, MO, “Composition as Democratic Experience”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**H.04 Not Either/Or: Civic Rhetoric, Community Engagement, and the Public Work of Composition**

Skybox 201, Second Floor

**Chair:** Joyce Meier, Michigan State University, East Lansing

**Speakers:** John Raucci, Michigan State University, East Lansing, “John Quincy Adams’s Civic Rhetoric: A Reconsideration of Why Publics Matter in Composition”

Joyce Meier, Michigan State University, East Lansing, “The Space Between: Public Student Composers in Class/Community Settings”

Leonora Smith, Michigan State University, East Lansing, “Revising the Work of Childhood: A First-Year Composition/ Elementary Art Collaboration”

*Community, Civic & Public*

**H.05 Writing and The Politics of Acceleration**

Grande Ballroom D, First Floor

**Chair:** Beverly Neiderman, Kent State University, OH

**Speakers:** Margaret Shaw, Kent State University, OH, “What Are We Sacrificing in the Move to the Three-Year Degree?”

Uma Krishnan, Kent State University, OH, “Preparing ‘Dual Citizens’ for Tomorrow”

Halle Neiderman, Kent State University, OH, “Politicking Composition”

Beverly Neiderman, Kent State University, OH, “Acceleration Politics and the Role of the Writing Program Administrator”

*Information Technologies*

**H.06 Public Composition in Privatized Digital Spaces**

Capri 104, First Floor

**Chair:** Kaitlin Marks-Dubbs, University of Illinois at Urbana-Champaign

**Speakers:** Kaitlin Marks-Dubbs, University of Illinois at Urbana-Champaign, “Spreadability and Censorship: Digital Community Standards against Spreading Self-Harm”

Megan Condis, University of Illinois at Urbana-Champaign, “The Politics of Avatars: Disability in Virtual Worlds”

*Teaching Writing & Rhetoric*

**H.07 Composer Agency and Multimodal Composition**

Royale Pavilion 7, First Floor

**Chair:** Anne Wysocki, University of Wisconsin, Milwaukee

**Speakers:** Matt Davis, University of Massachusetts, Boston, “Preparing for the (Counter) Public: Commonplace Books, Microblogs, and the 2012 Presidential Election”

Timothy Oleksiak, University of Minnesota, Twin Cities, Minneapolis, “This Text is Not For You: Rhetorical Eavesdropping and Multimodal Composition”

Clayton Benjamin, University of Central Florida, Orlando, “Rethinking Composition as Human-Text Interaction”

**Respondent:** Anne Wysocki, University of Wisconsin, Milwaukee



*Basic Writing*

**H.08 Digital Media and Basic Writing: Enhancing the Work of Composition**

Top of the Riviera North, Monaco Tower, 24th Floor

**Chair:** Sara Webb-Sunderhaus, Indiana-Purdue Fort Wayne

**Speakers:** Catherine Braun, The Ohio State University at Marion, “Encouraging Inquiry/Challenging Formalism: Remix Assignments in a Basic Writing Class”

Sara Webb-Sunderhaus, Indiana-Purdue Fort Wayne, “A Narrative Can Be Explored in More Ways than One: Digital Media and the Transition From Basic to First-Year Writing”

Nancy F. Pine, Columbus State Community College, OH, “But I’m Just Not Good With Technology: From Resistance to Empowerment in Basic Writing Courses”

*Theory*

**H.09 New Media Ecologies: Technology, Nature, Aesthetics, Complexity**

Grande Ballroom G, First Floor

**Chair:** Sean Morey, Clemson University, SC

**Speakers:** Sidney Dobrin, University of Florida, Gainesville, “New Media (Complex) Ecology and The New Media Ecological Complex”

Steven Holmes, Clemson University, SC, “Writing Eco-relational Aesthetics”

Sean Morey, Clemson University, SC, “Writing Beyond Nature, Nature Beyond Writing”

John Tinnell, University of Florida, Tallahassee, “Writing Beyond Augmentation: Ecological Models of Human-Technology Relations”

*Writing Programs*

**H.10 Transition and Transfer: Tracing Student Movement through Writing Majors and Across Disciplines**

Royale Pavilion 8, First Floor

**Chair:** Vanessa Alander, Plymouth State University, Madison, NH

**Speakers:** Donna Scheidt, High Point University, NC, “(Legal) Writing as a Liberal Art in the Undergraduate Writing Major”

Laurie A. Pinkert, Purdue University, Lafayette, IN, “Across the Disciplines and Within: Results of a Study of Graduate Writing Courses”

T J Geiger, Syracuse University, NY, “The Life-Course of Writing Majors: Learning Beyond a Single Course”

Susan Hahn, DePauw University, Carpinteria, CA, “Transfer Studies: From First-Year Composition to Senior Capstone”

*Writing Programs*

**H.11 Making Our Work Public: Creating a New English Major**

Skybox 212, Second Floor

*Chair:* Morgan Gresham, University of South Florida, St. Petersburg

*Speakers:* Jill McCracken, University of South Florida, St. Petersburg  
Morgan Gresham, University of South Florida, St. Petersburg

*Information Technologies*

**H.12 Haunted Places: Composing Possibilities for Democratic Design**

Capri 105, First Floor

*Chair:* Jessica Nastal, University of Wisconsin-Milwaukee

*Speakers:* Rajendra Panthee, The University of Texas at El Paso, “Inviting Citizen Designers to Design Interface for the Democratization of Online Environments”

Larry Beason, University of South Alabama, Mobile, “Ghosts of Places in Students’ Public Writing”

Erich Werner, Front Range Community College, Fort Collins, CO, “From Rant to Ruin: Composing for the Internet’s Many and Complex Speeds”

Leigh Graziano, Florida State University, Tallahassee, “The Ghost in the Machine: The Public and Private in Vernacular Memorials”

*Institutional and Professional*

**H.13 Privatization and Writing Instruction: Venture Philanthropy, for-Profits, and Contingent Self-Advocacy**

Capri 106, First Floor

*Chair:* Nicole McFarlane, Fayetteville State University, NC

*Speakers:* Glenn Moomau, American University, Washington, DC, “The Public Work of Self-Advocacy: How Writing Faculty Can Change Contingent-Faculty Working Conditions”

Lacey Wootton, American University, Washington, DC, “The Public Work of Self-Advocacy: How Writing Faculty Can Change Contingent-Faculty Working Conditions”

*Institutional and Professional*

**H.14 The Public Works of Program Administration:  
Accreditation and Assessment**

Capri 107, First Floor

**Chair:** Peggy O'Neill, Loyola University Baltimore, MD

**Speakers:** Peggy O'Neill, Loyola University Baltimore, MD, "The Rhetoric and Reality of Writing Assessment"

Cindy Moore, Loyola University Baltimore, MD, "Using Outcomes-based Accreditation to Improve Faculty Evaluation"

Angela Crow, James Madison University, Harrisonburg, VA, "The Giant Data-Pool: Accreditation and Assessment Futures in the Land of Online Learning Resources"

*Writing Programs*

**H.15 Making the Grade: Exploring and Explaining "Failure"  
in the Composition Classroom and Beyond**

Capri 108, First Floor

**Chair:** Patti Wojahn, New Mexico State University, Las Cruces, NM

**Speakers:** Laurie Churchill, New Mexico State University, Las Cruces, NM, "Who's Failing Whom? Programmatic Obstacles to Student Success and Voices from the 'Failed'"

Patti Wojahn, New Mexico State University, Las Cruces, NM, "Who's Failing Whom? Programmatic Obstacles to Student Success and Voices from the 'Failed'"

Elizabeth Hodges, Virginia Commonwealth University, Richmond, VA, "Beneath the Behaviors: Explaining Failure Through Survey and Interview"

Dawn Shepherd, Boise State University, Boise, ID, "Supporting Student Success: Retention, Engagement, and Students Who Repeat First-Year Writing Courses"

*Basic Writing*

**H.16 Toward Consensus: Basic Writing Pedagogy in  
Community Colleges, from Faculty Development  
to Active Learning**

Capri 109, First Floor

**Chair:** Jamey Gallagher, Community College of Baltimore County, MD

**Speakers:** Jamey Gallagher, Community College of Baltimore County, MD, "Faculty Development as Consensus Building"

Peter Adams, Community College of Baltimore County, MD, "Thinking Our Way Toward a Pedagogy for Basic Writing"

Michelle Zollars, Patrick Henry Community College, Martinsville, VA,  
“Transforming Colleges and Classrooms through Active Cooperative  
Learning”

*Theory*

**H.17 Socially Built Environment Surrounding Disability**

Capri 110, First Floor

**Chair:** Valerie P. Rendel, Lewis University, Romeoville, IL

**Speakers:** Rebecca Miner, Michigan Technological University, Houghton,  
“Oppressive Collective Illness Narratives in Online Socially Built En-  
vironments”

Rochelle Gregory, North Central Texas College, Providence Village, TX,  
“‘Too Autistic?’ or ‘Not Autistic Enough?’: Challenging Identifications  
of Autistic Students as ‘Living Computers’”

*Basic Writing*

**H.18 Politics, Basic Writing, and the CSU System**

Capri 111, First Floor

**Chair:** KC Culver, University of Miami, FL

**Speakers:** Mathew Gomes, Michigan State University, East Lansing, “For-  
eign Investments: International Student Recruitment and the Modern  
Utility of Remediation in the CSU System”

Dan Melzer, California State University, Sacramento, “Ending Remedia-  
tion: A Critical Discourse Analysis”

Brenda Helmbrecht, California Polytechnic State University, San Luis  
Obispo, “Still on the Front Lines: The Battle to Protect Students from a  
‘Remedial’ Debate”

*Professional and Technical Writing*

**H.19 Risk, Rhetoric, and Military Legacies in the Town Next  
Door**

Grande Ballroom B, First Floor

**Chair:** Julie Staggers, University of Nevada Las Vegas

**Speakers:** Sam Dragga, Texas Tech University, Lubbock, “Dangerous  
Neighbors: The Public Impact of Erasive Rhetoric”

Gwendolyn Gong, Chinese University of Hong Kong, Shatin, “Dangerous  
Neighbors: The Public Impact of Erasive Rhetoric”

Julie Staggers, University of Nevada Las Vegas, “Destined to Fail: Military-  
Industrial Roots of Hanford’s Safety Culture”

Michele Simmons, Miami University of Ohio, Oxford, “Communicating  
with the Public in the City Behind the Fence”

*Theory*

**H.20 (Re)connecting Reading and Writing:  
A Cross-Generational Perspective**

Grande Ballroom H, First Floor

**Chair:** Patricia Donahue, Lafayette College, Easton, PA

**Speakers:** Mariolina Salvatori, University of Pittsburgh, PA, “Reading the 80s”

Patricia Donahue, Lafayette College, Easton, PA, “Re-reading Rhetorical Reading”

Ellen Carillo, University of Connecticut, Waterbury, “Making Reading Visible in Classrooms Across the Disciplines”

Mike Bunn, University of Southern California, Los Angeles, “Reading Like a Writer in the Composition Classroom”

*Language*

**H.21 Advising Resident Multilingual Writers: Challenges, Implications, and New Directions for Research**

Capri 112, First Floor

**Chair:** Tanita Saenkhum, University of Tennessee, Knoxville

**Speakers:** Robin Murie, University of Minnesota, Duluth, “Bringing the Advisor onto the Instructional Team: A Learning Community for Multilingual Students”

Shawna Shapiro, Middlebury College, Burlington, VT, “College-Preparatory Advising in High School: Who Do Refugee Students Turn to, and Why?”

Tanita Saenkhum, University of Tennessee, Knoxville, “First-Year Composition Placement Advising: Bridging Communication Gaps between Academic Advisors and Resident Multilingual Writers”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**H.22 Making Reading Public in College Writing**

Capri 113, First Floor

**Chair:** John Eliason, Gonzaga University, Spokane, WA

**Speakers:** Ann Ciasullo, Gonzaga University, Spokane, WA, “The Still-Common Disconnect Between College Reading and Writing”

John Eliason, Gonzaga University, Spokane, WA, “Expanding the Public Sphere for College Reading and Writing”

*Theory*

**H.23 Ethically Engaging Difference: Rhetorical Empathy, Insider-Outsider Rhetoric, and Representations of Disability**

Capri 114, First Floor

**Chair:** Dominic Ashby, Miami University, Oxford, OH

**Speakers:** Lisa Blankenship, Miami University, Oxford, OH “Ethical Imperatives: Rhetorical Empathy and Public Discourse”

Kevin Rutherford, Miami University, Oxford, OH, “Moving Beyond ‘The Feels’: Activism and Katawa Shoujo”

Dominic Ashby, Miami University, Oxford, OH, “Contextualizing Affiliations: Fluid Insider-Outsider Identities”

*Teaching Writing & Rhetoric*

**H.24 Intervention, Response, and the Conditions for Writing**

Capri 103, First Floor

**Chair:** Victoria Stay, American Military University/American Public University, Charles Town, WV

**Speakers:** Scott O’Callaghan, Columbus, OH, “Making the Work of Response (More) Public: ‘Authentic Workshops’ of Teachers’ Responses to Student Writing, Shared among Peers”

James Daniel, University of Wisconsin-Madison, “The Writer as Agent: Intervention in the Writing Classroom”

*Academic Writing*

**H.25 Teaching Research as Metadisciplinary Awareness**

Capri 115, First Floor

**Chair:** Amanda Irwin Wilkins, Princeton University, NJ

**Speakers:** Amanda Irwin Wilkins, Princeton University, NJ, “Learning a Different Discipline: Boot Camps for Dissertation Writers”

Andrea Scott, Princeton University, NJ, “Responding to the Citation Project: Teaching Source Use in FYC through Metadisciplinary Awareness”

Judith Swan, Princeton University, NJ, “Reading (and Writing) about the Scientific Literature with International Graduate Students”

Keith Shaw, Princeton University, NJ, “Process as Disciplinary Catalyst in Writing Centers”

*Teaching Writing & Rhetoric*

**H.26 Pedagogies for The Globalized Classroom**

Grande Ballroom F, First Floor

**Chair:** Margaret Willard-Traub, University of Michigan-Dearborn

**Speakers:** Margaret Willard-Traub, University of Michigan-Dearborn, “Public Displays: Trans-cultural Pedagogies, Reflective Writing and the Globalized Composition Classroom”

Kyle Nuske, Indiana University of Pennsylvania, “Intercultural Rhetoric: Ideologies of Cultural Comparison and Pedagogical Applications in ESL Writing Classrooms”

Santosh Khadka, Syracuse University, NY, “Multiliterate Composition Framework for the Public Work of Composition”

*Research*

**H.27 Genre and Public Sites**

Capri 116, First Floor

**Chair:** Jonathan Bradshaw, Miami University, Oxford, OH

**Speakers:** Brenda Rinard, University of California, Davis, “Genre Awareness as a Threshold Concept: Upper-Division Composition and Workplace Transfer”

Kate Pantelides, University of South Florida, Tampa, “Mapping New Public Directions in the Dissertation Genre Ecology”

Jonathan Bradshaw, Miami University, Oxford, OH, “Composing ‘From Here Back’: Antecedent Genres and Rhetorical Pasts”

*Teaching Writing & Rhetoric*

**H.28 The Public Role of Writing and Technology for Multilingual Learners and Writing Teacher Candidates**

Skybox 206, Second Floor

**Chair:** Cate Crosby, University of Cincinnati, OH

**Speakers:** Cate Crosby, University of Cincinnati, OH, “The Public Role of Writing and Second Language Writing (SLW) Teacher Candidates”

Christine Rosalia, Hunter College, CUNY, NY, “Teacher Preparation in a Hybrid Writing Center”

Myra Goldschmidt, Pennsylvania State University, Brandywine, “Acquiring Public and Private Writing Literacy across Disciplines”

*Research*

**H.29 Composition and Its Publics: Three Moments of Reckoning from 1954–2012**

Royale Pavilion 5, First Floor

**Chair:** Les Perelman, Massachusetts Institute of Technology, Lexington

**Speakers:** Les Perelman, Massachusetts Institute of Technology, Lexington, “The Rhetoric of the Debate on Automated Essay Scoring: How We Can Win It and How We Can Lose It”

Jonna Perrillo, University of Texas at El Paso, “Race and Representation in Textbooks for Black Students in the 1960s and 1970s”

Nicole Wallack, Columbia College, New York, NY, “Lessons in Civil Discourse: Examining the Rhetoric of Civic Inclusion in Standardized Essay Examinations from 1954–1964”

*Teaching Writing & Rhetoric*

**H.30 Composing Beyond the Classroom: Situating First-Year Composition in Digital Writing Environments**

Skybox 207, Second Floor

**Chair:** Lisa J. McClure, Southern Illinois University, Carbondale

**Speakers:** Richard K. Angle, Southern Illinois University, Carbondale, “An Emerging Bubble Text: Assessing the Impact of Microsoft Word’s Commenting Feature on Perceptions of Instructor Response”

Robert Neil Calton, Southern Illinois University, Carbondale, “Representing Classical Traits of a Rhetoric-Based Education in Digital Writing Instruction Environments”

Jennifer M. Hewerdine, Southern Illinois University, Carbondale, “Composing the Self: Agency in a Multimodal First-Year Composition Class”

*Institutional and Professional*

**H.31 Asserting the Graduate Student Perspective: Negotiating Identity Issues and Pedagogical Concerns through the Practicum**

Skybox 208, Second Floor

**Chair:** Jens Lloyd, University of California, Irvine

**Speakers:** Jens Lloyd, University of California, Irvine, “Peer Potential: Camaraderie and Collaboration for New GSIs in the Practicum”

Maureen Fitzsimmons, University of California, Irvine, “Podium Surfing: GSIs and Expectations of the First-Year Writing Course”

Jessie Wirkus, University of California, Irvine, “The Effects of Feedback on GSIs and Collaborative Practices”



*Information Technologies*

**H.32 Gendered Literacy Practices In Digital Spaces**

Royale Pavilion 6, First Floor

*Chair:* Maureen Daly Goggin, Arizona State University, Tempe

*Speakers:* Amber Nicole Pfannenstiel, Arizona State University, Tempe, “Women Reading Romance Novels are Routinely Stereotyped and Laughed At”

Jennifer Russum, Arizona State University, Tempe, “Craft Bloggers Permeate the Blogosphere”

*Teaching Writing & Rhetoric*

**H.33 Narrative Genres in an Outcomes-Based World**

Skybox 210, Second Floor

Co-*Chairs:* Elizabeth Kimball, City University of New York, NY

Emily Schnee, Kingsborough Community College (CUNY), NY

*Speakers:* Elizabeth Kimball, City University of New York, NY, “Pushing the Limits of Genre: What Can + Should be Taught in First-Year Writing/Freshman Composition Across Contexts”

Emily Schnee, Kingsborough Community College (CUNY), NY, “The Politics of Assessing Diverse Genres”

*Research*

**H.34 Writing about Writing, Thinking about Thinking: Promoting Transfer Within and Beyond First-Year Composition**

Skybox 211, Second Floor

*Chair:* Dana Driscoll, Oakland University, Rochester, MI

*Speakers:* Christina Hall, Oakland University, Rochester, MI, “Closed-Ended vs. Open-Ended Prompts: Exploring Responses to Reflective Writing Assignments”

Timothy Briggs, Oakland University, Rochester, MI, “From Alphabetic Texts to Multimodal Texts: The Transfer of Rhetorical Knowledge and Composing Processes”

Marilyn Borner, Oakland University, Rochester, MI, “The Metacognitive Approach: Reflecting Upon the Writing Process to Transfer Knowledge Across Assignments”

*Information Technologies*

**H.35 “Paying Attention” to Web 2.0: Social Media and the Public Work of Composition**

Skybox 202, Second Floor

**Chair:** Letizia Guglielmo, Kennesaw State University, Atlanta, GA

**Speakers:** Mark Gardner, Kennesaw State University, Atlanta, GA, “Social Media and Peer Review: A Case Study of Edmodo in the First-year Composition Classroom”

Scott Singleton, Kennesaw State University, Atlanta, GA, “Remix: Social Media and Copyright”

Jessica Price, Kennesaw State University, Atlanta, GA, “‘Hello World. It’s me, Eve.’ Introducing Eve to Web 2.0”

Julia Mann, Kennesaw State University, Atlanta, GA, “Social Media, Privacy, and the Composition Classroom”

*Teaching Writing & Rhetoric*

**H.36 Reading to Lead and Writing to Win: Composing Future Leaders of Character for the U.S. Air Force**

Skybox 209, Second Floor

**Chair:** Jeffrey Collins, USAF Academy, CO

**Speakers:** Hugh Burns, USAF Academy, CO, “The Public Possibilities of New Media Pedagogy: Shaping Arguments with Digital Video”

Andrea Van Nort, USAF Academy, CO, “Meeting Outcomes through Rog-erian Argumentation and Institutional Collaboration”

Laura Joan Davies, USAF Academy, CO, “Creating Curriculum that Fits the Place: What the USAFA’s Mission Means to First-Year Writing”

Jeffrey Collins, USAF Academy, CO, “You Said What? Creative Nonfiction in Coaching Advanced Rhetorical Understandings”

*Research*

**H.37 Here Comes the Neighborhood: Re-Inventing the University through Students’ Stories**

Grande Ballroom C, First Floor

**Chair:** Bump Halbritter, Michigan State University, Houghton

**Speakers:** Jenn Fishmann, Marquette University, Milwaukee, WI, “The Kairos of Sponsorship: Inquiry, Archive, and Emergent Value”

Bump Halbritter, Michigan State University, East Lansing, “Starting Small: Community Literacy and the Small Liberal Arts College”

Julie Lindquist, Michigan State University, East Lansing, “The Kairos of Sponsorship: Inquiry, Archive, and Emergent Value”

**Respondent:** Doug Hesse, University of Denver, CO

Friday, 11:00 a.m.–12:15 p.m.

## **Open Working Meeting of the Working-Class Culture and Pedagogy SIG**

Room 203, Second Floor

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are Invited.

**Chair:** William Thelin, University of Akron, OH

# I Sessions: 12:30–1:45 p.m.

*Featured Speaker*

**Co-Sponsored by CCC IP Committee**

**Kenneth Crews**

## **Scholarship and Composition as Public Works: Legal Control of Your Own Copyrights**

Grande Ballroom A, First Floor

*Chair:* Jeff Galin, Florida Atlantic University

Copyright law grants automatic legal protection for nearly all original writings, producing a legal regime of control over academic scholarship and student essays alike. Traditionally, copyright has been understood as a means for encouraging authors. In the modern academic world, however, copyright can just as often be an interference with the growth of knowledge. Copyrights are often transferred to publishers and other parties who do not share the goals of authors and researchers, leading to constraints and controls over future uses. As a result, tensions and lawsuits are expanding over the application and meaning of fair use and licensing terms. Often the best solution is for authors of new works to assert control themselves and share their rights. This presentation will explore the changing environment of copyright and the growing struggle over law and contract as means of control. In the end, authors hold the greatest power to prevent copyright conflicts through good stewardship of their own copyrights—by pressing for better contracts with publishers, by adopting new technologies for sharing works, and by choosing publishers and other means of disseminating that support open access of our academic and literary creations. Only through asserting control of our own copyrights can we prevent the constraints that are often claimed by others.

Kenneth Crews joined Columbia University in January 2008 as founding director of the Copyright Advisory Office (CAO). For more than twenty years, Dr. Crews has focused much of his research, policymaking, and teaching on copyright issues. He has published widely on the topic, and he is a frequent speaker at universities and meetings throughout the world. In 2008 he completed a study for the World Intellectual Property Organization (an agency of the United Nations), analyzing copyright statutes applicable to libraries in the laws of more than 150 countries.



**Kenneth Crews**

*Featured Session*

**Walking the Fine Line between Insult and Injustice:  
Stories and Strategies for “At Risk” Faculty  
and Graduate Students**

Royale Pavilion 5, First Floor

At this past 4Cs in St. Louis, a number of caucus leaders in conversations and via e-mail expressed their concerns that graduate students and new faculty in identity-based caucuses have experienced injustices in graduate school, on the job market, and as new faculty. All of the caucus leaders of this roundtable have been through similar injustices on their route to tenure and beyond. While MLA developed documents such as the “Guidelines for Good Practice by the Committee on the Literatures of People of Color in the U.S. and Canada,” “The Affirmative Activism Project,” “Resources for Faculty Members



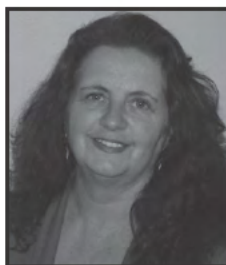
**Elaine Richardson**

of Color Wiki,” and a number of other documents coming from the Committee on the Literatures of People of Color in the United States and Canada, as well as various MLA Task Forces, 4Cs is significantly behind in creating such initiatives and documents. This roundtable will relate stories from the presenters’ experience with academic injustices, as well as invite junior faculty and graduate students to enlighten our 4Cs members on what they have gone through and what needs to be done to improve the conditions of graduate students and new faculty, the largest identity-based populations in all of our caucuses.

*Chair:* Aja Martinez, Binghamton University-State University of New York



**Jessica Barros**



**Joyce Rain Anderson**



**Asao Inoue**



**Cristina  
Kirklighter**



**Martha Marinara**



**Malea Powell**

*Speakers:*

**Elaine Richardson**

The Ohio State University, Columbus

“True to the Academic Game: Treacherous Traps, Slippery Slopes, and the Politics of Promotion for (Black) Scholars”

**Jessica Barros**

Ithaca College, Brooktondale, NY

“No Black in the Union Jack: The Imping of Black Bodies in Academia and the Struggle for Justice”

**Joyce Rain Anderson**

Bridgewater State University, MA

“You’re Not the Indian I Had in Mind”

**Asao Inoue**

California State University, Fresno

“Modeling the Minority: Asian/Asian American Perspectives in Academia”

**Cristina Kirklighter**

Texas A&M Corpus Christi

“Who Do You Really Want for a Faculty Colleague? Latin@ Cuentos of Injustices and New Racism in Academia”

**Martha Marinara**

University of Central Florida, Orlando

“In, Out, or Peeking Through the Closet Door”

**Respondent:**

**Malea Powell**

Michigan State University, East Lansing

*Language*

**I.02 Complexities of Curricula in the “Global” Era:  
Contesting Remediation across Contexts**

Skybox 212, First Floor

**Chair:** Tony Scott, Syracuse University, NY

**Speakers:** Rachael Shapiro, Syracuse University, NY, “Balancing Contextual Obligations: Designing Basic Writing Curricula in the Global Era”  
Iswari Pandey, Syracuse University, NY, “‘Remediation’ and English Writing Across the Borders”

*Teaching Writing & Rhetoric*

**I.03 The High Stakes of “Real Writing”: Digital Citizenship Meets FYC**

Capri 105, First Floor

**Chair:** Megan Fulwiler, The College of Saint Rose, Albany, NY

**Speakers:** Kim Middleton, The College of Saint Rose, Albany, NY, “Cut and Print: The Remix Video Project”

Jennifer Marlow, The College of Saint Rose, Albany, NY, “Community and Competencies: Rethinking Learning Outcomes for Members of a Writing Public”

Megan Fulwiler, The College of Saint Rose, Albany, NY, “Measuring and Marketing: Institutional Identity, Accountability and Assessment”

*Writing Programs*

**I.04 Invitations to Dialogue: Student Involvement in Teaching for Transfer Across and Outside the Composition Sequence**

Capri 106, First Floor

**Chair:** Adrienne Jankens, Wayne State University, Detroit, MI

**Speakers:** Amy Ann Metcalf, Wayne State University, Detroit, MI, “Lateral Transfer in Basic Composition: Making Connections”

Adrienne Jankens, Wayne State University, Detroit, MI, “From Reflective Dialogue to Reflective Practice: Integrating Teaching for Key Concepts and Behaviors in the Introductory Writing Course”

Nicole Guinot Varty, Wayne State University, Detroit, MI, “How Do We Actually Teach for Transfer?: Fostering Student Choice and Inviting Students to Engage”

*Writing Programs*

**I.05 A Writing Center Targets Writing in the STEM Disciplines**

Capri 107, First Floor

**Chair:** Enrico Sassi, North Dakota State University, Fargo

**Speakers:** Enrico Sassi, North Dakota State University, Fargo, “Establishing a Graduate Disciplinary Writing Consultant (DWC) in the Sciences”  
Mary Laughlin, North Dakota State University, Fargo, “Researching Disciplinary Writing and Developing Resources for Writing Center Consultants”

Matt Warner, North Dakota State University, Fargo, “Deploying Writing Consultants as Writing Fellows in Undergraduate ‘Writing in the Sciences’ Classes”

*Basic Writing*

**I.06 Like Salmon Swimming Upstream: Developing Writers, Dams, and Scales**

Capri 104, First Floor

**Chair:** Susan Lowry, Antelope Valley College, Lancaster, CA

**Speakers:** Scott Covell, Antelope Valley College, Lancaster, CA

Karen Lubick, Antelope Valley College, Lancaster, CA, “Scales: How Student Success is Weighed and Filleted”

Susan Lowry, Antelope Valley College, Lancaster, CA, “Dam(n) Building: The Role Of Public Money and Public Policy in the Stream of Student Success”

*Basic Writing*

**I.07 Reacting, Rallying, Re-imagining: Full-Fledged University Students, Basic Writers No More**

Capri 103, First Floor

**Chair:** Don Kraemer, California State Polytechnic University, Pomona

**Speakers:** Leonard Vandegrift, California State Polytechnic University, Pomona, “Reacting, Rallying, Re-imagining: On Supporting a Stretched First-Year Composition Program”

Kristy Hodson, California State Polytechnic University, Pomona, “Reacting, Rallying, Re-imagining: On Teaching a Stretched First-Year Composition Course”

John Edlund, California State Polytechnic University, Pomona, “Reacting, Rallying, Re-imagining: On Stretching a First-Year Composition Program”



*Community, Civic & Public*

**I.08 Re-Organizing Graduate Education through Community Engagement**

Top of the Riviera North, Monaco Tower, 24th Floor

**Chair:** Paul Feigenbaum, Florida International University, Miami

**Speakers:** Chris Gallagher, Northeastern University, Boston, MA, “Academic Expertise and Antiracist Community Engagement”

Jessica Pauszek, Northeastern University, Boston, MA, “Creating Spaces and Redefining Graduate Education through Community Engagement”

Ben Kuebrich, Syracuse University, NY, “Organizer First, Teacher Second, Grad Student Third: Shifting Priorities and Still Getting Done”

**Respondent:** Steve Parks, Syracuse University, Philadelphia, PA

*Information Technologies*

**I.09 Going Public: Composing New Boundaries of Public and Private Discourses**

Grande Ballroom G, First Floor

**Chair:** Lanette Cadle, Missouri State University, Springfield

**Speakers:** Michael McGinnis, Wayne State University, Detroit, MI, “The Post-Public Work of Composition”

Patricia Cady, Washington State University, Pullman, “Overhear Over There: Examining the Effects of Cell Phones on Public/Private Communication”

Matthew Bridgewater, Bowling Green State University, OH, “‘We’re hiring!’: Portraying Gender and Age in Corporate Culture Web Pages”

Dawn Armfield, University of Minnesota, Saint Paul, “Ad Infinitum: A Remediation of the Postcard in Postsecret”

*Institutional and Professional*

**I.10 Machine Grading, For-Profit Writing Classes, and Utilitarian Service: Emergent Formations of the Neoliberal University**

Capri 108, First Floor

**Chair:** Marc Bousquet, Emory University, Atlanta, GA

**Speakers:** Daphne Desser, University of Hawaii, Honolulu, “Responding to the Rise of the Phoenix: Teacher-Training, Critical Pedagogy, and the For-Profit University”

Phyllis Ryder, George Washington University, Takoma Park, MD, “Public Work of Universities: Democracy, Marketing, and Service Learning”

Darin Payne, University of Hawaii, Honolulu, “21st Century Technologies and the Composition Factory”

*Writing Programs*

**I.11 Snapshots of the Field**

Capri 109, First Floor

**Chair:** Barbara Todish, Kean University, Newark, NJ

**Speakers:** Suellynn Duffey, University of Missouri, St. Louis, “Sites of Writing in Graduate Education”

Susan Youngblood, Auburn University, AL, “Nonprofits and Service Learning: What Projects Do They Want Help With?”

