

Saturday, March 16

REGISTRATION, 8:00 a.m.–2:30 p.m.

Royale Pavilion Ballroom, First Floor

Exhibits, 10:00 a.m.–1:00 p.m.

Royale Pavilion Ballroom, Lobby Level

Computer Connection/Digital Posters

Top of the Riviera South

TWO-YEAR COLLEGE SATURDAY PROGRAM

**SPONSORED BY THE TWO-YEAR COLLEGE ENGLISH
ASSOCIATION (TYCA)**

**TWO-YEAR COLLEGE ENGLISH ASSOCIATION ANNUAL
BREAKFAST AND AWARDS**

Grande Ballroom E, First Floor

7:00 a.m.–8:00 a.m.

Admission is by advance registration only.

TYCA Executive Committee Meeting

Monaco Room 13, Monaco Tower, Second Floor

9:00 a.m.–5:00 p.m.

TYCA FAME AWARD

The Award acknowledge the best mention of the two-year college appearing in any media during the previous year. The award gives credit to those reporters, writers, filmmakers, and others who seek out and publicize exemplary students, faculty, programs, campuses, and/or recognize the two-year college system. For more information, please visit: <http://www.ncte.org/tyca/awards/fame>.

Winners are to be announced at the TYCA Breakfast.

Fame Award Committee

Chair: Sterling Warner, Evergreen Valley College, San Jose, CA
Joy Barber, Montana State University, Billings
Carmen Carrasquillo, Miramar College, San Diego, CA
Michael Dinielli, Chaffey College, Alta Loma, CA
Bruce Henderson, Fullerton College, CA
Martha Henning, Portland Community College, OR
Jeffrey Klausman, Whatcom Community College, Bellingham, WA
Howard Tinberg, Bristol Community College, Fall River, MA

Previous Award Winners

- 2012 Grace Chen, *Community College Review*, North Carolina State University, Raleigh
- 2011 Zach Miners, US News and World Report, October 7, 2010, “Obama Touts Community Colleges”
- 2010 Scott Jaschik, *Inside Higher Ed*, March 18, 2009, “College College Surge”
- 2009 Dr. Jill Biden, Northern Virginia Community College, VA
Honorable Mention: Peter Schworm, *Boston Globe*, January 21, 2009, “Brush with Destitution Fuels a Desire to Succeed”
- 2008 Gail Mellow, President, LaGuardia Community College, NY

DIANA HACKER TYCA OUTSTANDING PROGRAMS IN ENGLISH AWARDS FOR TWO-YEAR TEACHERS AND COLLEGES

The awards are given annually to honor two-year teachers and their colleges for exemplary programs that enhance students’ language learning, helping them to achieve their college, career, and personal goals. For more information, please visit: <http://www.ncte.org/tyca/awards/programs>.

Winners are to be announced at the TYCA Breakfast.

Outstanding Programs Award Committee

Chair: Jeff Andelora, Mesa Community College, AZ
Joel Henderson, Chattanooga State Tech Community College, TN
Elissa Caruth, Oxnard College, CA
Lois Power, Fullerton College, CA

Previous Award Winners

2012 Reaching Across Borders

“The Program of Global Distinction”

Howard Community College, Columbia, MD and Community College of Baltimore County, MD

“Interdisciplinary Service-Learning: Making Connections in Art and Writing for Community Concerns”

Kenaij Peninsula College, Soldotna, AK

Honorable Mention

“Community College–High School Portfolio Connection”

Northeast Iowa Community College, Peosta

Fostering Student Success

“Increasing Achievement and Program Completion through Curricula Reform”

Passaic County Community College, Paterson, NJ

2011 Reaching Across Borders

“The College-Level Writing Collaborative-Navigating the Gap”

Johnson & Wales University, Providence, RI

Honorable Mention

“Reaching Across Borders: The Benefits of Blending Full and Part-Time Faculty”

Madison Area Technical College, WI

Honorable Mention

“Service Learning and Learning Service: Technical Writing Classes Partner with Farmers’ Markets

Zane State College, Zanesville, OH)

Fostering Student Success

“Step UP: Improving Student Success and Retention and Transforming the College Culture”

Howard Community College, Columbia, MD

Honorable Mention

“Basic Writing/English 100”

Whatcom Community College, Bellingham, WA)

Enhancing Developmental Education

Honorable Mention

“Rural Comp”

Abraham Baldwin Agricultural College, Tifton, GA

2010 Enhancing Developmental Education

“The Accelerated Learning Program (ALP)”

Community College of Baltimore County, Baltimore, Maryland

Honorable Mention

“Portfolio Assessment and Mentoring Program”

Camden County College, Blackwood, New Jersey

2009 Category 1: Reaching Across Borders

“Writing in the Disciplines”

Montgomery College, Takoma Park, MD

“SLCC Community Writing Center”

Salt Lake Community College, Salt Lake City, UT

Honorable Mention

“Ready or Not Writing”

Minnesota State Community and Technical College, Fergus Falls, MN

Special Acknowledgment/Most Unique Initiative

“Intercultural Literacy through Reflection: Rural Students Meet the Urban Experience”

