Index of Concurrent Sessions

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

101—Teaching Writing & Rhetoric

A.11 Rooms, Publics, Centers, Margins: The Pedagogical Locations of Thirdspace
A.25 Defining and Addressing Expectations for L2 Writers across the Disciplines
A.26 What’s the Question?—Theorizing the Question in Writing Studies
A.29 Plagiarism and Ethics: Working within the (Murky) Space
A.31 Rubrics, Peer Response, and Student Self-Assessment
B.25 Writing about Nature, Learning From Silence, Borrowing From Ecology: How Contemplative Practices Change What We Write and how We Teach
B.26 Contesting Views of Expertise in Peer Review
B.30 Investigating Genre Awareness in Literature, Science, and Composition: Crossing Boundaries to Create a Writing Pedagogy that Transfers
B.31 Workload, Portfolios, and Student Learning
B.35 Cross-Cultural Collisions in Composition
C.01 Ecocomposition and Sustainability
C.11 Teaching the College Application Essay in Qatar: Mitigating Cross-cultural Assumptions through Rhetorical and Narrative Approaches
C.25 Rethinking Composition: The Power of Teaching Students to Write (& Teach) in Digital Mediums
C.26 Digital Hemlock: Undermining the Myth of the Socratic Method through Community College Distance Learning Pedagogical Practices
C.30 Whole-Class Peer Workshops: Reconceptualizing Relations in the Composition Classroom
C.31 The Rhetoric of Course Design
C.35 Mediating Rhetorics of Home and School: Writing Cultural Memory into Genre
D.01 Going Public with Student Writing
D.02 Kin through Class in the Writing Classroom: Passion and Radical Reflexivity in the Postcritical Case Study
D.03 Virtually Queer: The Web-side Manners of CCCC Institutions to the LGBTQ Community
D.10 Style, Error, and Student Perception
D.11 Post-Pedagogy and Contesting Meaning in Multimodal Composition: A Conversation
D.25 The Open Hand: New Approaches to Teaching Rhetoric in the Classroom
D.26 Creative Community: Rhetoric and Writing at the Art and Design University
D.30 Kaona to Mana: Rhetoric, Aesthetics, and Power in Hawaiian Literature and Song
D.31 Blurring the Lines: Sharing Pedagogy Across/in Writing Centers and Writing Classrooms
D.35 Becoming Digital Ancestors: Capturing Self and Family with Digital Media
E.02 Queer Theory in the Writing Classroom
E.09 Helping a NOOB PWN the Griefers: Translating First Year Composition into a Familiar Framework
E.11 Constructions of Disability in the Composition Classroom
E.25 Gaming the Academy
E.26 How Small Teacher Communities Foster Effective Teaching and Integrative Learning in the Basic Writing Classroom
E.30 Challenging Monolingual Practices to Foster Multilingual Engagement: Enacting our Theories in High Schools, Writing Centers/WAC and Our Own Professional Practices
E.31 Sex, Lies, and Student Video Projects: Shifting Relations in Digital Literacy and Composition
E.35 Inviting “All Our Relations”: Code Meshing in First-Year Writing
F.01 Defining/Rewriting Contested Spaces
F.02 Embodiment and Composition
F.06 Theorizing Places and Spaces
F.09 Multimedia Pedagogy for a Combined-Skills Rhetoric Course
F.11 Writing as Contesting Space, Knowledge, and Identity: Co-constructing what it means to be a Writer within an Undergraduate Writing Major
F.16 Contesting the Blogosphere in a First-Year Writing Curriculum
F.19 I’m Not a Racist but My Comments Are: Two Studies of Race in Teacher Commenting Practices
F.25 Moments in Action: Establishing Classroom Relationships through Multi-modal Praxis
F.29 Rhetoric and the Writing Classroom
F.36 Looking the Wrong Way: Tales of Misdirection and a Call for Radical Revision in the Teaching of Citation (#burnthemanuel)
F.39 Contested Space: The First-Year Writing Classroom. Contested Knowledge: The AP English Language and Composition Exam
G.03 Working with Graduates and Writing Fellows
G.09 A Different Kind of Space: How Writing Constructs and is Constructed in Online Courses in Different Disciplines
G.11 Definitely NOT What I Did Last Summer: Recreating the Personal Narrative
G.19 Making Metaphor, Discovering Relations
G.26 Toward Sustained Communities: Affective Investments and the Stories We Tell About Ourselves
G.29 Contesting Plagiarism
G.36 Punishing writing/writing as punishment
G.39 Using Audio Response Methods to Enhance the “Human Touch” of Online Writing Instruction
H.01 Sisters, Feminists, and the Third Space
H.09 Come to Jesus: The Heuristics of Science and Faith in the Southern Composition Classroom
H.11 Zombies, Vampires, and (The) Stuff: Re-configuring Contested Spaces via Horror Texts
H.19 Critical Place-Based Curricula in Multimodal First-Year Composition: Theory, Pedagogy, Action
H.26 Grading Relations: Problematizing Current Grading Practices
H.29 Reading (With) Our Students’ Writing
H.39 All our Relations: (Teaching) Writing in the Global Now
I.06 The Stories We Tell: Opening the Doors of Our Classrooms
I.09 Digital Multiplicity: The Global Skills for College Completion Project to Create a Replicable Model for Success in Basic Writing
I.11 Teaching Writing at Public Comprehensive Public Universities
I.19 The Interrelationship of Writing, Learning, and the Brain: Insights From Recent Neuroscience Research
I.26 Hot for Teacher: Towards a Workable Feminist Pedagogy for Young Female Teachers
I.29 Questioning Dominant Discourses
I.34 Something Old, Something New: Ideas for Teaching in the Digital Age
J.06 Re-Working Visual Literacy through Comics: Production and Analysis in Composition
J.09 Publication Matters: Producing and Sustaining a Journal of First-Year Writing
J.10 Call of Nature: Counter-Culture, Taboo, and Urban Legends
J.11 Searching for the Owner of Writing: Contesting the Spaces of First-Year Composition, WAC, and the WPA
J.19 Talking Shop: The Value of Archiving Local Knowledge
J.26 Mo Rhetoric: Nomos, Nommo, Zapatismo, and the Turn toward a Critical Transnational Rhetoric
J.29 Race, Place, and Self
J.39 Writing Assignments and Deep Learning: The Impact of NSSE/WPA Research on Assignment Design
K.01 Literacies and Identity
K.02 Everybody Eats: Connecting Students to the Discourse of Food
K.06 Mysteries in the Margins: Teachers’ Comments through Students’ Eyes
K.07 Entering the Contested Space of Globalism: Transnational Approaches for Teaching International Issues in the Composition Classroom
K.09 Contested Class Work Space: Boundaries at the Corner of Creation and Voice
K.11 Contested Relations: Strategies for Overcoming Student Resistance in Nontraditional Writing Communities
K.19 Intersections of Real and Virtual Spaces: Reconsidering Interaction and Architecture in the Hybrid Composition Classroom
K.26 Written On the Boundary: Contesting the Borders of Composition and Creative Writing Pedagogies
K.29 Exploring Relationships and Connections
L.06 Instructor Feedback in ESL Writing Courses
L.11 4 REAL: Student Researchers Bring Rhetorical Education in America to Life
L.16 Questioning in the Margins: Teacher Feedback
L.17 Teaching the Crisis
L.20 Graphic Narratives: Exploring Intertextuality And Multi-Modal Writing
L.22 Exploring New Inventional Spaces for Writing Teachers
L.23 Invention, Discovery, Knowledge Production: What Are Ideas Made Of?
L.28 What A Web We Weave: TYCA Research Committee Findings Illuminate Cross-Level, Cross-Disciplinary, and Cross-Institutional Connections (Part 2)
L.31 High School to College: Student Learning, the Common Core Standards for College Readiness, and the Politics of Literacy
L.06 Fresh Perspectives on Plagiarism and Responsibility
M.10 Underdogs and Underprepareds: Issues in Teaching Basic Writing
M.11 Reclaiming Organic and Social Relationality in the Classical Rhetorical Tradition
M.16 The Persistence of Interest in Emotion in Our Field
M.18 Something Old, Something New: History and Repurposing
M.25 Investigating Collaboration as a Pedagogical Tool: A Tale of Three Empirical Studies
M.26 Reconciling Perceived Opposites: Religion and Academic Writing
M.28 Reactions - Responses - Beliefs
M.29 The Stories We Tell-The Performances We Give
N.06 Big Class, Small Communities: Affordances and Constraints in a “Jumbo” First-Year Writing Course
N.09 Using the Stases as Heuristic Tools for Effective Argument
N.10 The Language Of Relations; The Language Of Contested Knowledge
N.21 Transfers and Transformations
N.22 Multitasking and Multimodality