Josh Lederman, Wellesley College, Somerville, MA, “Validating Basic Writing Placement Decisions: A Proposed Methodology and Model”

Emily Isaacs, Montclair State University, NJ, “Writing Instruction, Support, and Administration at the U.S. State University: A Comparative Review of 106 Representative Institutions”

*Theory*

**I.12 Shifting Imbedded Perceptions: Non-Western Feminists Writing and Speaking in the Public Sphere**

Capri 110, First Floor

**Chair:** Jessica Enoch, University of Maryland, College Park

**Speakers:** Cristina Ramirez, University of Arizona, Tucson, “Laureana Wright de Kleinhans: Writing Mexican Women into the History of Rhetoric”

Nicole Khoury, Arizona State University, Tempe, “A Non-Western Rhetorical Articulation of Gendered Citizenship in a Lebanese Feminist Journal”

Elizabeth Lowry, Arizona State University, Tempe, AZ, “A Child-Spirit Named Pinkie: Postcolonialism, Citizenship, and Self-Construction in Nettie Colburn Maynard’s *Was Abraham Lincoln a Spiritualist?*”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**I.13 Exploring Cross-Language Work in History, Theory, and Practice: Reworking Languages in Teaching and Research**

Royale Pavilion 7, First Floor

**Chair:** Min-Zhan Lu, University of Louisville, KY

**Speakers:** Christiane K. Donahue, Dartmouth College, Hanover, NH, “Composing-Paraphrasing-Translating: The (re)Work of Cross-Language Research”

Bruce Horner, University of Louisville, KY, “Redefining Translingual Writing”

LuMing Mao, Miami University of Ohio, Oxford, “Inside the Translingual Norm: Unpacking the What and the How of Translingual Practices”

*Institutional and Professional*

**I.14 From the Front Lines of Composition's Public Work: Leadership in Two-Year College English Departments**

Grande Ballroom B, First Floor

**Chair:** Jeffrey Andelora, Mesa Community College, AZ

**Speakers:** Rhonda Grego, Midlands Technical College, Columbia, SC

Eric Bateman, San Juan College, Farmington, NM

Stephen Ruffus, Salt Lake Community College, UT

Jeffrey Andelora, Mesa Community College, AZ

**Respondent:** Andy Anderson, Johnson County Community College, Overland Park, KS

*Institutional and Professional*

**I.15 Expanding Our Definitions of 21st Century Writing Instruction: Online Conferencing, Academic Service Learning, and Writing/Education**

Capri 111, First Floor

**Chair:** Heidi Stevenson, Northern Michigan University, Marquette

**Speakers:** Kia Jane Richmond, Northern Michigan University, Marquette

Matthew Kilian McCurrie, Columbia College, Chicago IL

Lisa Eckert, Northern Michigan University, Marquette

*Information Technologies*

**I.16 Experience and Identity Bytes: Researching How Digitization Influences the Development of Future Public Writers**

Capri 112, First Floor

**Chair:** Kate Crane, Texas Tech University, Lubbock

**Speakers:** Andrea Beaudin, Texas Tech University, Lubbock, "(Re)Emphasizing Experience: Moving Past Lore to Usability in Digital Composition Research"

Ana Krahmer, University of North Texas, Denton, "Beyond Google: Promoting Digitized Primary Sources in Research"

Jason Edwards, University of Arkansas, Little Rock, "e-Books Do a Student Reader Make? Case Study Observations on Technology, Literacy, and Identity"

Kate Crane, Texas Tech University, Lubbock, "(Re)Emphasizing Experience: Moving Past Lore to Usability in Digital Composition Research"

*Research***I.17 Research about First-Year and Multilingual Students**

Grande Ballroom E, First Floor

**Chair:** Gita DasBender, Seton Hall University, South Orange, NJ**Speakers:** James Purdy, Duquesne University, Pittsburgh, PA, “Challenging Public Perceptions: Why First-Year Writing Students Select Research Resources as Their Favorite”

Gita DasBender, Seton Hall University, South Orange, NJ, “Academic Discourse as a Threshold Concept: Multilingual Students and the Challenge of Textual Engagement”

Sara Biggs Chaney, Dartmouth College, Hanover, NH, “The Davis Study of First-Year Student Writing at Dartmouth”

*Theory***I.18 Expanding the Conversation about Religious Rhetorics: Current Trends, Future Directions**

Grande Ballroom C, First Floor

**Chair:** Beth Daniell, Kennesaw State University, GA**Speakers:** Tom Deans, University of Connecticut, Storrs, “Sacred Texts, Secular Classrooms, and the Teaching of Theory: Religion and Rhetorical Education”

Michael-John DePalma, Baylor University, Waco, TX, “Examining the Cultural Functions of Sacred Rhetorics through the Framework of Display: Religion and Rhetorical History”

William Duffy, Francis Marion University, Florence, SC, “Religion and Progressive Social Movements: Religion and Public Rhetoric”

Brian Jackson, Brigham Young University, Provo, UT, “Defining Religious Rhetoric: Religion and Rhetorical Theory”

Lawrence Prelli, University of New Hampshire, Durham, NH, “Rhetorical Features of Green Evangelicalism: Religion and Public Rhetoric”

Jeffrey Ringer, Lee University, Cleveland, TN, “A Review of the Discussion about Religion in Composition Studies: Religion and Rhetorical Education”

Elizabeth Vander Lei, Calvin College, Grand Rapids, MI, “The Metaphors We Use to Discuss Religious Rhetorics: Religion and Rhetorical Theory”

Heather Thomson-Bunn, Pepperdine University, Malibu, CA, “Critical Reflection and Qualitative Data: Religion and Rhetorical Methodology”

Lisa Shaver, Baylor University, Waco, TX, “The Great Deaconess Debate: Religion, Rhetorical History, and Public Rhetoric”

*Theory*

**I.19 Kairos and Silence**

Capri 113, First Floor

**Chair:** Paula Gillespie, Florida International University, Miami

**Speakers:** Stephanie White, University of Wisconsin-Madison, “Can Kairos Be Taught? Agency, Publics, and Multimodality in Writing Instruction”

Suzan Aiken, Saginaw Valley State University, MI, “Public Uses of Rhetorical Silence as Multi-modal and Feminist Practice”

Craig Rood, Pennsylvania State University, University Park, “Kairotic Collaboration: An Argument for Moments of Silence”

*Theory*

**I.20 When the Private Goes Public: Addressing Legal and Medical Rhetoric in Professional and Technical Writing**

Capri 114, First Floor

**Chair:** Jeannie Waller, University of Arkansas, Fayetteville

**Speakers:** Katherine S. Miles, Texas A&M University-Central Texas, “Legal Rhetoric: Improving the Public Work of Pattern Instructions”

Jacqueline Cottle, Roger Williams University, Rumford, RI, “Legal Rhetoric: Improving the Public Work of Pattern Instructions”

Lorna Gonzalez, Graduate Student, University of California Santa Barbara, “Espoused, Enacted, and Ascribed Values in Innovation Diffusion: Results from a Study of Electronic Health Records”

Robin Gosser, Auburn University, AL, “Making Private Documents Public: The Challenges of Image Dichotomy for Technical and Professional Communicators”

*Language*

**I.21 The Language and Literacy Diversity Project: Using Linguistic Survey Data to Inform Writing Pedagogy, Writing Research, and Writing Program Assessment**

Grande Ballroom D, First Floor

**Chair:** Jonathan Hall, York College, City University of New York

**Speakers:** Michelle Cox, Bridgewater State University, MA, “Revising Our Categories: Some Conceptual Questions about Linguistic Diversity and Language Identity”

Steve Simpson, New Mexico Tech, Socorro, “The Language Background Survey: Issues of Construction and Interpretation”

Angela Dadak, American University, Washington, DC, “Classroom Writing Instructors and a Language and Literacy Background Survey: Translingual Pedagogy by the Numbers”

Jonathan Hall, York College, City University of New York, “The Need for a National Instrument: The Language and Literacy Diversity Project”

*Teaching Writing & Rhetoric*

**I.22 Authorship, Writing Spaces, and Shifting Roles**

Capri 115, First Floor

**Chair:** Julia Voss, The Ohio State University, Columbus

**Speakers:** Kate Latterell, Penn State Altoona, “Can We Get Permission for That? Textbook Authoring in an (Increasingly) eBook World”

Maria Soriano, John Carroll University, Shaker Heights, OH, “When WAC Becomes TAC: The Shifting Roles of FYC Classrooms and Instructors”

Julia Voss, The Ohio State University, Columbus, “‘I don’t like having such a small space for this and a small space for that’: Spaces for Writing on College Campuses”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**I.23 Narrating One’s Way through New Interdisciplinary Perspectives for Ethical Communication**

Capri 116, First Floor

**Chair:** Geoffrey Clegg, Texas A&M University-Commerce

**Speakers:** Nathan Shepley, University of Houston, TX, “Going Public from Anthropologists’ Scripts: What Compositionists Can Learn from Non-Compositionists about Linking Communities and Research”

Alison Sutherland, Arizona State University, Tempe, “New Disciplinary Infrastructures, New Ideas: Institutional Change and Its Effects on Epistemology”

Helen Lee, University of North Carolina at Chapel Hill, “Career Readiness: Narrative as Road to Ethical Communication in Professional Schools”

*Teaching Writing & Rhetoric*

**I.24 Student Identity and the Practices of First-Year Writing**

Skybox 206, Second Floor

**Chair:** Wioleta Fedeczko, Utah Valley University, Orem

**Speakers:** Bob Lazaroff, Nassau Community College, NY, “Someone Take the Wheel: Academic Third Space and the Community College Student”

Wioleta Fedeczko, Utah Valley University, Orem, “The School for Drop-outs: Defending Access at an Open-Enrollment Campus”

Kelly Fletcher, Clayton State University, Stockbridge, GA, “Public Work: Voices for the Voiceless”

Margaret Fletcher, Clayton State University, Stockbridge, GA, “Public Work: Voices for the Voiceless”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**I.25 Expansive Minds and Narrow-Mindedness: Public Schools, Collaboration, and Critical Thinking Assessment**

Skybox 207, Second Floor

**Chair:** Lacey Donohue, University of Southern California, Los Angeles

**Speakers:** Amanda Bloom, University of Southern California, Los Angeles, “Applying Rubrics and Applying Results”

Lacey Donohue, University of Southern California, Los Angeles, “High School Collaboration and Assessment”

Christopher Muniz, University of Southern California, Los Angeles, “Curricular Innovation and Limitation”

*History*

**I.26 Creative Publics: Constructing Institutional Histories through Student Voices in the Archives**

Royale Pavilion 8, First Floor

**Chair:** Michelle Niestepski, Lasell College, Wilmington, MA

**Speakers:** Michelle Niestepski, Lasell College, Wilmington, MA, “Ahead of Their Time? Student Voices in the Lasell College Student Newspaper, 1875–1975”

Tarez Samra Graban, Florida State University, Tallahassee, ““Creating a desire for knowledge . . .’: Cecilia Hendricks and the Use of Student Voices in Forming College English at Indiana University, 1931–1953”

Katherine Tirabassi, Keene State College, NH, “Student Voices in the Extracurricular Writing Life of the University of New Hampshire, 1920–1950”

*Teaching Writing & Rhetoric*

**I.27 Minding the Publics and the Work of Composition: Disability, Dysfluency, and Neurodiversity**

Royale Pavilion 4, First Floor

**Chair:** Jay Dolmage, University of Waterloo, Ontario, Canada

**Speakers:** Jay Dolmage, University of Waterloo, Ontario, Canada, “Disabling Economies of Composition”

Jordynn Jack, University of North Carolina at Chapel Hill, “Rainman, Autism, and the Time-Spaces of Composition”

Craig A. Meyer, Ohio University, Athens, “Minding the Stutter: Dysfluent Moments, Environments, and Potentials”

*History*

**I.28 Rhetoric, Literacy, and the Historical Public**

Skybox 208, Second Floor

*Chair:* Kristi Melancon, Mississippi College, Clinton

*Speakers:* Timothy R. Dougherty, Syracuse University, NY, “Julius Lester’s ‘The Other Side of the Tracks’: Public Profeminist and Radical Racial Alliance Rhetoric in a 1968 Black Power Newspaper”

Sarah Klotz, University of California, Davis, “Lydia Sigourney and the Anti-Removal Rhetoric of Sentiment”

Kristi Melancon, Mississippi College, Clinton, “‘Let the Public Know and Judge’: The New Orleans Tribune as an Alternative Court of Law”

*Teaching Writing & Rhetoric*

**I.29 What Happens in the Classroom Can’t Stay in the Classroom: Helping Working-Class Writers Negotiate Public Rhetorics**

Skybox 209, Second Floor

*Chair:* Sharon Henry, Clemson University, SC

*Speakers:* Jennifer Beech, University of Tennessee at Chattanooga, “Facebook and the Gramscian Organic Intellectual?”

Gae Lyn Henderson, Utah Valley University, Orem, “Composing Class Distinctions: The Self-Help Manual as Antidote to Suffering”

Sharon Henry, Clemson University, SC, “Composition Class Warfare: Helping Working-Class Students Navigate Academia”

*Research*

**I.30 The Power of Talk: Using Interviews and Discourse Analysis to Uncover Ideologies about Race, Violence, and Identity in Composition Scholarship and Practice**

Skybox 210, Second Floor

*Chair:* Bethany Davila, University of New Mexico, Santa Fe

*Speakers:* Melinda McBee Orzulak, Bradley University, Peoria, IL, “Disinviting Deficit Ideologies: Beyond That’s Standard, That’s Racist, or That’s Your Mother Tongue”

Hannah Dickinson, Hobart and William Smith Colleges, Geneva, NY, “The Invisible ‘I’: Students Talk about Writing on Violence”

Bethany Davila, University of New Mexico, Santa Fe, “What’s Identity Got to Do With It? Instructors’ Talk About Writing and Identity”



*Teaching Writing & Rhetoric*

**I.31 From Private Practice to Public Work(s): Mindfully Re-visioning Classroom Contact Zones into “Affective Communities”**

Skybox 211, Second Floor

*Chair:* Sarah Sandman, Indiana University-Purdue University Fort Wayne

*Speakers:* Jeremy Carnes, Ball State University, Muncie, IN, “Collusion and Collision: the Borderlands of Residence Life and the Public Work of the Composition Classroom”

Sarah Sandman, Indiana University-Purdue University Fort Wayne, “Teaching Students to Slow Down: Using Mindfulness in the Public Space of the Classroom”

Edward Chambers, Ball State University, Muncie, IN, “Retooling the Contact Zone by Changing First-Year Composition Class to First-Year Community”

*Community, Civic & Public*

**I.32 Learning Dangerously: Student Activism in the Classroom**

Skybox 201, Second Floor

*Chair:* Cindy Mooty, Wayne State University, Detroit, MI

*Speakers:* Sarah Finn, University of Massachusetts Amherst, “Student Activism and Academic Writing: Social Action and the Composition Classroom”

Tanya Cochran, Union College, Lincoln, NE, “Learning to Speak a Commodified Language: Public Social Activism on a Private College Campus”

Jill Morstad, Union College, Lincoln, NE, “Learning to Speak a Commodified Language: Public Social Activism on a Private College Campus”

Alli Hammond, University of Cincinnati, OH, “The Year of Teaching Dangerously: Committing to the Public Work of Civic and Media Literacy”

*Teaching Writing & Rhetoric*

**I.33 (Em)bracing the Urge to Read Student Work Differently: A Discussion of the Opportunities Created by Digital Texts**

Grande Ballroom H, First Floor

*Chair:* Benjamin Bogart, University of Louisville, KY

*Speakers:* Benjamin Bogart, University of Louisville, KY, “What We Have Here is a Failure to Negotiate: New Strategies for Teaching Responsible Reading and Productive Responding in the Writing Classroom”

*continued on next page*

Jaimie Young, Missouri State University, Springfield, “‘That’s Not How I Talk’: Private Student Revisions in Public Spaces”

Jennifer Klein, Ozarks Technical College, Springfield, MO, “Reassessing the Instructor’s Role as Reader with Online Student Texts”

Margaret Weaver, Missouri State University, Springfield, “‘Seeing’ Student Texts Differently through Visual Intertextuality”

*Community, Civic & Public*

**I.34 Sites of Resistance and Disruption: Constructing a Participatory Citizenship through Women’s Rhetorical Agency**

Grande Ballroom F, First Floor

*Chair:* Jacqueline Jones Royster, Georgia Tech, Atlanta

*Speakers:* Lauren Connolly, The University of Texas at El Paso, “Active Citizens, Active Literacies: Participatory Citizenship through Women’s Rhetorical Practices”

Emma Howes, University of Massachusetts, Amherst, “Re-Examining Literacies in the Carolina Mills: Reading and Writing Appalachian Women’s Identities”

Lauren Rosenberg, Eastern Connecticut State University, Willimantic, “Disrupting Non-Literacy: Speaking and Writing Toward Greater Civic Participation”

*Institutional and Professional*

**I.35 Changing Perceptions of Writing Program Administrator Authority and Identity in the Past Twenty-Five Years**

Royale Pavilion 6, First Floor

*Chair:* Barbara L’Eplattenier, University of Arkansas–Little Rock

*Speakers:* Michael Day, Northern Illinois University, DeKalb, “Through a Glass Darkly: Power, Authority, and the Digital WPA”

Barbara L’Eplattenier, University of Arkansas–Little Rock, “Revisiting ‘Directing Freshman Composition: The Limits of Authority’: A Quarter Century of Change”

Jonnika Charlton, Edinburg, TX, “Changing Portraits of WPA Identity”

Amy Heckathorn, Sacramento, CA, “Two Steps Forward, One Step Back: WPAs as Professional Bureaucrats”

Friday, 12:30–1:45 p.m.

## **Open Working Meeting of the Teaching Adult Writers in Diverse Settings SIG**

Room 203, Second Floor

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are Invited.

*Chair:* Sonia Feder-Lewis, St. Mary's University, St. Paul, MN

## J Sessions: 2:00–3:15 p.m.

### *Featured Session*

## **Civic Literacy and Critical Analysis of Source-Based Arguments in the Writing Curriculum**

Grande Ballroom A, First Floor

### *Chair*

**Andrea A. Lunsford**  
Stanford University, CA

### *Speakers*

#### **Susan Searls Giroux**

McMaster University, Hamilton, Ontario, Canada,  
“Teaching Civic Literacy and Source-Based Arguments  
in a Course on Theory of Race and Racism”

#### **Sandra Jamieson**

Drew University, North Plainfield, NJ, “Source-based  
Writing and Critical and Analytical Thinking in the Ad-  
vanced Writing Curriculum”

#### **Kelly Kinney**

SUNY Binghamton, Binghamton, NY, “What WPAs Have to Say: National and  
Local Perspectives on Students’ Writing from Sources”

#### **Donald Lazere**

Cal Poly San Luis Obispo, Knoxville, TN, “Civic Literacy and Critical Analysis  
of Source-Based Arguments in the Writing Curriculum”



**Susan Searls  
Giroux**



**Sandra Jamieson**



**Kelly Kinney**



**Donald Lazere**

*Community, Civic & Public*

**J.02 Going “Glocal”: Considering Literacies in Isolation**

Royale Pavilion 7, First Floor

**Chair:** Kim Donehower, University of North Dakota, Grand Forks

**Speakers:** Peter Goggin, Arizona State University, Mesa, “Writing in the Fringes: Glocalization and Literacy Sponsorship in Islands (and other Geographical Oddities)”

Kim Donehower, University of North Dakota, Grand Forks, “The Paradox of Isolation: Rural Literacy, Global Connection, and the Continual Choice to Stay”

Emily Cooney, Arizona State University, Tempe, “Javanese Rice Farming: A Case for Recomposing Public Narratives of Globalization, Ethics, and Sustainability”

*Community, Civic & Public*

**J.03 Powwows, Prisons, and Pedagogies: Reinvigorating The (Counter)Public Work of Composition**

Skybox 212, Second Floor

**Chair:** Kristin Arola, Washington State University, Pullman

**Speakers:** Anna Plemons, Washington State University, Pullman, “The (Counter)Public and the IRB or How Community Projects Get ‘Schooled’”

Alanna Frost, University of Alabama, Huntsville, “Multilingual Students, Eportfolios, and (Proto)Public Engagement”

Kristin Arola, Washington State University, Pullman, “Indigenous (Counter)Public Methodologies”

*Basic Writing*

**J.04 Legitimizing Basic Writers: A Public Conversation**

Capri 105, First Floor

**Chair:** Carolyn Ostrander, Syracuse University, NY

**Speakers:** Deborah Marrott, Utah Valley University, Elk Ridge, “(More) Public Conversations about Writing and Literacy: Renewing the Call for Student-Present Research in Basic Writing”

Dawn Terrick, Missouri Western State University, St Joseph, “From Private to Public, From Marginal to Mainstream: Legitimizing the Work of the Basic Writing Student”

*Academic Writing*

**J.05 Themes of Performance to Teach Writing Cross Disciplines: Food, Acting, and Performances**

Capri 106, First Floor

**Chair:** Anthony Guy Patricia, University of Nevada, Las Vegas

**Speakers:** Emily James, Independent Scholar, Nashville, TN, “The Public Work of Consumption: How a Food-Themed Composition Course Can be a Recipe for Student Success”

Kim Freeman, Northeastern University, Somerville, MA, “‘The Play’s the Thing’: Performance, Play, and Publics in Writing in the Disciplines”

Cynthia Fields, Virginia Tech, Blacksburg, “Personal Voice and Polyphony: Engaging Discourses of Power and Community through Letter Writing”

Dan Weinstein, Indiana University of Pennsylvania, “Improvisational Acting as Preparation for Reading”

*Academic Writing*

**J.06 Virtual Publics, Real Argument**

Grande Ballroom E, First Floor

**Chair:** Clancy Ratliff, University of Louisiana at Lafayette

**Speakers:** Trish Roberts-Miller, University of Texas at Austin, “Erotics of Outrage and the Pleasures of Bad Arguments”

Clancy Ratliff, University of Louisiana at Lafayette, “Conflating Academic and Civic Argument: Composition Textbooks and the Common Core State Standards”

John Jones, West Virginia University, Morgantown, “Writing Information Publics: The Pleasures of the Personal Web”

*Basic Writing*

**J.07 Using Portfolios to Even the Odds: Rethinking the Portfolio Process in Placement, Instruction, and Assessment.**

Capri 103, First Floor

**Chair:** Ken Hayes, Bowling Green State University, OH

**Speakers:** Ken Hayes, Bowling Green State University, OH, “Reading into FYC: Using Evaluative Norming Practices in Freshman Writing Courses”

Stephen Boston, Bowling Green State University, OH, “Using Portfolios for Placing Students into First-Year Writing Courses: Strengthening Writing Assessment Practices and Student Placement Methods”

Dustin Wenrich, Norfolk, VA, “E-portfolio as Oddsmaker: Portfolios and Formative Assessment in a Digital Environment”

*Community, Civic & Public*

**J.08 Growing Community: Public Writing About Food**

Capri 104, First Floor

*Chair:* Bill Doyle, University of Tampa, FL

*Speakers:* Marta Hess, Georgia State University, Atlanta, “Speaking Outside the Kitchen: Community Cookbooks as Public Discourse”

Mike Pennell, University of Rhode Island, Kingston, “‘Tweet that fish’: Social Media and the Local Food Movement”

Bill Doyle, University of Tampa, FL, “The Foodways Symposium: Connecting Student and Community Voices”

*Information Technologies*

**J.09 Web 2.0 and the Public Work of Composition**

Grande Ballroom G, First Floor

*Chair:* Christine Masters Jach, Purdue University, West Lafayette, IN

*Speakers:* Jeffrey Gerding, Purdue University, West Lafayette, IN, “Visualizing Dissent: Analyzing the Role of Posters in the Occupy Movement”

Hayley Zertuche, Clemson University, SC, “Invasive Species: Neozoon and Composition”

Christine Masters Jach, Purdue University, West Lafayette, IN, “(Kitchen?) Cabinet of Wonders: Pinterest as Everyday Writing”

*Information Technologies*

**J.10 Takin’ It to the Streets: Public Spaces and Public Faces of Multimodal Composition**

Top of the Riviera North, Monaco Tower, 24th Floor

*Chair:* Patricia Ericsson, Washington State University, Pullman, WA

*Speakers:* Patricia Ericsson, Washington State University, Pullman, WA, “Where the Rubber Meets the Road: Taking Multimodal Composition Public”

Elizabeth Edwards, Washington State University, Pullman, “Dancing to a New Beat: Music, Rhetoric, and Multimodality”

Tialitha Macklin, Washington State University, Pullman, “Multimodality in Motion: Moving from the Byway to the Open Highway”

Leeann Hunter, Washington State University, Pullman, WA, “Multimodality Unplugged”

*Writing Programs*

**J.11 Writing as an Academic Skill and a Liberal Art: From High School to College and Beyond**

Royale Pavilion 8, First Floor

*Chair:* Akua Duku Anokye, Arizona State University, Glendale

**Speakers:** Danielle Zawodny Wetzel, Carnegie Mellon University, Pittsburgh, PA, “Teaching toward Advanced Literacy Practices”  
Mary Trachsel, University of Iowa, Iowa City, “Understanding How Our Pedagogy Shapes Students’ Strengths and Weaknesses”

*Writing Programs*

**J.12 Engaged Assessment/Effective Pedagogy:  
Fostering Community Engagement through  
Assessment Practices**

Capri 107, First Floor

**Chair:** Richard Johnson-Sheehan, Purdue University, West Lafayette, IN

**Speakers:** Tristan Abbott, Purdue University, West Lafayette, IN, “The Gradebook as the Enemy of Public Writing”

Fredrik DeBoer, Purdue University, Lafayette, IN, “The Gradebook as the Enemy of Public Writing”

Patti Poblete, Purdue University, Lafayette, IN, “Battlegrounds and Common Grounds: First-Year Composition and Institutional Values”

*Theory*

**J.13 Students Rights to Their Own Identities:  
The Importance of Queering Language**

Capri 108, First Floor

**Chair:** Mark McBeth, John Jay College of Criminal Justice, New York, NY

**Speakers:** Mark McBeth, John Jay College of Criminal Justice, New York, NY, “Thinking Outside the Triangle: Performing/Uttering/Composing Ourselves”

Glenn Michael Gordon, Columbia College, New York, NY, “Writing About Gender or Sexual Identity When You Didn’t Know You Had One”

Kimberly Drake, Scripps College, Claremont, CA, “Gender-Neutral Pronouns and the Student Body: Genderqueer Words at a ‘Women’s’ College”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**J.14 Little Did We Know . . . : Using Reflective Practice to  
Publicize Student Research Processes**