State Fair Community College, Sedalia, MO

Category 2: Fostering Student Success

“ESSAI The College of DuPage Anthology of Academic Writing Across the Curriculum”

College of DuPage, Glen Ellyn, IL

Honorable Mention

“Building Community Online: Discussion Boards in a Two-Year College Online Writing Center”

Century College, White Bear Lake, MN

Category 3: Enhancing Developmental Education

“Serving the Literacy Goals of At-Risk Students through an Integrated Approach to Faculty Development and Course Design”

Kingsborough Community College, Brooklyn, NY

Honorable Mention

“Bursting the Bubble: Using Learning Communities to Create Authentic College Learning and Instruction”

Front Range Community College, Westminster, CO

Category 4: Enhancing Literature and Cultural Arts

No Entries

2008 Category 1: Reaching across Borders

“The Arts in Ghana with Service Learning”

The Ohio State University Agricultural Technical Institute, Wooster, OH

Honorable Mention

“Washington Online Writing Lab (WOWL)”
Centralia College, WA

Category 2: Fostering Student Success

“YVCC English Department Mid-Program Assessment”
Yakima Valley Community College, WA

Honorable Mention

“Increasing Agency and Collaboration through the Merging of SoTL and
Assessment
University of Wisconsin Colleges, Waukesha, WI

Category 3: Enhancing Developmental Education

“Gateway to Success”
Santa Barbara City College, CA

Honorable Mention

“The W.R.I.T.E. Brush-up Course Program”
Nassau Community College, Garden City, NY

Category 4: Enhancing Literature and Cultural Arts

“Writing and Literature Program”
Borough of Manhattan Community College, New York, NY

Honorable Mention

“Women’s Literature Read-In”
Lansing Community College, MI

**THESE AWARDS ARE PRESENTED AT THE CCCC
AWARDS/RECOGNITION RECEPTION ON FRIDAY**

NELL ANN PICKETT SERVICE AWARD

Presented by the Two-Year College English Association to an outstanding teacher whose vision and voice have had a major impact on two-year college professionalism. For more information, please visit: <http://www.ncte.org/tyca/awards/pickett>.

Nell Ann Pickett Service Award Committee

Chair: Jeff Sommers, West Chester University, PA
Sharon Mitchler, Centralia College, WA
Shelley Rodrigo, Old Dominion University, Norfolk, VA

Previous Award Winners

- 2012 Jeff Sommers, West Chester University, PA
- 2011 Patrick Sullivan, Manchester Community College, CT
- 2010 Mike Matthews, Tarrant County College/NW Campus, Fort Worth, TX
- 2009 Sharon Mitchler, Centralia College, WA
- 2008 Judith “Jay” Wootten, Kent State University, Salem Campus, Salem, OH

THE MARK REYNOLDS TETYC BEST ARTICLE AWARD

The quarterly journal *Teaching English in the Two-Year College* selects each calendar year one article for its Best Article of the Year Award. Selection is based on excellence in five areas: content, style, development/organization, value to readers, and overall impression. For more information, please visit: <http://www.ncte.org/tyca/awards/tetycaward>.

Jeff Sommers, Editor of *TETYC*, to present the award.

Best Article Award Committee

- Chair:** Gregory Shafer, Mott Community College, Flint, MI
Jill Kronstadt, Montgomery College, Germantown, MD
Justin Jory, Manitou Springs, CO
Teresa Thonney, Columbia Basin College, Pasco, WA

Previous Award Winners

- 2012 Patrick Sullivan
- 2011 Ann Del Principe
- 2010 Holly Hassel and Joanne Baird Giordano
- 2009 David Martins
- 2008 Gregory Shafer

**CCCC ANNUAL BUSINESS/TOWN MEETING
AND
CONCURRENT SESSIONS**



ANNUAL BUSINESS/TOWN MEETING

Grande Ballroom B, First Floor

8:00 a.m.–9:15 a.m.

All members and newcomers of CCCC are invited to attend and vote at the business meeting.

