Index of Concurrent Sessions

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

1—Academic Writing

A.02 Constructing Student Identity: Honor Placement, Peer Review, and Student Affairs Practices
A.14 Communicating in Digital Environments-Implications of the WPA Outcomes Statement
B.12 The Development of Writing Instruction in Israeli Higher Education: Issues and Ambitions
B.25 The Composition and Rhetoric of the Writing Teacher
B.32 Conflict as Space for Agency
C.14 Teaching Reading and Writing in New Media
C.17 Learning Outside the Classroom: Academic Support Services and the Arts
C.27 Closing the Gap Between Identities and Writing in the Academy
D.02 Generation 1.5 Students’ Transition to College Reading and Writing: Strategies for Placement, Teaching, and Program Development
D.24 Reflection and Rhetorical Knowledge as Gateways to Transfer
E.01 Research, Library Reference, and Bibliographic Studies
E.07 From Assessment of ePortfolios to Assessment with ePortfolios: Fostering Flexible, Engaged Student Writers in and across Electronic Portfolio-Based Writing Curricula
E.14 Enter Write Here: Online Writing Placement as Portal to Academia
F.16 What IS College Readiness and How Can We Help OUR Students Get There?
F.23 Wikipedia, Research Writing, and the People Formerly Known as the Audience: Knowledge Making, Audience, and Motivation
F.27 L2 Writing: Pedagogy and Academic Socialization
F.33 Accountability Culture and Critical Interpretation of Error
G.07 Almost There: What Works in the Dissertation Writing Institute?
G.17 Awareness: Disciplinary Differences and Critical Thinking
H.09 Expansion of Acceleration in Basic Writing – The Replication Program
H.33 Silence, Listening, Identity: Bearing Witness to Female Bodies
I.09 Acquisition and Learning in New Environments
I.15 International Studies of Literacy and Learning
I.22 Gateways to College: High School Writing Instruction and Dual-Credit Courses
J.16 Consulting with Students about Source-Work: The Citation Project in the Writing Center and the First-Year Writing Class
J.35 Access Happening
K.12  Questioning The Myth of Transience for Multilingual Learners: FYC, WAC, and EAP Perspectives on the Journey toward Advanced Literacies
K.24  Reconsidering Reading and Style in Composition
L.10  Pedagogies to Promote Deep and Critical Thinking: Feminist Freewriting, Problem-Based Learning, and WAC/WID
L.20  Community Action Genres as Gateways to Civic Engagement: Transitions from Classrooms to Campuses and Communities
M.08  Ruptures, Riots and Regeneration: The Epistemology of Bodies in the Gateway
M.13  College Level Thinking and Writing: Multidisciplinary and Cross-Contextual Perspectives
M.27  More than the Average Research Paper Assignment: Heuristics, FAQ and Yoga
N.07  Facilitating Deep and Ethical Learning with Multimedia Assignments
N.15  Preparing and Supporting Graduate Student Writers Across the University
N.33  There’s Nothing Basic about Basic Writing

2—Community, Civic, & Public

A.03  The Public Work of Rhetoric: University-Community Collaborations as Gateways
A.10  Rhetoric, Violence and Hope: The Exploration of Literacies on the Borderlands
A.24  Another C: The Complicated Institutionalization of “Community”
B.13  Improving Service Learning in Composition
B.17  Genres as Gateways to Rhetorical Action
B.29  The Heteronormative Gatekeeper: Queer (Im)Perceptibility at the Gateway
C.02  Alignment and Assessment as Gateways: High School, Community College, Neighborhood Center, and University
C.18  Civic Engagement in Responding to Crisis
C.24  Productive Tensions: The Relevance of the Federal Writers’ Project to 21st Century America
D.06  Communication at the Threshold of Civic Change: Rural and Urban Epidemic as Transcendent Social Action
D.23  Service Learning and Engaged Scholarship: Relating People and Programs
E.05  Feminist Engagements: Community-Based Participatory Alternatives for the Assessment Age
E.16  Making the Best Babies: Rhetoric of Perfection
E.23  Reengaging Environmental Discourses as Sites for Rhetorical Analysis, Pedagogical Practice, and Democratic Citizenship
F.12  Rainbow Arches: Gateways or Barriers in LGBTQ Stories and Identities?
F.28  Teaching and Writing in Prison: History, Rationale and Research
G.09  Rhetorical Ethnography and the Study of Publics, Places, and Citizen Action
G.16  Politics and Audience: LGBT Contexts