102—Writing Programs

A.06 No Such Thing as Community
A.17 Learning Communities and Communities of Practice: Toward Improved Instruction
A.24 “Practitioner Inquirers at the Research Family Reunion” or “Whatever Happened to Practitioner Research?”
B.09 OWL–Tales: Ongoing Scholarship and Stories from the Online Writing Lab
B.17 Faculty Knowledge, Faculty Development, and Institutional Relations
B.24 Untangling the Web of Relations in the Undergraduate Writing Major
C.08 Making Space for Service-Learning Projects in a Portfolio-Based Writing Program
C.17 Research on the Nature and Effects of Writing-Center Tutorials
C.24 What In The World Is English And How Are We Teaching It As A Second Language In US Research Universities?
D.21 Who Does What, and With Whom: Exploring the Staffing and Work of Writing Centers
D.36 Citation Context Analysis: Fresh Approaches to Assessment and Tutoring
D.39 What’s Our Relation . . . to the Mean and the Median? The Contested Place of Student Course Evaluations
E.21  New Challenges, New Understandings: Examining Our Relations within a Portfolio Culture
E.24  Writing Across the Curriculum in the Community College: Challenges and Opportunities
E.39  Exploring the Next Frontier in WAC/WID: A Multi-University, NSF-Sponsored Project to Enable Engineering Faculty to Teach Writing in a Four-Year Sequence of Technical Courses
F.21  Creating Shared Values: Development of Writing Programs at Multi-Campus, Two-Year Institutions
F.31  Revisiting the Status Quo: New Directions in Writing Programs
G.17  Including Multilingual Writers in the Disciplines: A Writing Center’s Role in WAC/WID
G.31  A Place at the Table: The Contested Space of Writing in a Corporate Curriculum
G.34  Assessing Programmatic Relationships: Bridging Internal, Interdisciplinary, and Institutional Gaps
H.21  From Strangers to Family: The Development of a First Year Writing Program
H.34  The Other Side of the Street: Understanding the Reciprocal Effects of Working as a Peer Tutor
I.16  Attitude Triage: Changing Student Attitudes toward Writing in Contested Spaces
I.22  The Changing Shape of Two-Year College English Departments: Redefining Contested Spaces
J.21  Mapping Contested Spaces for the Undergraduate Major in Writing and Rhetoric
K.16  Creating a Functional Family: Building Relationships within FYC and with Its Siblings, WAC and Professional Writing
K.22  Assessing Students and Students as Assessors: Roles, Perspectives, and Influences
L.08  Writing Assignments, Argumentation Strategies, and Social Identities: Three Views of Writing in the Disciplines
M.09  Contested Spaces and Curricular Design: Incorporating Students’ Local Knowledge and Rhetorical Practices into Sites of Institutional Writing Instruction
M.19  Writing Hong Kong/Hong Kong Writing: Writing Administration in a Trilingual/Post-Colonial/Post-Handover Context
N.03  Within yet Aside: Assessing Critical Thinking across Student Writing
N.19  Really, Really Useful Knowledge: How Cultural Studies Agendas Play Out for a Director and Her Tutors at One Historically Black University