CCCC Chair: Chris Anson, North Carolina State University, Raleigh

CCCC Associate Chair: Howard Tinberg, Bristol Community College, Fall River, MA

CCCC Assistant Chair: Adam J. Banks, University of Kentucky, Lexington

CCCC Immediate Past Chair: Malea Powell, Michigan State University, East Lansing

CCCC Secretary: Dominic DelliCarpini, York College of Pennsylvania

CCCC Executive Secretary/Treasurer: Kent Williamson, NCTE, Urbana, IL

CCCC Parliamentarian: Eric Bateman, San Juan College, Farmington, NM

Established Rules for Conduct of the Annual Business Meeting

1. All voting members should be properly identified, and only members in good standing may vote in the business meeting.
2. A quorum of seventy-five members of CCCC in good standing is required for the transaction of business in this meeting.
3. Anyone wishing the floor should go to a microphone and give his or her name and institution when recognized by the chair.
4. If procedural rules are adopted by a majority vote of the members present, a two-thirds vote will be required to suspend or amend them.
5. Members may offer for discussion and action a sense-of-the-house motion, as specified in item 4 in the “Basic Rules for the Handling of Resolutions.” Such motions, if passed, will be broadcast to the members, not as an official CCCC statement, but as the wish of the majority of the members voting at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or another appropriate CCCC body, and can become the substance of a resolution at the next annual convention.
6. *Sturgis’s Standard Code of Parliamentary Procedure* applies on all questions of procedure and parliamentary law not specified in the Constitution, Bylaws, or other rules adopted by CCCC.
7. The Parliamentarian interprets the rules on parliamentary procedures.
8. A secret ballot will be ordered by a motion to vote by secret ballot and an affirmative vote of at least ten members.

Procedural Rules Proposed for Adoption at the Annual Business Meeting

In discussion of resolutions and all other items of business except sense-of-the-house motions:

- a. Three minutes will be allowed for each speaker each time.
- b. No one may speak a second time on a subject until all who wish to speak have been heard.

- c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.
- d. Discussion will be limited to no more than fifteen minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in ten-minute increments by consent of the body.
- e. Discussion of an amendment to a motion or resolution will be limited to no more than ten minutes; this time may be extended in six-minute increments by consent of the body.
- f. Amendments to amendments will not be accepted, in order to avoid confusion.

In discussion of sense-of-the-house motions:

- a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted to the chair in three copies before the call for the adoption of the agenda at the beginning of the business meeting. (Brief prefatory statements in explanation of the motion are not part of the motion and need not be submitted in writing.)
- b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.
- c. Speakers on sense-of-the-house motions shall be limited to two minutes each, except by dispensation of the chair.
- d. Discussion of sense-of-the-house motions shall be limited to ten minutes, except by dispensation of the chair.

Basic Rules for the Handling of Resolutions at the Annual Business Meeting

1. A call for resolutions will appear in the February issue of *College Composition and Communication*. Proposed resolutions received by the chair of the Resolutions Committee two weeks before the conference require the signature of only five conference members; however, additional signatures are welcome as a means of indicating the base of support for the resolution.
2. The function of the Resolutions Committee is to review all resolutions presented and to prepare resolutions of its own in areas in which it or the Executive Committee believes conference action is needed. Special attention will be given to including areas covered in sense-of-the-house motions passed at the last Annual Business Meeting. In reviewing resolutions, the Resolutions Committee is responsible for combining all resolutions that duplicate one another in substance and for editing all resolutions.

The Resolutions Committee will report all properly submitted resolutions to the Annual Business Meeting with a recommendation for action.

Resolutions that call for conference action in the areas in which the CCCC Constitution assigns authority to the officers or the Executive Committee will be clearly labeled as advisory to the officers or the Executive Committee.

Resolutions of appreciation may be prepared by the CCCC officers and may be presented by the Resolutions Committee.

The Resolutions Committee will hold an open meeting during the Special Interest Group time period to clarify and discuss these resolutions with concerned conference members. It is especially urgent that the authors of resolutions or their delegates come to this meeting. Although no new resolutions may be added at this time, members suggesting additional resolutions will be informed that they may introduce sense-of-the-house motions at the Annual Business Meeting in accordance with the rule given in item 4 below. The Resolutions Committee will also have a closed meeting after the open meeting to make such editorial and substantive changes as the deliberations of the open meeting may suggest.

3. As necessary, resolutions will be retyped so that complex changes will be incorporated into the copies of the resolutions distributed at the Annual Business Meeting.

During the report of the Resolutions Committee at the Annual Business Meeting, one member of the Committee will read the “resolved” portion of each resolution and move its adoption. Adoption will require only a simple majority of members present. Action will be taken on each resolution before the next resolution is presented.

The CCCC officers at their post-convention session will determine the dissemination of, and the action to be taken on, all resolutions adopted.

4. Members may offer sense-of-the-house motions for discussion and action. Such motions, if passed, will be announced to CCCC members, not as official CCCC statements, but as the will of the majority of members at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or by another appropriate CCCC body, as well as become the substance of a resolution at the next annual convention. In order to be considered, sense-of-the-house motions of no more than 50 words must be presented in writing (three copies) to the chair of the Annual Business Meeting before the adoption of the agenda.

L Sessions: 9:30–10:45 a.m.

Featured Session

Writing and Working for Change: Agenda for a New Generation

Royale Pavilion 5, First Floor

This year's theme, "The Public Work of Composition," asks us to consider what are the important public struggles which our organization and field should take as central to our work. In doing so, the theme also asks us to reflect back on the history of public activism that has both solidified our status as a "field" and worked to support many non-traditional students. Our proposed panel speaks to the importance of such an emphasis as well as offers an example of a national project undertaking such work.