32
G.25  Beyond the Classroom Walls: Redefining Literacy and Basic Writing Through Community Engagement
H.10  Publics, Publishing, and the Challenges of Circulation
H.16  Working the Public University: Expectations, Discourses, and Practice(s) of Teaching Writing
H.22  Re-reading Appalachia: Literacies of Resistance
H.24  Facilitative, a More Civil and Civic Discourse
I.07  Critical Food Literacy: New Territories of Inquiry in Rhetoric and Composition
I.12  Emotional Discourse: Rhetoric as Embodied
I.20  What I Want My Words to Do to You: Writing for Personal and Civic Transformations within Marginalized Communities
J.09  The Age of the Memoir: Teaching Writing in a Lifelong Learning Setting
J.17  Intersections of Literacy and Race in Communities
J.22  Is Writing Back Enough? Investigating Rhetorical Agency through Publication
J.32  Lessons from the Inside: Rethinking Pedagogical Concepts through the Lens of the Prison Writing Classroom
K.07  It’s About Time: Learning From Failures in Civic Engagement and Community-Based Work
K.33  Writing within the Trope of Ruin: Loss and Rejuvenation in the Shifting Academic Landscape in Urban America
L.14  Writing Beyond Publics
L.26  Religious Discourse, Secular Contexts
M.06  Immigration in the Writing Classroom
M.14  Rhetorical Formation of Public and Private Spheres
M.34  Gateways to (No) Where for Those in the Margins (?): Race, Gender, and Class in Discourse Communities
N.05  Gateways to Dissent: Wisconsin Labor Protests, Civic Engagement, and Translingual Pedagogy
N.11  Going Digital/Going Public: Gateways to Literacy

3—Creative Writing

A.36  Being both Personal and Academic: The Lessons of Objects
B.18  Explorations in Creative Writing Pedagogy
C.03  Three Writing Models in Three Different Programs: WID, Undergraduate Writing Major, and Business Communications
D.07  Reflecting through Writing Assessments and Validation Research
E.06  Reframing Basic Writing and Sites of Transfer
F.02  Turning Intersections Into Gateways: A Practical Primer on “Creative Composing”
G.01  Creative Multimedia: 3D Poetry, Hypertext Narratives, and Amateur Auteurs
H.01  In Search of Wonder
I.01  Creative Writing and Lived-Experience
J.11  The Rhetorics of Writing Center Websites and Tutors
K.01 The Hybrid TA: Composition, Rhetoric, and Creative Writing
K.34 Creative Gateways: How Poetry Teaches Composition
L.03 The Work of Creative Writing
M.02 Building Sustainability, Exploring Assessment and Accountability, and Addressing Institutional Demands in Writing Programs
N.23 Tentative Collaborators: Creative Writing’s Resistance toward a Dialogic Model
N.29 Life-in-Context in First-Year Writing: Creative Nonfiction, Critically Thought and Taught

4—History

A.16 The Use of Archival Research
A.30 Literacy Instruction from World War II to the Cold War: Boundaries, Gateways, and Legacies
B.09 Imagined Geographies: Basic Writing, Basic Training, and the Voices of Captain Cook
B.19 With the Spirit of James A. Berlin: A Conversation on Historiographies
C.04 Writing and Rhetoric in Catholic Colleges
C.32 Literacy as Political and Economic Gateway
D.08 Redefining Civic Engagement: Gateway Sites of Rhetorical Education, 1845-1925
D.10 Literacy Origins: Narratives of Learning Sites
E.08 Gateways to Engaged Lives: An Exploration of Voice and Agency in Turn of the Century Women’s Periodicals and Conferences
E.13 Literacy Education Outside of the Curriculum
F.03 Rhetorical Gateways for Writing Classes
G.02 Writing History in the Digital Age: New Gateways for Feminist Historiography
G.15 Writing Instruction, Literacy by Subscription, and Methodological Diversity
H.02 Mapping Entry Points of Nineteenth-Century Rhetorical Activism
H.18 Literacy, Genre, and Agency: Renaissance Handbooks to College Application Essays
J.01 19th Century Women’s Rhetoricians
J.25 Writing the Past as a Gateway to the Future
K.09 Radical (Regional) Literacies
K.22 Opening the Doors: Higher Education in the 1960’s
L.09 In the Mix: Multimodal Rhetorics
L.29 Genres in Transition: Historicizing Women’s Rhetorical Interventions
M.04 Nineteenth-Century American Women’s Rhetoric at the Threshold of Industry and Professionalism
M.23 Gateways for Change: Appearance vs. Reality Topoi in Protest and Status Quo Rhetoric
N.04 Literacy and Reform
N.10 Women’s Rhetorical Identities