103—Theory

A.09  The Rhetoric of Apologies: Revealing Contested Relations By Addressing Transgressions
A.14  From the Country to the City: Rhetorics of Identity and the Composition of Space
A 35  Rhetoric in Liminal Spaces: Disability Memoir, In/ter/dependent Scholarship, and Solace
B 03  New Locations, Histories, and Possibilities for Social Justice and Democracy in College Composition
B 14  Theorizing Critical and Third-Space Pedagogies
C 14  Theorizing Bodies
D 07  Pleito, Sacates y Aristotl: Introducing Mestiz@ rhetorics into the College Composition Classrooms
D 14  Contemporary Rhetorical Theory
D 17  The Rhetoricity of Literacy
E 07  Visual Cultural Rhetorics
E 14  Theories of Technology
F 17  Theorizing Writing Pedagogy
G 20  Theories of Identity
H 04  Deliberating Whiteness in the Teaching of Rhetoric and Writing
H 17  Theorizing Boundaries and Borders
I 05  Fashioning Queer Relations: Fabricating, Crafting, and Designing Identities through Bodies and Texts
I 17  Cultural Rhetorics
I 39  Other Voices: Race, Institutional Silence and Rhetorical Listening in the Composition Classroom
J 17  Processing Pedagogical Movements
K 17  Barack, Bush and Beck (Oh, My?) Political Ideological Discourse Theories
L 03  Photography, Writing, and the Drafts of History
L 09  The (Im)Possibilities of Rhetorical Witnessing: Theory, Methodology, and Pedagogy
L 13  Traversing the Borderlands of Arab(ic) Rhetoric: Contesting the Boundaries of Language, Literacies, and Knowledge Production
N 13  Contesting Identities in Writing Centers: Theorizing Subject Positions, Practices, and Political Contexts

104—History

A 01  Non-Western Rhetorical Theory and Add Al-qahir Al-Jurjani
A 33  Elocution and Affective Eloquence
B 33  Educational Movements
C 18  Composing Archival Accounts of Kenneth Burke’s Writing Process
C 33  Feminist and Women’s Historical Rhetorics
C 36  Revisionary Histories of Rhetorical Education
D 15  Local Disciplinary Histories
E 15  Religious Rhetorics
F 03  Contesting Bodies: Visual Rhetoric in the Struggle over White Identity and the Black Male Body
F 33  American Indian Rhetorical Traditions and Practices
G 02  The Sports Page, the Country Music Stage, and the Spelman Messenger: Women Claiming Agency in Contested Spaces
G 33  African American Rhetorics: Literacies
H 16   “We’ve Come this Far By Faith”: Women’s Literacy, Activism, and Faith Practices
H 33   Histories of Literacy
I 23   Contested Ground: Alternative Sites of Rhetorical Education, 1900–1930
I 33   South Asian and Asian American Rhetorical Histories
J 16   Rhetorics of Labor and Protest
J 33   All Our Southern Relations: Histories of Rhetoric, Composition, and Literacy in the American Southeast
K 04   Making New Relations for Feminist Historiography: Geography, Genre, and Digital Rhetorics
K 23   Extracurricular Endeavors: Students Supplementing, Complementing, and Challenging Classroom Writing Instruction at Two Progressive Era Public High Schools, 1895–1930
K 33   Reclaiming Our Spaces: Accessibility and the Public University
L 30   Entering the Space of Women’s Rhetoric through the Door of Religion
M 17   Show and Tell: Complicating The Fifth Canon, Alternative Forms of Women’s Rhetorical Delivery (1878–1931)
N 01   Practicing Histories: Conversations on the Doing of History and the Making of Historians in Composition and Rhetoric
N 15   In Search of the Beloved Community: Prophetic Rhetoric and Social Change

105—Research

A 02   (Re)Creating the Center: Theoretical Approaches for Involving Campus Stakeholders in the Design of a Writing Center
A 07   Creating, Studying, and Single-Sourcing a Multimedia Archive Of Student-Teacher Writing Conferences
A 15   What Can Research with International and Generation 1.5 Learners Tell Us about Composition Studies?
A 36   Acting Inventively: Rhetorical Perspectives of Writing Expertise
B 15   Contradictions, Complications, and Communities in Science Rhetorics
B 36   “Poking and prying with a purpose”: Questioning Our Methods, Developing Better Researchers
C 15   Digital Rhetoric Research
C 34   The Citation Project: Results of a 15-College Study of Students’ Use of Sources
D 18   Negotiating Difference in the Classroom: Three Studies on Perceptions of Diversity at a Large Public University
D 22   Researching Difference
D 34   Teaching for Transfer: Strengthening the Relationship between First-year Composition and Writing in Multidisciplinary
E 08   Intertextuality, Contested Knowledge, and the Struggle for (Re-)Representation in Multimodal Contexts: Studies of Rhetoric Across Texts and Modes
E 22   Memory, Cognition, and Psychology in Composition Research
E 34   Transnational Spaces: Making a “Space” for Multilingual Writing in Composition
F 18   Enacting the Parlor: Qualitative Investigations of Classroom Communities in Whole-Class Writing Workshops