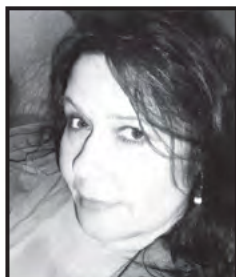
Working and Working for Change (WWFC) is an NCTE sponsored project to explore the history of caucuses and SIGs representing traditionally under-represented populations in our field. To that end, WWFC has published a collective history of public activism in our field, featuring Geneva Smitherman, Victor Villanueva, and Louie Crew among others, as well as individual histories of different SIGs and Caucuses, such as the Asian/Asian American Caucus. As it moves towards the end of its work, WWFC is working with graduate students and junior faculty from these caucuses to articulate what the public mission of CCCC, and composition/Rheto-



Matthew Cox



Austin Jackson



Pamela Roeper



Kendra Mitchell



Jenifer Sano-Franchini



Qwo-Li Driskill



Tracey Flores



Steve Parks

ric more generally, should be for this generation of teacher/scholar/activists. WWFC is not alone in such efforts, with CCCC recently having formed the Committee on the Status of Graduate Students.

As structured, this panel will ask graduate student/junior faculty representatives, chosen by each caucus/SIG to speak to the public mission of our field. Each panelist will speak for approximately 5-7 minutes, then an open conversation will occur. As part of the panel, the conversation will be guided to forming an agenda of action, which will be shared with individual caucus/SIGs as a possible collaborative plan of action for the following year. Indeed, it is expected that there will be strong attendance from each of the represented SIG/Caucuses, indirectly supplying a common meeting time for such a collaborative and generative conversation to occur.

Chair :

Cristina Kirklighter

Texas A&M-Corpus Christi

Speakers:

Matthew Cox

East Carolina University, Greenville, NC, “Queer Caucus”

Austin Jackson

Michigan State University, East Lansing, MI, “Language Policy Committee”

Pamela Roeper

University of Akron, OH, “Working Class Caucus”

Kendra Mitchell

Florida State University, Tallahassee, “Black Caucus”

Jennifer Sano-Franchini

Michigan State University, East Lansing, “Asian/Asian American Caucus”

Qwo-Li Driskill

Texas A&M, College Station, “Native American Caucus”

Tracey Flores

Landmark Elementary School, Glendale, AZ, “Latino/a Caucus”

Respondent:

Steve Parks, Syracuse University, PA

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

L.02 Writing in Science, Technologies, Mathematics, and Engineering: Frameworks for Success for All Students from High School to University and Beyond

Grande Ballroom F, First Floor

Chair: Pam Childers, Lesley University, Palisade, CO

Speakers: Chris Thaiss, University of California, Davis, “A Science-Writing Culture in the Research University: Curricula, Collaborations, and Student Opportunities”

Julie Reynolds, Duke University, Durham, NC, “The Basics of Writing to Learn in Science: STEM to WAC on the Secondary Level”

Respondent: John Bean, Seattle University, WA

Research

L.03 The Public (Face) Work of Administration: A Case Study of Six New Writing Center Directors

Skybox 204, Second Floor

Chair: Rebecca Jackson, Texas State University, San Marcos

Speakers: Jackie Grutsch McKinney, Ball State University, Muncie, IN, “Constructing a Public Face in Writing Center Administration”

Nicole Caswell, East Carolina University, Greenville, NC, “Sketching the Implications of New Writing Center Directors’ Public and Private Work”

Rebecca Jackson, Texas State University, San Marcos, “Uncovering the Hidden Work of Writing Center Administration”

Theory

L.04 Compositional Expansion: De- and Re-Composing Materialities

Capri 105, First Floor

Chair: Jody Shipka, University of Maryland Baltimore County

Speakers: Erin Anderson, University of Pittsburgh, PA, “Coercive Composing: Digital Voice and a Poetics of Public Confession”

Trisha Campbell, University of Pittsburgh, PA, “Making Murder Matter”

Jody Shipka, University of Maryland Baltimore County, “Here and Now, There and Then: Collaborating with the Dead”

Devon F. Ralston, Miami University, Oxford, OH, “The Future Is Yesterday”

Academic Writing

L.05 The Visible Dissertation: Graduate Student as Writer and Programmatic Efforts in the Dissertation Writing Institute

Capri 106, First Floor

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

Speakers: Dina Karageorgos, University of Michigan, Ann Arbor, “An Unprecedented Creative Act: Dissertation Writing as Narration”

Louis Ciccirelli, University of Michigan, Ann Arbor, “Dissertation Writers and the Value of ‘Not Knowing’”

Paul Barron, University of Michigan, Ann Arbor, “Graduate Students’ Perceptions of Support in Writing the Dissertation”

Teaching Writing & Rhetoric

L.06 New Media Instruction in the First-Year Writing Programs at Texas A&M University-Corpus Christi

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

Chair: Carlos Salinas, University of Texas at El Paso, El Paso, TX

Speakers: Wendy Strain, Texas A&M University-Corpus Christi, “Rhetoric in a Digital Age”

Romeo Garcia, Texas A&M University-Corpus Christi, “Reflections on Integrating Multi-Media Instruction in Freshmen Composition at TAMUCC”

Amanda Hartman, Texas A&M University-Corpus Christi, “Expanding the Classroom: The Inclusion of Facebook in Freshman Composition”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