5—Information Technologies

A.11 The Digital Mandate: Exploring the Frontier of Code
A.19 Teaching Unplugged
A.26 Leaving Print Behind: Three Composition Journals Move Into Digital Spaces
B.01 Multimodality, Multiliteracy, and Virtual Worlds: Remediating Our Practices
B.15 Content Management: New Gateways and Challenges of Technology in Transition
B.20 Technology and Histories of Composition Studies
B.24 The Technological Gateway: Threshold or Barrier for Basic Writers?
C.21 Assessing the Emerging Spectrum of Tutoring Services in Digital Spaces: A Concurrent Session
C.31 Bodies Writing in Space: Rhetorics of Natural-user Interfaces
C.34 Online Identity Construction in Video Games and Blogs
D.15 Authority through Gameplay: Video Games as Discursive Gateways
D.25 Secondary Orality and Digital Mobocracy
D.27 Digital Literacy Narratives: Authors, Audiences and Contexts
E.03 Inventing the Infinite Text: Social Media as Gateway to Theories of Collaboration
E.19 Access Denied? Universal Design, Privacy and Socio-economic Access
E.26 Hybridity as a Gateway to Learning: Transitioning Among Non-academic and Academic Digital Composing Literacies
E.32 Multimodal Gateways, Written Destinations: Beyond New Media as Heuristic and Writing as Product
F.09 Authors, Fans and Power: Exploring the Potential of Appropriation
F.24 Technologies of Assessment: Common Outcomes, Distinct Campuses and Multi-Institution Online Assessment
F.29 Visual Rhetorics: Delivery of Blogs, Videos, and Zooms
G.11 Classrooms, Compositions, and the Writing Center: Extending the Gateway of Digital Technologies to Reach and Engage Student Writers
G.18 Ludic Pedagogy: Theory, Practice, Exegesis
G.21 Assessing Digital Assessment Tools: Automated Essay Evaluations of ePortfolios
H.15 Digital Intertextuality and Cultural Production: Using Critical Theories to Produce and Question Film and Video in the Composition Classroom
H.20 Digital Transitions: What We Leave Behind When We Let Digital Technologies Write Us
H.27 Designing Engaging Writing Assignments with Video Games and Fanfiction
I.18 Placing Practitioner Knowledge Vis-à-vis the Expert Claims: Learning About Online Writing Instruction in American Colleges
I.25 Remapping Portals to the Digital Parlor
I.30 Contemporary Publication Practices as New Gateways for Writers and Readers
I.31 Comparing Composing Strategies: Translations, Histories, and Tweets
J.15 Gateway or Gatekeeper? Critical Perspectives on the Course Management System in Higher Education
J.20 Epistemological and Language Difference: Cultural Relevancy in Online Pedagogies
K.14 New Gateways for Research: Digital Humanities and Writing Studies
K.27 Unlocking Interfaces: Rhetorical Mechanics and Multimedia Gateways
L.04 Privacy, Rhetoric, and Composition: Addressing the Public/Private Distinction in Digital Environments
L.11 Composition by Controller: Gaming Environments as Gateways to New Discursive Spaces
L.22 Supporting Student Writers: Digital, Pedagogical, and Institutional Designs
M.07 Computational Rhetoric in Theory and Practice
M.19 Technologies to Successfully Mediate Online Learning
N.02 Networked Gateways: Composing Digital Writing Infrastructures for Transitional Learning and Civic Engagement
N.22 Meaning Making in Visual Rhetorics

6—Institutional and Professional

A.06 Opening the Gates between Writing Program Administration and Faculty Development
B.22 Can Good Composition Teaching Be Done Under Present Conditions?
B.26 Restoring Trust: Validating Subjectivity, Context, and Expertise in Writing Assessment
C.06 Defining our Discipline: Labor Practices, TA Training and Professional Markers
D.09 Graduate Programs as Gateway to WPA Work? Or, What WPAs Don’t Learn from School
D.16 Teaching and Administering Writing in Global Contexts
E.09 Creating A Comprehensive, Integrated Writing Infrastructure: Boundary Objects, Boundary Encounters, and Cross-Disciplinary Negotiations
F.01 “Stretch” through the Transnational: Gateway Rhetorics in First-Year Writing
F.20 Audience and Agency: Transitioning Student-Teacher Dialogue through Pedagogies of Inclusion
G.05 What Is Our Professionalism For? The Role of Composition and Rhetoric Scholars in the Public Practice of K-12 Literacy Educators
H.07 A Gateway to Teaching in the Two-Year College: TYCA’s Revised Guidelines for Academic Preparation
H.14 The Comp/Rhet Gateway: Preparing MA Students for Life After the Program
H.30 Engaging K-12 Educators in the Teaching of College Composition: Three Avenues for Outreach, Connection, and Collaboration
I.06 From the Other Side of the Desk: The Challenges Writing Teachers Face When They Move from Teacher to Tutor
I.33 Standing at the Gate: Ethics, Spirituality, and Administration
J.03 MA Programs in Rhetoric and Writing as Sites of Transition and (Trans) Formation
J.24 The WPA’s First-Year: How to Listen and Act Simultaneously
K.08 Managing Teacher Training: Theory, Assessment and English Language Learners
K.17 Flooding the Gatekeeper’s Gates: When Other People’s Children Become Educators
L.05 Forming Future Basic Writing Professionals: Reports on Graduate-Level BW Teacher Preparation Projects from Alaska, Idaho, and New York
L.07 At a Crossroads: Remediation, Reform, and the Public Urban University
L.17 New Thresholds: Writing and Communication in General Education
L.27 Understanding and Intervening in Institutional Policies and Practice
M.20 Digital Assessment: Local and Institutional
M.24 Lessons from History: What WPAs Can Learn from Writing Program Archival Work
N.30 Managing Change in Writing Programs

7—Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

A.01 Performing the Archive: Practice, Stories and Materiality
A.09 Frontiers for Reading Pedagogy: First-Year Composition, Research Writing Courses, and Writing in the Disciplines
A.13 Continual Gateways: Undergraduate Research as Category Mixing
A.15 Composing Cultures and Copyright
A.25 New Possibilities for “Competent Inquiries:” Toward Cross Contextual Methods for Writing Studies
A.29 Fun and Games in Rhetoric and Composition Teaching and Scholarship
B.02 Enlisting the Spoken Voice in Teaching Composition and Teaching Literature
B.06 Complicating “Transfer”: Articulating Thresholds for Writing and Learning across Disciplines
B.08 Ong at 100: New Gateways in the Scholarship of Walter J. Ong
B.14 The Architecture of Image: Building Strong Identities and PR for Professors and WPAs
B.21 Writing Secondary/Postsecondary Transitions: Toward a National Model for Reframing the Common Core Through the Framework for Success in Postsecondary Writing
B.34 Trajectories of Writing: Case Studies
C.01 Gateways and Barriers: Disability Policy in the Writing Classroom, Program Administration, and Composition’s Disciplinary