Capri 109, First Floor

**Chair:** Seth Myers, New Mexico State University, Las Cruces

**Speakers:** Seth Myers, New Mexico State University, Las Cruces

Matthew Moberly, New Mexico State University, Las Cruces

Theresa Westbrook, New Mexico State University, Las Cruces



*Information Technologies*

**J.15 Web 2.0 as Public Writing: Composition, Collaboration, and Discourse Community in Social Media**

Capri 110, First Floor

**Chair:** Cara Kozma, High Point University, NC

**Speakers:** Jennifer Michaels, The Ohio State University, Columbus, “Social Media as Collaborative Research and Invention Sites for Composition Students”

Brian Larson, University of Minnesota, Minneapolis, “Examining a Twitter-Based Discourse Community of Composition Scholars”

Kristin Mock, University of Arizona, Tucson, “Collaborative Blogs as Public Work: Possibilities for the Maker Subculture in Digital Spaces”

*Basic Writing*

**J.16 Trends in Accelerated Learning Programs**

Royale Pavilion 4, First Floor

**Chair:** Robert Miller, The Community College of Baltimore County, MD

**Speakers:** Monica Walker, The Community College of Baltimore County, MD, “An Analysis of the Results Gathered from the Collected Data”

Cheryl Scott, The Community College of Baltimore County, MD, “A General Overview of the Accelerated Learning Program at CCBC and Nationally”

Robert Miller, The Community College of Baltimore County, MD, “The Creation of the Website and the Process of Gathering Information”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**J.17 Defining Where We Work: The Role of Composition in Discipline Formation**

Capri 111, First Floor

**Chair:** Sarah Frank, University of Texas at Austin

**Speakers:** Eric Detweiler, The University of Texas at Austin, “-, And, !?: An Empirical Examination of the Disciplinary Relationship Between ‘Rhetoric’ and ‘Composition’”

Mary Hedengren, University of Texas at Austin, “Scaffold for a Discipline: A Creative Writing Studies Journal”

Sarah Frank, University of Texas at Austin, “Disciplining Women’s and Gender Study”

*Theory*

**J.18 Sustainability, Food Justice, and Biocentric Rhetorics**

Capri 112, First Floor

**Chair:** LauraAnne Carroll-Adler, University of Southern California, Los Angeles

**Speakers:** Anne Rosenthal, Oglethorpe University, Atlanta, GA, “Just Food? Cultural Rhetorics and Politics of Food Justice Movements”

Lonni Pearce, University of Colorado at Boulder, “Rhetorics of Sustainability and the Problem of Time”

Brian Cope, Indiana University of Pennsylvania, “Can That Pine Tree Talk? Expanding Composition to Consider A Biocentric Rhetoric of Public Action”

**J.19 The Content of Writing Courses: Popular Culture Themes to Teach Argumentation**

Capri 113, First Floor

**Chair:** Jennifer Fisch-Ferguson, Graduate Student, Fenton, MI

**Speakers:** Shannon Howard, University of Louisville, KY, “The TV Super-viewer Meets the Conversation Metaphor: Building a Research Scaffold from Multiple Points of View in Pop Culture Narratives”

Young-kyung Min, University of Washington at Bothell, “Tracing the Rhetoric of Writing Pedagogy: Writing Studies Approach vs. Cultural Studies Approach”

Randall Fallows, University of California Los Angeles, “Monty Python’s Argument Sketch and the Drawbacks of Either/Or Propositions”

*Institutional and Professional*

**J.20 The Undergraduate Major and the New Publics of Rhetoric and Writing Studies**

Grande Ballroom B, First Floor

**Chair:** Lois Agnew, Syracuse University, NY

**Speakers:** Linda Ferreira-Buckley, University of Texas at Austin, “When ‘Rhetoric’ and ‘Writing’ Don’t Overlap”

Glen McClish, San Diego State University, CA, “‘Or better still, tell us yourself, Gorgias, what your art is . . .’: Establishing a Major in Rhetoric and Writing Studies in a Lean Season”

Lois Agnew, Syracuse University, NY, “The Useful Constraints of the Undergraduate Writing and Rhetoric Major”

*Information Technologies*

**J.21 Start Playing Around: Videogames and Pedagogy in a New Key**

Capri 114, First Floor

**Chair:** Jennifer Courtney, Salt Lake Community College, UT

**Speakers:** Marc Santos, University of South Florida, Tampa, “Kynicism, Gamification, and sf0”

James Daley, University of Rhode Island, Kingston, “Konami Coding the Classroom: How Gamification and Procedural Rhetoric Can Unlock the Ludic Potential of Student Writing”

Jason Custer, Florida State University, Tallahassee, “Play and Praxis: Engaging 21st Century Literacies with Videogame-Infused Composition Pedagogy”

*Community, Civic & Public*

**J.22 Conceptualizing Public Discourse**

Capri 115, First Floor

**Chair:** Joyce King-McIver, Cardinal Stritch University, Milwaukee, WI

**Speakers:** Jason Swarts, North Carolina State University, Raleigh, “Composing Publics: The Constitutive Work of Composition in an Age of Uncertainty”

Antonia Massa-MacLeod, University of Wisconsin, Madison, “Sustainability, Material Rhetoric, and the Globalization of Local Knowledge”

Katie Pryal, University of North Carolina at Chapel Hill, “Making Madness Public: The Genre of Coming Out Stories of the Psychiatrically Disabled”

*Teaching Writing & Rhetoric*

**J.23 Adventurous Digital Pedagogies: From Multimodality to Classical Rhetoric**

Capri 116, First Floor

**Chair:** Jessica Darkenwald-DeCola, Rutgers University, NJ

**Speakers:** Julia Mason, Florida Atlantic University, Boca Raton, “Reimagining Progymnasmata: Classical Rhetoric for the Digital Student”

Jessica Darkenwald-DeCola, Rutgers University, NJ, “Multimodal Composition in the Community College: Moving From and Beyond Students’ ‘Comfort Zone’”

*Teaching Writing & Rhetoric*

**J.24 Strategies for Public Rhetoric**

Skybox 206, Second Floor

**Chair:** Jeanne Marie Rose, Penn State University, Berks, PA

*Speakers:* Jeanne Marie Rose, Penn State University, Berks, PA, “Making Time Public: Teaching for Temporal Awareness”

Megan Eatman, University of Texas at Austin, “Personalization and Civic Engagement: Pedagogical Strategies”

Sonya Borton, Lipscomb University, Nashville, TN, “Peer Review, Pixar, and Persuasion: A Method for Preparing Students for the Public Domain of Written Communication”

*History*

**J.25 Archival Research and the Origins of Composition**

Grande Ballroom C, First Floor

*Chair:* Ryan Skinnell, University of North Texas, Denton

*Speakers:* Ryan Skinnell, University of North Texas, Denton, “Accreditation and the Origins of Composition”

Michael Michaud, Rhode Island College and Depaul University, North Kingstown, RI, “‘Now I’ll Tell You about the Great Revolution’: Donald Murray and The Transformation of Freshman English at the University of New Hampshire”

Mathew Oakes, Rock Valley College/University of Illinois-Chicago, “Good Enough for Just Long Enough: The Sophistic Ethics of the CCCCs, 1949–1970”

*Teaching Writing & Rhetoric*

**J.26 Plagiarism and the Student Author: Publics, Policies, Pedagogies**

Grande Ballroom D, First Floor

*Chair:* Jillian Skeffington, Grant MacEwan University, Edmonton, Alberta, Canada

*Speakers:* Star Medzerian, Nova Southeastern University, Ft. Lauderdale, FL, “Plagiarism in the Public Sphere: How Popular Discourses Represent Student Authors”

David Reamer, University of Tampa, FL, “Expulsion, Vengeance, and Eternal Damnation: Students’ Visual Representations of Plagiarism”

Jillian Skeffington, Grant MacEwan University, Edmonton, Alberta, Canada, “Plagiarism and Procedural Fairness: Moving from Morality to Education”

Cristine Busser, Nova Southeastern University, Ft. Lauderdale, FL, “Artistry as Originality: A Composition Fellow’s Account of Student Patchwriting”

*Teaching Writing & Rhetoric*

**J.27 Public Discourse as Rhetorical Situation in the First-Year Writing Classroom**

Skybox 207, Second Floor

**Chair:** Lisa Lebduska, Wheaton College, Norton, MA

**Speakers:** Tanya Rodrigue, Salem State University, MA, “Rhetorical Dwelling in the 2012 Presidential Campaign”

Connie Campana, Wheaton College, Norton, MA, “Writing from the Podium of the World”

Lisa Lebduska, Wheaton College, Norton, CT, “Exploring Visual Rhetoric in the Trayvon Martin Killing: When Pictures Alone are Not Worth a Thousand Words”

*Academic Writing*

**J.28 Approaches to Teaching and Conducting Research: The Possibilities for Student Research**

Skybox 208, Second Floor

**Chair:** Tara Hembrough, Southern Illinois University, Carbondale

**Speakers:** Karen E. Rayne, Salisbury University, MD, “Researching the Researchers: Meta-Use of Technology and Language Research Papers”

Karla Lyles, Georgia Southern University, Statesboro, “The Way Language Works: Using Content Analysis to Teach Students about Research Design, Writing, and the Role of News Media in Public Perception”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**J.29 Using Translingual Pedagogies Across Disciplines to Teach Writing in the Disciplines**

Skybox 209, Second Floor

**Chair:** Brenda Spencer, Ivy Tech Community College, Indianapolis, IN

**Speakers:** Mellisa Huffman, University of New Mexico, Albuquerque, “Getting on the Same Page: Using an Ethnolinguistically-Informed Heuristic within Collaborative Writing Situations”

Paul Martin, University of Central Florida, Orlando, “Writing across the Curriculum at UCF: An Examination of the Reading, Writing, and Research Process of UCF Faculty from across Disciplines”

Katia Morais, Universidade Federal do Pampa, Rio Grande do Sul, “Translingual Model at Work: A First Step in Brazil”

*Academic Writing*

**J.30 A Campus Collaboration for Critical and Information Literacy: Enhancing the Hybrid/Studio Approach to First-Year Writing**

Skybox 210, Second Floor

*Chair:* Michelle Miley, University of Houston, TX

*Speakers:* Michelle Miley, University of Houston, TX, “Extending Information Literacy across the Disciplines”

Mary Gray, University of Houston, TX, “Aligning Course Design with the Writing/Research Process”

Kerry Creelman, University of Houston Libraries, TX, “Enhancing Information Literacy through Studio Methodology”

*Language*

**J.31 Language Difference as Resource: An Expanded, Multi-Level Approach to Linguistic Difference in First-Year Composition**

Grande Ballroom H, First Floor

*Chair:* Kim Brian Lovejoy, Indiana University Purdue University Indianapolis

*Speakers:* Steve Fox, Indiana University Purdue University Indianapolis, “Language Difference in the Major and Beyond”

Kim Brian Lovejoy, Indiana University Purdue University Indianapolis, “Language Difference in the Classroom: A Meaning-Centered Response Model”

Scott Weeden, Indiana University Purdue University Indianapolis, “Language Difference in the Writing Program: Working Toward a Collaborative Language Policy”

*Teaching Writing & Rhetoric*

**J.32 The Working-Class Imperative in the Public Work of Composition: Creating and Critiquing Pedagogies Designed For and Against Working-Class Student Populations**

Grande Ballroom F, First Floor

*Chair:* William Thelin, The University of Akron, OH

*Speakers:* Genesee Carter, University of New Mexico, Albuquerque, “You Want Me to Write What? Encouraging Working-Class Student Voices through Discourse Analysis”

*continued on next page*

Jes Hodgson, University of Missouri-Columbia, “Composition Students in the Public Sphere: Is Service Learning Pedagogy Accessible for Working-Class Students?”

Paula Battistelli, Huston-Tillotson University, TX, “Transmitted or Constructed? Exploring Valuations of Working-Class Identity in Freshman Composition Assignments”

*Research*

**J.33 Research on Writing Courses and Novice Writing Teachers**

Skybox 211, Second Floor

*Chair:* Jacqueline Preston, Utah Valley University, Orem

*Speakers:* Carolyn Wisniewski, University of Tennessee, Knoxville, “How a Rhetoric-Based FYC Curriculum Fails: The Problem of Novice Teachers’ Rhetorical Knowledge”

Jacqueline Preston, Utah Valley University, Orem, “Critical Learning: Theory, Research and Content Underwriting Project-based Approaches In The Teaching of Writing”

Joleen Hanson, University of Wisconsin-Stout, “Composition as an Expansive Site of Cross-Disciplinary Literacy Research”

*Basic Writing*

**J.34 Troubling Placement in Basic Writing**

Royale Pavilion 5, First Floor

*Chair:* Sarah Kirk, University of Alaska Anchorage

*Speakers:* Sarah Kirk, University of Alaska Anchorage, “Tracking Student Success: Evaluating a Local Writing Sample as an Additional Placement Tool for Basic Writing Students”

Sean Molloy, Hunter College, CUNY, New York, NY, “‘Caught in the Net of Numbers’: How Mina Shaughnessy Validated High-Stakes Writing Course Exit Test”

Keith Rhodes, Grand Valley State University, Grand Rapids, MI, “Own Your Own Placement: Self-Efficacy and the Public Face of Directed Self-Placement”

Ashley Ludewig, University of Louisville, KY, “(Re)Investigating Writing Apprehension as a Placement Tool: A Qualitative Exploration of Writing Apprehension with First-Year, At-Risk Writers”

*Research*

**J.35 Necessary Failures: New Contexts**

Royale Pavilion 6, First Floor

*Chair:* I. Moriah McCracken, St. Edward’s University, Austin

**Speakers:** I. Moriah McCracken, St. Edward's University, Austin, "Failure, Discomfort, and Pushing Through"

Allison D. Carr, University of Cincinnati, OH, "Affecting Failures"

**Respondent:** Asao Inoue, California State University, Fresno

### **J.36 The Hazards of Placement Based on Language Tests and on ESL Labels**

Skybox 201, Second Floor

**Chair:** Monique Akassi, Bowie State University, MD

**Speakers:** Hem Paudel, University of Louisville, KY, "Difference as a Norm: Toward a Theory of Dialogical Pedagogy in the Context of Increasing Diversity in Student Population"

Helena Hall, Loras College, Dubuque, IA, "Emerging Academic Writers: What ESL Composition Classes Can Offer"

Emily Walters, University of Dayton, OH, "Changing College Composition on a Global Scale: The Importance and Re-evaluation of the TOEFL Exam in Regards to Second Language College Students"

Jennifer Maloy, Queensborough Community College, NY, "Generation 1.5 Students in the Basic Writing Classroom: What Experience Teaches"

*Basic Writing*

### **J.37 Fostering Reading Identity for Students in the Developmental Writing Classroom**

Skybox 202, Second Floor

**Chair:** Meghan Sweeney, University of Nevada, Reno

**Speakers:** Cheryl Hogue Smith, Kingsborough Community College, CUNY, NY, "Basic Writers as Basic Readers: Addressing Obstacles to Academic Literacy"

Meghan Sweeney, University of Nevada, Reno, "Fostering Reading Identity for Students in the Developmental Writing Classroom"

Maureen McBride, University of Nevada, Reno, "Fostering Reading Identity for Students in the Developmental Writing Classroom"

### **Open Working Meeting of the Women's Network SIG**

Room 203, Second Floor

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are Invited.

**Co-Chairs:** Kristin Bivens, City Colleges of Chicago, IL

Holly Hassel, University of Wisconsin, Wausau

Morgan Gresham, University of South Florida, St. Petersburg



## K Sessions: 3:30–4:45 p.m.

*Institutional and Professional Featured Session*

### **Making Leadership Public: A Roundtable Discussion of Leadership Opportunities in NCTE and CCCC** Grande Ballroom A, First Floor

*Chair:* Kelly Ritter, University of North Carolina at Greensboro

This proposed featured panel is a continuation of a CCCC 2012 featured panel (E.36, “Gateways to Leadership”). In that 2012 panel, participants briefly shared their stories of becoming leaders in the organization—whether as appointed committee members or chairs, SIG chairs, caucus chairs or members, executive or nominating committee members, conference chairs, or book editors. In these stories, panelists not only emphasized some of the paths to becoming leaders, but also ruminated on the value of getting involved in our organization and/or its affiliates, as well as the need for new members to step up and offer their talents to the membership at large.

This panel in 2012 was well attended (est. 60-80 audience members) and well received, but the panel’s audience in the Q and A, and others at the CCCC business meeting later in the conference, commented that more discussions of this kind were needed, especially in conjunction with some practical information—such as the ways in which certain committees are appointed whereas others are elected, and how members with interests in developing new areas of focus (i.e., new SIGs, caucuses) might get started. In short, there was a call for us to keep this conversation going.

This session responds to this call. It will include a discussion of 4C’s committees; small group discussion at tables, and cross-talk among audience members about leadership issues in general, followed by a Q and A with panelists.



**Cheryl Glenn**



**Rhonda Grego**



**Paul Kei Matsuda**



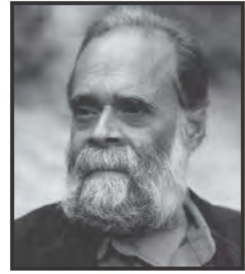
**Joyce Irene  
Middleton**



**Mike Palmquist**



**Paul Puccio**



**Victor Villanueva**



**Carlos Salinas**



**Clint Gardner**



**Shirley Rose**

*Speakers:*

**Cheryl Glenn**

Penn State University, State College

**Rhonda Grego**

Midlands Technical College, Columbia, SC

**Paul Kei Matsuda**

Arizona State University, Tempe

**Joyce Irene Middleton**

Stony Brook University, New York, NY

**Mike Palmquist**

Colorado State University, Fort Collins

**Paul Puccio**

Bloomfield College, NJ

**Victor Villanueva**

Washington State University, Pullman

**Carlos Salinas**

University of Texas at El Paso

**Clint Gardner**

Salt Lake Community College, UT

**Shirley Rose**

Arizona State University, Tempe

*Writing Programs Featured Session*

## **Revising the WPA Outcomes Statement for a Multimodal, Digitally Composed World**

Royale Pavilion 5, First Floor

Co-Sponsored by the Council of Writing Program Administrators

**Chair:** Beth Brunk-Chavez, University of Texas at El Paso

The Council of Writing Program Administrators approved its Outcome Statement for First-Year Composition in April 2000. Since then, it has had a considerable impact on first-year writing programs throughout the U.S., serving as a guide to the establishment of programmatic outcomes in a wide range of secondary and post-secondary institutions (see Harrington *et al.* 2005; Ericsson, 2006). At last, as Ed White noted in 2006, “(a)fter all those years of listening impatiently while outsiders defined or even attempted to mandate what we do, we now have a statement that is ours” (112). Yet almost since its publication, the Outcomes Statement has been critiqued for its inattention to information literacy (Norgaard, 2002) and its inattention to “emerging technologies” and reinforcement of “print-based expectations” (Selfe & Ericsson, 2005: 32-3; see also Oddo & Parmelee, 2008).

While an additional section, “Composing in Electronic Environments,” was added in 2008 to acknowledge the importance of “digital technologies” in students’ composing processes, this addition may not adequately accommodate the growing conviction among many scholars that digital and multimodal compos-



**Joe Bizup**



**Darsie Bowden**



**Dylan Dryer**



**Susanmarie  
Harrington**



**Kathleen Blake  
Yancey**

ing affordances are, like the printing press, simply the most recent technology to palpably alter what we mean by “writing.”

In response to an energetic debate the WPA listserv over the implications of Dobrin’s (2011) review essay “Ecology and Concepts of Technology,” CWPA President Duane Roen charged a task force to revisit the Outcomes Statement and to determine whether it required revision to reflect current practices in first-year writing and to serve as a more accurate guide to the writing technologies that encourage students “to consider document design, information organization, and social networking as increasingly integral writing processes” (Klobucar *et al.*, in press).

In this presentation, members of the Task Force will report on the research they have conducted in a variety of institutions nationwide and present a draft of the new learning outcomes for feedback, critique, debate, and discussion.

*Speakers:*

**Joe Bizup**

Boston University, MA

**Darsie Bowden**

DePaul University, Skokie, IL

**Dylan Dryer**

University of Maine, Orono

**Susanmarie Harrington**

University of Vermont, Burlington

*Respondent:*

**Kathleen Blake Yancey**

Florida State University, Tallahassee



*Research*

**K.03 The Triforce of Wisdom: Student Engagement, Gaming Practices, and Writing Pedagogy**

Skybox 205, Second Floor

**Chair:** Evan Snider, Ball State University, Muncie, IN

**Speakers:** Jennifer Grouling, Ball State University, Muncie, IN  
Stephanie Hedge, Ball State University, Muncie, IN  
Evan Snider, Ball State University, Muncie, IN

*Community, Civic & Public*

**K.04 Creating Public Spaces for Veterans' Voices**

Capri 105, First Floor

**Chair:** Lisa Laangstrat, Colorado State University, Ft. Collins

**Speakers:** Mariana Grohowski, Bowling Green State University, OH, "Public Absences, Private Presences: Understanding Servicewomen's use of Digital Communication Technologies"

Sarah Franco, University of New Hampshire, Portsmouth, "The Space Where Private Becomes Public: Rebuilding Communities in Writing Workshops for Veterans"

Kendra Coker, Western Carolina University, Cullowhee, NC, "Public and Private Roles In The University: Supporting Veterans In The Classroom"

Catherine St Pierre, The Ohio State University, Columbus, "Veterans' Literacy Narratives: What We Learn By Listening"

*Community, Civic & Public*

**K.05 Appropriating Public Voices: Rhetorics of Exclusion in/through/with Science**

Capri 106, First Floor

**Chair:** Maureen Mathison, University of Utah, Salt Lake City

**Speakers:** Maureen Mathison, University of Utah, Salt Lake City, "When the Voice Speaking Isn't Your Own: A Rhetorical Analysis of Appropriating Findings"

Susan Sample, University of Utah, Salt Lake City, "The Rhetorical Power of Silence in EOL Conversations: Medicine Dominates Even When Dying Is (Not) Discussed in the Public Domain"

Aaron Phillips, University of Utah, Salt Lake City, "Wyoming's Wayward Wolves: In the Crosshairs of Ecology and Economics"

Isabel Gardett, University of Utah, Salt Lake City, "Hearings, Committees, and 'Fake Participation' at the FDA"

*Community, Civic & Public*

**K.06 Research, Writing, and Service: Empirical Methods and Writing Pedagogy in Civic Engagement Projects**

Capri 107, First Floor

**Chair:** Michele Simmons, Miami University of Ohio, Oxford

**Speakers:** Ethan Sproat, Purdue University, West Lafayette, IN, “A Dialogical Approach to Service-Learning Writing”

Allen Brizee, Loyola University Maryland, Baltimore, “Mixed-Methods Usability Research as Design Model and Teaching Tool”

Karen Kaiser Lee, Youngstown State University, OH, “Introducing Primary Research Skills to First-Year Composition Students”

*Institutional and Professional*

**K.07 The Public and Private Faces of Composition for Scholars on the Tenure Track: Examining Disciplinary Identity**

Capri 103, First Floor

**Chair:** Lauren DiPaula, Georgia Southwestern State University, Americus

**Speakers:** Krystia Nora, California University of Pennsylvania, Pittsburgh, “Surveying Composition’s Tenure-Track Scholars: Who We Hope to Be”

Lauren DiPaula, Georgia Southwestern State University, Americus, “Shifting Identities: Challenging the Heart of Composition Studies”

Paul Dahlgren, Georgia Southwestern State University, Americus, “The Tenure Conscious: Becoming Disciplined”

*Teaching Writing & Rhetoric*

**K.08 Digital Infrastructure: Re-Wiring the First-Year Composition Classroom**

Capri 104, First Floor

**Chair:** David Becker, Southeast Missouri State University, Cape Girardeau

**Speakers:** Katherine Markey, Southeast Missouri State University, Cape Girardeau, “Making It Public: Establishing Student Authority in the Blended FYC Classroom”

Rhyn Campbell, Southeast Missouri State University, Cape Girardeau, “Bridging the Gap Between Social Media and Composition: Using Social Media as a Catalyst for Student Writing”

*Theory*

**K.09 Learning (Again) from Las Vegas**

Top of the Riviera North, Monaco Tower, 24th Floor

**Chair:** Scot Barnett, Clemson University, SC

**Speakers:** Jeff Swift, North Carolina State University, Raleigh, “The Strip and Digital Writing: Aspiring for Imperfection”

David Rieder, North Carolina State University, Raleigh, “Pebbles in the Sand: A Las Vegas Allegory of Writing Toward Zero(s and Ones)”

Eric Leake, University of Denver, CO, “Implosions and Nostalgia in Las Vegas”

Scot Barnett, Clemson University, SC, “A Vulgar Extravaganza: Las Vegas and the Ontology of Style”

*Writing Programs*

**K.10 Implications for Culturally-Relevant Writing Program Administration: Revising Public Perceptions of Basic Writers and Linguistic Diversity**

Grande Ballroom G, First Floor

**Chair:** Elaine Richardson, The Ohio State University, Columbus

**Speakers:** Jessica Barros, Ithaca College, NY, “Koladeras: An African-Centered Call and Response Field Dependent Writing Pedagogy and Curriculum”

David E. Kirkland, Michigan State University/New York University, East Lansing, “Inventing Masculinity: A Conversation on Young Black Males, Writing, and Tears”

Staci Perryman-Clark, Western Michigan University, Kalamazoo, “Positioning Students’ Rights as Central to the Mission of University Writing Programs”

*Writing Programs*

**K.11 Expanding Our Community: The Duality of Concurrent Enrollment**

Royale Pavilion 6, First Floor

**Chair:** Carolyn Calhoon-Dillahunt, Yakima Valley Community College, WA

**Speakers:** Miles McCrimmon, J. Sargeant Reynolds Community College, Richmond, VA

Laura Gabrión, Macomb Community College, Warren, MI

Andy Anderson, Johnson County Community College, Overland Park, KS

*Community, Civic & Public*

**K.12 Teaching Rhetoric as Public Work**

Royale Pavilion 7, First Floor

*Chair:* Keith Walters, Portland State University, OR

*Speakers:* David Jolliffe, University of Arkansas, Fayetteville, “Helping Struggling Towns and Regions to Reshape Their Rhetorical Image”

Beth Daniell, Kennesaw State University, GA, “Using Rhetoric to Get to Public Projects”

Roger Cherry, The Ohio State University, Columbus, “Studying the Rhetorical Profile of Nonprofit Organizations”

*Academic Writing*

**K.13 Reconciling Genres and Research in School and Work Situational Contexts**

Capri 108, First Floor

*Chair:* Grazzia Maria Mendoza, Zamorano University, Tegucigalpa

*Speakers:* Laura Wilder, University at Albany, SUNY, NY, “Genre Awareness vs. Acquisition, Genre Description vs. Prescription”

Sibusiso Ndlangamandla, University of South Africa, North Riding, “When Police Become (Post)Graduate Students: A Linguistic and Contextual Analysis of Research Proposals at an Open Distance Learning Institution”

Hayat Messekher, Ecole Normale Superieure de Bouzareah, Alger, “When Genre Theory Meets Linguistic Theory to Serve L2 Academic Writers in an EFL Context”

*Basic Writing*

**K.14 Implementing the Guiding Principles of the CCCC Position Statement on Writing Assessment: Lessons Learned from the CUNY Assessment Test of Writing**

Capri 109, First Floor

*Chair:* Raymond Moy, City University of New York, NY

*Speakers:* Raymond Moy, City University of New York, NY, “The Rubric is the Key”

Frederick DeNaples, City University of New York, NY, “Engage Faculty”

Suan Young, City University of New York, NY, “Improving Teaching and Learning”



*Community, Civic & Public*

**K.15 The Digital Rhetorician as an Agent of Social Change**

Grande Ballroom C, First Floor

**Chair:** Jim Ridolfo, University of Cincinnati, OH

**Speakers:** Aimee Knight, Saint Joseph's University, Philadelphia, PA, "The New Rules of Community Engagement"

Douglas Eyman, George Mason University, Fairfax, VA, "Digital Rhetorics on The Hill: Social Media and Information Flows between the Government and Its Citizens"

Tim Lockridge, Saint Joseph's University, Philadelphia, PA, "Texts and Contexts: Intellectual Property Law, Network Literacies, and Circulation"

*Academic Writing*

**K.16 The Public Work of Writing, Seeing, and Reading: Composition Sources as Sites of Contention and Social Change**

Capri 110, First Floor

**Chair:** Bradford Hinchey, Georgia State University, Atlanta, GA

**Speakers:** Purna Banerjee, Millikin University, Decatur, IL, "Ways of Seeing: The Personal-Political Interstices of Autoethnographic Writing Instruction through Viewing Political Documentaries"

Erin Sagerson, Weatherford College, Decatur, TX, "Writing about (Public) Work: The Proletarian Literary Movement and Contemporary Composition"

Brian Fehler, Tarleton State University, Fort Worth, TX, "When the First Word is the Last Word: Spike Lee, Katrina, and the Truncation of Transformation"

*Teaching Writing & Rhetoric*

**K.17 And So We Meet Again: A Classroom Approach to Uniting Literature and Rhetoric**

Capri 111, First Floor

**Chair:** Rachael Zeleny, University of Delaware, Newark

**Speakers:** Rachael Zeleny, University of Delaware, Newark, "From the Page to the Pulpit: Rhetoric, Public Women and the Nineteenth-Century Novel"