L.07 I Flap My Hands and You Unsheathe Your Pocket DSM: Rhetorics of Mental Disability and the Public Work of Composition

Capri 103, First Floor

Chair: Tara Wood, University of Oklahoma, Norman

Speakers: Geneva Canino, University of Houston, TX

Margaret Price, Spelman College, Decatur, GA

Melanie Yergeau, University of Michigan, Ypsilanti

Research

L.08 Numbers Talk: Using Corpus Data to Guide Ethnographic Inquiry

Grande Ballroom G, First Floor

Chair: Sarah Swofford, University of Michigan, Ann Arbor

Speakers: Sarah Swofford, University of Michigan, Ann Arbor, “Does This Make Sense? Student Perceptions of Questions in Instructor Feedback”

Christopher Parsons, University of Michigan, Ann Arbor, “Gender, Language, and the Performance of Writing Assessment”

Justine Neiderhiser, University of Michigan, Ann Arbor, “‘In Our Words’: Students Respond to Instructor Feedback”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

L.09 Weaving in New Threads: Craft Perspectives on Rhetoric and Composition

Capri 104, First Floor

Chair: Kristin Prins, University of Wisconsin-Milwaukee

Speakers: Martha Webber, University of Puget Sound, WA “Crafting Value”

Kristin Ravel, University of Wisconsin-Milwaukee, “Crafting Subjectivity”

Kristin Prins, University of Wisconsin-Milwaukee, “DIY Craft Practices “

Research

L.10 Too Legit to Quit: Refiguring “Writing Transitions” on a Spectrum of Public Engagement

Skybox 205, Second Floor

Chair: Jessica Early, Arizona State University, Tempe

Speakers: Christina Saidy, Arizona State University, Tempe

Mark Hannah, Arizona State University, Tempe

Jessica Early, Arizona State University, Tempe

Teaching Writing & Rhetoric

L.11 Scenario-Based Writing and the Question of Authenticity in FYC

Capri 107, First Floor

Chair: Chidsey Dickson, Lynchburg College, VA

Speakers: Allison Brimmer, Nova Southeastern University, Fort Lauderdale-Davie, FL, “Thinking with and Beyond the Binaries of Transactional Writing”

Alexandria Peary, Salem State University, Londonderry, NH, “Digital Transactions and the Author(itative) Ethos”

June Johnson, Seattle University, WA, “Forging Rhetors and Informed Citizens: Inviting Students to Enter Public Arguments as Proxy Stakeholders in an Inquiry-Based First-Year Writing Course”

Chidsey Dickson, Lynchburg College, VA, “Self-Styled Transactional Writing in FYC”

Writing Programs

L.12 When the Outside Looks In: Accountability, Assessment, and Apprehension in a Technical College Setting

Capri 108, First Floor

Chair: Jay Johnson, Gateway Technical College, Kenosha, WI

Speakers: Kathryn Nordhaus, Gateway Technical College, Kenosha, WI, “Technical College Outcomes Assessment: A Process”

Jay Johnson, Gateway Technical College, Kenosha, WI, “Technical College Placement Test Assessment: A Study”

Katy J. Vopal, Gateway Technical College, Kenosha, WI, “Technical College Assessment Results: A Source of Validation and Concern”

Writing Programs

L.13 Face, Place, Space, Publics: Multiplicity and Writing Centers

Royale Pavilion 7, First Floor

Chair: Danielle Nicole DeVoss, Michigan State University, East Lansing

Speakers: Ezekiel Choffel, Michigan State University, East Lansing, “From Citation Consumer to Citation Producer: Working with Students on Source Citation in Multiple Genres in the Writing Center”

Gina DeNardi, Kent State University, OH, “Consulting with Document Design”

Elizabeth Kleinfeld, Metropolitan State University of Denver, CO, “The Public Work of Writing Centers: Writing Centers as Literacy Sponsors”

Danielle Nicole DeVoss, Michigan State University, East Lansing, “Arguing for Document Design Considerations in Writing Center Consulting”

Information Technologies

L.14 From Kickboxing to Kickstarter: Public Engagement in Virtual Spaces

Capri 109, First Floor

Chair: Kim Davis, Georgia Gwinnett College, Lawrenceville, GA

Speakers: Cassie Wright, University of Arizona, Tucson, “Pumping Iron and Public-izing Private Matters: Mommy-Athlete Blogging and/as Feminist Composition”

Matthew Gilchrist, The University of Iowa, Iowa City, “Beyond the Essay: Sustainable Publically Engaged Assignments”

Thomas Keegan, The University of Iowa, Iowa City, “Beyond the Essay: Sustainable Publically Engaged Assignments”

Jill Parrott, Eastern Kentucky University, Lexington, “Kickstarter: Bringing the Public to the Work”

Language

L.15 Language as Power: Discourse and the Creation of Identity

Capri 110, First Floor

Chair: Alexis Horst, University of Colorado, Denver

Speakers: Jonathan Seggelke, University of Colorado, Denver, “The Sports Section: Public Discourse and the Creation of Performative Identities”
Alexis Horst, University of Colorado, Denver, “Inclusivity and Public Discourse in the Composition Classroom”

Teaching Writing & Rhetoric

L.16 Learning from Students’ Research Practices

Capri 111, First Floor

Chair: Kacy Lundstrom, Utah State University, Logan

Speakers: Michelle Brazier, Raritan Valley Community College, Branchburg, NJ, “SparkNotes as Secondary Research? The Public Work of Using Online Resources”

Matthew Nunes, Ohio University, Athens, “What Students Say They Learn from Writing Research Papers”

Kacy Lundstrom, Utah State University, Logan, “What Made You Write about That (and Are You Sure You Should)?”