CCCC CONVENTION, ST. LOUIS 2012
C.08  Take My Words, Please: The Textual Gifts of Student Writers
C.15  The New Work of Forgery: Authenticating Identity in the Work of Writing
C.22  International Teaching of Written English: Brazil, Turkey, and Afghanistan
C.26  Girls from the Hood: Writing Gateways to Transition Low Income, First-Generation Women Students and Their Families for College Success
C.28  The Architecture of the ePortfolio as a Gateway to Learning in the Core Curriculum: Responding to Instructional, Curricular, and Institutional Challenges
D.11  From “Black English” to World English: Multilingualism and Multimodality in and across Local and Global Contexts
D.20  Cross-Border Collaboration in Charting a Department’s Future: Toward a North-American Conception of Rhetoric and Writing
D.22  (Ad)Ministering to Writing through Multiple Sites: Writing Centers, Teaching Centers, and College-Wide Outcomes Assessment
D.29  Gateways into the Disciplines: Navigating Different Disciplinary Contexts to Support Writing Across Campus
D.34  Genres in Transition (Double Session)
E.12  Transfer Theory that Transfers: Using Questions of Transferability to Learn More than How to Teach Writing
E.15  Alignment to Assessment: Closing the Loop?
E.18  Rhetorical in Practices in Magic, Science, and Food
E.25  Synchronizing Difference: Interdisciplinary Rhetoric and Writing Courses for First-Year Students
E.31  Ways Not Gates: Toward a Democratic Continuum of Composition Practices Twenty-five Years After the English Coalition
E.33  Writing Secondary/Postsecondary Transitions: Toward a National Model for Reframing the Common Core Through the Framework for Success in Postsecondary Writing
F.04  Ways of Knowing that Shape Writers and Writing
F.10  Intercultural Gateways and Comparative Critical Reflection: Effects of International Exchange on Learning and Identity Development
F.15  Digital Coaching for Measurable Outcomes in Basic Writing: Preliminary Results from the Global Skills for College Completion
F.19  Niizh Manidoowag Gawonisgyv: Two-Spirit Talk
F.26  Disrupting Composition’s Exclusions
F.32  Conclusions from a Qualitative Study of Dual Credit Writers at the Community College: What Happens When High School Students Write in a College Course?
G.14  Show Me Your Work: A Cross-Disciplinary Assessment of Undergraduate Mathematical Research Writing
G.22  Being(s) in Transition: Rhetorical Gestures in Medical, Transnational, and Prison Spaces
G.26  Embodied Composition: Sports, Music, and Dance
G.31  Intercollegiate Athletics: Gateway to Literacy
H.12 Opening Gateways through Comparative Rhetoric: Moving between and across Disciplinary and Cultural Boundaries
H.19 Beyond the Writing Center: Strategic Alliances with Alumni, Adult Education, and Libraries
H.25 “. . . because writing acts as a gatekeeper:” Leveraging the Common Core State Standards to Invigorate Writing Instruction in K-12 Settings
H.29 Mediating Gateways: Rhetorical Action and Advocacy Across Communities with Student Athletes
I.10 Tutors and Mentors Across Curricular Contexts
I.16 Gateways through Silence: Arguments for Textured Perspectives Across Discourse Communities
I.26 U.S. Composition’s Fit In The World: Internationalization’s Influence on Theory and Pedagogy
I.28 Theory for a Sustainable Field: (Re)shaping the Contours of Systems Theory in Composition-Rhetoric
J.02 “Get me Bodied” A Call for Critical Attunement to Embodied Rhetorics
J.12 Analysis of Cross Cultural Frames and Practices
J.26 The Panel is a Gateway: Comics, Multimodal Writing, and Rhetorical Transition
K.10 Writing Groups, Writing Students, Writing Centers: Using Activity Theory to Make Sense of Academic Gateways
K.16 Classroom Queeries: Graduate Students Respond to the Call for More GLBTQI Inclusion within the Classroom
K.29 A High-School Initiated College Collaboration for Writing and Rhetoric: Creating Gateways for Writing and Rhetoric-Intensive
L.01 Composing the Community Chorus: The Intersection of Rhetoric, Technical Writing, and Vocal Arts
L.12 Taking Up Empowerment: Engaging Resistance, Delinquincey, and Trauma
L.21 Rhetorics of Survivance: Challenging Boundaries of Colonial Thought in Interdisciplinary Texts
L.28 Droopy, Performative, Mediated, Sequestered: Embodied Gateways Toward Interventionist Rhetorics
M.03 Reimagining Global Gateways: Dialogic Threads in Transnational Ecologies of Literacy
M.11 (In)Visible Gateways to Success for African-American College Students
M.18 Transforming Writing Assignments in Literature and Fine Arts: The ePortfolio as Gateway to Multimodal Learning Experiences
M.29 Navigating the Transition to Science Writing: Composition in Learning Communities
M.33 WACs Guiding WIDs into and out of the Thickets of Writing Instruction
N.06 Composition and Interdisciplinary Practices: Renewing Possibilities for Intra-Institutional Collaboration
N.12 Composing Borders: Metaphors of Experience
N.17 The Festering of FYC: Searching for a Multi-disciplinary Solution for the Issue of Transfer