Andrew Karr, University of Wisconsin-Madison, "Literature in Composition, or Rhetoric in Literature?: An Example from a Gen. Ed. Literature Course"

Kerry Hasler-Brooks, University of Delaware, Newark, "Literature, Rhetoric, and Textuality: Reconsidering Graduate Studies in English"

*Writing Programs*

**K.18 The WPA Outcomes Statement and the Pursuit of Localism**

Grande Ballroom D, First Floor

*Chair:* Edward White, University of Arizona

*Speakers:* Norbert Elliot, New Jersey Institute of Technology, Newark, “Localism, Writing Assessment, and Contemporary Validation Practice”

KJ Peters, Loyola Marymount University, Los Angeles, CA, “Dialogue: Inter-Institutional Local Assessment of Student Writing”

Diane Kelly-Riley, Washington State University, Pullman, “Validation Inquiry through the Backdoor”

Lynda Haas, University of California Irvine, “Dialogue: Inter-Institutional Local Assessment of Student Writing”

*Theory*

**K.19 Digital Literacy**

Capri 112, First Floor

*Chair:* Donna Evans, Eastern Oregon University, La Grande

*Speakers:* Leslie Mackey, Indiana University-Purdue University Fort Wayne, “From Walls to Paper: Defining Design Literacy and Establishing Textual Meaning through Spatial Manipulation”

Pearce Durst, University of Montevallo, AL, “The Serious Work of Play: Ludic Feminism and Digital Composition”

Leslie Bradshaw, University of Massachusetts Amherst, “Getting Read in the Attention Economy: The Digital Subjectivities of Successful Food Bloggers”

*Teaching Writing & Rhetoric*

**K.20 Interviews, Portraiture, and Play: Exploring Students’ Experiences in the Teaching of Writing**

Capri 113, First Floor

*Chair:* Yvonne Wood, Purdue University Calumet, IN

*Speakers:* Yvonne Wood, Purdue University Calumet, “Promoting Play: Reintroducing Play and Experimentation in the Composition Classroom”

Laura Ellis-Lai, Texas State University-San Marcos, “Portraiture Writing: A Research Methodology that Values First Generation FYC Students’ Lived Experiences”

Michael Moghtader, James Madison University, Harrisonburg, VA, “The Interview as ‘Signature’ Genre and Assignment in Writing Studies”

*Professional and Technical Writing*

**K.21 The Stories We Tell: Reframing Instructional and Institutional Identities**

Capri 114, First Floor

**Chair:** Bonnie Lenore Kyburz, Utah Valley University, Provo

**Speakers:** Christina Bethel, East Carolina University, Greenville, NC, “Creating Student Success? An Exploration of How Composition and Technical Communication Researchers Can Overcome Negative Instructor Identity Framing and Performance in the NC Community College System”

Deirdre Carney, Idaho State University, Pocatello, “Location, Location, Location: The Importance of Institutional Placement of Technical and Professional Writing Programs”

Jennifer Foradori, Idaho State University, Pocatello, “Location, Location, Location: The Importance of Institutional Placement of Technical and Professional Writing Programs”

Robert Frederick, High Point, NC, “Science Writing 2.0: Telling Important Stories in a Noisy Age”

*Community, Civic & Public*

**K.22 Conflict Discourses in Public Deliberations**

Capri 115, First Floor

**Chair:** Jessie Richards, University of Utah, Salt Lake City

**Speakers:** Jessie Richards, University of Utah, Salt Lake City, “Discursive Constructions of National Identity, Rape, and Conflict”

Brian Rogers, University of Utah, Salt Lake City, “Provoking Questions of Identity and Desire: An Ontological Approach to HIV/AIDS Prevention”

*Institutional and Professional*

**K.23 Composing Roles for Scholars, Teachers, and Organizations in Policy Debates**

Royale Pavilion 4, First Floor

**Chair:** Scott Wible, University of Maryland, University Park

**Speakers:** Dahliani Reynolds, Roger Williams University, Bristol, RI, “Changing the Conversation: Composition, NEH Seminars, and Going Public”

Scott Wible, University of Maryland, University Park, “Foreign Language Lessons on Policymaking”

Miles Myers, Institute for Standards, Curricula, and Assessments, Los Angeles, CA, “The Three Requirements for Going Public: Organization, Professionalization, and Action-Oriented Genres”

**Respondent:** Doug Hesse, University of Denver, CO

*Community, Civic & Public*

**K.24 Stakes, Stakeholders, and Freshman Composition: Communicating Our Programs to Multiple Audiences**

Capri 116, First Floor

*Chair:* Erica Jansen, University of Delaware, Newark

*Speakers:* Jane Wessel, University of Delaware, Newark, “Appealing to Consumers: How We Communicate with Prospective Students”

Elizabeth Hillaker Downs, University of Delaware, Newark, “Beyond Consumers: Sharing (or Not) Visions of Freshman Composition with Stakeholders”

Erica Jansen, University of Delaware, Newark, “Can You Hear Me? Access Points and Audience in Freshman Composition Communications”

*History*

**K.25 Cooking, Botany, and Journalism: Historical Sites of Feminist Rhetorics**

Skybox 206, Second Floor

*Chair:* Elizabeth Kuechenmeister, Bowling Green State University, OH

*Speakers:* Grace Wetzel, Wake Forest University, Raleigh, NC, “Winifred Black’s ‘Little Jim’ Campaign: The Role of Journalism in Late Nineteenth-Century Rhetorical Education”

Henrietta Shirk, Montana Tech of The University of Montana, Butte, “Feminist Rhetoric from the Periphery of Botany: Nineteenth-Century American Women Plant Collectors”

Elizabeth Kuechenmeister, Bowling Green State University, OH, “Once Around the Pan: Cooking Measurements in the Women’s Rhetorical Tradition”

*Community, Civic & Public*

**K.26 Finding the Words Together: Interrogating the Deficit Model of Literacy**

Skybox 207, Second Floor

*Chair:* Lauren Bowen, Michigan Technological University, Houghton

*Speakers:* Lauren Bowen, Michigan Technological University, Houghton, “Lifelong Literacy: A Case for Intergenerational Literacy Classrooms”

Elisabeth Miller, University of Wisconsin-Madison, “More than Words: Re-thinking Literacy and/or Deficit through Aphasia”

Yu-Kyung Kang, University of Illinois at Urbana-Champaign, “Undoing Ideologies, Reconstructing Identities: Korean Student Writing Workshops”

*Teaching Writing & Rhetoric*

**K.27 Re-envisioning Reason's Ethos in Public Works**

Skybox 208, Second Floor

**Chair:** Dana Elder, Eastern Washington University, Cheney

**Speakers:** Carrie Bates, SUNY Potsdam, "Theoretical Challenges to the Faith-Reason Binary"

Justin Young, Eastern Washington University, Spokane, "Bridging Binaries: The Paths of Public Discourse and the Logos of the Academy"

Dana Elder, Eastern Washington University, Cheney, "The Rational Rhetoric of Faith"

Jose Cortez, University of Arizona, Tucson, "Opening the Binaries of Ethos with Jim Corder and Kenneth Burke"

*Basic Writing*

**K.28 Navigating the Academic Lingo: Language and Difference in Basic Writing**

Skybox 209, Second Floor

**Chair:** Deborah Teague, Florida State University, Tallahassee

**Speakers:** Mwangi Chege, University of Cincinnati-Blue Ash, OH, "Navigating the Terrain of Academic Discourse as an African American Basic Writer: Teachers as Co-Laborers by Adapting A Dialogic and Culturally Responsive Classroom Management Pedagogy Approach"

Sarah Stanley, University of Alaska, Fairbanks, "Tajada's Whisper: Micro, Meso, and Macro Levels of a Parenthetical Limit Situation"

Meredith Singleton, University of Cincinnati, OH, "Exploring the Vernacular Literacy of Community College Students"

Dhruba Neupane, University of Waterloo, Kitchener, Ontario, Canada, "'Mainstreaming' Basic Writing Today: Possibilities and Challenges"

*Community, Civic & Public*

**K.29 Oral Histories as Public Work: A Community Publishing Experiment in Rural Pennsylvania**

Skybox 210, Second Floor

**Chair:** Laurie Cella, Shippensburg University, PA

**Speakers:** Julie Lark, AmeriCorps Vista Program, Shippensburg, PA, "Oral Histories in the Composition Classroom: What Students Gain by Empathetic Listening"

Laurie Cella, Shippensburg University, PA, "Adult Learners Narrating Their Stories: Oral History as a Means Toward Rhetorical Confidence"

Marie Steinbacher, LIU12 Franklin County Literacy Council, Chambersburg, PA, "Literacy Activism as Public Work: An AmeriCorps Vista Perspective"

*Community, Civic & Public*

**K.30 Mapping Rhetorical Strategies in the Composition of Public Memory and Identity**

Skybox 201, Second Floor

*Chair:* Ersula Ore, Arizona State University, Tempe

*Speakers:* Kenneth Ladenburg, Arizona State University, Tempe, “Rhetorical Memory Making in The Citizens’ Council, 1955–1957”

Yazmin Lazcano-Pry, Arizona State University, Tempe, “Protest as Memorialization in Mexico City’s Zócalo”

Clarissa Bonner, Arizona State University, Tempe, “Touring the Prairie: Constructing the Official Memory of Willa Cather”

*Community, Civic & Public*

**K.31 A Critical Lens on Service-Learning**

Skybox 202, Second Floor

*Chair:* Cynthia (Cindy) Gomez, Hodges University, Naples, FL

*Speakers:* James Anderson, University of Arkansas, Fayetteville, “Problematic and Productive Places: Critical Place-Based Pedagogy in College Composition”

Veronica House, University of Colorado Boulder, “Food, Composition, and Service-Learning: Connecting Students to Grassroots Community Initiatives”

Jennifer Jeanfreau, Loyola University of New Orleans, LA, “Is Service Learning a Means of Overcoming or Reinforcing Prejudices?”

Alexis Ramsey, Eckerd College, St. Petersburg, FL, “Writing for Social Change: Critical Reflection, Service Learning, and the Composition Course”

*Academic Writing*

**K.32 The Writing Center as Public Space: Developing Writing Identities Across Disciplines**

Royale Pavilion 8, First Floor

*Chair:* Justin Bain, Colorado University, Denver

*Speakers:* Caitrin Blake, Colorado University, Denver, “Drafting in Public: Audience Awareness for WAC Students”

Justin Bain, Colorado University, Denver, “Stranged Discourses: Writing Centers as Public Sites for WAC/WID”

Jonathan Clark, Colorado University, Denver, “Writing Center as Interdisciplinary Space: Developing Writing Identities”

Selena Dickey, Colorado University, Denver, “Reflexive Thinking and Public Discourse”

*Teaching Writing & Rhetoric*

**K.33 Student Histories Matter: Archival Research in the Composition Classroom**

Grande Ballroom H, First Floor

**Chair:** Lois Agnew, Syracuse University, NY

**Speakers:** Kathryn Navickas, Syracuse University, NY, “Feminist Writing Assignments: Locating Student Histories in the Archives”

Laura Michael Brown, The Pennsylvania State University, State College, “Community as ‘Text’: Teaching Archival Research for Civic Engagement”

Lavina Ensor, University of North Carolina at Greensboro, “Making and Telling Stories: How Digital Archive Projects Help Students”

*Research*

**K.34 Designing a Multi-Institutional Cross-Disciplinary Study in Information Literacy**

Grande Ballroom B, First Floor

**Chair:** Rachael Geary, Texas Woman’s University, Denton

**Speakers:** Katt Blackwell-Starnes, Georgia Southern University, Statesboro, “First I’ll Go to Google: Insight into Student Search Habits from the LILAC Project”

Janice Walker, Georgia Southern University, Statesboro, “Report from the LILAC Project: Designing a Study of Student Information-Seeking Behaviors”

Eleanor Haynes, Georgia Southern University, Statesboro, “Navigating Institutional Review Board Approval for a Multi-Institutional Cross-Disciplinary Study”

*Institutional and Professional*

**K.35 Building, Analyzing, and Sustaining Writing Programs in the U.S.**

Grande Ballroom F, First Floor

**Chair:** Yuko Itatsu, University of Tokyo, Japan

**Speakers:** Yuko Itatsu, University of Tokyo, Japan, “Aiming High: Constructing a Native Level English Curriculum for International Students in Japan”

Minal Singh, University of Texas, El Paso, “Making a Virtuous Argument for FYC Visibility: Technology Aids the WPA”

Susan Ryan, Carnegie Mellon University, Pittsburgh, PA, “The Writer Dissolves in the University: Academic Conventions and Liberatory Agendas in First-Year English”

**K.36 Charisma Studies, Cognitive Studies, and the Composing Brain**

Skybox 212, Second Floor

*Chair:* Molly Daniel, Florida State University, Tallahassee, FL

*Speakers:* Carmen Christopher Caviness, Meredith College, Greensboro, NC, “Meeting of the Minds: Extended Cognition and the Public Space of the Composition Classroom”

Kathryn Wozniak, DePaul University, Chicago, IL, “Making the ‘Composing Brain’ Public: Raising Awareness of Cognitivist Composition Research in Psychology, Neuroscience, and HCI (and Vice Versa)”

Thomas Reynolds Jr., Northwestern State University of Louisiana, Natchitoches, “Contemporary Charisma Studies: Toward a New Rhetoric of Elocution?”

*Information Technologies*

**K.37 Reporting on Best Practices in Online Writing Instruction (OWI): Six-Year Research Results from the CCCC Committee for Best Practices in OWI**

Skybox 211, Second Floor

*Chair:* Lisa Meloncon, University of Cincinnati, OH

*Speakers:* Leslie Olsen, Bellevue University, Everett, WA, “Administrative and Training Issues”

Scott Warnock, Drexel University, Riverton, NJ, “Pedagogy Theories and Strategies for OWI”

Sushil Oswal, University of Washington Tacoma, “Accessibility Issues in OWI”

Diane Martinez, Utah State University, Logan, “Student Preparation for OWI”

Beth Hewett, University of Maryland University College, Adelphi, MD; CCCC Committee Best Practices in OWI, “Framing the Best Practices in OWI Report”

**K.38 Think-Tank for Newcomers Developing Papers and Sessions for CCCC 2014**

Grande Ballroom E, First Floor

*Chair:* Paul Hanstedt, Roanoke College, Lexington, VA



## **Open Working Meeting of the Language, Linguistics, and Writing SIG**

Skybox 203, Second Floor

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in-the work of the CCCC. All are Invited.

*Co-Chairs:* Deb Rossen-Knill, University of Rochester, NY  
Craig Hancock, SUNY, NY

### **Indianapolis, IN 2014**

JW Marriott/Marriott

March 19–22, 2014

**For Program Proposal Deadline  
visit**

**[www.ncte.org/cccc/conv](http://www.ncte.org/cccc/conv)**

**See You There!!**

# CCCC Awards/ Recognition Reception

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Grande Ballroom A, First Floor

5:00–6:30 p.m.

**Chair:** Howard Tinberg, Program Chair/CCCC Associate Chair, Bristol Community College, Fall River, MA

At this reception we announce the winners of the 2013 Outstanding Book Award, The James Berlin Memorial Outstanding Dissertation Award, The Braddock Award, the Award for best article in *TETYC*, the Nell Ann Pickett , and others. Past CCCC Chairs, distinguished guests, and international participants will be recognized. A light reception follows. Please take the time to come celebrate with your colleagues.

## AWARDS PRESENTATIONS

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### OUTSTANDING BOOK AWARD

This award is presented to the author(s) or editor(s) of a book making an outstanding contribution to composition and communication studies. Books are evaluated for scholarship or research and for applicability to the study and teaching of composition and communication.

#### Outstanding Book Award Committee

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**Chair:** Deborah W. Minter, University of Nebraska, Lincoln  
Jonathan Alexander, University of California, Irvine  
Melody A. Bowdon, University of Central Florida, Orlando  
Barbara E. L'Eplattenier, University Of Arkansas-Little Rock  
Shevaun E. Watson, University of Wisconsin-Eau Claire

#### Previous Award Winners

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- 2012 David Fleming, *From Form to Meaning: Freshman Composition and the Long Sixties, 1957-1974*  
Bruce Horner, Min-Zhan Lu, and Paul Kei Matsuda, *Cross-Language Relations in Composition*
- 2011 Xiaoye You, *Writing in the Devil's Tongue: A History of English Composition in China*
- 2010 David Gold, *Rhetoric at the Margins: Revising the History of Writing Instruction in American Colleges, 1873-1947*

- 2009 Charles Bazerman, *Handbook of Research on Writing: Society, School, Individual, Text*  
John M. Duffy, *Writing from These Roots: Literacy in a Hmong-American Community*
- 2008 Sharon Crowley, *Toward a Civil Discourse: Rhetoric and Fundamentalism*

For a listing of winners prior to 2008, please visit <http://www.ncte.org/cccc/awards/oba>

## JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD

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Renamed to honor James Berlin, this award recognizes a graduate whose dissertation improves the educational process through research or scholarly inquiry or adds to the body of knowledge in composition studies.

### Berlin Outstanding Dissertation Award Committee

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**Chair:** Renee Moreno, California State University, Northridge  
Kristin Arola, Washington State University, Pullman  
Charlotte A. Hogg, Texas Christian University, Fort Worth  
Lisa King, University of Tennessee, Knoxville  
Meredith J. Lee, Leeward Community College, HI

### Previous Award Winners

- 2012 Ana Maria Wetzl, “L2 Writing in the L1 Composition Course: A Model for Promoting Linguistic Tolerance”
- 2011 Carolyn J. Fulford, “Writing Across the Curriculum Program Development as Ideological and Rhetorical Practice”
- 2010 Risa Applegarth, “Other Grounds: Popular Genres and the Rhetoric of Anthropology, 1900-1940”
- 2009 Eric D. Turley, “The Scientific Management of Writing and the Residue of Reform”
- 2008 Katherine E. Tirabassi, “Revisiting the Current-Traditional Era: Innovations in Writing Instruction at the University of New Hampshire, 1940-1949”

For a listing of winners prior to 2008, please visit <http://www.ncte.org/cccc/awards/berlin>

## THE RICHARD BRADDOCK AWARD

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The Richard Braddock Award is presented to the author of the outstanding article on writing or the teaching of writing in the CCCC journal, *College Composition*

and Communication, during the year ending December 31 before the annual CCCC spring convention. The award was created to honor the memory of Richard Braddock, University of Iowa. Richard Braddock was an extraordinary person and teacher who touched the lives of many people in ways that this special award established in his name can only suggest.

## Braddock Award Committee

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**Chair:** Anis S. Bawarshi, University of Washington, Seattle  
Paul Kei Matsuda, Arizona State University, Tempe  
Teresa M. Redd, Howard University, Washington, D.C.  
Rochelle (Shelley) Rodrigo, Old Dominion University, Norfolk, VA  
Christopher J. Thaiss, University of California at Davis

### Previous Award Winners

- 2012 Brandy Nalani McDougall and Georganne Nordstrom, “Ma ka Hana ka ‘Ike (In the Work Is the Knowledge): Kaona as Rhetorical Action,” September 2011
- 2011 Anne-Marie Pedersen, “Negotiating Cultural Identities through Language: Academic English in Jordan,” December 2010
- 2010 Shevaun E. Watson, “Good Will Come of This Evil”: Enslaved Teachers and the Transatlantic Politics of Early Black Literacy,” September 2009
- 2009 Ellen Barton, “Further Contributions from the Ethical Turn in Composition/Rhetoric: Analyzing Ethics in Interaction,” June 2008
- 2008 Michael Carter, “Ways of Knowing, Doing, and Writing in the Disciplines,” February 2007

For a listing of winners prior to 2008, please visit <http://www.ncte.org/cccc/awards/braddock>

## OUTSTANDING DISSERTATION AWARD IN TECHNICAL COMMUNICATION

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This award recognizes a dissertation in Technical Communication whose research is original, makes a contribution to the field, uses a sound methodological approach, demonstrates awareness of the existing research in the area studied, and demonstrates an overall high quality of writing.

### Outstanding Dissertation Award in Technical Communication Committee

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**Chair:** William Banks, East Carolina University, Greenville, NC  
Huilong Ding, North Carolina State University, Raleigh  
Angela Haas, Illinois State University, Normal

Carlos Salinas, University of Texas at El Paso  
J. Blake Scott, University of Central Florida, Orlando

### **Previous Award Winners**

2012 Joy Santee  
2011 Colleen Derkatch  
2010 Rebekka Andersen  
2009 Jonathan Buehl  
2008 Lara Varpio

For a listing of winners prior to 2008, please visit <http://>

## **TECHNICAL AND SCIENTIFIC COMMUNICATION AWARDS**

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This award recognizes outstanding books and articles in technical and scientific communication in six categories: Best Book, Best Original Collection of Essays, Best Article Reporting Qualitative or Quantitative Research, Best Article Reporting Historical Research or Textual Studies, Best Article on Philosophy or Theory, and Best Article on Pedagogy or Curriculum.

### **Technical and Scientific Communication Awards Committee**

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**Chair:** Michelle F. Eble, East Carolina University, Greenville  
Stuart Blythe, Michigan State University, East Lansing  
Joyce Locke Carter, Texas Tech University, Lubbock  
Heather Shearer, University of California, Santa Cruz  
Stewart Whittemore, Auburn University, AL

### **Previous Award Winners**

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#### **2012**

**Best Book in Technical or Scientific Communication:** Brad Mehlenbacher, Instruction and technology: Designs for everyday learning

**Best Original Collection of Essays in Technical or Scientific Communication:** Margaret Hundleby and Jo Allen, Assessment in Technical and Professional Communication

**Best Article Reporting Historical Research or Textual Studies in Technical or Scientific Communication:** Edward A. Malone, “Chrysler’s ‘Most Beautiful Engineer’: Lucille J. Pieti in the Pillory of Fame.” *Technical Communication Quarterly*, 19:2, 2010, 144-183

**Best Article Reporting Qualitative or Quantitative Research in Technical or Scientific Communication:** Clay Spinuzzi, “Secret Sauce and Snake Oil: Writing Monthly Reports in a Highly Contingent Environment.” *Written Communication*, 27:4, 2010, 363-409

**Best Article on Philosophy or Theory of Technical or Scientific Communication:** Jason Swarts, “Recycled Writing: Assembling Actor Networks From Reusable Content.” *Journal of Business and Technical Communication*, 24:2, 2010, 127-163

**Best Article on Pedagogy or Curriculum in Technical or Scientific Communication:** Natasha Artemeva and Janna Fox, “Awareness Versus Production: Probing Students’ Antecedent Genre Knowledge.” *Journal of Business and Technical Communication*, 24:4, 2010, 476-515

## 2010

**Best Book in Technical or Scientific Communication:** Carol Siri Johnson, *The Language of Work: Technical Communication at Lukens Steel, 1810-1925*

**Best Original Collection of Essays in Technical or Scientific Communication:** Christina Hass, *Written Communication*, Special issue on Writing and Medicine, 26(3-4) July-October 2009, 215-396

**Best Article Reporting Historical Research or Textual Studies in Technical or Scientific Communication:** Catherine Schryer, Elena Afros, Marcellina Mian, Marlee Spafford, & Lorelei Lingard, “The Trial of the Expert Witness: Negotiating Credibility in Child Abuse Correspondence,” *Written Communication*, 26(3), July 2009: 215-246

**Best Article Reporting Qualitative or Quantitative Research in Technical or Scientific Communication:** Christa Teston, “A Grounded Investigation of Genred Guidelines in Cancer Care Deliberations,” *Written Communication*, 26(3), July 2009: 320-348

**Best Article on Philosophy or Theory of Technical or Scientific Communication:** S. Scott Graham, “Agency and the Rhetoric of Medicine: Biomedical Brain Scans and the Ontology of Fibromyalgia,” *Technical Communication Quarterly*, 18(4), Fall 2009: 376-404

**Best Article on Pedagogy or Curriculum in Technical or Scientific Communication:** Rachel Spilka, “Practitioner Research Instruction: A Neglected Curricular Area in Technical Communication Undergraduate Programs,” *Journal of Business and Technical Communication*, 23(2), April 2009: 216-237

## 2009

**Best Book in Technical or Scientific Communication:** Jason Swarts. *Together with Technology: Writing Review, Enculturation and Technological Mediation*. Amityville, NY: Baywood Publishing Company, Inc. 2008.

**Best Original Collection of Essays in Technical or Scientific Communication:** No award given.

**Best Article Reporting Historical Research or Textual Studies in Technical or Scientific Communication:** No award given.

**Best Article Reporting Qualitative or Quantitative Research in Technical or Scientific Communication:** Stuart Blythe, Jeffrey T. Grabill, & Kirk Riley. “Action Research and Wicked Environmental Problems: Exploring Appropriate Roles for Researchers in Professional Communication,” *Journal of Business and Technical Communication*, 22(3), (July 2008): 272-298.

**Best Article on Philosophy or Theory of Technical or Scientific Communication:**

Jason Swarts. "Information Technologies as Discursive Agents: Methodological Implications for the Empirical Study of Knowledge Work," *Journal of Technical Writing & Communication*, 38(4), (2008): 301-329.

**Best Article on Pedagogy or Curriculum in Technical or Scientific Communication:** Deanna P. Dannels & Kelly Norris Martin. "Critiquing Critiques: A Genre Analysis of Feedback Across Novice to Expert Design Studios," *Journal of Business and Technical Communication*, 22(2), (April 2008): 135-158.

## 2008

**Best Book in Technical or Scientific Communication:** Joseph E. Harmon and Alan G. Gross. Eds. *The Scientific Literature: A Guided Tour*. Chicago, IL: University of Chicago Press, 2007.

**Best Original Collection of Essays in Technical or Scientific Communication:** Mark Zachry and Charlotte Thralls. Eds. *Communicative Practices in Workplaces and the Professions: Cultural Perspectives on the Regulation of Discourse and Organizations*. Amityville, NY: Baywood Publishing Company, Inc., 2007.

**Best Article Reporting Historical Research or Textual Studies in Technical or Scientific Communication:** Neal Lerner. "Laboratory Lessons for Writing and Science." *Written Communication*. 24:3 (2007), 191-222.

**Best Article Reporting Qualitative or Quantitative Research in Technical or Scientific Communication:** Gabriella Rundblad. "Impersonal, General, and Social: The Use of Metonymy Versus Passive Voice in Medical Discourse." *Written Communication*. 24:3 (2007), 250-277.

**Best Article on Philosophy or Theory of Technical or Scientific Communication:** Susan Hagan. "Visual/Verbal Collaboration in Print: Complementary Differences, Necessary Ties, and an Untapped Rhetorical Opportunity." *Written Communication*. 24:1 (2007), 49-83.

**Best Article on Pedagogy or Curriculum in Technical or Scientific Communication:** Michael Carter, Miriam Ferzli, and Eric N. Wiebe. "Writing to Learn by Learning to Write in the Disciplines." *Journal of Business and Technical Communication*. 21:3 (2007), 278-302.

For a listing of winners prior to 2007, please visit <http://www.ncte.org/ccccc/awards/techsci>

## WRITING PROGRAM CERTIFICATE OF EXCELLENCE

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This award program, established in 2004, honors up to 20 writing programs a year. Programs must successfully demonstrate that their program meets the following criteria: it imaginatively addresses the needs and opportunities of its students, instructors, and locale; offers exemplary ongoing professional development for faculty of all ranks, including adjunct/contingent faculty; treats contingent faculty respectfully, humanely, and professionally; uses current best practices in the field; uses effective, ongoing assessment and placement procedures; models diversity and/or serves diverse communities; has appropriate class size; and has an administrator (chair, director, coordinator, etc.) with academic credentials in writing.

## 2012–2013 Writing Program Certificate of Excellence Committee

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**Chair:** David Kirkland, Michigan State University, East Lansing  
Doug Downs, Montana State University, Bozeman  
John M. Duffy, University of Notre Dame, IN  
Julie L. Lindquist, Michigan State University, East Lansing  
Elenore Long, Arizona State University, Tempe

### Previous Certificate Winners

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#### **2011-2012**

Appalachian State University, Vertical Writing Curriculum  
Montclair State University, First-Year Writing Program  
St. Louis Community College, ESL Program  
University of Illinois at Urbana-Champaign, Undergraduate Rhetoric Program  
University of South Florida, First-Year Writing Composition Program  
University of Tennessee, Knoxville, Writing Program  
The University of Texas at El Paso, First-Year Composition

#### **2010-2011**

Binghamton University, State University of New York, First-Year Writing  
University of Connecticut, University Writing Center  
Wheaton College, Writing Across the Curriculum Program

#### **2009-2010**

Louisiana State University, Communication across the Curriculum Program

#### **2008–2009**

North Carolina State University, First-Year Writing Program  
University of Massachusetts Amherst, Writing Program  
Washington State University, Writing Program

#### **2007–2008**

The University of Denver, Writing Program  
University of Toronto, Scarborough, Writing Centre

#### **2006–2007**

Ball State University, Writing Program  
Michigan Technological University, Writing Center  
Purdue University, Introductory Composition  
Swarthmore College, Writing Associates Program  
University of Toronto, Office of English Language and Writing Support

For a listing of winners prior to 2008, please visit <http://www.ncte.org/cccc/awards/writingprogramcert>



## CCCC TRIBAL COLLEGE FACULTY FELLOWSHIP

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In March 2003, the Conference on College Composition and Communication (CCCC) initiated a new program, the Tribal College Faculty Fellowship Program. The Tribal College Faculty Fellowship offers financial aid to selected faculty members currently working at tribally controlled colleges to attend the CCCC Conference. This year we will be awarding up to four Tribal College Faculty Fellowships in the amount of \$750 each. With this Fellowship, CCCC hopes to create new opportunities for Tribal College Faculty members to become involved in CCCC and for CCCC to carry out its mission of serving as a truly representative national advocate for language and literacy education. Applicants are asked to submit a letter describing who they are as teachers and what they teach at their tribal college, what their research interests are, and what they hope to gain from the experience of attending CCCC (how it could help in their teaching or research). A selection committee including American Indian Caucus members reviews applications for the Tribal College Faculty Fellowship. Fellowships are awarded based on overall quality of the application letter.