Writing Programs

L.17 Among the “Swirl of Actors” in the Public U: The Challenge of Cross-Disciplinary Instructional Outreach and Assessment

Capri 112, First Floor

Chair: Carolyn Caffrey Gardner, University of Wisconsin Superior

Speakers: Carolyn Caffrey Gardner, University of Wisconsin Superior, “Trying to ‘Hang Together:’ Toward A Sustainable Information Literacy/Writing Collaboration”

Jamie White-Farnham, University of Wisconsin Superior, “Same Idea, Different Words: How Disciplinary Understandings of ‘Research’ Affect Faculty Buy-In”

Deborah Schlacks, University of Wisconsin Superior, “Step-by-Step: Developing a WAC Mini-Grant Program”

Institutional and Professional

L.18 Articulating the Infrastructure of the Field: Perspectives on the 2012 Survey of the Master's Degree Consortium of Writing Studies Specialists

Grande Ballroom E, First Floor

Chair: John Dunn, Eastern Michigan University, Ypsilanti, MI

Speakers: Kristine Blair, Bowling Green State University, OH, "A Perspective on the 2012 Master's Degree Consortium Survey from the Consortium of Doctoral Programs in Rhetoric and Composition"

John Dunn, Eastern Michigan University, Ypsilanti, "An Overview of Findings from the 2012 Master's Degree Consortium Survey of Writing Studies Specialists"

Helen Foster, University of Texas, El Paso, "A Perspective on the 2012 Master's Degree Consortium Survey from the Association of Undergraduate Rhetoric and Writing Studies Majors"

Derek Mueller, Eastern Michigan University, Ypsilanti, "Considerations of Research Design and Analyzing Large Data Sets in the 2012 Master's Degree Consortium Survey"

Rochelle Rodrigo, Old Dominion University, Norfolk, VA, "A Perspective on the 2012 Master's Degree Consortium Survey from the Two-Year College Association (TYCA)"

Theory

L.19 Postcomposition

Royale Pavilion 8, First Floor

Chair: James Brown, University of Wisconsin-Madison

Speakers: James Brown, University of Wisconsin-Madison, "Postcomposition and Writing Systems"

Ron Brooks, Oklahoma State University, Stillwater, "We Have Always Been Postcomposition"

Jennifer Maclure, University of Wisconsin-Madison, "Bodies in Postcomposition"

Respondent: Sidney Dobrin, University of Florida, Gainesville

Theory

L.20 Public Rhetoric and the First-Year Classroom

Capri 113, First Floor

Chair: Cindy Chavez, University of California, Merced

Speakers: Eileen Lagman, University of Illinois at Urbana-Champaign, "Intimate Spaces: Rescaling the Writing Classroom in Racial and Transnational Dimensions"

John Hanly, Georgetown College, KY, “Going Public and Growing Publics: Readdressing the Ethical/Public Work of Composition”
Steven Accardi, The Pennsylvania State University, Hazleton, “Investigating Rhetorical Agency in the Everyday”

Basic Writing

L.21 The Multi-Media Composition Classroom

Capri 114, First Floor

Chair: James Haendiges, Dixie State College of Utah, St. George
Speakers: Joan Perisse, SUNY New Paltz/ Marist College, NY
Mary Fakler, SUNY New Paltz, NY

Teaching Writing & Rhetoric

L.22 Teaching Archives of Discomfort: Unsettling Cultural History as Public Work

Capri 115, First Floor

Chair: Stacey Waite, University of Nebraska, Lincoln
Speakers: Pamela VanHaitma, University of Pittsburgh, PA, “Teaching to Queer ‘Straight’ Archives”
Scott Gage, Colorado State University-Pueblo, “Teaching the Lynching Archive”
Jean Bessette, University of Pittsburgh, PA, “Teaching Taboo Archives”

Information Technologies

L.23 Researching and Designing with Social Media: Four Case Studies

Grande Ballroom C, First Floor

Chair: Clay Spinuzzi, University of Texas, Austin
Speakers: William Hart-Davidson, Michigan State University, East Lansing, “Social Media and Mobile Health: Creating Writing-Based Interventions to Improve Patient Outcomes”
Clay Spinuzzi, University of Texas, Austin, “Triangulating Qualitative Research with Social Media Streams”
Huatong Sun, University of Washington-Tacoma, “Struggle and Coercion: Reshaping Local Political Discourses in Social Media”
Mark Zachry, University of Washington, Seattle, “Collaborating with Strangers: Activity Streams to Support Meaningful Views of Others in Social Media”

