Friday, March 15

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

CCC CONVENTION, LAS VEGAS 2013 155
Friday, 8:00–9:15 a.m.

**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, CASpeakers: 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”
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

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”

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**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 Wepner, 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”

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**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”

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”
Friday, 8:00–9:15 a.m.

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”
Cinthia 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
Shirley Logan, University of Maryland, College Park, “‘Righteous Discontent’: Women’s Acceptance Speeches as Public Political Statements”
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”
Friday, 8:00–9:15 a.m.

**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”

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


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”
Friday, 8:00–9:15 a.m.

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: Ecocomposition as Sustainable Pedagogy”
Christopher Lawrence, SUNY New Paltz, “The First-Year Composition Course as Academic Outreach: Ecocomposition Pedagogy as Sustainable 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
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”
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”

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, “21st 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, “‘Who is teaching this class?’ Student Perceptions on Shifting Teaching Spaces”
Friday, 9:30–10:45 a.m.

**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 Habits: 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 Laflen, 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


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”
Friday, 9:30–10:45 a.m.

**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 Strellauf, 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”
Friday, 9:30–10:45 a.m.

**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 Literacies 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


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

Royal 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.

**Chair:**  
*Kelly Ritter*  
*University of North Carolina at Greensboro*

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<tr>
<th>George Otte</th>
<th>Mary Soliday</th>
<th>Kelly Ritter</th>
<th>Andrea Lunsford</th>
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Friday, 11:00 a.m.–12:15 p.m.

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
Friday, 11:00 a.m.–12:15 p.m.

**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  
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
Friday, 11:00 a.m.–12:15 p.m.

**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**

Grand 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”

**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”

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 Environments”
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, “Foreign Investments: International Student Recruitment and the Modern Utility of Remediation in the CSU System”
Dan Melzer, California State University, Sacramento, “Ending Remediation: 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”
Friday, 11:00 a.m.–12:15 p.m.

**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

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”

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
Jonna Perrillo, University of Texas at El Paso, “Race and Representation in Textbooks for Black Students in the 1960s and 1970s”

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
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”
Friday, 11:00 a.m.–12:15 p.m.

**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 Rogerian 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”  

**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
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.
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 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
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
Friday, 12:30–1:45 p.m.

**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


**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”
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?”
Emily Isaacs, Montclair State University, NJ, “Writing Instruction, Support, and Administration at the U.S. State University: A Comparative Review of 106 Representative Institutions”

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”

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
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”
Friday, 12:30–1:45 p.m.

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”  
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”  
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”  

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 Dropouts: 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”


Bethany Davila, University of New Mexico, Santa Fe, “What’s Identity Got to Do With It? Instructors’ Talk About Writing and Identity”
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”

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 Commodious Language: Public Social Activism on a Private College Campus”
Jill Morstad, Union College, Lincoln, NE, “Learning to Speak a Commodious 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”

(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
Friday, 12:30–1:45 p.m.

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


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”
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 Advanced 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”
**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”  

**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”
Friday, 2:00–3:15 p.m.

**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
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, “Battingbords and Common Grounds: First-Year Composition and Institutional Values”

Theory

J.13 Students Rights to Their Own Identities: The Importance of Queerying Language
Capri 108, First Floor

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

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 Westbrock, New Mexico State University, Las Cruces
Friday, 2:00–3:15 p.m.

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”

**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
Friday, 2:00–3:15 p.m.

**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”

**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 Kingston, RI, “‘Now I’ll Tell You about the Great Revolution’: Donald Murray and The Transformation of Freshman English at the University of New Hampshire”

**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”

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
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
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

Grand 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.
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
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 & Parmele, 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-
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”  
Rhyen Campbell, Southeast Missouri State University, Cape Girardeau, “Bridging the Gap Between Social Media and Composition: Using Social Media as a Catalyst for Student Writing”
Friday, 3:30–4:45 p.m.

**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**
Grandie Ballroom G, First Floor

*Chair:* Elaine Richardson, The Ohio State University, Columbus

*Speakers:*
- 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 Gabrion, 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”

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”

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 Hincher, 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, “Validational 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
**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”  
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: Rethinking Literacy and/or Deficit through Aphasia”  
Yu-Kyung Kang, University of Illinois at Urbana-Champaign, “Undoing Ideologies, Reconstructing Identities: Korean Student Writing Workshops”
Friday, 3:30–4:45 p.m.

**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 Pathos 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  
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  
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”
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?”

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

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<td>March 19–22, 2014</td>
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For Program Proposal Deadline
visit
www.ncte.org/cccc/conv

See You There!!
CCCC Awards/
Recognition Reception
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

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

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

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*
Friday, 5:00–6:30 p.m.

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**

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**

*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”


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**

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

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
2010  Shevaun E. Watson, “Good Will Come of This Evil”: Enslaved Teachers and the Transatlantic Politics of Early Black Literacy,” September 2009

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

OUTSTANDING DISSERTATION AWARD IN TECHNICAL COMMUNICATION

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

Chair: William Banks, East Carolina University, Greenville, NC
Huiling 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

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
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

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


2010


2009


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 on Philosophy or Theory of Technical or Scientific Communication:


**2008**


For a listing of winners prior to 2007, please visit http://www.ncte.org/cccc/awards/techsci

**WRITING PROGRAM CERTIFICATE OF EXCELLENCE**

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

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

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
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

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

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
CCC ADVANCEMENT OF KNOWLEDGE AWARD

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

Jeffrey Grabill, Michigan State University, East Lansing
Paul Rogers, George Mason University, Fairfax, VA
Shevaun Watson, University of Wisconsin-Eau Claire

Previous Award Winners

2012  Mya Poe, Neal Lerner, and Jennifer Craig, *Learning to Communicate in Science and Engineering: Case Studies from MIT*

CCC RESEARCH IMPACT AWARD

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

Samantha Blackmon, Purdue University, West Lafayette, IN
Huiling Ding, Clemson University, SC
Krista Ratcliffe, Marquette University, Milwaukee, WI

Previous Award Winners

2012  Christopher Schroeder, *Diverse by Design: Literacy Education in Multicultural Institutions*

CCC LUIZ ANTONIO MARCUSCHI TRAVEL AWARDS

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

2012  Federico Navarro, Désirée Motta Roth
Friday, 6:30–7:30 p.m.

Special Interest Groups

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 CCCC 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-Biniek, 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  

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Friday, 6:30–7:30 p.m.

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

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) 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.