### Tribal College Faculty Fellowship Committee

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**Chair:** Kimberli Lee, Michigan State University, East Lansing  
Resa Crane Bizzaro, Indiana University of Pennsylvania  
Casie Cobos, Texas A&M University, College Station  
Amanda Morris, Kutztown University, PA  
Patricia Trujillo, Northern New Mexico College, Española

### Previous Award Winners

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- 2012** Kate Bertin, Jeanne Sokolowski
- 2011** Eric Jurgens
- 2010** Christie Cooke, Jennifer Ann Owens
- 2009** Sara Knight, Ryan Winn
- 2008** Nathan Jenkins, Haskell Indian Nationals University

For a listing of winners prior to 2008, please visit <http://www.ncte.org/cccc/awards/tribalcollegefellow>

## CCCC ADVANCEMENT OF KNOWLEDGE AWARD

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Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances writing studies.

### Advancement of Knowledge Committee

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Jeffrey Grabill, Michigan State University, East Lansing  
Paul Rogers, George Mason University, Fairfax, VA  
Shevaun Watson, University of Wisconsin-Eau Claire

### Previous Award Winners

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**2012** Mya Poe, Neal Lerner, and Jennifer Craig, *Learning to Communicate in Science and Engineering: Case Studies from MIT*

## CCCC RESEARCH IMPACT AWARD

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Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances the mission of the organization or the needs of the profession.

### Research Impact Committee

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Samantha Blackmon, Purdue University, West Lafayette, IN  
Huilin Ding, Clemson University, SC  
Krista Ratcliffe, Marquette University, Milwaukee, WI

### Previous Award Winners

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**2012** Christopher Schroeder, *Diverse by Design: Literacy Education in Multicultural Institutions*

## CCCC LUIZ ANTONIO MARCUSCHI TRAVEL AWARDS

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Established in 2011, this award provides two \$1,000 travel reimbursement awards to scholars from Mexico, Central, or South America who have papers accepted for presentation at the CCCC Convention. Selection of the winners is made by the CCCC Program Chair and a panel of judges selected from the Stage II program reviewers.

### Previous Award Winners

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**2012** Federico Navarro, Désirée Motta Roth

## Special Interest Groups

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6:30 p.m.–7:30 p.m.

### **FSIG.01 Asian/Asian American Caucus**

Capri 104, First Floor

*Co-Chairs:* K. Hyoejin Yoon, West Chester University, PA  
Terese Guinsatao Monberg, Michigan State University, East Lansing

### **FSIG.02 Black Caucus**

Capri 105, First Floor

*Co-Chairs:* Elaine Richardson, The Ohio State University, Columbus  
David E. Kirkland, Michigan State University, East Lansing  
*Secretary of the Black Caucus:* Rhea Lathan, Florida State University,  
Tallahassee

### **FSIG.03 American Indian Caucus**

Capri 106, First Floor

*Co-Chairs:* Joyce Rain Anderson, Bridgewater State University, Brockton, MA  
Resa Cran Bizzaro, Indiana University of Pennsylvania  
Malea Powell, Michigan State University, East Lansing

### **FSIG.04 Latino Caucus**

Capri 107, First Floor

*Co-Chairs:* Cristina Kirklighter, Texas A&M University-Corpus Christi  
Renee Moreno, California State University, Northridge  
Bobbi Houtchens, Arroyo Valley High School, San Bernardino, CA

### **FSIG.05 Queer Caucus**

Capri 108, First Floor

*Co-Chairs:* Garrett Nichols, Texas A&M University, College Station  
Mark McBeth, John Jay College of Criminal Justice, New York, NY  
Kimberly Drake, Scripps College, Claremont, CA  
Scott Aichinger, University of Nebraska, Omaha

### **FSIG.06 Best Practices in Online Writing Instruction: Seeking Feedback from CCC Members on the Completed Best Practices Report**

Capri 109, First Floor

*Chair:* Kevin DePew, Old Dominion University, Newport News, VA

**FSIG.07 Creative Writing Study and Artistic Practice**

Capri 110, First Floor

*Co-Chairs:* Ben Ristow, University of Arizona, Tucson  
Benjamin Miller, CUNY Grad Center, Bronx

**FSIG.08 Graduate Student Forum Special Interest Group**

Capri 111, First Floor

*Co-Chairs:* Laurie A. Pinkert, Purdue University, Lafayette  
Lavinia Hirsu, Indiana University, Bloomington

**FSIG.09 In Their Words: Student Writing in the Creative Nonfiction/Composition Classroom**

Capri 112, First Floor

*Chair:* Melissa Goldthwaite, Saint Joseph's University, Philadelphia, PA

**FSIG.10 International Writing Centers Association:  
The Public Work of Writing Centers**

Capri 113, First Floor

*Chair:* Kevin Dvorak, Nova Southeastern University, Fort Lauderdale, FL

**FSIG.11 Independent Writing Units**

Capri 114, First Floor

*Co-Chairs:* Keith Rhodes, Grand Valley State University, Kearney, NE  
Barry Maid, Arizona State University, Mesa

**FSIG.12 Labor Caucus Special Interest Group**

Capri 115, First Floor

*Co-Chairs:* Amy Lynch-Binie, Kutztown University, PA  
Seth Kahn, West Chester University of Pennsylvania  
Jes Hodgson, University of Missouri-Columbia  
Vandana Gavaskar, Elizabeth City State University, Virginia Beach, VA  
Steve Fox, Indiana University Purdue University Indianapolis

**FSIG.13 Meeting of the International Network of Writing-across-the-Curriculum Programs**

Capri 116, First Floor

*Chair:* Chris Thaiss, University of California Davis

**FSIG.14 Rhetoric and Christian Tradition**

Skybox 206, Second Floor

*Chair:* Elizabeth Vander Lei, Calvin College, Grand Rapids, MI

**FSIG.15 Special Interest Group: English Education and Composition Connections**

Skybox 207, Second Floor

*Co-Chairs:* Mark Letcher, Purdue Univ. Calumet, Hammond, IN  
Gretchen Rumohr-Voskuil, Aquinas College, Grand Rapids, MI  
Elizabeth Brockman, Central Michigan University, Mt. Pleasant

**FSIG.16 Studio Special Interest Group**

Skybox 208, Second Floor

*Chair:* Rhonda Grego, Midlands Technical College, Columbia, SC

**FSIG.17 Teaching Adult Writers in Diverse Settings SIG**

Capri 103, First Floor

*Co-Chairs:* Karen Uehling, Boise State University, ID  
Lynn Reid, Fairleigh Dickinson University, Pt. Pleasant, NJ  
Christine Photinos, National University, San Diego, CA  
Sonia Feder-Lewis, Saint Mary's University, Saint Paul, MN

**FSIG.18 Working-Class Culture and Pedagogy Special Interest Group**

Skybox 209, Second Floor

*Co-Chairs:* William Thelin, The University of Akron, OH  
Jennifer Beech, University of Tennessee at Chattanooga

**FSIG.19 Writing with Current, Former, and Future Members of the Military**

Skybox 210, Second Floor

*Co-Chairs:* Robert Hazard, College of DuPage, Glen Ellyn, IL  
D. Alexis Hart, Virginia Military Institute, Lexington, VA  
Sandra Jang, English Instructor, New York, NY

**FSIG.20 Transnational Composition SIG**

Skybox 211, Second Floor

*Chair:* Bruce Horner, University of Louisville, KY

**FSIG.21 Science and Writing**

Skybox 212, Second Floor

*Co-Chairs:* William FitzGerald, Rutgers University-Camden, NJ  
Jonathan Buehl, The Ohio State University, Columbus

**FSIG.22 SIG on Undergraduate Research in Rhetoric and Composition**

Skybox 201, Second Floor

*Chair:* Michael Zerbe, York College of Pennsylvania



## **Friday Evening Events**

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### **TYCA Talks**

Royale Pavilion 7, First Floor  
6:30 p.m.–7:30 p.m.

### **The Twentieth Annual Poetry Forum**

Capri 104, First Floor  
7:30 p.m.–10:30 p.m.

The Poetry Forum: The Twenty-Fifth Annual Exultation of Larks will be held on Friday, 7:30–10:30 p.m. 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 Mary Minock (Language and Literature Department, Madonna University, 36600 Schoolcraft Rd., Livonia, MI 48150, [mminock@madonna.edu](mailto:mminock@madonna.edu)) if they have questions.

### **AA**

Skybox 201, Second Floor  
8:00 p.m.–10:00 p.m.

### **ALANON**

Skybox 206, Second Floor  
8:00 p.m.–10:00 p.m.

# Saturday, March 16

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**REGISTRATION, 8:00 a.m.–2:30 p.m.**

Royale Pavilion Ballroom, First Floor

**Exhibits, 10:00 a.m.–1:00 p.m.**

Royale Pavilion Ballroom, Lobby Level

**Computer Connection/Digital Posters**

Top of the Riviera South

**TWO-YEAR COLLEGE SATURDAY PROGRAM  
SPONSORED BY THE TWO-YEAR COLLEGE ENGLISH  
ASSOCIATION (TYCA)**

**TWO-YEAR COLLEGE ENGLISH ASSOCIATION ANNUAL  
BREAKFAST AND AWARDS**

Grande Ballroom E, First Floor

7:00 a.m.–8:00 a.m.

Admission is by advance registration only.

**TYCA Executive Committee Meeting**

Monaco Room 13, Monaco Tower, Second Floor

9:00 a.m.–5:00 p.m.



## TYCA FAME AWARD

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The Award acknowledge the best mention of the two-year college appearing in any media during the previous year. The award gives credit to those reporters, writers, filmmakers, and others who seek out and publicize exemplary students, faculty, programs, campuses, and/or recognize the two-year college system. For more information, please visit: <http://www.ncte.org/tyca/awards/fame>.

Winners are to be announced at the TYCA Breakfast.

### Fame Award Committee

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**Chair:** Sterling Warner, Evergreen Valley College, San Jose, CA  
Joy Barber, Montana State University, Billings  
Carmen Carrasquillo, Miramar College, San Diego, CA  
Michael Dinielli, Chaffey College, Alta Loma, CA  
Bruce Henderson, Fullerton College, CA  
Martha Henning, Portland Community College, OR  
Jeffrey Klausman, Whatcom Community College, Bellingham, WA  
Howard Tinberg, Bristol Community College, Fall River, MA

### Previous Award Winners

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- 2012 Grace Chen, *Community College Review*, North Carolina State University, Raleigh
- 2011 Zach Miners, US News and World Report, October 7, 2010, “Obama Touts Community Colleges”
- 2010 Scott Jaschik, *Inside Higher Ed*, March 18, 2009, “College College Surge”
- 2009 Dr. Jill Biden, Northern Virginia Community College, VA  
Honorable Mention: Peter Schworm, *Boston Globe*, January 21, 2009, “Brush with Destitution Fuels a Desire to Succeed”
- 2008 Gail Mellow, President, LaGuardia Community College, NY

## DIANA HACKER TYCA OUTSTANDING PROGRAMS IN ENGLISH AWARDS FOR TWO-YEAR TEACHERS AND COLLEGES

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The awards are given annually to honor two-year teachers and their colleges for exemplary programs that enhance students’ language learning, helping them to achieve their college, career, and personal goals. For more information, please visit: <http://www.ncte.org/tyca/awards/programs>.

Winners are to be announced at the TYCA Breakfast.

## Outstanding Programs Award Committee

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**Chair:** Jeff Andelora, Mesa Community College, AZ  
Joel Henderson, Chattanooga State Tech Community College, TN  
Elissa Caruth, Oxnard College, CA  
Lois Power, Fullerton College, CA

## Previous Award Winners

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### **2012 Reaching Across Borders**

“The Program of Global Distinction”

Howard Community College, Columbia, MD and Community College of Baltimore County, MD

“Interdisciplinary Service-Learning: Making Connections in Art and Writing for Community Concerns”

Kenaij Peninsula College, Soldotna, AK

#### **Honorable Mention**

“Community College–High School Portfolio Connection”

Northeast Iowa Community College, Peosta

#### **Fostering Student Success**

“Increasing Achievement and Program Completion through Curricula Reform”

Passaic County Community College, Paterson, NJ

### **2011 Reaching Across Borders**

“The College-Level Writing Collaborative-Navigating the Gap”

Johnson & Wales University, Providence, RI

#### **Honorable Mention**

“Reaching Across Borders: The Benefits of Blending Full and Part-Time Faculty”

Madison Area Technical College, WI

#### **Honorable Mention**

“Service Learning and Learning Service: Technical Writing Classes Partner with Farmers’ Markets

Zane State College, Zanesville, OH)

#### **Fostering Student Success**

“Step UP: Improving Student Success and Retention and Transforming the College Culture”

Howard Community College, Columbia, MD

#### **Honorable Mention**

“Basic Writing/English 100”

Whatcom Community College, Bellingham, WA)

#### **Enhancing Developmental Education**

#### **Honorable Mention**

“Rural Comp”

Abraham Baldwin Agricultural College, Tifton, GA

**2010 Enhancing Developmental Education**

“The Accelerated Learning Program (ALP)”

Community College of Baltimore County, Baltimore, Maryland

**Honorable Mention**

“Portfolio Assessment and Mentoring Program”

Camden County College, Blackwood, New Jersey

**2009 Category 1: Reaching Across Borders**

“Writing in the Disciplines”

Montgomery College, Takoma Park, MD

“SLCC Community Writing Center”

Salt Lake Community College, Salt Lake City, UT

**Honorable Mention**

“Ready or Not Writing”

Minnesota State Community and Technical College, Fergus Falls, MN

**Special Acknowledgment/Most Unique Initiative**

“Intercultural Literacy through Reflection: Rural Students Meet the Urban Experience”

State Fair Community College, Sedalia, MO

**Category 2: Fostering Student Success**

“ESSAI The College of DuPage Anthology of Academic Writing Across the Curriculum”

College of DuPage, Glen Ellyn, IL

**Honorable Mention**

“Building Community Online: Discussion Boards in a Two-Year College Online Writing Center”

Century College, White Bear Lake, MN

**Category 3: Enhancing Developmental Education**

“Serving the Literacy Goals of At-Risk Students through an Integrated Approach to Faculty Development and Course Design”

Kingsborough Community College, Brooklyn, NY

**Honorable Mention**

“Bursting the Bubble: Using Learning Communities to Create Authentic College Learning and Instruction”

Front Range Community College, Westminster, CO

**Category 4: Enhancing Literature and Cultural Arts**

No Entries

**2008 Category 1: Reaching across Borders**

“The Arts in Ghana with Service Learning”

The Ohio State University Agricultural Technical Institute, Wooster, OH

**Honorable Mention**

“Washington Online Writing Lab (WOWL)”  
Centralia College, WA

**Category 2: Fostering Student Success**

“YVCC English Department Mid-Program Assessment”  
Yakima Valley Community College, WA

**Honorable Mention**

“Increasing Agency and Collaboration through the Merging of SoTL and  
Assessment  
University of Wisconsin Colleges, Waukesha, WI

**Category 3: Enhancing Developmental Education**

“Gateway to Success”  
Santa Barbara City College, CA

**Honorable Mention**

“The W.R.I.T.E. Brush-up Course Program”  
Nassau Community College, Garden City, NY

**Category 4: Enhancing Literature and Cultural Arts**

“Writing and Literature Program”  
Borough of Manhattan Community College, New York, NY

**Honorable Mention**

“Women’s Literature Read-In”  
Lansing Community College, MI

**THESE AWARDS ARE PRESENTED AT THE CCCC  
AWARDS/RECOGNITION RECEPTION ON FRIDAY**

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**NELL ANN PICKETT SERVICE AWARD**

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Presented by the Two-Year College English Association to an outstanding teacher whose vision and voice have had a major impact on two-year college professionalism. For more information, please visit: <http://www.ncte.org/tyca/awards/pickett>.

**Nell Ann Pickett Service Award Committee**

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**Chair:** Jeff Sommers, West Chester University, PA  
Sharon Mitchler, Centralia College, WA  
Shelley Rodrigo, Old Dominion University, Norfolk, VA

## Previous Award Winners

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- 2012 Jeff Sommers, West Chester University, PA
- 2011 Patrick Sullivan, Manchester Community College, CT
- 2010 Mike Matthews, Tarrant County College/NW Campus, Fort Worth, TX
- 2009 Sharon Mitchler, Centralia College, WA
- 2008 Judith “Jay” Wootten, Kent State University, Salem Campus, Salem, OH

## THE MARK REYNOLDS TETYC BEST ARTICLE AWARD

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The quarterly journal *Teaching English in the Two-Year College* selects each calendar year one article for its Best Article of the Year Award. Selection is based on excellence in five areas: content, style, development/organization, value to readers, and overall impression. For more information, please visit: <http://www.ncte.org/tyca/awards/tetycaward>.

Jeff Sommers, Editor of *TETYC*, to present the award.

## Best Article Award Committee

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- Chair:** Gregory Shafer, Mott Community College, Flint, MI  
Jill Kronstadt, Montgomery College, Germantown, MD  
Justin Jory, Manitou Springs, CO  
Teresa Thonney, Columbia Basin College, Pasco, WA

## Previous Award Winners

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- 2012 Patrick Sullivan
- 2011 Ann Del Principe
- 2010 Holly Hassel and Joanne Baird Giordano
- 2009 David Martins
- 2008 Gregory Shafer

**CCCC ANNUAL BUSINESS/TOWN MEETING  
AND  
CONCURRENT SESSIONS**

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## ANNUAL BUSINESS/TOWN MEETING

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Grande Ballroom B, First Floor

8:00 a.m.–9:15 a.m.

*All members and newcomers of CCCC are invited to attend and vote at the business meeting.*

**CCCC Chair:** Chris Anson, North Carolina State University, Raleigh

**CCCC Associate Chair:** Howard Tinberg, Bristol Community College, Fall River, MA

**CCCC Assistant Chair:** Adam J. Banks, University of Kentucky, Lexington

**CCCC Immediate Past Chair:** Malea Powell, Michigan State University, East Lansing

**CCCC Secretary:** Dominic DelliCarpini, York College of Pennsylvania

**CCCC Executive Secretary/Treasurer:** Kent Williamson, NCTE, Urbana, IL

**CCCC Parliamentarian:** Eric Bateman, San Juan College, Farmington, NM

### *Established Rules for Conduct of the Annual Business Meeting*

1. All voting members should be properly identified, and only members in good standing may vote in the business meeting.
2. A quorum of seventy-five members of CCCC in good standing is required for the transaction of business in this meeting.
3. Anyone wishing the floor should go to a microphone and give his or her name and institution when recognized by the chair.
4. If procedural rules are adopted by a majority vote of the members present, a two-thirds vote will be required to suspend or amend them.
5. Members may offer for discussion and action a sense-of-the-house motion, as specified in item 4 in the “Basic Rules for the Handling of Resolutions.” Such motions, if passed, will be broadcast to the members, not as an official CCCC statement, but as the wish of the majority of the members voting at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or another appropriate CCCC body, and can become the substance of a resolution at the next annual convention.
6. *Sturgis’s Standard Code of Parliamentary Procedure* applies on all questions of procedure and parliamentary law not specified in the Constitution, Bylaws, or other rules adopted by CCCC.
7. The Parliamentarian interprets the rules on parliamentary procedures.
8. A secret ballot will be ordered by a motion to vote by secret ballot and an affirmative vote of at least ten members.

### *Procedural Rules Proposed for Adoption at the Annual Business Meeting*

In discussion of resolutions and all other items of business except sense-of-the-house motions:

- a. Three minutes will be allowed for each speaker each time.
- b. No one may speak a second time on a subject until all who wish to speak have been heard.

- c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.
- d. Discussion will be limited to no more than fifteen minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in ten-minute increments by consent of the body.
- e. Discussion of an amendment to a motion or resolution will be limited to no more than ten minutes; this time may be extended in six-minute increments by consent of the body.
- f. Amendments to amendments will not be accepted, in order to avoid confusion.

In discussion of sense-of-the-house motions:

- a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted to the chair in three copies before the call for the adoption of the agenda at the beginning of the business meeting. (Brief prefatory statements in explanation of the motion are not part of the motion and need not be submitted in writing.)
- b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.
- c. Speakers on sense-of-the-house motions shall be limited to two minutes each, except by dispensation of the chair.
- d. Discussion of sense-of-the-house motions shall be limited to ten minutes, except by dispensation of the chair.

### ***Basic Rules for the Handling of Resolutions at the Annual Business Meeting***

1. A call for resolutions will appear in the February issue of *College Composition and Communication*. Proposed resolutions received by the chair of the Resolutions Committee two weeks before the conference require the signature of only five conference members; however, additional signatures are welcome as a means of indicating the base of support for the resolution.
2. The function of the Resolutions Committee is to review all resolutions presented and to prepare resolutions of its own in areas in which it or the Executive Committee believes conference action is needed. Special attention will be given to including areas covered in sense-of-the-house motions passed at the last Annual Business Meeting. In reviewing resolutions, the Resolutions Committee is responsible for combining all resolutions that duplicate one another in substance and for editing all resolutions.

The Resolutions Committee will report all properly submitted resolutions to the Annual Business Meeting with a recommendation for action.

Resolutions that call for conference action in the areas in which the CCCC Constitution assigns authority to the officers or the Executive Committee will be clearly labeled as advisory to the officers or the Executive Committee.



Resolutions of appreciation may be prepared by the CCCC officers and may be presented by the Resolutions Committee.

The Resolutions Committee will hold an open meeting during the Special Interest Group time period to clarify and discuss these resolutions with concerned conference members. It is especially urgent that the authors of resolutions or their delegates come to this meeting. Although no new resolutions may be added at this time, members suggesting additional resolutions will be informed that they may introduce sense-of-the-house motions at the Annual Business Meeting in accordance with the rule given in item 4 below. The Resolutions Committee will also have a closed meeting after the open meeting to make such editorial and substantive changes as the deliberations of the open meeting may suggest.

3. As necessary, resolutions will be retyped so that complex changes will be incorporated into the copies of the resolutions distributed at the Annual Business Meeting.

During the report of the Resolutions Committee at the Annual Business Meeting, one member of the Committee will read the “resolved” portion of each resolution and move its adoption. Adoption will require only a simple majority of members present. Action will be taken on each resolution before the next resolution is presented.

The CCCC officers at their post-convention session will determine the dissemination of, and the action to be taken on, all resolutions adopted.

4. Members may offer sense-of-the-house motions for discussion and action. Such motions, if passed, will be announced to CCCC members, not as official CCCC statements, but as the will of the majority of members at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or by another appropriate CCCC body, as well as become the substance of a resolution at the next annual convention. In order to be considered, sense-of-the-house motions of no more than 50 words must be presented in writing (three copies) to the chair of the Annual Business Meeting before the adoption of the agenda.

## L Sessions: 9:30–10:45 a.m.

### *Featured Session*

### **Writing and Working for Change: Agenda for a New Generation**

Royale Pavilion 5, First Floor

This year's theme, "The Public Work of Composition," asks us to consider what are the important public struggles which our organization and field should take as central to our work. In doing so, the theme also asks us to reflect back on the history of public activism that has both solidified our status as a "field" and worked to support many non-traditional students. Our proposed panel speaks to the importance of such an emphasis as well as offers an example of a national project undertaking such work.

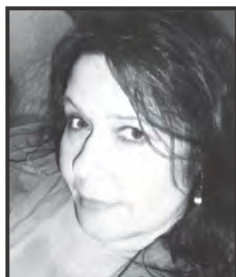
Working and Working for Change (WWFC) is an NCTE sponsored project to explore the history of caucuses and SIGs representing traditionally under-represented populations in our field. To that end, WWFC has published a collective history of public activism in our field, featuring Geneva Smitherman, Victor Villanueva, and Louie Crew among others, as well as individual histories of different SIGs and Caucuses, such as the Asian/Asian American Caucus. As it moves towards the end of its work, WWFC is working with graduate students and junior faculty from these caucuses to articulate what the public mission of CCCC, and composition/Rheto-



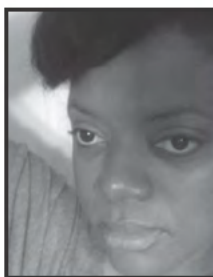
**Matthew Cox**



**Austin Jackson**



**Pamela Roeper**



**Kendra Mitchell**



**Jenifer Sano-Franchini**



**Qwo-Li Driskill**



**Tracey Flores**



**Steve Parks**

ric more generally, should be for this generation of teacher/scholar/activists. WWFC is not alone in such efforts, with CCCC recently having formed the Committee on the Status of Graduate Students.

As structured, this panel will ask graduate student/junior faculty representatives, chosen by each caucus/SIG to speak to the public mission of our field. Each panelist will speak for approximately 5-7 minutes, then an open conversation will occur. As part of the panel, the conversation will be guided to forming an agenda of action, which will be shared with individual caucus/SIGs as a possible collaborative plan of action for the following year. Indeed, it is expected that there will be strong attendance from each of the represented SIG/Caucuses, indirectly supplying a common meeting time for such a collaborative and generative conversation to occur.