40
F 20 Upholding Differences in Composition History
F 34 How It Comes Together—or Not: Major Findings from a Four-Year Longitudinal Study of Undergraduate Writers
F 37 Using Qualitative Research to Negotiate “Our Relations”
G 15 Research on Research
G 16 Embracing the Disruptions: Approaches to Doing Queer Methodologies
H 15 Research on Student Learning
I 15 Writing Center Research
I 24 Contesting Writing Spaces at the Institutional Level: Four Schools Make Meaning with Local Data from the NSSE Consortium for the Study of Writing in College
J 01 Contested Domains, Contested Gateways: Working Within and Beyond Traditional L2 Practices
J 15 Reflections on Small Moments of Activism: Enriching Ethnographic Research through a Prism of “All Our Relations”
K 13 What A Web We Weave: TYCA Research Committee Findings Illuminate Cross-Level, Cross-Disciplinary, and Cross-Institutional Connections (Part One)
K 15 Bridging the Gap: The Effectiveness of a Bridge Course Between Developmental Writing and Freshman Composition
L 27 Assessing the Efficacy of a Contested Pedagogy: Writing About Writing Outcomes and Assessments
M 03 Addressing Racial Formations in Writing Classrooms, Reporting Strategies, and Faculty Workshops
M 24 Globalization and Publishing Writing Research: An Editors’ Roundtable Sponsored by the CCCC Committee on Globalization of Postsecondary Writing Instruction and Research
M 34 Revisualizing Composition: Mapping the Writing Lives of College Students
N 08 The Literate Lives of Athletes: Marginalized Scholarly Relatives, Embodied Knowers
N 20 Reconciling the Relationship Between “Old” and “New” Values in New Media Assessment

106—Information Technologies

A 22 Reconfiguring Student Experiences in Online Writing Classes
A 34 Network Relations: Dialogic Composing Across Literacy Spaces
B 07 Applying Gaming and CMC Theories to Writing Instruction
B 10 The Untamed Virtual World: Making Interesting Mistakes in Online Teaching Spaces
B 22 Multimedia and Critical Pedagogy
B 34 Designing Education: What Video Game Designers and Rhetoricians Can Learn From Each Other
C 07 ePortfolio 2.0: Revising and Expanding the Role of Electronic Portfolios in a Developmental Writing Curriculum
C 22 Approaches to Online Collaboration
D 06 Ebooks, Ethics, and Digital Literacy
D 23  Digital Technologies and Classroom Practices
E 18  Observing (Digital) Natives in their Habitus: New Approaches to “Seeing” Your Audience
F 22  Social Networks, Classroom Communities: Using Social Media to Foster Active Learning Communities
G 23  Poiesis in Motion: Rhetoric, Composition and Mobility
H 18  Writing Text, Writing Code, Writing Connections
H 23  Technologizing Collaborations and Conversations
I 10  “We Don’t Do That Here”: Pushing the (Digital) Boundaries of What We “Do” in Writing Center Spaces
I 18  Digital Spaces with Material Implications: Advocacy, Crisis Management, and Community Empowerment
I 31  Affect and Technology: Interrogating Politics of Shame, Humor, Privacy, and Nostalgia in “Instruments” of Communication
J 07  Web 2.0 Technologies, Digital Writing and Building Communities
J 18  The Economy of Technology: Research Perspectives on Student Learning in Digital Environments
J 31  The Textiverse as New Space: Hybridity, Cartography, and the Hyperphatic
K 08  Venturing into the (Virtual) Margins: A Critical Exploration of Fringe Spaces and User-Desired Environments
K 31  Accessing Agency: Traversing the Spaces between Classroom Composition and Digital Writing
K 36  Understanding State-of-the-Art Online Writing Instruction: Results from the CCCC Committee’s National Survey on Best Practices
L 29  Serious Games and Digital Rhetoric
M 04  Academic Writing and Digital Methodologies: Learning and Composing in Digital Environments
N 04  The New Work of the Digital Book in Composition Studies
N 24  Entering the Ecology of the University: How Emergent Media Provide Innovative Disciplinary Access for WAC and WID