CCCC CONVENTION, ST. LOUIS 2012  39
N.21 Literacy Gateways: New Openings Across National and Disciplinary Contexts
N.27 Transnational Writing Programs

8—Language

A.05 MultimediaOnline Cases in Technical Fields: Role Playing in Multiple Perspectives across Multiple Courses as Gateway
B.23 Of Gatekeepers and Keymasters: Designing Programs and Pedagogy for Multilingual Writers
C.07 Are We Really Down For the Get Down?: Nation Languages, Translanguages, and the Politics of Liberation
D.17 Gateways for Monolinguisitc Instructors: Tailored Instruction for Bilingual Spanish-English
E.10 Collaboratively Communicating via International Gateways: Local, Global, Ideological, and Digital Lessons for Writing Students and Their Teachers
F.06 Reader Reception and the Construction of Identity
F.37 Vernacular Value: Assessing the Code-Switching Paradigm for Current Writing Instruction
G.03 Language in Action: Power, Neutrality, and Translation
H.05 English Language Learning: Error, Transfer, and Teaching
I.03 Gateways and Gatekeepers to Literacy
J.07 Questioning Englishes across Contexts
K.02 “Who Left the Gate Open?”: African American Rhetorical Tradition as an Effective Gateway for Written and Oral Communication
L.24 Multilingual Writers and Agency
N.28 Language Loss and Language Recovery on U.S. College Campuses

9—Professional and Technical Writing

A.21 Gateways to Audiences in Evolving/Complex Workplace Contexts
B.04 Medical Gateways: Ethnographic Studies of Communication Practices in Emerging Contexts
C.09 Patient Genres as Rhetorical Sites of Agency, Resistance, and Expertise
D.18 Gateway to the Danger Zone: Technical Communication’s Considerations of Feminisms, Relationships, Representations
E.28 Medical Rhetorics and Health Literacies
F.07 Public and Eco-Rhetorics: State Parks, Coal, and Big Oil
G.04 Promises and Perils of Social Action and Professional Writing
H.04 Professional Writing in Transition: Into the World of Work and Back Again
I.24 Technical Communication and the Environment
J.05 Reception, Risk, and Revision in Professional Communication
K.05 New Program Designs in Technical Communication
L.30 Exploring Community Standards in Science Learning Projects, Authorship, and Grant Submissions
10—Research

A.07  Transnational Writing Research: Traveling Methodologies in an Age of Globalization
A.35  Opening Gateways Across the Curriculum: Writing about Writing and Transfer in High School and College Courses
B.03  Revisualizing Composition One SMS at a Time: Technology, Value, and Purpose
C.10  Gateways for Methodology: Report on a Summer Seminar for Building Disciplinary Research Capacity
C.29  Methodological Disconnects: Tensions in Teaching, Learning, and Doing Qualitative Research in Writing and Rhetoric
D.05  Pragmatic Inquiry as a Gate(way) to Earned Insight: Investigating Goal Setting in Writing Conferences
D.19  Understanding Students’ Source Choices: Insights from the Citation Project and LILAC Project
D.35  Award-Winning Research in Written Communication
E.02  Transfer and Transition in WAC/WID Instruction: Research from the Dartmouth Seminar
E.20  Race-ing Cs: Rhetoric while Black
F.14  Designing Dialogic Online Composition Classes: Gateways into Academic Writing
F.30  First Books and Second Books: SWR Authors Talk About Developing Book-Length Projects
F.34  The Arc of Transfer: Gateway from Novice to Expert
F.35  Celebrating 25 Years of the Research Network Forum: A Continuing Gateway for Research
G.08  Argument and the Transition from High School to College: Learning from a Large-scale Analysis of Student Writing
G.28  Responding to Writing Across the Curriculum
H.03  Global Gateways for Undergraduate Researchers: Comparative Rhetoric Across Cultures
I.05  Resisting, Reflecting, Re-Envisioning: Writing Research across Contexts
I.32  Race, Writing Assessment, and Failure: Confronting Language Attitudes, Testing Legacies, and Technologies
J.06  Taking a Multilingual/Translingual Approach to Teaching and Tutoring Writing at Hispanic-Serving Institutions
J.19  New Models for Writing Instruction
J.33  Rhetorics Regulating Childhood: States of Emergency and Legal Exception
K.13  Student Attitude and Prior Knowledge in Undergraduate and Graduate Writing
K.32  Automated Essay Scoring: Gateway to Valid Assessment, Effective Learning, or the Twilight Zone?
L.06  Writing Instruction at 101 4-Year Colleges and Universities: A View of the Field
L.33  Interrogating the Writing Center Tutorial