*Chair :*

**Cristina Kirklighter**

Texas A&M-Corpus Christi

*Speakers:*

**Matthew Cox**

East Carolina University, Greenville, NC, “Queer Caucus”

**Austin Jackson**

Michigan State University, East Lansing, MI, “Language Policy Committee”

**Pamela Roeper**

University of Akron, OH, “Working Class Caucus”

**Kendra Mitchell**

Florida State University, Tallahassee, “Black Caucus”

**Jennifer Sano-Franchini**

Michigan State University, East Lansing, “Asian/Asian American Caucus”

**Qwo-Li Driskill**

Texas A&M, College Station, “Native American Caucus”

**Tracey Flores**

Landmark Elementary School, Glendale, AZ, “Latino/a Caucus”

*Respondent:*

Steve Parks, Syracuse University, PA

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**L.02 Writing in Science, Technologies, Mathematics, and Engineering: Frameworks for Success for All Students from High School to University and Beyond**

Grande Ballroom F, First Floor

**Chair:** Pam Childers, Lesley University, Palisade, CO

**Speakers:** Chris Thaiss, University of California, Davis, “A Science-Writing Culture in the Research University: Curricula, Collaborations, and Student Opportunities”

Julie Reynolds, Duke University, Durham, NC, “The Basics of Writing to Learn in Science: STEM to WAC on the Secondary Level”

**Respondent:** John Bean, Seattle University, WA

*Research*

**L.03 The Public (Face) Work of Administration: A Case Study of Six New Writing Center Directors**

Skybox 204, Second Floor

**Chair:** Rebecca Jackson, Texas State University, San Marcos

**Speakers:** Jackie Grutsch McKinney, Ball State University, Muncie, IN, “Constructing a Public Face in Writing Center Administration”

Nicole Caswell, East Carolina University, Greenville, NC, “Sketching the Implications of New Writing Center Directors’ Public and Private Work”

Rebecca Jackson, Texas State University, San Marcos, “Uncovering the Hidden Work of Writing Center Administration”

*Theory*

**L.04 Compositional Expansion: De- and Re-Composing Materialities**

Capri 105, First Floor

**Chair:** Jody Shipka, University of Maryland Baltimore County

**Speakers:** Erin Anderson, University of Pittsburgh, PA, “Coercive Composing: Digital Voice and a Poetics of Public Confession”

Trisha Campbell, University of Pittsburgh, PA, “Making Murder Matter”

Jody Shipka, University of Maryland Baltimore County, “Here and Now, There and Then: Collaborating with the Dead”

Devon F. Ralston, Miami University, Oxford, OH, “The Future Is Yesterday”

*Academic Writing*

**L.05 The Visible Dissertation: Graduate Student as Writer and Programmatic Efforts in the Dissertation Writing Institute**

Capri 106, First Floor

**Chair:** Anne Ruggles Gere, University of Michigan, Ann Arbor

**Speakers:** Dina Karageorgos, University of Michigan, Ann Arbor, “An Unprecedented Creative Act: Dissertation Writing as Narration”

Louis Cicciarelli, University of Michigan, Ann Arbor, “Dissertation Writers and the Value of ‘Not Knowing’”

Paul Barron, University of Michigan, Ann Arbor, “Graduate Students’ Perceptions of Support in Writing the Dissertation”

*Teaching Writing & Rhetoric*

**L.06 New Media Instruction in the First-Year Writing Programs at Texas A&M University-Corpus Christi**

Top of the Riviera North, Monaco Tower, 24th Floor

**Chair:** Carlos Salinas, University of Texas at El Paso, El Paso, TX

**Speakers:** Wendy Strain, Texas A&M University-Corpus Christi, “Rhetoric in a Digital Age”

Romeo Garcia, Texas A&M University-Corpus Christi, “Reflections on Integrating Multi-Media Instruction in Freshmen Composition at TAMUCC”

Amanda Hartman, Texas A&M University-Corpus Christi, “Expanding the Classroom: The Inclusion of Facebook in Freshman Composition”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**L.07 I Flap My Hands and You Unsheathe Your Pocket DSM: Rhetorics of Mental Disability and the Public Work of Composition**

Capri 103, First Floor

**Chair:** Tara Wood, University of Oklahoma, Norman

**Speakers:** Geneva Canino, University of Houston, TX

Margaret Price, Spelman College, Decatur, GA

Melanie Yergeau, University of Michigan, Ypsilanti

*Research*

**L.08 Numbers Talk: Using Corpus Data to Guide Ethnographic Inquiry**

Grande Ballroom G, First Floor

**Chair:** Sarah Swofford, University of Michigan, Ann Arbor

**Speakers:** Sarah Swofford, University of Michigan, Ann Arbor, “Does This Make Sense? Student Perceptions of Questions in Instructor Feedback”

Christopher Parsons, University of Michigan, Ann Arbor, “Gender, Language, and the Performance of Writing Assessment”

Justine Neiderhiser, University of Michigan, Ann Arbor, “‘In Our Words’: Students Respond to Instructor Feedback”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**L.09 Weaving in New Threads: Craft Perspectives on Rhetoric and Composition**

Capri 104, First Floor

**Chair:** Kristin Prins, University of Wisconsin-Milwaukee

**Speakers:** Martha Webber, University of Puget Sound, WA “Crafting Value”

Kristin Ravel, University of Wisconsin-Milwaukee, “Crafting Subjectivity”

Kristin Prins, University of Wisconsin-Milwaukee, “DIY Craft Practices “

*Research*

**L.10 Too Legit to Quit: Refiguring “Writing Transitions” on a Spectrum of Public Engagement**

Skybox 205, Second Floor

**Chair:** Jessica Early, Arizona State University, Tempe

**Speakers:** Christina Saidy, Arizona State University, Tempe

Mark Hannah, Arizona State University, Tempe

Jessica Early, Arizona State University, Tempe

*Teaching Writing & Rhetoric*

**L.11 Scenario-Based Writing and the Question of Authenticity in FYC**

Capri 107, First Floor

**Chair:** Chidsey Dickson, Lynchburg College, VA

**Speakers:** Allison Brimmer, Nova Southeastern University, Fort Lauderdale-Davie, FL, “Thinking with and Beyond the Binaries of Transactional Writing”

Alexandria Peary, Salem State University, Londonderry, NH, “Digital Transactions and the Author(itative) Ethos”

June Johnson, Seattle University, WA, “Forging Rhetors and Informed Citizens: Inviting Students to Enter Public Arguments as Proxy Stakeholders in an Inquiry-Based First-Year Writing Course”

Chidsey Dickson, Lynchburg College, VA, “Self-Styled Transactional Writing in FYC”

*Writing Programs*

**L.12 When the Outside Looks In: Accountability, Assessment, and Apprehension in a Technical College Setting**

Capri 108, First Floor

**Chair:** Jay Johnson, Gateway Technical College, Kenosha, WI

**Speakers:** Kathryn Nordhaus, Gateway Technical College, Kenosha, WI, “Technical College Outcomes Assessment: A Process”

Jay Johnson, Gateway Technical College, Kenosha, WI, “Technical College Placement Test Assessment: A Study”

Katy J. Vopal, Gateway Technical College, Kenosha, WI, “Technical College Assessment Results: A Source of Validation and Concern”

*Writing Programs*

**L.13 Face, Place, Space, Publics: Multiplicity and Writing Centers**

Royale Pavilion 7, First Floor

**Chair:** Danielle Nicole DeVoss, Michigan State University, East Lansing

**Speakers:** Ezekiel Choffel, Michigan State University, East Lansing, “From Citation Consumer to Citation Producer: Working with Students on Source Citation in Multiple Genres in the Writing Center”

Gina DeNardi, Kent State University, OH, “Consulting with Document Design”

Elizabeth Kleinfeld, Metropolitan State University of Denver, CO, “The Public Work of Writing Centers: Writing Centers as Literacy Sponsors”

Danielle Nicole DeVoss, Michigan State University, East Lansing, “Arguing for Document Design Considerations in Writing Center Consulting”

*Information Technologies*

**L.14 From Kickboxing to Kickstarter: Public Engagement in Virtual Spaces**

Capri 109, First Floor

**Chair:** Kim Davis, Georgia Gwinnett College, Lawrenceville, GA

**Speakers:** Cassie Wright, University of Arizona, Tucson, “Pumping Iron and Public-izing Private Matters: Mommy-Athlete Blogging and/as Feminist Composition”

Matthew Gilchrist, The University of Iowa, Iowa City, “Beyond the Essay: Sustainable Publically Engaged Assignments”

Thomas Keegan, The University of Iowa, Iowa City, “Beyond the Essay: Sustainable Publically Engaged Assignments”

Jill Parrott, Eastern Kentucky University, Lexington, “Kickstarter: Bringing the Public to the Work”

*Language*

**L.15 Language as Power: Discourse and the Creation of Identity**

Capri 110, First Floor

**Chair:** Alexis Horst, University of Colorado, Denver

**Speakers:** Jonathan Seggelke, University of Colorado, Denver, “The Sports Section: Public Discourse and the Creation of Performative Identities”  
Alexis Horst, University of Colorado, Denver, “Inclusivity and Public Discourse in the Composition Classroom”

*Teaching Writing & Rhetoric*

**L.16 Learning from Students’ Research Practices**

Capri 111, First Floor

**Chair:** Kacy Lundstrom, Utah State University, Logan

**Speakers:** Michelle Brazier, Raritan Valley Community College, Branchburg, NJ, “SparkNotes as Secondary Research? The Public Work of Using Online Resources”

Matthew Nunes, Ohio University, Athens, “What Students Say They Learn from Writing Research Papers”

Kacy Lundstrom, Utah State University, Logan, “What Made You Write about That (and Are You Sure You Should)?”

*Writing Programs*

**L.17 Among the “Swirl of Actors” in the Public U: The Challenge of Cross-Disciplinary Instructional Outreach and Assessment**

Capri 112, First Floor

**Chair:** Carolyn Caffrey Gardner, University of Wisconsin Superior

**Speakers:** Carolyn Caffrey Gardner, University of Wisconsin Superior, “Trying to ‘Hang Together:’ Toward A Sustainable Information Literacy/Writing Collaboration”

Jamie White-Farnham, University of Wisconsin Superior, “Same Idea, Different Words: How Disciplinary Understandings of ‘Research’ Affect Faculty Buy-In”

Deborah Schlacks, University of Wisconsin Superior, “Step-by-Step: Developing a WAC Mini-Grant Program”



*Institutional and Professional*

**L.18 Articulating the Infrastructure of the Field: Perspectives on the 2012 Survey of the Master's Degree Consortium of Writing Studies Specialists**

Grande Ballroom E, First Floor

**Chair:** John Dunn, Eastern Michigan University, Ypsilanti, MI

**Speakers:** Kristine Blair, Bowling Green State University, OH, "A Perspective on the 2012 Master's Degree Consortium Survey from the Consortium of Doctoral Programs in Rhetoric and Composition"

John Dunn, Eastern Michigan University, Ypsilanti, "An Overview of Findings from the 2012 Master's Degree Consortium Survey of Writing Studies Specialists"

Helen Foster, University of Texas, El Paso, "A Perspective on the 2012 Master's Degree Consortium Survey from the Association of Undergraduate Rhetoric and Writing Studies Majors"

Derek Mueller, Eastern Michigan University, Ypsilanti, "Considerations of Research Design and Analyzing Large Data Sets in the 2012 Master's Degree Consortium Survey"

Rochelle Rodrigo, Old Dominion University, Norfolk, VA, "A Perspective on the 2012 Master's Degree Consortium Survey from the Two-Year College Association (TYCA)"

*Theory*

**L.19 Postcomposition**

Royale Pavilion 8, First Floor

**Chair:** James Brown, University of Wisconsin-Madison

**Speakers:** James Brown, University of Wisconsin-Madison, "Postcomposition and Writing Systems"

Ron Brooks, Oklahoma State University, Stillwater, "We Have Always Been Postcomposition"

Jennifer Maclure, University of Wisconsin-Madison, "Bodies in Postcomposition"

Respondent: Sidney Dobrin, University of Florida, Gainesville

*Theory*

**L.20 Public Rhetoric and the First-Year Classroom**

Capri 113, First Floor

**Chair:** Cindy Chavez, University of California, Merced

**Speakers:** Eileen Lagman, University of Illinois at Urbana-Champaign, "Intimate Spaces: Rescaling the Writing Classroom in Racial and Transnational Dimensions"

John Hanly, Georgetown College, KY, “Going Public and Growing Publics: Readdressing the Ethical/Public Work of Composition”  
Steven Accardi, The Pennsylvania State University, Hazleton, “Investigating Rhetorical Agency in the Everyday”

*Basic Writing*

**L.21 The Multi-Media Composition Classroom**

Capri 114, First Floor

**Chair:** James Haendiges, Dixie State College of Utah, St. George  
**Speakers:** Joan Perisse, SUNY New Paltz/ Marist College, NY  
Mary Fakler, SUNY New Paltz, NY

*Teaching Writing & Rhetoric*

**L.22 Teaching Archives of Discomfort: Unsettling Cultural History as Public Work**

Capri 115, First Floor

**Chair:** Stacey Waite, University of Nebraska, Lincoln  
**Speakers:** Pamela VanHaitma, University of Pittsburgh, PA, “Teaching to Queer ‘Straight’ Archives”  
Scott Gage, Colorado State University-Pueblo, “Teaching the Lynching Archive”  
Jean Bessette, University of Pittsburgh, PA, “Teaching Taboo Archives”

*Information Technologies*

**L.23 Researching and Designing with Social Media: Four Case Studies**

Grande Ballroom C, First Floor

**Chair:** Clay Spinuzzi, University of Texas, Austin  
**Speakers:** William Hart-Davidson, Michigan State University, East Lansing, “Social Media and Mobile Health: Creating Writing-Based Interventions to Improve Patient Outcomes”  
Clay Spinuzzi, University of Texas, Austin, “Triangulating Qualitative Research with Social Media Streams”  
Huatong Sun, University of Washington-Tacoma, “Struggle and Coercion: Reshaping Local Political Discourses in Social Media”  
Mark Zachry, University of Washington, Seattle, “Collaborating with Strangers: Activity Streams to Support Meaningful Views of Others in Social Media”

*Information Technologies*

**L.24 The DIY LMS: Reaching New Publics with Homegrown Learning Management Systems**

Skybox 206, Second Floor

**Chair:** Quinn Warnick, Virginia Tech, Blacksburg

**Speakers:** Brian McNely, University of Kentucky, Louisville, “Learning Management across Public Genres: Infrastructures for Teaching Trans-media Narratives”

James Schirmer, University of Michigan–Flint, “Rise above the LMS”

Quinn Warnick, Virginia Tech, Blacksburg, “Biting the Hand That Feeds Us? Ditching Institutional Software without Damaging the Institution”

*History*

**L.25 Historical Studies of Women’s Rhetorical Practices**

Skybox 207, Second Floor

**Chair:** M. Amanda Moulder, St. John’s University, New York, NY

**Speakers:** M. Amanda Moulder, St. John’s University, New York, NY, “Are They Really ‘Nontraditional Rhetors’? Cherokee Women and the Public Work of Treaty-Making”

Dara Regaignon, Pomona College, Claremont, CA, “Maternal Networks: Reading and Writing Motherhood”

*Community, Civic & Public*

**L.26 Ethnographies of Bodies, Artifacts, and Activists**

Skybox 208, Second Floor

**Chair:** Rajendra Panthee, The University of Texas at El Paso

**Speakers:** Nancy Reddy, University of Wisconsin-Madison, “Gold in the Crossroads: Regional Voices and Rhetorical Spaces in the Wisconsin Rural Writers Association”

Collyn Warner, The University of Alabama, Tuscaloosa, “Gaining Activist Literacy and Composition in Public Work: An Ethnographic Study of LGBTQ Activists in North Carolina”

Erika Strandjord, The Ohio State University, Columbus, “Making History: Rhetorical Education and Handcrafts in Norwegian America”

Yvonne Stephens, Kent State University, OH, “Seniors’ Uses of Literate Practices to Manage the Aging Body”

*Community, Civic & Public*

**L.27 “Pulled from My Roots”: The Public Work of Youth Performance in the Borderlands**

Skybox 209, Second Floor

**Chair:** Londie Martin, University of Arizona, Tucson

**Speakers:** Londie Martin, University of Arizona, Tucson, “‘I’m Not Gonna Yell, but I Won’t Stay Silent’: Queer Youth and Public Performance as Art, Interruption, and Activism”

Sarah Gonzales, University of Arizona, Tucson, “‘I Am Not Who You Think I Am’: Teaching Social Justice through Slam Poetry to Change the Landscape of Youth Power”

Amanda Fields, University of Arizona, Tucson, “‘If I Am What You Teach Me’: Listening Rhetorically to Youth Poetry Slams”

*Community, Civic & Public*

**L.28 Feminist Methods Behind Bars: Critical Representation in Prison Research, Writing, and Teaching**

Grande Ballroom D, First Floor

**Chair:** Patrick Berry, Syracuse University, NY

**Speakers:** Patrick Berry, Syracuse University, NY, “This I Believe: Literacy, Reflexivity, and Teacher Identity”

Wendy Hinshaw, Florida Atlantic University, Boca Raton, “Building a Feminist Methodology for Representing Prison Writing”

Laura Rogers, Albany College of Pharmacy, NY, “The Feminist Goes to Prison: Analyzing Interviews with Prison Writing Researchers-Teachers”

Tobi Jacobi, Colorado State University, Fort Collins, “Solidarity in Stripes: Toward A Feminist Ethic of Prison Teaching”

*Basic Writing*

**L.29 Basic Writing, Empirical Psychology, and Humanism: Embracing Interpersonal Learning and Psychology for Practical Interventions**

Grande Ballroom H, First Floor

**Chair:** Diana George, Virginia Tech, Blacksburg

**Speakers:** Judith Buchalski, Lake Michigan College, Benton Harbor, “Basic Writing, Empirical Psychology, and Humanism: Embracing Interpersonal Learning and Psychology for Practical Interventions”

Neil Simons, Lake Michigan College, Benton Harbor, “Basic Writing, Empirical Psychology, and Humanism: Embracing Interpersonal Learning and Psychology for Practical Interventions”

Stephen Jukuri, Lake Michigan College, Benton Harbor, MI, “Basic Writing, Empirical Psychology, and Humanism: Embracing Interpersonal Learning and Psychology for Practical Interventions”

*Community, Civic & Public*

**L.30 Becoming “Literate” about Communities: Lessons Learned in the Field**

Royale Pavilion 4, First Floor

*Chair:* Melody Bowdon, University of Central Florida, Orlando

*Speakers:* Liliana Gonzalez, University of Texas at El Paso, “Learning beyond Theology Writing and Technology: Becoming Literate about Community”

Stefanie Johnson, University of Central Florida, Orlando, “Composing a Community: Writing as Newcomers”

Adam Webb, University of Texas at El Paso, “Learning beyond Workplace Writing and Rhetoric: Becoming Literate about Community”

Isabel Baca, University of Texas at El Paso, “Communities and Scholars: Teaching Each Other, Valuing All Literacies”

Jo Ann Bamdas, Florida Atlantic University, Boca Raton, “Becoming Real about Native American Indian Community by Creating and Sharing Best Practices”

*Basic Writing*

**L.31 Grading and Assessing Basic Writers**

Skybox 210, Second Floor

*Chair:* Mark Vermillion, California State University, Fullerton

*Speakers:* Kerry Lane, Joliet Junior College, IL, “Collect \$521 and Pass”

Chris Vassett, Mesa Community College, Tempe, AZ, “A Public Implementation of the Writing Program Administrator’s Outcomes Statement in a Developmental Writing Course”

Wendy Swyt, Highline Community College, Des Moines, WA, “Transparency and Grading Contracts: The Work of College Readiness”

*Theory*

**L.32 Rhetorical Responses/Resisting Colonization**

Skybox 211, Second Floor

*Chair:* Zachery C. Hickman, Miami University, FL

*Speakers:* Lami Fofana, Michigan State University, East Lansing, “De/colonizing African Rhetorics: Publicizing, Histories, and Narratives of Colonized Subjects”

Kyle Boggs, University of Arizona, Tucson, “A Rhetoric of Self-Defense: (Re)articulating Violence as Indigenous Resistance on the San Francisco Peaks”

Huiling Ding, North Carolina State University, Raleigh, “SARS, Chintowns, and Asian American Rhetoric”

*Teaching Writing & Rhetoric*

**L.33 Students' Construction of Writing Selves**

Skybox 212, Second Floor

**Chair:** Todd Craig, The College of Staten Island-CUNY, NY

**Speakers:** Susan Reid, Western Illinois University, Macomb, "Demystifying the Domains: Non-Traditional Students Negotiating Antecedent Genres at a Two-Year College"

Mike Garcia, Georgia Regents University, Augusta, "Avoidance of Failure Narratives in Student Self-Assessment Essays"

Todd Craig, The College of Staten Island-CUNY, NY, "'Mixing What COMPOSE(D) Me: The Public Work and Possibilities of Student-Centered Composing"

*Teaching Writing & Rhetoric*

**L.34 The Political Work of Redesigning Writing Instruction for Online Publics**

Royale Pavilion 6, First Floor

**Chair:** Nancy Myers, University of North Carolina at Greensboro

**Speakers:** Shana Scudder University of North Carolina at Greensboro, "Context, Compromise, and Culture for Online Writing Instruction"

Nancy Myers, University of North Carolina at Greensboro, "The Politics of Myth Busting: Interactivity and Instructional Anxiety"

Risa Applegarth, University of North Carolina at Greensboro, "Collaboration and the Politics of Course Design"

Kathleen Leuschen, University of North Carolina at Greensboro, "Online Writing Courses and the Politics of the First-Year Writing Requirement"

**L.35 Publicizing Narratives of the Profession: Women's Lives in the Profession and Digital Archives of Literacy Narratives**

Grande Ballroom A, First Floor

**Chair:** Eileen Schell, Syracuse University, Syracuse, NY

**Speakers:** Devon Kehler, University of Arizona, Tucson, "Sound(ing) It Out: A Social Semiotic Analysis of Aural Literacy Narratives on DALN"

Brittany Hull, West Chester University of Pennsylvania, Philadelphia

Jessica Rucki, West Chester University of Pennsylvania, Philadelphia

K. Hyoejin Yoon, West Chester University, PA, Philadelphia, "Women's Lives in the Profession at a Public, Regional, MA-granting Institution"

**Respondent:** Cynthia Selfe, The Ohio State University, Columbus

Saturday, 9:30–10:45 a.m.

## **Open Working Meeting of the Human Subjects Task Force**

Skybox 203, Second Floor

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are invited.

***Chair:*** Karen Lunsford, University of California, Santa Barbara



## M Sessions: 11:00 a.m.–12:15 p.m.

*Featured Speaker*

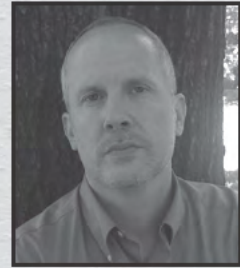
**Todd Farley**

### **“The Mechanization of Writing Assessment, Courtesy of the Standardized Testing Industry”**

Grande Ballroom A, First Floor

*Chair:* Les Perelman, Massachusetts Institute of Technology, Lexington

In the mid-1990s, Todd Farley and friends earned eight dollars an hour to score student essays in the for-profit standardized testing industry. All rolled their eyes at the triviality of the work, a simplistic and superficial job which clearly favored speed and standardization over common sense. Farley and friends were paid to “read” a student essay approximately every two minutes, for eight hours a day, five (or six) days a week, for weeks on end; they joked that they could invent



**Todd Farley**

machines to score the student essays in such a mindless manner. Today, of course, that joke is not so funny, as such “automated scoring engines” really do exist. Farley will show, however, that automated scoring engines are less an exciting technological breakthrough than simply a shortcut for the testing industry to save time and make money, student writing be damned. If automated scoring engines that can’t read or understand student writing really can assess those essays as accurately as the for-profit testing industry currently does, Farley asks, what benefit can either corporations or computers bring to the field of writing assessment?

Todd Farley is the author of *Making the Grades: My Misadventures in the Standardized Testing Industry* and has written about education in *The New York Times*, *Washington Post*, *Detroit Free Press*, *Tampa Bay Times*, *Christian Science Monitor*, *Education Week*, *Rethinking Schools*, and *Edutopia*. He publishes regular columns on the subject at [HuffingtonPost.com](http://HuffingtonPost.com). He also writes about health, parenting, sports, and celebrity at periodicals including *Neurology Now*, *Heart Insight*, *Hustler*, *Every Woman*, *Babble.com*, *New York Press*, *Working Waterfront*, *Port City Life*, and *The Camden Herald-Gazette*. Todd lives in New York City with his wife and children.



*Teaching Writing & Rhetoric*

**M.01 (Re)-branding Town and Gown: Bridging the Gap between the Local Community and the Ivory Tower**

Capri 104, First Floor

**Chair:** Jennifer Burkett, Ouachita Baptist University, Arkadelphia, AR

**Speakers:** Laura Hakala, University of Southern Mississippi, Hattiesburg, “Unpacking Hattiesburg: Composition Classrooms, Ethnographic Essays, and Suitcase Colleges”

Courtney Watson, Jefferson College of Health Sciences, Roanoke, VA, “Beyond Bedside Manner: Using Composition to Foster a Culture of Care”

Paige Gray, University of Southern Mississippi, Hattiesburg, “Our Town: Incorporating Community into FYC Studies”

Jennifer Burkett, Ouachita Baptist University, Arkadelphia, AR, “Where Do You Think You’re Going? Exploring Repercussions of Brain Drain in a Small Southern Community”

*Writing*

**M.03 Using A Corpus of Student Writing to Introduce Disciplinary Practices in A First-Year Composition Course**

Skybox 212, Second Floor

**Chair:** Ute Römer, Georgia State University, Atlanta

**Speakers:** Ute Römer, Georgia State University, Atlanta, GA, “Exploring a Corpus of Advanced Student Writing: An Introduction to MICUSP Simple”

Jack Hardy, Georgia State University, Atlanta, “Corpora and Student Ethnographers in Freshman English: A Case Study”

Audrey Roberson, Georgia State University, Atlanta, GA, “Disciplinary Writing for Freshman: Challenges and Possibilities”

*Writing Programs*

**M.04 Building Textual Bridges: An Analysis of Artifacts  
Connecting the Writing Center to the University Public**

Capri 106, First Floor

**Chair:** Alyssa-Rae Hug, St. John's University, Queens, NY

**Speakers:** Sandra Nelson, St. John's University, Queens, NY, "Casual Chat and Academic Dialogue: The Effects of Social Media on the Rhetoric of Online Sessions"

Cassandra Richardson-Coughlin, St. John's University, Queens, NY, "Bridging the Gap Between Client Intent and Actuality in the Writing Center Session"

Alyssa-Rae Hug, St. John's University, Queens, NY, "Building Narrative Bridges: Writing Center Logs as Sites of Communication and Reflection"

Laurel Cunningham, University of Oklahoma, Norman, "Talk and Power in Writing Center Consultations"

**Respondent:** Neal Lerner, Northeastern University, Boston, MA

*Academic Writing*

**M.05 Narratives at Work and in School Settings to Teach  
Writing and Critical Thinking**

Capri 107, First Floor

**Chair:** Carol D. Bollin, Western Illinois University, Macomb

**Speakers:** Gretchen Bartels, University of California, Riverside, "From Lab Report to Lab Narrative: Personal Writing's Role in Academic Discourse"

Douglas Christensen, University of Utah, Salt Lake City, "Going Public: What Academic Writing Should Learn from the Familiar Essay"

Travis Rountree, Appalachian State University, Boone, NC, "Mountains of Opportunity: The Benefits of Using Appalachian Studies in a WAC Course"

*Teaching Writing & Rhetoric*

**M.06 Gamification and Education 101: Play to Learn**

Royale Pavilion 7, First Floor

**Chair:** Doug Eyman, George Mason University, Fairfax, VA

**Speakers:** Wendi Sierra, North Carolina State University, Raleigh, "Gamification in the Classroom"

Rochelle Rodrigo, Old Dominion University, Norfolk, VA, "PinPoint Your Learning: Game Design for Better Conference Engagement"

Catrina Mitchum, Old Dominion University, Norfolk, VA, "PinPoint Your Learning: Game Design for Better Conference Engagement"

Grace Hagood, University of South Carolina, Columbia, "Marco Polo: Mobile Methods and Itinerant Composition"

*Writing Programs*

**M.07 Reviving and Sustaining a WAC/WID Program: Traditions, Technology, and Multilingualism**

Capri 103, First Floor

**Chair:** Mary Soliday, San Francisco State University, Oakland

**Speakers:** Kenny Walker, University of Arizona, Tucson, “Reanimating the Institutional Golem: Technological Kairos to Repurpose WID Requirements for WAC Revival”

Elizabeth Leahy, University of Arizona, Tucson, “WAC/WID for the Multilingual Majority: Engaging, Embracing, and Leveraging the Multiple Literacies of Our Students”

Al Harahap, University of Arizona, Tucson, “Looking Back to Get Ahead: Learning from WAC/WID History”

**Respondent:** Karen Lunsford, University of California, Santa Barbara

*Teaching Writing & Rhetoric*

**M.08 Inside Out: Teaching Embodied Research, Writing, and Revision**

Grande Ballroom G, First Floor

**Chair:** Kristie Fleckenstein, Florida State University, Tallahassee

**Speakers:** Maggie Christensen, University of Nebraska, Omaha, “‘Minding the Gap’: An Intermodal Strategy for Revising Multimodal Projects”  
Tammie M. Kennedy, University of Nebraska at Omaha, “‘Passionate Attachments’ and Embodied Research for Public Discourses”

Scott Aichinger, University of Nebraska at Omaha, “Embodying Metaphor: Queering the Mind/Body Split in First-Year Writing”

*Information Technologies*

**M.09 Addressing the “Crisis” in Scholarly Publishing: A Sustainable Approach**

Top of the Riviera North, Monaco Tower, 24th Floor

**Chair:** Chris Thaiss, University of California, Davis

**Speakers:** Pam Childers, Lesley University, Cambridge, MA, “Using Publishing Collaboratives to Sustain K-12 / University Dialogues”

Will Hochman, Southern Connecticut State University, New Haven, “Rethinking Faculty Roles in Scholarly Publishing: How “

Mike Palmquist, Colorado State University, Fort Collins, “Crisis? What Crisis? The Publishing Collaborative as a Sustainable Approach to Scholarly Publishing”

Susan Thomas, University of Sydney, Australia, “The Publishing Collaborative as a Vehicle for Fostering International Partnerships”

**Respondent:** Charles Bazerman, University of California, Santa Barbara

*History*

**M.10 Women’s Literacy Practices in Historical Context**

Capri 108, First Floor

**Chair:** Maureen Daly Goggin, Arizona State University, Tempe

**Speakers:** Maureen Daly Goggin, Arizona State University, Tempe, “Writing Public Sentiment: The Role of Early Nineteenth-Century Memorial Samplers in Gendering Sentiment and Mourning Practices”

Carolyn Skinner, Ohio State University-Mansfield, “Turning to the Public as an Ethos Strategy for Nineteenth-Century American Women Physicians”

Janine Solberg, University of Massachusetts Amherst, “Taking Shorthand for Literacy: Historicizing the Literate Activity of Women Stenographers in the Early Twentieth-Century U.S.”