107—Institutional and Professional

A 21  Looking to the Boundaries: Improving Programs by Working Extra-Programmatically
A 39  Using English Journal as a Bridge between College and High School Writing Teachers
B 02  Between the Global and the Postcolonial: Intercultural Models of English and Technical Communication Education
B 04  The Rhetorical Work of Policy and Position Statements in Composition Studies
B 21  Exploring Professional Identities: Knowledge, Status, and Preparation
B 32  Getting a Job in a Two-Year College
C 21  Professionalism and Graduate-Student Preparation
D 33 Building Cross-Disciplinary Relations: Enhancing Students’ Disciplinary Writing and Cross-Cultural Competencies through a Collaborative Teaching Framework
D 33 Community Building Among Teaching Assistants: Bridging the Gap from Training to the First-Year Classroom
F 32 Crossing Campus to Teach Research as Process: The Writing Instructor/Librarian Relationship in Professional Development and Mutual Advocacy in the University
G 21 Understanding our Relations: Contested Ideologies and Practices in WPA Work
G 32 Blurring Disciplinary Boundaries and Identities: Expanding Local Writing Relations through an Interdisciplinary Writing TA Program
H 32 Exploring Space in Challenging Economic Times: How Independent Writing Programs Have Crossed Boundaries, Built Relations, and Prospered during the Great Recession
I 32 Contested! Defending First-Year Composition in the Regional University Setting
J 04 Digital Rhetorics, Digital Relations: Making Scholars and Contesting Traditions
J 32 Editing the Field: Online, In Transition, and In Production
J 34 Mapping the Directions of Directed Self-Placement: Competing Views, Complementary Methods
J 36 The Master's Program as Contested Space
K 32 Dual Credit Courses: Opportunities for Curricular Innovation and Collaboration?
L 32 Collaboration, Competition, Coordination, Compromise: The 4Cs of Multi-campus Writing Centers
M 08 Basic Writing: Waning or Waxing?
M 15 Promoting a Community of Scholar-Teachers among “Distant Relatives”: Responsible Mentoring for Dual Enrollment Partners, Contingent Faculty, and Graduate Students
M 33 What DO We Really Value?: Technology and Engagement in Tenure and Promotion Protocols

108—Language

A 04 Rhetorical Analysis of Grammar
A 16 Multilingual Pedagogy
B 16 Code-Switching, Code-Meshing, and Contrastive Rhetoric
C 09 Critical Literary Connections to Reading/Writing Instruction: Analyses of Broadcast and Print Texts Concerning President Barak Hussein Obama
C 16 Assessing Error, Style, and Dialect
G 22 Local-Global Negations of Literacy and Multilingualism
H 36 L2 Literacy Landscapes
I 36 Resisting the Linguistic Pull, Continuing the Push: Hip-Hop’s African American Language and Rhetoric as a Continuum of Black Movements for Education, Literacy, Equality, Freedom, and Liberation
J 22 Literacies of Migration/Migration of Literacies
K 18 Teaching, Translating, and Talking Language with Technology
K 34 The Complexities of FYC Placement for Multilingual Students
L 04 (Re)Defining Translingual Writing

109—Creative Writing

D 16 Investigating Creative Writing Pedagogies
D 32 How ‘Bout a Little Creative Writing, Y’ all?: Building Relationships between Creative Writing and Critical Inquiry
G 04 (Com)positioning Contested Spaces: Creative Writers in Composition Territory
H 20 Toward a Vibrant Conversation: Contesting the Boundaries Between Essay and Poem
J 20 Gatekeeping, Textual Silencing, and the Public Sphere: Exploring Creative Writing

110—Academic Writing

A 03 The Successful Dissertation Boot Camp: Time, Space, and Motivation for Writing
A 20 Emotions and Authority in Academic Writing
B 20 Writing in the Disciplines (WID) Programs and Interdisciplinary Curricula
C 20 Students’ Perceptions of Writing Assessment and Teacher Feedback
D 20 Gender, Performance, and Academic Writing
E 20 Genre Studies
F 23 Sibling Rivalry and Reconciliation: Information Literacy and Learning in the Academy
G 08 Ways with Texts: Reading, Writing, and New Media Practices of English Graduate Students
G 14 Writing Communities and Cultural Literacies
H 14 Retooling Curricula
H 31 The Story of the Dissertation Writing Institute
I 14 Graduate Student Writing: Dissertations, Grant Proposals, and Publications
J 03 All Our (Global) Relations: Academic Writing, Global Citizenship, and the Study Abroad Course
J 14 New Media and Civic Spaces
K 14 Integrating Language and Communication Completely, Partially, Or Not At All – Aspects on Writing at A Swedish University of Technology
M 05 Taking the Citation Project Back into History and Across the Curriculum
N 07 Reading, Literacy, and Play: Contesting Composition Pedagogy
N 18 Training and Sustaining: Producing Effective Writers of Long-Term Academic Writing Projects
111—Professional and Technical Writing

D 09 Widening the Community: Re-thinking and Re-framing Medical Rhetoric/Writing
E 16 Inter- and Intra-Organizational Communication
H 10 Where Print Meets Digital
I 20 The Rhetoric of Document Design in Public and Private Documents
J 23 International, Intercultural, and Organizational Business Communication
K 21 Are Digital Media Changing Formal Scientific Arguments?
K 24 Critiquing Disciplinary Boundaries in Technical Communication
L 26 Contesting the Language of Accounting
N 17 Academic and Workplace Engineering Communication