CCCC CONVENTION, ST. LOUIS 2012   41
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.34</td>
<td>Gateways: Long-time Cs Researchers Look Backward and Forward</td>
</tr>
<tr>
<td>M.01</td>
<td>The Things They Carry: Examining the Transfer of Citation and Research Practices From First Year Writing Programs to Graduate</td>
</tr>
<tr>
<td>M.12</td>
<td>Teaching in Transitions with L2 and Basic Writers</td>
</tr>
<tr>
<td>N.03</td>
<td>Analyzing Students’ Experiences with Writing</td>
</tr>
<tr>
<td>N.25</td>
<td>Ethics and Assessment in New Media Work</td>
</tr>
<tr>
<td>N.32</td>
<td>New Inquiries into Writing Research Traditions</td>
</tr>
<tr>
<td></td>
<td><strong>11—Teaching Writing &amp; Rhetoric</strong></td>
</tr>
<tr>
<td>A.04</td>
<td>Video Projects in First-Year Writing: Three Gateway Pedagogies</td>
</tr>
<tr>
<td>A.08</td>
<td>Undergraduate Research as Teaching for Social Justice</td>
</tr>
<tr>
<td>A.12</td>
<td>Currents of Traditionalism</td>
</tr>
<tr>
<td>A.17</td>
<td>Jewish Rhetoric and Jewish Teaching</td>
</tr>
<tr>
<td>A.22</td>
<td>Who Needs Rhetoric Anyway?</td>
</tr>
<tr>
<td>A.23</td>
<td>Basic Writers in Transition: A Developmental Process</td>
</tr>
<tr>
<td>A.27</td>
<td>Multimodal Gateways: An Invitation for Reimagining Student Roles in the Composition Classroom and Beyond</td>
</tr>
<tr>
<td>A.28</td>
<td>Strategies for Supporting Basic Writers: Gateways to Academic and Professional Discourse</td>
</tr>
<tr>
<td>A.32</td>
<td>Seeing the Unseen: Emotions and Student Writing</td>
</tr>
<tr>
<td>A.33</td>
<td>From Intuition to Information: How Explicit Grammatical Knowledge Makes Better Writers and Better Writing Teachers</td>
</tr>
<tr>
<td>B.05</td>
<td>Writing in Place: The Importance of the Local</td>
</tr>
<tr>
<td>B.07</td>
<td>Regarding Religion in the Composition Classroom</td>
</tr>
<tr>
<td>B.11</td>
<td>Black and Brown Literacies: Gateways to Transformative Theories, Practices, and Meaningful Engagement(s)</td>
</tr>
<tr>
<td>B.16</td>
<td>The Liminality of Listening and Epistemologies of Sound</td>
</tr>
<tr>
<td>B.28</td>
<td>Playing at the Gate: Exploring the Possibilities for Play and Pleasure in Developmental English</td>
</tr>
<tr>
<td>B.31</td>
<td>Through the Internets: Writing, Community, and Engagement in Online Spaces</td>
</tr>
<tr>
<td>C.05</td>
<td>Bridging Spaces: Pedagogical Promises and Perils of Hybrid Course Design for First-Year Writing</td>
</tr>
<tr>
<td>C.13</td>
<td>Transfer: The Gateway to Writing in Multiple Contexts</td>
</tr>
<tr>
<td>C.16</td>
<td>L2 Students as Writers and Readers</td>
</tr>
<tr>
<td>C.23</td>
<td>Inviting Campus Conflict into the Classroom</td>
</tr>
<tr>
<td>C.30</td>
<td>Re-Visiting Stephen North’s Concept of Lore: Gateway to Writing Teacher Agency</td>
</tr>
<tr>
<td>C.35</td>
<td>Reconsidering the Uses of Response</td>
</tr>
<tr>
<td>D.01</td>
<td>From Fifth to First: Digital Delivery Recast as Invention and Composition Theory</td>
</tr>
<tr>
<td>D.03</td>
<td>Reimagining the Composition Textbook</td>
</tr>
<tr>
<td>D.13</td>
<td>Composing Place and Self: Travel as Metaphor and Motive for Writing</td>
</tr>
<tr>
<td>D.26</td>
<td>Thirspace Portals: A Hybrid/Writing Studio Model for First-Year Composition</td>
</tr>
</tbody>
</table>
Gateway, Wall, or Treadmill?: Does Learning from First-Year Writing Transfer?
Moving Beyond Theory: Issues of Praxis in Wiki Instruction
Genre in the Classroom
Undergraduates Socially Constructing the English Curriculum: New Media Writing’s Impact on the Teaching of English
Writing Across Borders
Cracking the Atoms of Rhetoric and Writing Studies: Undergraduate, Graduate, and Faculty Perspectives
Teaching in Transition: Combating Manifestations of Transience through Reflective Shifts in Pedagogy
21st Century Literacies: Strategies for Learning The Literacies We Teach
Online Instruction: Teachers, Assessment, and The Writing Center
Making Reading Visible
Re/Visioning Student Research as Gateway: From Classroom to Public Engagement
Gateways or Grateways? Rethinking, Re-envisioning, Remediating Composition’s Materials and Practices (a New Media Spin)
Turned Away at the Gate: Reconsidering the Relationships of Composition and Literature
Working the Edges of the Writing Classroom
“Walking Through the Gates”: Agency Developed in Place