Information Technologies

L.24 The DIY LMS: Reaching New Publics with Homegrown Learning Management Systems

Skybox 206, Second Floor

Chair: Quinn Warnick, Virginia Tech, Blacksburg

Speakers: Brian McNely, University of Kentucky, Louisville, “Learning Management across Public Genres: Infrastructures for Teaching Trans-media Narratives”

James Schirmer, University of Michigan–Flint, “Rise above the LMS”

Quinn Warnick, Virginia Tech, Blacksburg, “Biting the Hand That Feeds Us? Ditching Institutional Software without Damaging the Institution”

History

L.25 Historical Studies of Women’s Rhetorical Practices

Skybox 207, Second Floor

Chair: M. Amanda Moulder, St. John’s University, New York, NY

Speakers: M. Amanda Moulder, St. John’s University, New York, NY, “Are They Really ‘Nontraditional Rhetors’? Cherokee Women and the Public Work of Treaty-Making”

Dara Regaignon, Pomona College, Claremont, CA, “Maternal Networks: Reading and Writing Motherhood”

Community, Civic & Public

L.26 Ethnographies of Bodies, Artifacts, and Activists

Skybox 208, Second Floor

Chair: Rajendra Panthee, The University of Texas at El Paso

Speakers: Nancy Reddy, University of Wisconsin-Madison, “Gold in the Crossroads: Regional Voices and Rhetorical Spaces in the Wisconsin Rural Writers Association”

Collyn Warner, The University of Alabama, Tuscaloosa, “Gaining Activist Literacy and Composition in Public Work: An Ethnographic Study of LGBTQ Activists in North Carolina”

Erika Strandjord, The Ohio State University, Columbus, “Making History: Rhetorical Education and Handcrafts in Norwegian America”

Yvonne Stephens, Kent State University, OH, “Seniors’ Uses of Literate Practices to Manage the Aging Body”

Community, Civic & Public

L.27 “Pulled from My Roots”: The Public Work of Youth Performance in the Borderlands

Skybox 209, Second Floor

Chair: Londie Martin, University of Arizona, Tucson

Speakers: Londie Martin, University of Arizona, Tucson, “‘I’m Not Gonna Yell, but I Won’t Stay Silent’: Queer Youth and Public Performance as Art, Interruption, and Activism”

Sarah Gonzales, University of Arizona, Tucson, “‘I Am Not Who You Think I Am’: Teaching Social Justice through Slam Poetry to Change the Landscape of Youth Power”

Amanda Fields, University of Arizona, Tucson, “‘If I Am What You Teach Me’: Listening Rhetorically to Youth Poetry Slams”

Community, Civic & Public

L.28 Feminist Methods Behind Bars: Critical Representation in Prison Research, Writing, and Teaching

Grande Ballroom D, First Floor

Chair: Patrick Berry, Syracuse University, NY

Speakers: Patrick Berry, Syracuse University, NY, “This I Believe: Literacy, Reflexivity, and Teacher Identity”

Wendy Hinshaw, Florida Atlantic University, Boca Raton, “Building a Feminist Methodology for Representing Prison Writing”

Laura Rogers, Albany College of Pharmacy, NY, “The Feminist Goes to Prison: Analyzing Interviews with Prison Writing Researchers-Teachers”

Tobi Jacobi, Colorado State University, Fort Collins, “Solidarity in Stripes: Toward A Feminist Ethic of Prison Teaching”

Basic Writing

L.29 Basic Writing, Empirical Psychology, and Humanism: Embracing Interpersonal Learning and Psychology for Practical Interventions

Grande Ballroom H, First Floor

Chair: Diana George, Virginia Tech, Blacksburg

Speakers: Judith Buchalski, Lake Michigan College, Benton Harbor, “Basic Writing, Empirical Psychology, and Humanism: Embracing Interpersonal Learning and Psychology for Practical Interventions”

Neil Simons, Lake Michigan College, Benton Harbor, “Basic Writing, Empirical Psychology, and Humanism: Embracing Interpersonal Learning and Psychology for Practical Interventions”

Stephen Jukuri, Lake Michigan College, Benton Harbor, MI, “Basic Writing, Empirical Psychology, and Humanism: Embracing Interpersonal Learning and Psychology for Practical Interventions”

Community, Civic & Public

L.30 **Becoming “Literate” about Communities: Lessons Learned in the Field**

Royale Pavilion 4, First Floor

Chair: Melody Bowdon, University of Central Florida, Orlando

Speakers: Liliana Gonzalez, University of Texas at El Paso, “Learning beyond Theology Writing and Technology: Becoming Literate about Community”

Stefanie Johnson, University of Central Florida, Orlando, “Composing a Community: Writing as Newcomers”

Adam Webb, University of Texas at El Paso, “Learning beyond Workplace Writing and Rhetoric: Becoming Literate about Community”