112—Community, Civic, & Public

A 10 Configuring Community Spaces as Literacy Networks for Sustainable Civic Engagement
A 18 Rhetorical Flexibility: Language Use in the Contested Space of a Homeless Day Shelter
A 23 Law and Legislation
B 01 Origin Stories: Mythos, Realism, and the Real
B 18 Public Memory in Local Space
B 23 Exploring the Immigration “Problem”
B 39 Testimony, Memory, and Space in National Narratives of Progress
C 10 Writing toward the Revolution: Poetics of Relation
C 23 Rhetorics of Resistance and Prediction
C 32 The Chora of The Twin Towers: Three Panelists Invite You to Participate in Contesting and Documenting the Struggle for Rebirth
C 39 Public Space, Private Interests: Teaching Writing in a Global Economy
D 24 The Rhetoric of Institutional Websites and Mission Statements
E 03 Progressions of Publics: Relations within Rhetorical Communities
E 10 Feminist Action Research in Rhetoric and Composition: Engaging Community Exigencies and Building Coalitional Solidarity
E 23 Extra-Institutional Literacies
E 32 Coming of Age in Composition: What We Can Learn from Late-Life Writers
F 08 Rhetorical Recoveries: Toward a Translocal Consortium for University-Community Projects
F 24 Writing Public Spaces
G 10 Like It Or Not, We’re All (Inter)related: Challenging Othering Practices through Public Rhetoric(s) of Interconnectedness
G 24 Education Behind Bars
H 08 Service Learning and Web 2.0: Contested Spaces, New Literacies, and Pedagogy for the Digital Age
H 24 Can Care be Taught?: Perspectives on Emotion, Community, and the Digital
Texas Topoi and other Common-Places: The Importance of Writing Geographies

Composing the “Extracurriculum”: Translocal and Multimodal Public Writing

Making Pacts: Moments of Dialogue, Campaigns for Justice

Inside Out: Literacy, Incarceration, and the Making of Teachers

Writing in Relationship: Digital Tools and Data-Based Assessment in the Community-Engaged Classroom

Diversity, Social Justice, and the New WPA: Responsible Relations in Knowledge-Making, Community Activism, and W

Other(ed) Spaces, Other(ed) Speakers—The Missionizing Impact of Public Sites

Authenticity, Engagement, and Outreach: Enriching College Writing via University-Rural Communities Partnerships

Creating a Framework for Audience Analysis: Contesting the Boundaries between Ethos and Pathos in Civic Discourse

Practicing What We Preach: Rearticulating Rhetoric in the Polis and the University

Contesting Boundaries

Florida

Writing the Real World of Student Work

Democracy and Wikipedia: Finding New Connections

Kairos as Ambient Environments: Silence, Extracurriculum, and Material Practices as Invention

Renovating Composition for the Twenty-first Century: Three Integrations of Science and Composition

 Sulh, Rhetorical Sovereignty, and Solidarity: Epistemological Models for Contesting Injustice and Pursuing Peace

Contested Evolutions: Modern Science on the Farm and in the Home

The Power of Stories: Narrative as Action

Contesting Space, Boundaries, and Power: A Wider Field of Vision for Creative Writing, Professional Writing, and the Writing Center

Crossing the Chicana/o Border into Academia: Using Outside Communities to Teach on the Inside of Academia

Listening To/For Embodied Rhetorics: Making Meaning across Difference as an Act of Alliance Building