*Community, Civic & Public*

**M.11 Community Collaborations**

Capri 109, First Floor

**Chair:** Lan Vu, Southern Illinois University, Carbondale

**Speakers:** Heather Lindenman, University of Maryland, College Park, “Writing for Change: Collaborative Written Performance”

Virginia Crisco, California State University, Fresno, “Academic Literacy and Community Activist Writing: The kNOW Youth Media’s Influence on Classroom Teaching and Learning”

*Community, Civic & Public*

**M.12 Composing Public Bodies/Embodying Public Compositions**

Capri 110, First Floor

**Chair:** Kelly Bradbury, College of Staten Island, CUNY, NY

**Speakers:** Ann Ferrell, Western Kentucky University, Bowling Green, “Bourbon Tourism and the Embodiment of Expertise”

Kelly Bradbury, College of Staten Island, CUNY, NY, “(Re)Fashioning Class Identities: The Composition of Student Embodiments”

Sheila Bock, University of Nevada, Las Vegas, “Embodiment, Display, and the Formation of Public Memory”

*Community, Civic & Public*

**M.13 Finding a Way In: Examining Spaces of Student Public Writing**

Capri 111, First Floor

**Chair:** Matthew Ortoleva, Worcester State University, MA

**Speakers:** Bryna Siegel Finer, Indiana University of Pennsylvania, “The Process of Publicity: A Model for Teaching Public Writing”

Matthew Ortoleva, Worcester State University, MA, “Public Writing as a WAC Alternative”

Cathryn Molloy, James Madison University, Harrisonburg, VA, “‘Curiosity Won’t Kill Your Cat’: A Meditation on Bathroom Graffiti as Underlife Public Writing”

*Academic Writing*

**M.14 Methods, Methodology, Procedures: Devising a Swalesian Move/Step Schema for Research Article Methods Sections**

Capri 112, First Floor

**Chair:** Sarah Huffman, Iowa State University, Ames

**Speakers:** Stephanie Link, Iowa State University, Ames

Sarah Huffman, Iowa State University, Ames

Elena Cotos, Iowa State University, Ames

*Basic Writing*

**M.15 Class Confidence: Basic Writing, Early Start, and the Future of Remediation at Public Universities**

Royale Pavilion 8, First Floor

**Chair:** Tom Wilcox, California State University, Fullerton

**Speakers:** Steve Westbrook, California State University, Fullerton, “Remediation or Class Discrimination”

Patrick Vallee, California State University, Fullerton, “Say What? Understanding and Using Professor Feedback”

Elizabeth Saur, California State University, Fullerton, “Enforced Remediation and Reinforced Fears”

Sheryl Fontaine, California State University, Fullerton, “Learning the Etiquette of Academic Culture”

*Academic Writing*

**M.16 Challenges and Directions for Citation Pedagogy: Taking the Citation Project into the Classroom**

Capri 113, First Floor

**Chair:** Jennifer O'Brien, Washington State University, Pullman

**Speakers:** Jennifer O'Brien, Washington State University, Pullman, "Critical Citation Awareness and the Annotated Bibliography"

Ariane Metz, Washington State University, Pullman, "Maus in the Classroom: A Comic-based Citation Pedagogy"

Way Jeng, Washington State University, Pullman, "Using Peer-Based Pedagogy to Re-frame Power Relationships in Writing"

*Theory*

**M.17 Objectivity?**

Grande Ballroom C, First Floor

**Chair:** Victor Villanueva, Washington State University, Pullman

**Speakers:** Kristi Wilson, Soka University of America, Aliso Viejo, CA, "The Wider Implications: Cultural Hegemony or Assessment?"

Renee Moreno, California State University, Northridge, "A Celebration of Subjectivity"

Ian Barnard, California State University, Northridge, "The Resilience of Objectivity"

Geghard Arakelian, California State University, Northridge, "Patriarchy and Colonialism in the Writing Classroom: A Call for Resistance"

**Respondent:** Aneil Rallin, Soka University of America, Aliso Viejo, CA

*Community, Civic & Public*

**M.18 Voices of Diversity Project: The Work of Op-Eds**

Capri 114, First Floor

**Chair:** Glenn Hutchinson, Florida International University, Miami

**Speakers:** Glenn Hutchinson, Florida International University, Miami, "From Little Havana to Little Haiti"

Andrea Potter, Edgewood College/Progressive Magazine, Madison, WI

Matthew Rothschild, Progressive Magazine, Madison, WI, "Writing Op-Eds"

*Basic Writing*

**M.19 Going Public through Partnership: Basic Writing as a Nexus for Transfer, Advocacy, and Activism**

Capri 115, First Floor

**Chair:** Nicole MacLaughlin, University of Notre Dame, IN

**Speakers:** Nicole MacLaughlin, University of Notre Dame, IN, “Reaching towards the Whole Student: Collaboration as an Essential Element of an Accelerated Approach to Basic Writing”

Paula Patch, Elon University, NC, “Better Together: Opportunities for Including Athletic Academic Advisors as Partners in the Teaching and Learning of Writing”

Ann McNair, University of Southern Mississippi, Hattiesburg, “Operation Advocacy: Partnerships for Fostering Student-Veterans’ Success and Activism in Writing”

*Basic Writing*

**M.20 Radical Reform: Changing Basic Writing through Basic Writing Teachers**

Skybox 206, Second Floor

**Chair:** Estee Beck, Bowling Green State University, OH

**Speakers:** Shiloh Peters, Missouri State University, Springfield, “Teaching Writing IS a Second Language: How Second Language Acquisition Theory May Mitigate Instructor Bias”

Jerry Stinnett, University of Oklahoma, Norman, “Finding a New Flagpole: Print Literacy, Teaching Practices, and the Instructional Counterpublics of Basic Writing”

*Writing Programs*

**M.21 Gateway Courses and the Undergraduate Writing Major: A Roundtable Discussion**

Royale Pavilion 4, First Floor

**Chair:** Teresa Henning, Southwest Minnesota State University, Marshall

**Speakers:** Teresa Henning, Southwest Minnesota State University, Marshall, “Surveying Gateway Courses in Undergraduate Writing Majors: Emerging Definitions and Directions”

Greg Giberson, Oakland University, Rochester, MI, “The Gateway Course and Eighteen Program Profiles”

Anne Zanzucchi, University of California, Merced, “Implementing Advanced Composition as Gateway to the Major”

Sandy Tweedie, Rowan University, Glassboro, NJ, “Embracing Gateway Contraries: Resolving Local Situations with National Outcomes Mandates”

*Theory*

**M.22 Students, Teachers, and Workers in Transit: Rhetorical and Pedagogical Implications**

Skybox 207, Second Floor

**Chair:** Kate Vieira, University of Wisconsin-Madison

**Speakers:** Anna Floch, University of Wisconsin-Madison, “Students in Transit: Understanding the Rhetorical Affordances and Limitations of Moving between Geographies”

Annika Konrad, University of Wisconsin-Madison, “Teachers in Transit: Examining Embodied Identities of Place in Composition Classrooms”

**Respondent:** Cydney Alexis, University of Denver, CO

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**M.23 Conceiving Literacy: How Students and Educators Define Literacy across Educational Contexts**

Skybox 208, Second Floor

**Chair:** Russel Durst, University of Cincinnati, OH

**Speakers:** Ryan Witt, Temple University, Philadelphia, PA

Maya Sanyal, Drew University, Madison, NJ

Meaghan Brewer, Temple University, Philadelphia, PA

*Theory*

**M.24 Alternatives to the Argument: Emotion, Narrative, and the Personal**

Skybox 209, Second Floor

**Chair:** Suzanne Lane, Massachusetts Institute of Technology, Lexington

**Speakers:** Nancy Mack, Wright State University, Dayton, OH, “Revising How We Teach Emotion: Rejecting the Public Spectacle of Polarized Arguments”

Rachel Spear, University of Southern Mississippi, Hattiesburg, “Publicizing the Personal in Composition Courses”

Norma Aceves, California State University, Northridge, “How I Came to Be a Rhetorician”

*Research*

**M.25 Promoting Transfer through Reflection: A Cross-Institutional Study of Metacognition, Identity, and Rhetoric**

Grande Ballroom B, First Floor

**Chair:** Dana Driscoll, Oakland University, Rochester, MI



**Speakers:** Dana Driscoll, Oakland University, Rochester, MI, “Reflection as a Means to Understand Transfer and Metacognition: Pedagogy, Assessment, and Cross-Institutional Results”

Ed Jones, Seton Hall University, South Orange, NJ, “Identity as Mediator of Knowledge Transfer”

Carol Hayes, George Washington University, DC, “Rhetorical Pedagogy in FYW: Reflective Writing, Metacognition, and the Promotion of Transfer”

Gwen Gorzelsky, Wayne State University, Detroit, MI, “Reflection and Metacognition: Assessing the Intersection between Individual and Programmatic Factors”

*Teaching Writing & Rhetoric*

**M.26 Alternative Rhetorics, Explicit Instruction, and Student Reflection**

Skybox 210, Second Floor

**Chair:** Kathryn Evans, Bridgewater State University, MA

**Speakers:** Ghanashyam Sharma, University of Louisville, KY, “Writing with the World: Using Alternative Rhetorical Models to Unpack Traditional Argumentation”

Kathryn Evans, Bridgewater State University, MA, “Explicitly Teaching Situated Thinking about Genre through Induction Rather Than Deduction”

Melanie Cregger, North Carolina State University, Raleigh, “Reconsidering Reflection: The Role of Student Reflection in the Genre-Based Classroom”

*Research*

**M.27 Mapping Transfer Research and Its Potential Impact on Public Life**

Skybox 211, Second Floor

**Chair:** Jessie Moore, Elon University, NC

**Speakers:** Jessie Moore, Elon University, NC, “The Elon Research Seminar and Current Understandings of Writing Transfer”

Paula Rosinski, Elon University, NC, “Students’ Transfer of Rhetorical Sensitivity Between Informal and Formal Spaces”

Rebecca Pope-Ruark, Elon University, NC, “Writing Transfer from the Classroom to the Community and Back Again”

*Teaching Writing & Rhetoric*

**M.28 In Their Own Voices: Self-Reflection on the Composition Process of College Students with Asperger's or High Functioning ASD**

Grande Ballroom D, First Floor

*Chair:* Sara Glennon, Landmark College, Putney, VT

*Speakers:* Lynne Shea, Landmark College, Putney, VT

Sara Glennon, Landmark College, Putney, VT

John Kipp, Landmark College, Putney, VT

*Teaching Writing & Rhetoric*

**M.29 Private Moments Made Public: Navigating the Boundary Between Personal and Public Identity**

Grande Ballroom H, First Floor

*Chair:* Kelly Kinney, SUNY Binghamton

*Speakers:* Elizabeth Macaluso, Binghamton University, NY, "Teaching First-Year Writing Through Reading Identity"

Annette Krizanich, Binghamton University, NY, "Return to the Personal: Validating the 'I' in Composition"

Jennifer Case, Binghamton University, NY, "Avoiding Voyeurism: When Classroom Experiences Infiltrate Personal Writing"

Tara Betts, Binghamton University, NY, "Bigger Than Hip Hop: How Students Present and Defend Themselves"

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**M.30 FYC Classes as Sites of Rhetorical Education: The Public Concerns of Borderlands Communities**

Grande Ballroom E, First Floor

*Chair:* Yazmin Lazcano-Pry, Arizona State University, Mesa

*Speakers:* Sonia Christine Arellano, University of Arizona, Tucson, "FYC Classes as Frontiers or Borders: Ways Competing Epistemologies Concerning Language and Content Create Inelastic or Permeable Spaces"

Casie Moreland, Arizona State University, Tempe, "Two Students, Two Identities, Two Credits: Complexities of and Pedagogy in Dual Credit FYC Classes"

Jaime Mejia, Texas State University, San Marcos, "FYC Classes as Sites of Borderlands Rhetorical Education: ¿Quién es más Americano?"

*Institutional and Professional*

**M.31 Political Economies of Literacy Instruction: Configuring Basic Writing**

Grande Ballroom F, First Floor

**Chair:** Wendy Olson, Washington State University, Pullman

**Speakers:** Justin Obara, Washington State University, Pullman, “Constructing Basic Writing at a Branch Campus”

Siskanna Naynaha, Lane Community College, Eugene, OR, “Constructing Basic Writing at a Community College”

Wendy Olson, Washington State University, Pullman, “Constructing Basic Writing at a Land-Grant Institution”

**Respondent:** Mary Soliday, San Francisco State University, Oakland

*Theory*

**M.32 Damnable Things: Putting Sin into Composition**

Royale Pavilion 5, First Floor

**Chair:** Monique Akassi, Bowie State University, Washington, DC

**Speakers:** Jacob Hughes, The Pennsylvania State University, State College, “Chaos, Not Composition”

Marion Wolfe, The Ohio State University, Columbus, “Passing Judgment on Plagiarism: Balancing Pedagogical and Institutional Concerns”

Kristopher Lotier, The Pennsylvania State University, State College, “Ever Seeing, Never Perceiving: Composition for the Irredeemable”

William Kurlinkus, The Ohio State University, Columbus, “Institutionalizing Guilt: Plagiarism and Corporate Time Use Policies”

*Teaching Writing & Rhetoric*

**M.33 Literacy Narratives and Student Publications**

Royale Pavilion 6, First Floor

**Chair:** Sarah Spring, Winthrop University, Rock Hill, SC

**Speakers:** Sarah Spring, Winthrop University, Rock Hill, SC, “Going Public! Using the Digital Archive of Literacy Narratives to Give College Students a Public Writing Space”

Deborah Kuzawa, The Ohio State University, Columbus, “Public Perceptions, Personal Realities: Adult Undergraduates and the Digital Archive of Literacy Narratives”

Nolan Chessman, CUNY Graduate Center, Brooklyn, NY, “The Other 99%: Reclaiming Student Publications in First-Year Composition”

## **Open Working Meeting of the Committee on Best Practices for Online Writing Instruction**

Skybox 203, Second Floor

This group will discuss its work, introduce initiatives, and solicit feedback and suggestions. This session is an opportunity to learn about and participate in the work of the CCCC. All are invited.

***Co-Chairs:*** Scott Warnock, Drexel University, Riverton, NJ

Beth L. Hewett, UMUC



## N Sessions: 12:30–1:45 p.m.

### *Featured Session*

### **The Public Work of Contingent Labor (A Roundtable)**

Grande Ballroom A, First Floor

This roundtable discussion is cosponsored with the Council of Writing Program Administrators and the Two-Year College English Association (TYCA).

This roundtable will focus on the labor practices associated with privatization: rises in “temporary” faculty, cuts in benefits, expanding administrative controls, and a narrowing concentration on research that pays dividends. Contingent faculty have responded by forming coalitions with other faculty, TAs, and undergraduates to create a new academic labor movement. The rising numbers of non-tenure line faculty are making vital contributions to the educational missions of their institutions even as they are being ignored, undervalued and depicted as a simple staffing “problem.” The marginal standing of contingent faculty in our field of vision arises from how we have tended to set our field of study apart from our field of work. This disconnect needs to be addressed not just by WPAs and other administrators but also in our graduate programs, our undergraduate majors, and our professional journals and conferences.

The panel includes faculty who have worked to bridge this gap by building coalitions, writing and editing scholarly works, and serving on the committees that created such reports as the NCTE’s *Position Statement on the Status and Working Conditions of Contingent Faculty*

*Chair:*

**Duane Roen**

University of Arizona, Tucson

*Speakers:*

**Jeffrey Klausman**

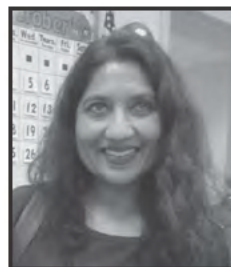
Whatcom Community College, Bellingham, WA



**Jeffrey Klausman**



**Brad Hammer**



**Vandana Gavaskar**

**Brad Hammer**

University of North Carolina, Raleigh

**Vandana Gavaskar**

Elizabeth City State University, Virginia Beach, VA

**Eileen Schell**

Syracuse University, NY



**Eileen Schell**



*Featured Session*

## **12 Viewers Viewing: Establishing Models of Document Design Feedback in Composition**

Royale Pavilion 5, First Floor

This roundtable will discuss the results of a study that asked twelve well-known composition/professional communication scholars who have published on visual communication to provide feedback on a series of sample student documents, which include visual and document design elements. The roundtable will bring together the study participants to discuss their feedback. Specifically, participants will compare the particular elements they choose to comment on, how length and specificity of comments differed between strong versus weak designs, what modes of response (notations, written comments, audio comments, etc.) they chose to use, and what role both positive and negative comments play in their responding styles. The roundtable participants will also reflect upon what characteristics were common among all reviewers and what characteristics were different.

Participants will make recommendations for engaging in effective document design feedback, including how feedback can be generalized to develop approaches to document design training for teachers, writing center staff and writing program administrators.



**David Blakesley**



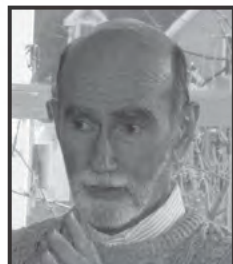
**Lee Brasseur**



**Eva Brumberger**



**Madeleine  
Sorapure**



**Lee Odell**



**Kathryn Northcut**



**Stephen Bernhardt**



**Miles Kimball**

*Chair:*

**Claire Lauer**

Arizona State University, Tempe

*Speakers:*

**David Blakesley**

Clemson University, SC

**Lee Brasseur**

Illinois State University, Normal

**Eva Brumberger**

Virginia Tech, Blacksburg

**Madeleine Sorapure**

University of California, Santa Barbara

**Lee Odell**

Rensselaer Polytechnic University, Troy, NY

**Kathryn Northcut**

Missouri S & T, Rolla

**Stephan Bernhardt**

University of Delaware, Newark

**Miles Kimball**

Texas Tech University, Lubbock



*Writing Programs*

**N.03 “Basic” Writers, “Multilingual” Writers, and “Mainstream” Writers: the Contested Terms of Transitional Writing from the Student Perspective**

Royale Pavilion 4, First Floor

*Chair:* Jonathan Hall, York College, City University of New York, NY

*Speakers:* Tom Pierce, Central New Mexico Community College, Albuquerque

Lindsey Ives, University of New Mexico, Albuquerque

Seonsook Park, New Mexico Highlands University, Rio Rancho Campus, Albuquerque

Michael Schwartz, University of New Mexico, Albuquerque

Anni Leming, University of New Mexico, Albuquerque

*Academic Writing*

**N.04 The Modes as Critical Tropes**

Capri 104, First Floor

*Chair:* Hugh Culik, Macomb Community College, East Lansing, MI

*Speakers:* Chris Gilliard, Macomb Community College, East Lansing, MI, “Modes and the Focus on Discourse”

Hugh Culik, Macomb Community College, East Lansing, MI, “Modes in Theory and Practice”

Susan Richardson, Macomb Community College, East Lansing, MI, “Mediating the Modes”

Mary Ragan, Macomb Community College, East Lansing, MI, “Critical Thinking a la Mode”

*Teaching Writing & Rhetoric*

**N.05 Cross-Cultural Communication: Pedagogical Implications for a Diverse Campus**

Capri 105, First Floor

*Chair:* Alyson Guthrie, North Dakota State University, Fargo

*Speakers:* Jade Sandbulte, North Dakota State University, Fargo, “Cultural Bias: How Writing Preferences Evolve Over Time”

Alyson Guthrie, North Dakota State University, Fargo, “Bridging the Gap: Collaborating First-Year Writing and ELL Students”

Tatjana Schell, North Dakota State University, Fargo, “Challenges of Teaching College Composition as a Non-Native Speaking Instructor”

*Information Technologies*

**N.06 Digital Environments, Public Writing, and Student Needs: Using Instructional Assistants to Facilitate Learning in Online Classes**

Top of the Riviera North, Monaco Tower, 24th Floor

**Chair:** Andrew Bouelle, University of New Mexico, Albuquerque

**Speakers:** Ronni Souers, Arizona State University, Tempe

Duane Roen, Arizona State University, Tempe

Sherry Rankins-Robertson, University of Arkansas-Little Rock

Angela Clark-Oates, Arizona State University, Tempe

Tiffany Bouelle, University of New Mexico, Albuquerque

*Community, Civic & Public*

**N.07 Racing the Local, Locating Race: Rhetorical Historiography through the Digital Humanities**

Capri 103, First Floor

**Chair:** Shannon Carter, Texas A&M-Commerce

**Speakers:** Jennifer Jones, Texas A&M-Commerce, “Demonstration: Data Source Annotation Tool”

Kelly Dent, Texas A&M-Commerce, Commerce, TX, “Demonstration: Data Source Annotation Tool”

Carleton Cooper, Texas A&M-Commerce, TX, “Racing the Local”

Belford Page, Greenville, TX, “Racing the Local”

Shannon Carter, Texas A&M-Commerce, TX, “Racing the Local, Locating Race: Rhetorical Historiography and the Digital Humanities”

**Respondent:** Matthew K. Gold, The Graduate Center, CUNY, NY

*Teaching Writing & Rhetoric*

**N.08 From Cylinder to Soundcloud: Remixing Audio Archives for Public Radio**

Grande Ballroom G, First Floor

**Chair:** Jason Luther, Syracuse University, NY

**Speakers:** Patrick Williams, Syracuse University, NY

James O’Connor, Syracuse University, NY

Jason Luther, Syracuse University, NY

*Information Technologies*

**N.09 Civic Discourse in Digital Spaces: Exigence and Action**

Royale Pavilion 7, First Floor

**Chair:** Anne Herrington, University of Massachusetts Amherst

**Speakers:** Jessica Ouellette, University of Massachusetts Amherst, Northampton, MA, “Blogging Borders: Transnational Feminism and Global Voices”

Travis Grandy, University of Massachusetts Amherst, “Rumblr on the Tumblr: Rhetorical Action and Participatory Audiences”

Jenny Krichevsky, University of Massachusetts Amherst, “Dialogue in the Blog: Re-Animating Dialogic Relations by Tracing Digital Genres”

*Institutional and Professional*

**N.10 Reading, Writing, and Remixing Composition’s Public Identity**

Grande Ballroom E, First Floor

**Chair:** Danielle Koupf, University of Pittsburgh, PA

**Speakers:** Danielle Koupf, University of Pittsburgh, PA, “Compiling the Texts of Composition: Textual Reuse in Representations of the Field”

Alice Horning, Oakland University, Rochester, MI, “Expert Readers Reading: Lessons About Reading, Scholarly Writing and Audience Awareness”

Casie Fedukovich, North Carolina State University, Garner, NC, “Post-It Soulcraft: NDOW, Secrets, and Positive Loitering”

*Institutional and Professional*

**N.11 Aligning Expectations: The Integrative Mission of Composition as a Teaching Subject**

Royale Pavilion 8, First Floor

**Chair:** Terry Zawacki, George Mason University, Fairfax, VA

**Speakers:** Donna Qualley, Western Washington University, Bellingham, “(Re-)Aligning Expectations: Graduate Student Teachers as Agents of Integration”

Justin Ericksen, Western Washington University, Bellingham, “(Re-)Aligning Expectations: Graduate Student Teachers as Agents of Integration”

Leon Erickson, Western Washington University, Bellingham, “(Re-)Aligning Expectations: Graduate Student Teachers as Agents of Integration”

LeAnne Laux-Bachand, Western Washington University, Bellingham, “(Re-)Aligning Expectations: Graduate Student Teachers as Agents of Integration”

Michelle Magner, Western Washington University, Bellingham, “(Re-)Aligning Expectations: Graduate Student Teachers as Agents of Integration”

Aimee Odens, Western Washington University, Bellingham, “(Re-)Aligning Expectations: Graduate Student Teachers as Agents of Integration”

Samuel Johnson, Western Washington University, Bellingham, “(Re-)Aligning Expectations: Graduate Student Teachers as Agents of Integration”

Carmen Werder, Western Washington University, Bellingham, “(Mis-)Aligned Expectations: How They Work as Agents of Dis-Integration”

*Teaching Writing & Rhetoric*

**N.12 “That’s So Meta”: Supporting the Development of Meta-Awareness through New Media Composition in College Writing**

Capri 106, First Floor

*Chair:* Elizabeth Wardle, University of Central Florida, Orlando

*Speakers:* Crystal VanKooten, University of Michigan, Ann Arbor, “Awareness, Adaptation, and Audio-Visual Composing: Looking for Markers of Meta-Awareness through Video in First-Year Writing”

Chris Dickman, St. Louis University, MO, “A Kahn Academy for Writing? Facilitating Meta-Awareness through New Media Instruction”

Ben Gunsberg, Utah State University, Logan, “Using Images to Concretize the Abstract Language of Academic Writing”

*Information Technologies*

**N.13 You Are Here: Rhetoric, Response, and Respect**

Capri 107, First Floor

*Chair:* Eliot Parker, Mountwest Community and Technical College, Huntington, WV

*Speakers:* Regina Duthely, St. John’s University, Queens, NY, “Laying it Down!: African American Students, Subversive Digital Discourse, and Respectability Politics in the Academic Sphere”

Laura Sparks, Indiana University, Bloomington, “Made and Unmade After Abu Ghraib: Digital Media and the Rhetoric of Torture”

Christina LaVecchia, University of Cincinnati, OH, “Technology as an Affective Modality: Shaping Our Responses and Relations to Occupy”

*History*

**N.14 Public Rhetoric and the Construction of Literacy**

Capri 108, First Floor

**Chair:** Sue Mendelsohn, Columbia University, New York, NY

**Speakers:** Anne Bello, University of Massachusetts Amherst, “How (Not) to Go Public with Disciplinary Knowledge: Defending Webster’s Third New International Dictionary in the Popular Press”

Michael Sobiech, University of Louisville, KY, “When (ex)Priests Lie About (dead)Presidents: The Public Rhetoric of Religious/Political Fraud in Father Chiniquy’s Lincoln Conspiracy Theory”

Sue Mendelsohn, Columbia University, New York, NY, “Radio Free America: The Public Project of Multiliteracy Instruction”

*Information Technologies*

**N.15 Building Interfaces: Three Models of Theory and Research for Understanding the Technologies that Cross Publics**

Grande Ballroom C, First Floor

**Chair:** Michael Faris, University of Wisconsin-Eau Claire

**Speakers:** Douglas Walls, University of Central Florida, Orlando, “The Twitter and Its Problems: Multiple Publics and Negotiated Accounts”

Laura Martinez, University of Central Florida, Orlando, “Crossing Contexts: Using Digital Literacies to Interface across Activity Systems”

Amber M. Buck, College of Staten Island, CUNY, NY, “Page Against the Machine: Rewriting Interfaces on the Social Network”

*Writing Programs*

**N.16 “Make New Friends, But Keep The Old”: Incorporating New Media and Multimodality in a Growing Writing Program**

Grande Ballroom D, First Floor

**Chair:** Christine Cucciarre, University of Delaware, Newark

**Speakers:** Christine Cucciarre, University of Delaware, Newark, “Why New Media is the Best Thing That Ever Happened to Ancient Rhetoric”

Candice Wellhausen, University of Delaware, Newark, “Using Visual Rhetoric to Inform Classroom-Based Assessment”

Michael McCamley, University of Delaware, Newark, “Coming Back from DMAC: Multimodal Composition and Writing Program Administration”

Barb Lutz, University of Delaware, Newark, “Tutor Training for Multimodal Texts”

*Community, Civic & Public*

**N.17 Organizational Rhetorics**

Capri 109, First Floor

**Chair:** Kenna Barrett, Graduate Student, New Haven, CT

**Speakers:** Alexis Pegram, University of Wisconsin Milwaukee, “Turning the Public Green: A Look at Agency, Ethos, and Identifications within Environmental and Anti-Environmental Groups”

Shui-yin Sharon Yam, University of Wisconsin-Madison, “Developing Global Literacy: The Re-purposing of Academic Discourse by Inter-governmental Organizations”

Kenna Barrett, Graduate Student, New Haven, CT, “Composing in Public: Rhapsody and Jeremiad in Nonprofit Texts”

*Information Technologies*

**N.18 Our Students’ Public Practice and Our Pedagogical Work: Learning From Our Students’ Social Media Composing Practices**

Grande Ballroom H, First Floor

**Chair:** Rochelle Rodrigo, Old Dominion University, Norfolk, VA

**Speakers:** Sarah R. Spangler, Old Dominion University, Norfolk, VA, “Surfing a Facebook Sea of Roomies: High-stakes Profile Writing for College Bound High School Seniors”

Ryan Shepherd, Arizona State University, Tempe, “What Are We Doing: A Survey of First-Year Composition Students’ Use of Facebook”

Kevin DePew, Old Dominion University, Norfolk, VA, “Beyond ‘I thought it would be cool’: Basic Writers as Skillful Social Media Composers”

*Community, Civic & Public*

**N.19 Locating Public Literacies: Multimodal Education In and Around the University**

Capri 110, First Floor

**Chair:** Casey Boyle, University of Utah, Salt Lake City

**Speakers:** Alison Regan, University of Utah, Salt Lake City, “Undergraduates in the Archives; Undergraduates Making Archives: New Ways to Collect, Create, and Re-Purpose Local Materials”

Tony Sams, University of Utah, Salt Lake City, “Longitudinal Capture of Student Experience: The ‘U and You’ Project”

Heather Hirschi, University of Utah, Salt Lake City, “The Dreamkeeper Project: Reports on Culturally Responsive Pedagogical Interventions”

*Basic Writing*

**N.20 Demystifying Academic Literacy: Basic Writing, Rhetorical Competence, and Self-Assessment**

Capri 111, First Floor

**Chair:** Jasper Neel, Southern Methodist University, Dallas, TX

**Speakers:** Joanna Crammond, La Roche College, Pittsburgh, PA, “Using Metacommentary to Cultivate Self-Assessment Strategies in Basic Writers”

Linda Jordan-Platt, La Roche College, Pittsburgh, PA, “‘Speak with No Context to No One’: Introductions, Thesis Statements and the Problem of Content”

Jessica Ganni, La Roche College/Indiana University of PA, Pittsburgh, “Making Learning Visible: Teaching Basic Writers to Close-Read Their Own Writing”

*Community, Civic & Public*

**N.21 Toward a Theory of Multimodal Public Rhetoric**

Capri 112, First Floor

**Chair:** Justin Jory, University of Illinois at Urbana-Champaign

**Speakers:** Caroline Dadas, Montclair State University, NJ, “Constructing a Nationwide Civic Movement: The Role of Multimodality in Occupy Wall Street in Both Mediated and Face-to-Face Contexts”

Justin Jory, University of Illinois at Urbana-Champaign, “Multimodality, Agency, and Accountability in the Public Sphere: Or, How Multimodality Shaped the Rhetoric of the UC-Davis Pepper Spray Incident”

Marlena Stanford, University of Illinois at Urbana-Champaign, “Multimodal Artifact-Based Performance and Mobilization in Social Movements: A Case Study of the 2012 Librotraficante Caravan to Tucson”