Perspectives on The Student-Teacher Relationship
The Library, New Media and Composition Pedagogy
The Visual and the Spatial in Multiliteracies: Gateways to Rhetorial Potential
Gateways to Individuality: Embodied Pedagogies, Teacher Anecdotes, and the Rhetorical I
The Gateway or the Gatekeeper?: Tensions Between Teachers’ Identity and Teaching Identity at an HBCU
Alternative Performative Pedagogies
Teachers at the Center: National Writing Project Philosophy Informing University Writing Programs
New Conversations about Teachers as Writing Practitioners
Putting Ethos and Resistance to Work: Community Applications
Supporting Writing Transfer at Critical Moments: Common Core, Sophomore WAC, and Underprepared Writers
Pedagogies of Digital Affect
A Million Student-Veterans and Counting: How Veterans Are Transforming College Writing Instruction
Generational Gates and Gateways: Examining the Divides and Discovering Bridges
Twenty-First Century Gateways for the Classroom, the Community, and the Public: Complicating the Research Paper, the “Service” Experience, and the Audience
Mixing and Revising: Writers and Texts
I.08  Own Who You Are: Transforming Roadblocks into Gateways for Teaching and Learning
I.14  The Little Red Schoolhouse Online
I.17  Extending Writing-about-Writing: Scenes of WAW Beyond First-Year Composition
I.19  Teaching Transitions: Multimodal Movements from the High School, the Two-Year College, and the Borderlands
I.23  Access and AntConc: Using Corpus Analytic Software for Assessment and Pedagogy
I.29  Senior Capstone Courses: Writing Gateways to Student Doing and Being
J.04  Honoring Their Histories, Their Goals, and Their Literacies: Discussions on Basic Writing Students’ “Readiness”
J.08  Multimodal Composition and Youth Rhetorics: Gateways for Student Writing
J.13  Confronting Digital Literacy Myths in Theory and Practice
J.18  African-American Rhetoric: A Gateway for Diverse Rhetorical Instruction in a 21st Century Composition Classroom
J.23  First-Year Writing Circa 2012: How Many Gateways? And to What?
J.28  E/Merging Technologies: Bridging Spaces; Spanning Practices
J.30  A Christian, A Muslim, and A Jew Walk into a Classroom: Religion and Faith in First-Year Composition Courses
J.31  Plagiarism 2.0: The Techne of Thieving in a Digital Age
K.04  A Promising New Model for Basic Writing: The Accelerated Learning Program (ALP)
K.11  Pedagogies of Difference
K.15  Rhetoric, History, Culture: Connections
K.20  Ecological Approaches to Composition
K.23  Multimodality, Visual Rhetoric, and Marshall McLuhan
K.25  Teaching Meta-awareness: A Key for Students’ Transfer of Writing Knowledge Through Discursive Gateways
K.26  Ten Years after 9/11: Encounters with Islam in the Classroom
K.30  Gateways to Self and Others: Examining Contemplative Practices in the Writing Classroom
L.13  Anti-Racist Activism and the Teaching of Writing
L.16  Opening up the Faculty Lounge: Getting Students to Think Like Teachers, Getting Teachers to Think Like Students
L.18  Everyone Knows This is Nowhere: Writing in the Musical Age
L.23  How Gateways to Writing Can Unlock the Gates to the Academy and Professional Success
L.31  Peer Review in Various Contexts
L.32  Innovative Pedagogies: From the Digital to the Integrative
M.05  Writing and Disorder: Making the Transition into the Main Stream
M.10  Evoking and Suppressing Response
M.16  Motivation and Open Gateways: Rethinking Assignment Design, Drafting, and Feedback Methods
M.17  Toward a Curriculum in Metaphoric Literacy
M.21  Waiting at the Threshold: Fandom Studies at the Gate of Composition Pedagogy
M.25  Inclusion and Boundaries: Relational Approaches to Teaching
M.26  When Silence Speaks: Working First-Year Composition at the American University of Beirut
M.28  The Chamber of Secrets: Unlocking Gateways to Intangible Spaces
M.30  Rhetoric and Embodied Performance
N.01  Assessing Reflection
N.09  The Rhetorical Writing Classroom and Its Challenges
N.13  Stories about Race, Stories about Class: Using Narrative to Write the Whole Person
N.14  Writing Personally and Ethnically
N.18  Digital Composing and Usability
N.24  Academic Honesty: Truth and Pedagogical Response
N.26  Voice and Writers’ Development
N.31  Using Internet Technologies In The Classroom As New Entryways To Composition