How I Stopped Worrying the Book and Learned to Love Digital Filmmaking

Language Play and Transcultural Rhetorics

Our Writing Relations: Systems of Genres from Three Perspectives

The Science and Art of Transfer Revisited

Stitches of Materiality: Disrupting Deviation with Visual Arguments

Beyond Boundaries: Hybrid Discourse, Transatlantic Perspectives, and Cacophony

Making, Doing, and Undoing English Studies
B 27 Composition versus “Criterion”: Toward a Common Language of Writing at the University and Beyond
B 29 Generation Vet: Composing with a New Student Population
B 37 Out of Line and Different: Meditations on Queer Rhetorics
B 38 Shame on Us: Writing the Self in Academic Research
C 02 Engaging Disciplinary Boundaries and Frameworks: Art, Science and Writing Pedagogy
C 03 Discourse Patterns in the Classroom: Working Class and Indigenous Rhetorics
C 04 Strategic Reimaginations: Balancing Rhetorics of the Body in Medical Discourse, Asian/Asian American Rhetoric, and Queer Theory
C 05 All of Our Literacies? Contesting the Theories and Pedagogies of Multi-Modality
C 06 Watching Stories, Listening to Scenes: Following Literacy Back Home
C 12 Beyond “L1” and “L2”: Toward an Interdisciplinary Synthesis in Multilingual Writing Research and Pedagogy
C 13 Community Conversations that Extend Possibilities
C 19 Interwoven Storytelling: Braiding Together Our Identities
C 27 Labored “Balance”: Maternal Bodies, Composition Studies, and Structural Relationships in University Communities
C 28 The Subtexts of Manipulation: Embodying, Extending, and Unearthing
C 29 Mapping Genre Relations: Using Metaphors to Explore and Traverse Boundaries
C 37 Contesting the Trope of Home and School: Transnational Considerations, Domestic Invitations, and Family Transgressions
C 38 Has Capitalism Corrupted Your Writing Course? Experiences with Teaching Composition Online in the Private, For-Profit University
D 04 Writing and Working for Change: Tracing the History of Latina/o and Chicana/o Members’ Contributions to 4C’s and NCTE
D 05 Contested Spaces, Contested Knowledge: Exploring All Our Relations with College-Athletics and Student-Athletes
D 08 Rewriting the Boundaries: The Ensemble as Inter-Cultural Learning
D 12 Contesting Master Narratives for Teaching Writing: Collaborative Reflection on Literacy Narratives as Way to Re-Think Writing Program Design and Policies
D 13 Making Space: Multiple Geographies and Sites of Articulation
D 19 Telling Tales: Contesting Boundaries Through Theory and Pedagogy
D 27 Negotiating Our Terrain: Creating Habitable Spaces in Composition
D 28 Changing the Conversation about Writing Programs: Assessment as Advocacy, Research as Teaching, Teacher as Learner, Program as Ecosystem
D 29 Our Closest Relations: Best Practices in Mentoring Graduate Teaching Assistants
D 37 Teaching Alternative Discourses: Hip-Hop, Whiteness, and Multicultural Rhetorics
D 38 The Future Anterior of Rhetoric: Potentials For Rhetorics Built on Material Relations
E 01 Longitudinal Writing Studies and Exploring the Spaces of Transitions
E 04 From Stage to Page: The Rhetoric of Performance in the Writing Classroom
E 05 “I am not a Mascot”: Communities Contesting Rhetorical Sovereignty
E 06 Relating the Disaster: Mapping the Spill, Mapping Ourselves (a MEmorial)
E 12 Writing Health and Disability: The Ethics and Rhetorics of Embodied Identities
E 13 Locating Feminism Beyond Immediate Space
E 17 Indigeneity and Faith: Reflections on Public Life and Interactions
E 19 Contesting and Connecting Relations: Medical Representation and Writing Research
E 27 Crossing Our C’s: New Media Communication, Composition and Creative Writing
E 28 Teaching Information Literacy or Research? Promoting Partnerships between College Libraries and First-Year Writing Programs
E 29 Composing in Third Space
E 36 Our Conflicted Bourgeois Values: How We Learned to Stop Worrying and Love Capitalism
E 37 The Graduate School Experience: Stories from the Deep
E 38 Representing Indigeneity: Challenging, Affirming and Building Our Relations
F 04 Would Habermas Recognize This as Deliberation?: The Competing and Performing Discourses of Local Publics
F 05 Broadening our Community to Reaffirm Connections with K-12 Educators and Beyond
F 07 Gray Matter: Examining Rhetorical Contests of Psychological and Neurological Difference
F 10 Contesting “National” Pedagogies: Student Writers, Critical Literacy, and Collaboration in Transnational Spaces
F 12 Making Values Visible: The Textual, Pedagogical, and Civic Boundaries of Composition Studies
F 13 Refiguring Assessment as Situated Performance
F 14 Subverted Gaze: Double Consciousness and Writing the Personal
F 15 From “The Wire” To Dolly Parton: Acknowledging Invisible Power
F 26 Room(s) to Negotiate: Distance Learning Classrooms as Contested Spaces
F 27 All Our Relations: Linking Past and Present Writing through the Smith Family Letters
F 28 Conceptualizing Trauma in Student Writing
F 30 A Composition and Information Literacy Crew/Club/Gang/Entourage/Collaboration: Refiguring What Composing in College Really Means
F 35 Online Essay Evaluations 2.0: From Assessment to Learning to Research
F 38 Hearing Space and Listening Compositions: Re-inscribing Sound in Composition Practices
G 01 Found in Translation: Forging Literate Identities in Marginalized Communities
G 05 Screening Identities Across Borders: Participatory Popular Culture and Literacy Practices
G 06 Theorizing Writing in Digital Spaces: From Romance Genre to the “Secondary Orality”
G 07 Diversity + Busing = “An At-Risk Model of Education”
G 12  Rhetoric, Technology, and Women’s Civic Engagement
G 13  Inverting “Generation Me”: “We” Pedagogies in the 21st Century
G 25  Porn and (Bad) Grammar: What Can We Learn?
G 27  All Our Relations Make L2 Writing Work: Students, Tutors, Instructors, and WPAs
G 28  From HBCU to Hollywood Pedagogy: New Connections in Teaching Writing
G 30  Contesting CCC Spaces: Undergraduate Research at the National Convention
G 35  Being with Others: Animals, Prosthetics, Implements, and Interfaces
G 37  Collapsing Non/Academic Spaces with Comics and Graphic Novels
H 02  Refiguring the Public Sphere: Cherokee, Appalachian and Cuban Identities
H 03  What We Talk About When We Talk About Writing: Conversations Among Teachers and Students
H 05  Questionable Relations, Questionable Narrations: The Forming of Teachers and Curriculum in a National Project Site
H 06  Going Global: Rhetorical Studies and the Geopolitics of Witnessing