*Basic Writing*

**N.22 Bridging the Gap(s) in Reading, Writing, and Critical Thinking**

Capri 113, First Floor

**Chair:** Debbie Rowe, York College/ CUNY, NY

**Speakers:** John Wittman, California State University, Stanislaus, “Critical Transitions: Research on the College Literacy Practices of Unprepared Students”

Lee McClain, Seton Hill University, Greensburg, PA, “Crossing the Bridge from Basic through Digital/Critical Assignments”

Maureen McBride, University of Nevada, Reno, “Fostering Reading Identity for Students in the Developmental Writing Classroom”

Meghan Sweeney, University of Nevada, Reno, “Fostering Reading Identity for Students in the Developmental Writing Classroom”

*Academic Writing*

**N.23 Faculty Peer Mentoring: Improving Student Writing Across the Disciplines**

Capri 114, First Floor

**Chair:** Christy Rishoi, Mott College, Ann Arbor, MI

**Speakers:** Donald Samson, Radford University, Orlando, FL, “An Assignment to Help Science Faculty Teach Writing”

Christy Rishoi, Mott College, Ann Arbor, MI, “English Department, Heal Thyself”

Larry Juchartz, Mott College, Ann Arbor, MI, “I’ll Do the Content, You Do the Grammar Stuff: Writing as Conflict Across a Contested Curriculum”

Dan Frazier, Springfield College, MA, “Making It All Come Together: Faculty Writing Assignments and Department Outcomes”

*Academic Writing*

**N.24 Graduate Writing and Graduate Writing Pedagogy: The Writer Teaching Writing**

Capri 115, First Floor

**Chair:** Deirdre McMahon, Drexel University, Philadelphia, PA

**Speakers:** Holly Carpenter, Drexel University, Philadelphia, PA “Teaching Genre and Craft for Analyzing and Writing Research Articles and Dissertations”

Deirdre McMahon, Drexel University, Philadelphia, PA, “Graduate Mentoring and Faculty Development via the Writing Center”

Ann Green, St. Joseph’s University, Philadelphia, PA, “The Writing Teacher Writing”

*Basic Writing*

**N.25 The Impact of Social Class on Basic Writing Pedagogy**

Grande Ballroom F, First Floor

**Chair:** William Thelin, The University of Akron, OH

**Speakers:** William Thelin, The University of Akron, OH, “Conceptual Learning for Working-Class Students in Basic Writing”

Dawn Lombardi, The University of Akron, OH, “Basic Writing and the Forgotten Middle Class”

Shelley DeBlassis, New Mexico State University at Carlsbad, “Bourdieu and the Baseline Model of Basic Writing”



*Academic Writing*

**N.26 Lesson on the Transfer of Writing Skills: Adapting to New School and Public Environment**

Skybox 206, Second Floor

**Chair:** Llana Carroll, New York University, NY

**Speakers:** Erin Adamson, University of Kansas, Lawrence, “Because My Advisor Told Me So: Exploring How Science Faculty Teach Academic Writing to Graduate Students”

Jill Jeffery, University of New Mexico, Albuquerque, “Rethinking Secondary-Postsecondary Writing Transitions in a Time of Common Core Standards: What FYC Instructors Need to Know about New High School Writing Standards”

Rebecca Robinson, Arizona State University, Tempe, “Thinking across the Curriculum: Incorporating Disciplinary-Based Critical Skills into First-Year Composition”

*Writing Programs*

**N.27 International Admissions Brokers: Streamlining or Complicating Writing Support?**

Skybox 207, Second Floor

**Chair:** Jay Jordan, University of Utah, Salt Lake City

**Speakers:** Mark Harrison, Indiana University Bloomington, “Brokers, International Testing, and Uncertain Standards”

Erin Jensen, University of Utah, Salt Lake City, “Building Bridge Courses for Brokered Students”

Jay Jordan, University of Utah, Salt Lake City, “Exigencies: International Admissions Brokerage Globally and Locally”

*Writing Programs*

**N.28 The International Work of Composition: The Development of a Multilingual Writing Center at Home and Abroad**

Skybox 208, Second Floor

**Chair:** Lucile Duperron, Dickinson College, Carlisle, PA

**Speakers:** Lisa Wolff, Dickinson College, Carlisle, PA, “Keeping the Cultural Universe: Training and Learning from Overseas Assistants”

Noreen Lape, Dickinson College, Carlisle, PA, “Going International: The Development of a Multilingual Writing Center”

Lucile Duperron, Dickinson College, Carlisle, PA, “French and American Relations: Mediating Academic Writing During Study Abroad”

*Institutional and Professional*

**N.29 The Silence Project: Giving Voice to Academics with Severe Writing Difficulties**

Skybox 209, Second Floor

**Chair:** John Walter, St. Louis University, MO

**Speakers:** Carrie A. Lamanna, Colorado State University, Fort Collins, “Why I Quit School: A Performative Exploration of the Relationship Between Writing and Power”

Juliette Ludeker, Howard Community College, Columbia, MD, “Waiting for the ‘Luxury of Fearlessness’: When Being Able to Write Has Nothing to Do with the Ability to Write”

Lisa Schamess, Emerson College Preparatory School, Washington, DC, “Standing the ‘Almost Impossible’: Uses of Silence and Failure in Writing and Teaching”

John Walter, St. Louis University, MO, “Becoming Acquainted with the Silent Underground: Academics and Severe Writing Difficulties”

*Information Technologies*

**N.30 Code in the Classroom: Student Writers as Game Designers**

Skybox 210, Second Floor

**Chair:** Devon Hackelton, University of California, Riverside

**Speakers:** Scott Nelson, University of Texas at Austin, “Send in the Clones: Invention and Intellectual Property in Amateur Video Game Development”

Brian Ballentine, West Virginia University, Morgantown, “No Experience Necessary: Writing and Game Development in the Undergraduate Classroom”

Patrick Bahls, University of North Carolina, Asheville, “LaTeXnics: The Effect of Specialized Typesetting Software on STEM Students’ Composition Processes”

Amanda Wray, University of North Carolina, Asheville, “LaTeXnics: The Effect of Specialized Typesetting Software on STEM Students’ Composition Processes”

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**N.31 Teachers Going Public: Toward New Understandings of Literacies, Social Justice, and Inter-Institutional Partnerships**

Skybox 211, Second Floor

**Chair:** Rob Mawyer, Rock Valley College, Rockford, IL

**Speakers:** Robert Mawyer, Rock Valley College, Rockford, IL, “Dual Enrollment Stakeholders and the Metaphors They Live By”

*continued on next page*

Gayle Coskan-Johnson, Brock University, St Catharines, Ontario, Canada, "Engagement, Resistance, and Public Writing at Guantánamo Bay, Cuba"  
Kelly Concannon Mannise, Nova Southeastern University, Ft. Lauderdale-Davie, FL, "At-Risk Literacies: Expansive Accounts of Community Partnerships"

*Language*

**N.32 Texts and Contexts: Studies by and With Chinese Students and Teachers (The Empire Strikes Back)**

Skybox 212, Second Floor

*Chair:* Julie Swedin, Yakima Valley Community College, WA

*Speakers:* Wen Shan, San Bernardino, CA, "New Generation of Second Language Writing Studies in China"

Yue Chen, Grand Valley State University, Grand Rapids, MI, "New Generation of Second Language Writing Studies in China"

Linjing He, California State University, San Bernardino, "Functions of Code Switching in L2 Writing Classroom: Among Chinese ESL Students"

Ming Fang, The Ohio State University, Columbus, "From Text to Context: Discourse Features of Chinese Students' Argumentative Writing"

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*

**N.33 Transgressing Composition Spaces: Shaping Students' Conocimiento with Pedagogies that Empower Public Acts**

Grande Ballroom B, First Floor

*Chair:* Candace Zepeda, The University of Texas, San Antonio

*Speakers:* Candace Zepeda, The University of Texas, San Antonio

Issac Hinojosa, Northwest Vista College, San Antonio, TX

Kristina Gutierrez, The University of Texas, San Antonio

*Theory*

**N.34 Decentering the Able Body: The Praxis of Disability Rhetorics in Public Spaces**

Royale Pavilion 6, First Floor

*Chair:* Stephanie Wheeler, Texas A&M University-College Station

*Speakers:* Stephanie Wheeler, Texas A&M University-College Station, "Writing As Public Work: The Ugly Laws, Nazi Eugenics, and Freakdom"

Aydé Enriquez-Loya, Texas A&M University-College Station, "Decolonial Writing Pedagogies: Numbering the Stories/Remembering the Bodies of Students of Color with Disabilities"

Casie Cobos, Illinois State University, Normal, "Composing/Composed Crazy: At the Academic and Public Intersections of Disability and Chicana Rhetorics"



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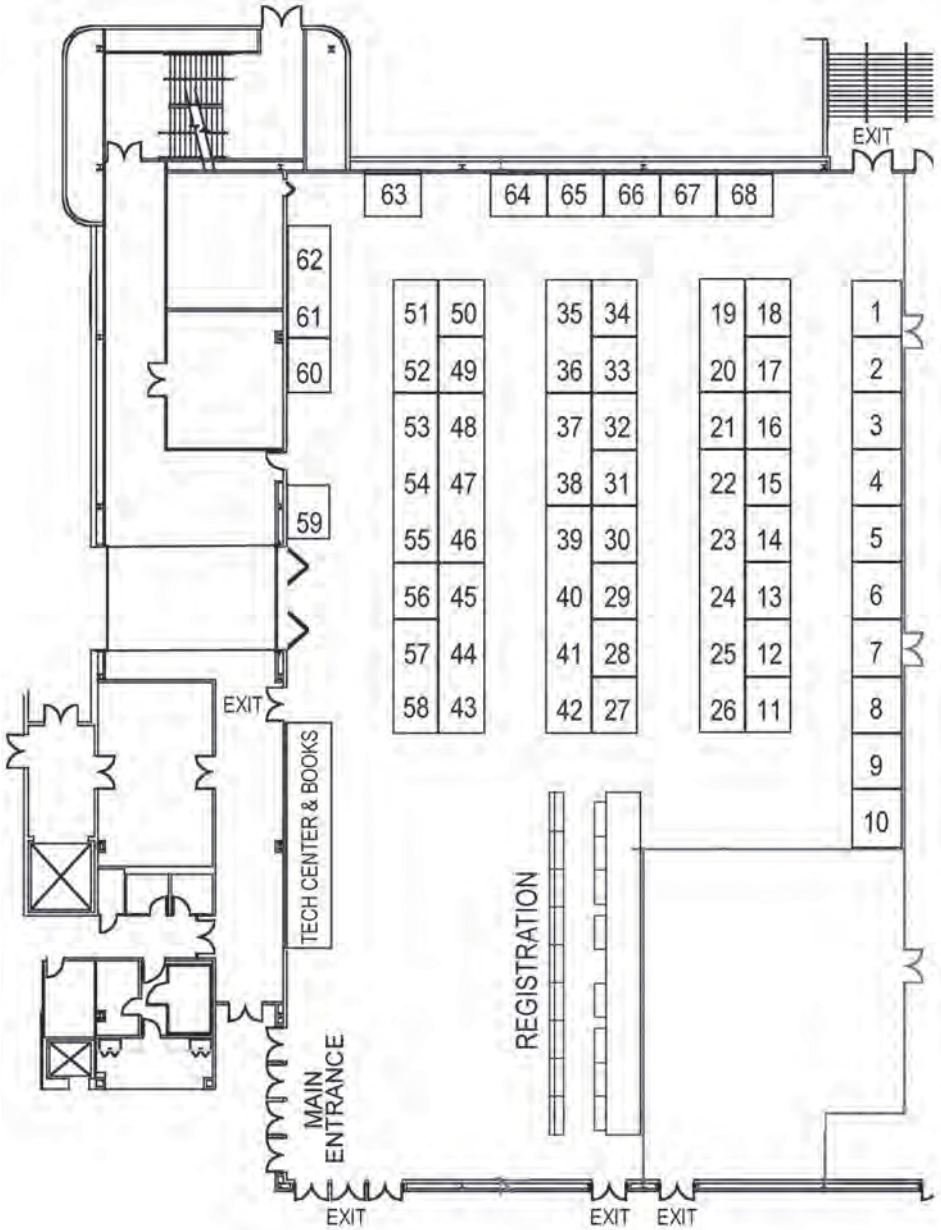
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1978 Vivian I. Davis	2011 Gwendolyn Pough
1979 William F. Imscher	2012 Malea Powell
1980 Frank D'Angelo	2013 Chris Anson
1981 Lynn Quitman Troyka	

\*Deceased

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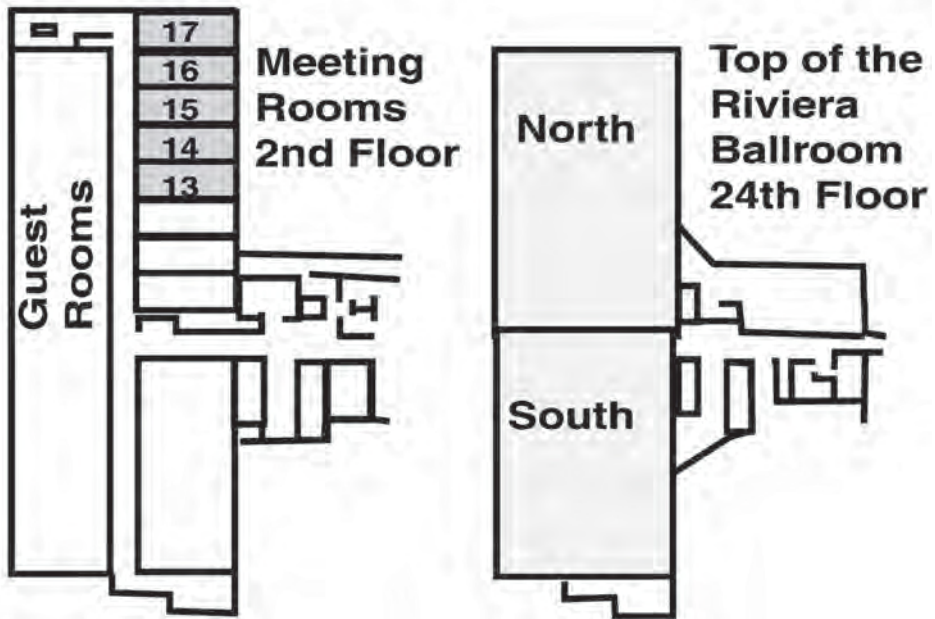
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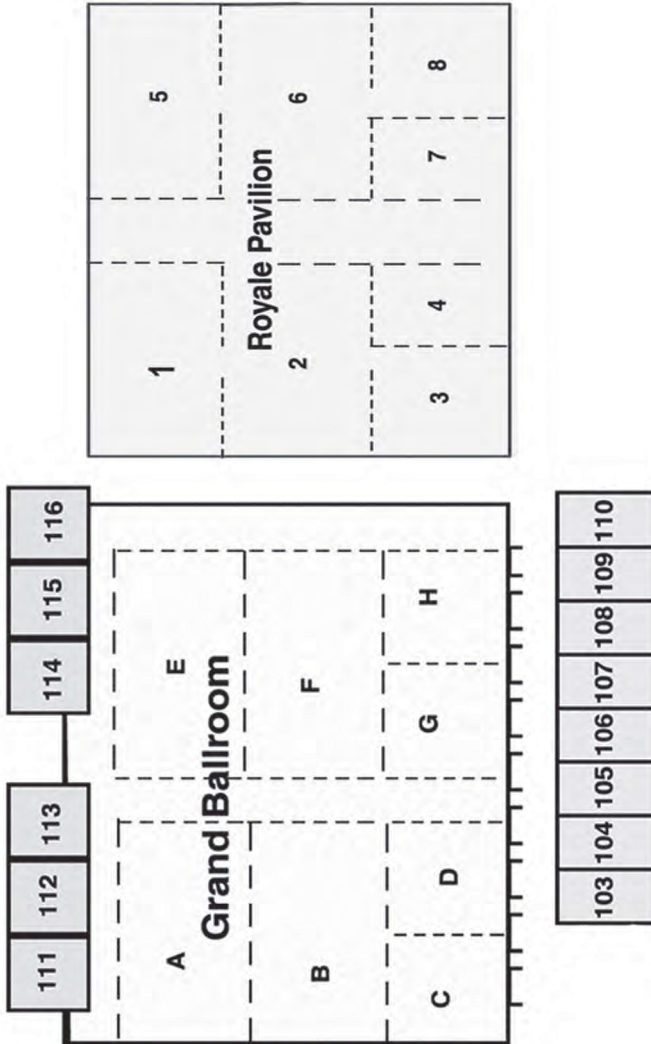
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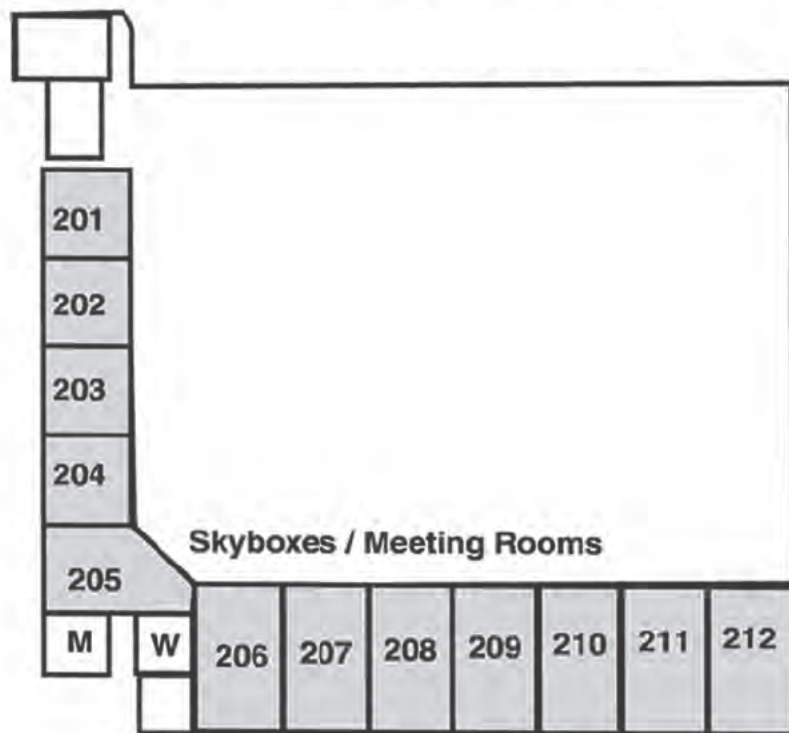
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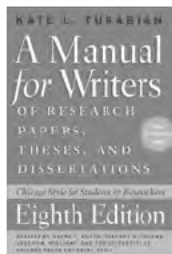
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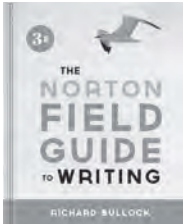
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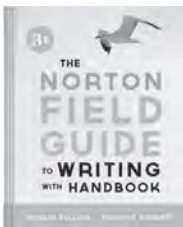
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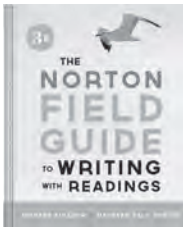
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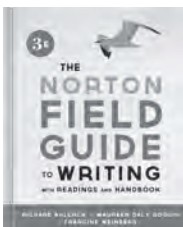


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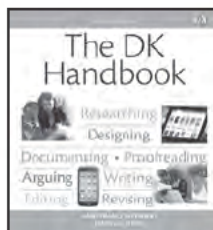
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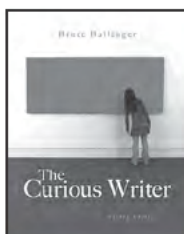


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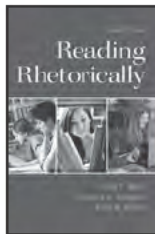


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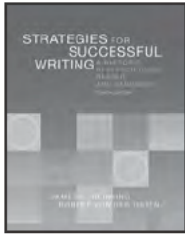
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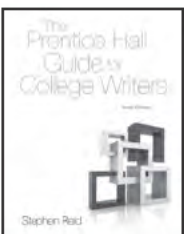
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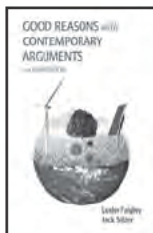
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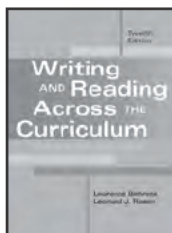


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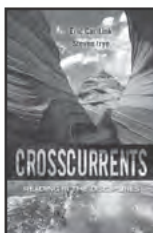


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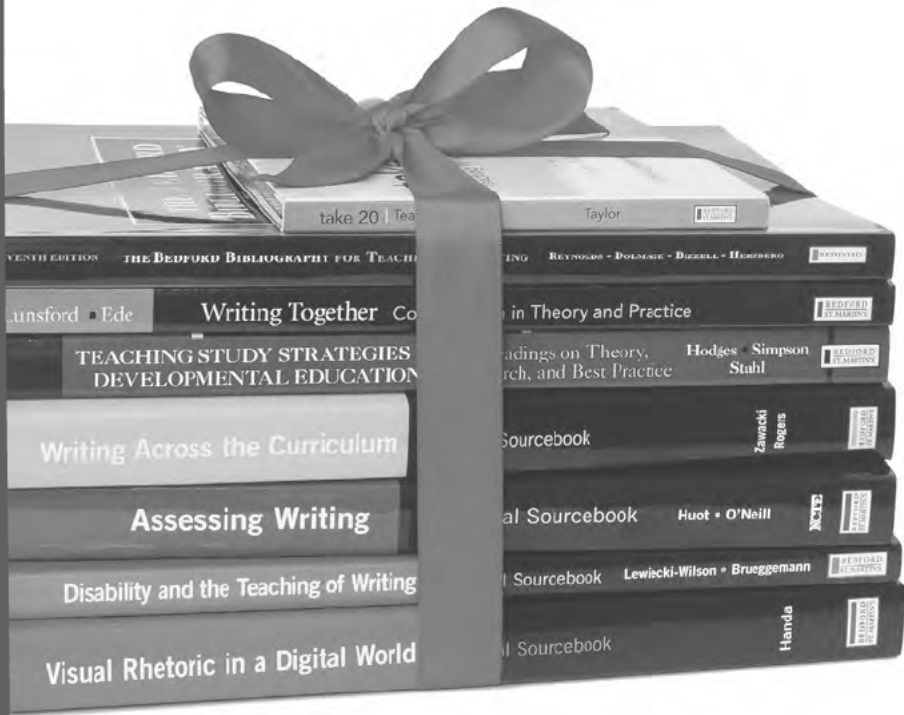
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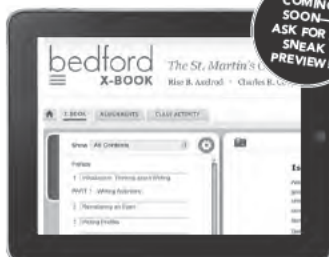


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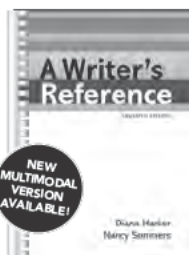
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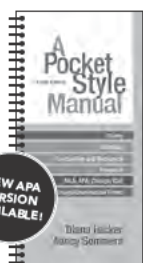




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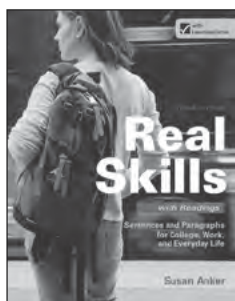


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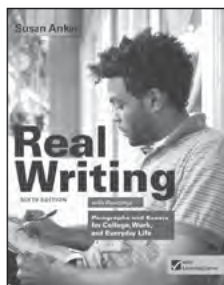
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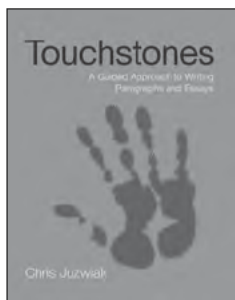
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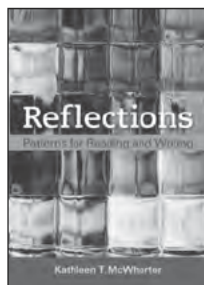
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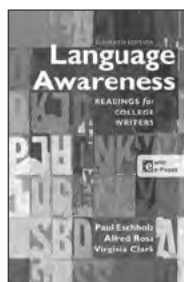
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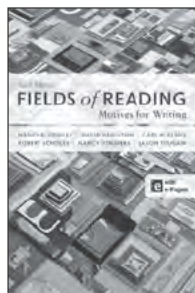
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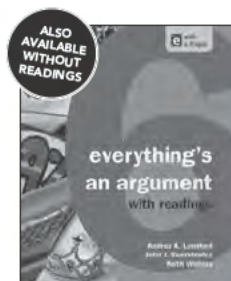
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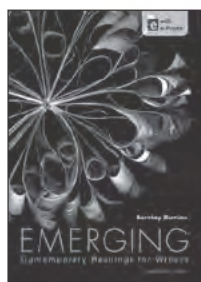
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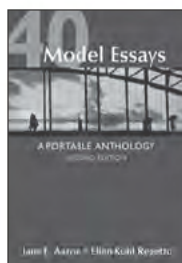
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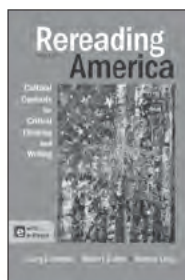
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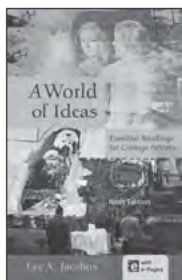
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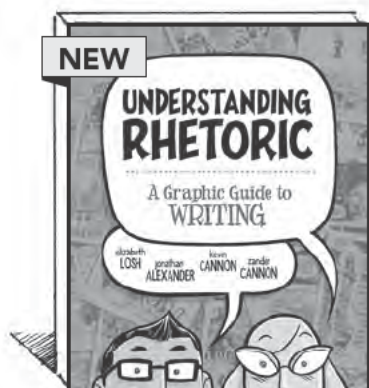
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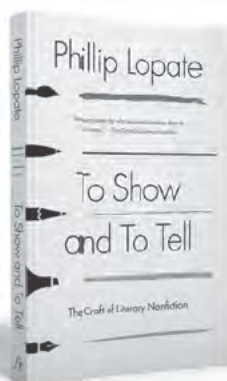
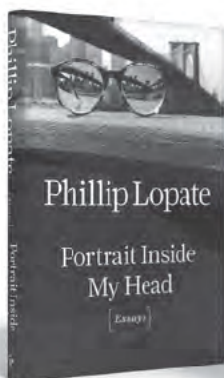
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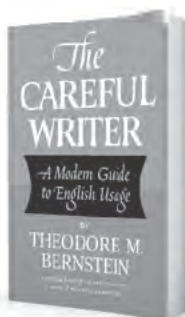
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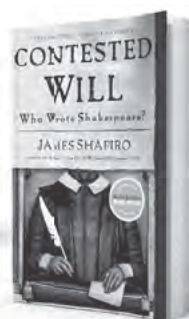
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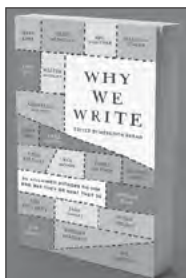
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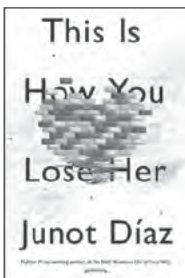
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Letter-number combinations after names indicate sessions. Special Interest Groups on Thursday, 6:30 p.m.–7:30 p.m. and on Friday, 6:30 p.m.–7:30 p.m. are coded SIG. Full-Day Workshops on Wednesday, 9:00 a.m.–5:00 p.m. are coded W; Half-Day Workshops on Wednesday, 1:30 p.m.–5:00 p.m. are coded MW, AW. Other codes are as follows:

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- Adams, Katherine: F.19
- Adams, Loral: D.25
- Adams, Megan: QRN
- Adams, Peter: W.01, H.16
- Adamson, Erin: F.21, N.26
- Adams Wooten, Courtney: G.23
- Adkins, Tabetha: A.31
- adler-kassner, Linda: A.08
- Adsanatham, Chanon: QRN, C.22
- Agnew, Lois: TSIG.13, J.20
- Ahern, Kati Fargo, RNF
- Aichinger, Scott: FSIG.05, M.08
- Aiken, Suzan: I.19
- Akassi, Monique: B.33, J.36, M.32
- Akst, Leslie: QRN
- Alaei-Johnson, Bahareh: E.21
- Alander, Vanessa: H.10
- Alawdat, Maha: RNF
- Alden, Andrea: G.12
- Alexander, Jonathan: A.14, E.20
- Alexander, Kara Poe: B.30
- Alexander, Phill: E.22
- Alexander, Rasheedah: RNF
- Alexis, Cydney: G.17, M.22
- Alfano, Christine: E.34
- Algubaisi, Bader: RNF
- Alotaibi, Hmoud: RNF
- Alvarez, Nancy: RNF
- Alvarez, Steven: G.04
- Amick, Julie: G.11
- Amsel, Stephanie: W.04
- Anastasia, Andrew: RNF
- Andelora, Jeffrey: I.14
- Andersen, Erin M.: RNF
- Anderson, Andy: I.14, K.11
- Anderson, Debra: C.20

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Cadle, Lanette: F.26, I.09  
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Dadak, Angela: AW.11 I.21  
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