12—Theory

A.18  Composition as Ethical Negotiation of Constraints
A.31  New Presences of the “Words”: Re-Examining Walter Ong’s Work as a Disciplinary/Interdisciplinary Gateway
B.10  The Art of Affiliative (Dis)position: Pursuing a Joyful Commitment to Social Justice
B.30  Gateway Paths for Negotiating the Middle: When Opposing Sides Clash, Introducing Rhetorical Strategies Beyond Logos
B.33  Pious Users, Automated Authors: Cultural Gatekeeping in Technological Documentation and Form
B.35  Legacies, Gateways, and the Future of Literacy Studies
C.20  Poststructural and Posthuman Rhetorics
C.25  Procedures, Play, and Possibility Spaces
C.33  Imports/Exports: The Rhetorical Valences of Twenty-First Century Gateways
D.04  Threshold Spaces: Rhetoric and Contested Identity
E.22  Composing Lived Time in a Material Form
E.29  Old + Old + Old = New: Interrogating New Gateways between Traditional Indigenous Knowledges and Contemporary Composing Practices
F.13  From Page to Screen: Composition and Media Convergence
F.22  Affect, Embodiment, and the Tensions of “Unruly” Rhetorical Writing Pedagogy
F.31  Rereading the Fathers: Performatively, Queerly, and Ecologically
G.13  Difference, Identity, and Habits of Mind
G.20 Encountering the Visual: Rhetorical Stances of Skepticism, Cynicism, and Iconoclasm
G.33 Teaching/Theorizing Language as a Local Practice
H.13 Latour and Rhetoric: Kairos, Contingency, Techné
H.21 Performance and Voice in the Acts of Rhetoric and Writing
H.31 Rhetorics of Social Consciousness, Economics, and Labor
I.13 Historical and Cultural Perspectives on the Rhetoric of Rationality: Disciplinary and Scholarly Gateways as Failed Democratic Organization
I.21 Theorizing Cultural Difference from Diverse Sites of Practice
J.14 Imagining Ann Berthoff’s “Mysterious Barricades” as a Passage through Constructivist Dilemmas
J.27 Argument, Authorship, and Plagiarism in Digital Realms
K.03 Gateways Through the Apocalypse: a Panel Response to Richard Miller’s Writing at the End of the World
K.21 Departures (of/from) Post-Process
K.28 Maintaining Civil Discourse Among Rhetorics of Belief
L.02 Our Actions Are “Our” Own: Rhetorical Agency as Emergent, Enacted, and Embodied
L.15 Equity, Pain, and Resilience in the Classroom
M.15 Memory, Collection, and the Digital Environment
M.22 Don’t Crash the Gates, Craft Them!: Reconsidering the Craft of Writing
M.32 Voice, Space, and Narrative
N.16 Writing Thresholds: The Place-ness of Transfer across Brain, Body, and World
N.20 Rhetorics of Affect, Empathy, and Action

13—Writing Programs

A.20 Finding Productive Writing Pedagogies in WAC and Writing Programs
A.34 Next Step: Outcomes for Majors in Writing and Rhetoric. A Roundtable Discussion
B.27 The Vertical Writing Curriculum: Using Reaccreditation to Integrate and Align Writing Instruction
C.11 Using Disciplinary Writing Assignments to Assess Institutional Outcomes
C.19 The Transition to Parentheses: New Boundaries for a Non-Tenure Track Writing Program
D.12 Gateways to Response Strategies That Work for Our Students AND for Ourselves: Exploring New Territory for Novice and Experienced Teachers
D.21 Directed Self-Placement: Widening Institutional Gateways
D.31 Checking Up on Wired Writing Programs: Emerging Perspectives on Program-Wide Technology Integration
E.21 Writing Centers as Ideal Sites of Knowledge Transfer and Disciplinary Translation
F.08 Rhetorical Routes to Revision: Developing a University Writing Program Amidst General Education Reform
F.21 Cross-cultural Dialogues in Classrooms and Writing Centers
G.10 Placing ‘Choice’: Agency, Remediation, and Whiteness in Directed Self-Placement at California State University, Fresno
G.24 Unseen Gateways in First Year Writing: FLCs, ‘General Writing,’ and TA Authority
G.30 A Two Way Street: Community Programming and First-Year Writing
G.34 Classical Rhetoric for the Modern Writing Center
H.08 The Consortium for the Study of Writing Survey as a Gateway to Writing Assessment, Faculty Development, and Program Building: A Comparative Perspective
H.28 At the Threshold of Transformation: Two-Year College Writing Programs in Transition
I.11 Telling Our Story: Developing a Writing Studio Program to Support Basic Writing
I.27 Collaboratively Redesigning First-Year Composition in Digital Environments: A Gateway for Student Success
J.10 Assessing Student Writing When Convergent Media and Visual Rhetoric Change the Evaluative Interface
J.21 Perceptions Are Gatekeepers: Exploring Ways To Increase Student Engagement With The Writing
J.29 Cuny’s Assessment of Academic Writing Proficiency-A Case Study
K.06 Constructing the Gates: Structures for Success in International and Domestic Service Learning Initiatives
K.18 The Information Literacy Lab: A Partnership between First-Year Writing and the Library
K.19 Institutional and Civic Responsibilities to “Warrior Writers” in the Writing Classroom: Initial Findings of a CCCC Research Grant Study
L.08 Still Trying to Break Our Bonds: Lessons from an Ongoing Struggle for Writing Program Independence
L.19 Gateways and Transitions: Exploring Advanced Composition and Writing Tracks/Majors/Programs
L.25 Composing and Collaborating in a Digital World: Transitioning Spaces to Multiliterate Writing Centers and Classrooms
M.09 (Re)Structuring Gateways in a Community College: Using a Title III Grant to Increase Access to “College-Level” Composition
M.31 Is the Next America Totally WACked?
N.08 “It gets better,” or does it?: Lessons for/from Anti-bullying Activism in the WPA Context, Or Moving Toward A Theory and Ethics of Combating Everyday Harassment