H 07  Weaving Our Social Network: Acts of Participatory Composition Using New Media
H 12  Embodied Pedagogy: The People, Places, and Things of the Writing Process
H 13  Student, Teacher, Scholar: Blurred Boundaries and Contested Relations
H 25  Self Examination and (Trying To) Practice What We Preach
H 27  Guerilla Spaces: Writing Globalization, Sustainability, and Resistance in Urban Environments
H 28  Law, Community, and Play: Issues in Teaching Basic Writing
H 30  Bricolage at Work: How Teacher/Student Collaboration Reconfigures Sites of Rhetorical Power
H 35  Theorizing Comics as Alternative Discourse
H 37  “Leveling Up” Gee, Gaming, and the Composition Classroom
H 38  When Our Relations Come Over and Stay: Mapping Convergent Moments of Temporal, Kairotic, and Epistemic Infrastructure
I 01  Contesting the Consequences of Language: Examining the Material Effects of Medical Discourse, Drug Coding, and Personal Narrative on Identity Formation
I 02  Remembering the Mamzers: Our Jewish Past as Professional Prologue
I 03  Teaching Composition in the Era of Dual-Credit: A Study of High School Writers in the Community College
I 07  What If Our Keyword Were Literacy?
I 12  Investigating Relations of Place, Time, and Power in Literacy Research and Teaching
I 13  Intersubjectivity as a Pedagogical Practice
I 27  ¿Usando español para tutoría en inglés?: A Study of Writing Center Tutoring Sessions involving Bilingual Tutors and Students
I 28  Nineteenth Century Writing by Nurses as Emerging Feminist Rhetoric
I 30  All Our Relations: Undergraduates, Graduates, and Professors Reaching Across Academic and Cultural Boundaries
I 35  Compose or Else: Tracking Student Writers’ Organizational, Technological, and Cultural Performances
I 37  Composing the Female: A Critical Examination of Dress, Writing, and Ontology
I 38  Speaking the Language of IT
J 05  Click Here to Connect: Teaching Civic Engagement in Digital Environments
J 12  Staging Tactical Interventions on Public Writing
J 13  Making Human Rights Claims Public: Rhetoric Tactics of Identification, Bearing Witness, and Advocacy
J 25  Issues with Writing Centers: Relationships and Pedagogies
J 27  Red Dirt Relations: Resurrecting Region through Rhetoric
J 28  Supporting Multilingual Writers: WAC/Second Language Writing Partnerships, Pedagogies, and Best Practices
J 30  Failing in Silence: Situating Failure within Composition’s Pedagogical, Institutional, and Public Relations
J 35  Palimpsest(ed) Institutions: Overwriting Boundaries in Time and Space
J 37  Contesting Methodological Boundaries in Rhetoric and Writing Research
J 38  The Contested Female Body: Competition, (Trans)National Identity and Wholeness in the Rhetorics of Plastic Surgery
K 03  WAW and Praxis: Revising Notions of Self, Composition, and Culture
K 10  Transgressing logocentrism: indigenous and non-Western rhetorical strategies in American Indian, Thai, and Ainu Traditions
K 12  Re-Writing Boundaries of Text, Genre and Self: Examining Urban Adolescent Male Writing Practices
K 25  Writing Across the Curriculum: Spaces and Conversations
K 27  Whaddya Know?: E-Portfolios as Spaces for Making Connections, Contesting Borders, and Drawing Boundaries
K 28  Is Jewish Rhetoric Ethnic Rhetoric?
K 30  Discourse Analysis in the Teaching of Basic Writers, Creative Nonfiction, and Grant Writing
K 35  Latinos Online: Contesting, Creating, and Sustaining Boundaries via Social Network Participation
K 37  The “Writing Everywhere” Collective: Opening Classrooms to New Spaces and New Contexts
K 38  “Ready or Not, Here I Come”: Composing Black Feminine Voices and Identities in the Classroom and Beyond
L 02  Embodied Digital Pedagogies: Intermodal Composing, Re-membering, and Access
L 05  Fans, Fandom, and Fanzines: Contesting Boundaries
L 07  Crossing Boundaries with STEM Discourse in the Undergraduate Writing Curriculum
L 10  Contesting Definitions of “Writing Programs” Through Consortial Research
L 12  Mentor. Teach. Write. Relating People and Programs
L 14  Contesting Cultural Diversity in the Composition Classroom: The Disconnect between Definition and Performance of Diversity
L 15  Legal Policy and Discursive Norms
L 18  The “Tangled Roots” Of Creative Writing and Composition in the Classroom
L 19  Where Rhetoric Ends and Violence Begins: Theorizing Relationships between Bodies and Spaces
L 24  An Ethical Response to Monsters
L 25  Environmental Narratives and Ethnographies: A Nourishing Inheritance
M 01  Oklahoma Girl Makes Good: Celebrating the Boundary-less Career of Andrea Abernethy Lunsford
M 02  Towards a Rhetoric of Locational Literacy: Discourse, Discipline, and Method
M 07  Composition of the Image: Contested Space between Image and Text
M 12  Indigenous Female Rhetorics—at Work in the Texts and in (all our related) Classrooms
M 13  Reseeing the Rhetoric of Embodiment
M 14  Exploring the “Discursive Resources” of Black Music Intellectuals in the “Contact Zones”
M 20  Listening to Our Old Drunk Uncles: The Pragmatists and Our Problems
M 21  Embodied Knowledge and Contested Spaces: New Models of Community
M 22  Gendered Rhetorics: LGBT and Women’s Archival Research
M 23  Assessing Our Stories, Assessing Ourselves: Re-Building Relations through Program Assessment
M 27  Food for Thought and Action: Creating Community through Literary Cookbooks, Kitchen Blogs, Arguments, and Reflection
M 30  A Higher Good: Morality, Faith, and Subjectivity
M 32  Beyond Rhetoric and Composition: The Liberal Arts Writing Major
N 02  Writing and Working for Change: Working Class Politics in CCCC
N 05  Writing Spaces: Lessons Learned for Creating and Using Open Textbooks
N 11  Body, Place, and Family: Three Cases for Expanding Epistemes in Researched Writing
N 12  The Maker’s Mark: Productive Knowledge in Writing Studies
N 14  Multimodal Composition and the Agency of Transfer Students
N 23  Contesting Copyright on Campus
N 25  The Life of the Mind, Meditation and Humility
N 26  Politicizing All Our Relations: Feminist Rhetorics, Contested Spaces
N 27  “Disclosing Hidden Episodes”: Contentious Spaces and the Complexities of Indians
N 28  Contesting the Tenure Process Post-September 2008: Nontraditional Trajectories
N 29  Global Educators for Hope: The International Sustainable-Literacy Project
N 30  A Department in Exile: The Challenges of Contested Spaces and Roles
N 31  Code-Meshing as World English: Policy, Pedagogy, Performance
N 32  Gendered Boundaries: Women in the Profession and the Impact of Economic Conditions

CCCC CONVENTION, ATLANTA 2011  51