Isabel Baca, University of Texas at El Paso, “Communities and Scholars: Teaching Each Other, Valuing All Literacies”

Jo Ann Bamdas, Florida Atlantic University, Boca Raton, “Becoming Real about Native American Indian Community by Creating and Sharing Best Practices”

Basic Writing

L.31 **Grading and Assessing Basic Writers**

Skybox 210, Second Floor

Chair: Mark Vermillion, California State University, Fullerton

Speakers: Kerry Lane, Joliet Junior College, IL, “Collect \$521 and Pass”

Chris Vassett, Mesa Community College, Tempe, AZ, “A Public Implementation of the Writing Program Administrator’s Outcomes Statement in a Developmental Writing Course”

Wendy Swyt, Highline Community College, Des Moines, WA, “Transparency and Grading Contracts: The Work of College Readiness”

Theory

L.32 **Rhetorical Responses/Resisting Colonization**

Skybox 211, Second Floor

Chair: Zachery C. Hickman, Miami University, FL

Speakers: Lami Fofana, Michigan State University, East Lansing, “De/colonizing African Rhetorics: Publicizing, Histories, and Narratives of Colonized Subjects”

Kyle Boggs, University of Arizona, Tucson, “A Rhetoric of Self-Defense: (Re)articulating Violence as Indigenous Resistance on the San Francisco Peaks”

Huiling Ding, North Carolina State University, Raleigh, “SARS, Chintowns, and Asian American Rhetoric”

Teaching Writing & Rhetoric

L.33 Students' Construction of Writing Selves

Skybox 212, Second Floor

Chair: Todd Craig, The College of Staten Island-CUNY, NY

Speakers: Susan Reid, Western Illinois University, Macomb, "Demystifying the Domains: Non-Traditional Students Negotiating Antecedent Genres at a Two-Year College"

Mike Garcia, Georgia Regents University, Augusta, "Avoidance of Failure Narratives in Student Self-Assessment Essays"

Todd Craig, The College of Staten Island-CUNY, NY, "'Mixing What COMPOSE(D) Me: The Public Work and Possibilities of Student-Centered Composing"

Teaching Writing & Rhetoric

L.34 The Political Work of Redesigning Writing Instruction for Online Publics

Royale Pavilion 6, First Floor

Chair: Nancy Myers, University of North Carolina at Greensboro

Speakers: Shana Scudder University of North Carolina at Greensboro, "Context, Compromise, and Culture for Online Writing Instruction"

Nancy Myers, University of North Carolina at Greensboro, "The Politics of Myth Busting: Interactivity and Instructional Anxiety"

Risa Applegarth, University of North Carolina at Greensboro, "Collaboration and the Politics of Course Design"

Kathleen Leuschen, University of North Carolina at Greensboro, "Online Writing Courses and the Politics of the First-Year Writing Requirement"

L.35 Publicizing Narratives of the Profession: Women's Lives in the Profession and Digital Archives of Literacy Narratives

Grande Ballroom A, First Floor

Chair: Eileen Schell, Syracuse University, Syracuse, NY

Speakers: Devon Kehler, University of Arizona, Tucson, "Sound(ing) It Out: A Social Semiotic Analysis of Aural Literacy Narratives on DALN"

Brittany Hull, West Chester University of Pennsylvania, Philadelphia

Jessica Rucki, West Chester University of Pennsylvania, Philadelphia

K. Hyoejin Yoon, West Chester University, PA, Philadelphia, "Women's Lives in the Profession at a Public, Regional, MA-granting Institution"

Respondent: Cynthia Selfe, The Ohio State University, Columbus

Saturday, 9:30–10:45 a.m.

Open Working Meeting of the Human Subjects Task Force

Skybox 203, Second Floor

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

Chair: Karen Lunsford, University of California, Santa Barbara



M Sessions: 11:00 a.m.–12:15 p.m.

Featured Speaker

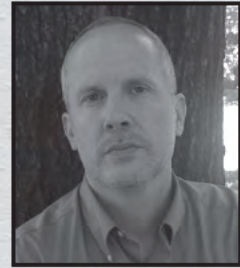
Todd Farley

“The Mechanization of Writing Assessment, Courtesy of the Standardized Testing Industry”

Grande Ballroom A, First Floor

Chair: Les Perelman, Massachusetts Institute of Technology, Lexington

In the mid-1990s, Todd Farley and friends earned eight dollars an hour to score student essays in the for-profit standardized testing industry. All rolled their eyes at the triviality of the work, a simplistic and superficial job which clearly favored speed and standardization over common sense. Farley and friends were paid to “read” a student essay approximately every two minutes, for eight hours a day, five (or six) days a week, for weeks on end; they joked that they could invent



Todd Farley

machines to score the student essays in such a mindless manner. Today, of course, that joke is not so funny, as such “automated scoring engines” really do exist. Farley will show, however, that automated scoring engines are less an exciting technological breakthrough than simply a shortcut for the testing industry to save time and make money, student writing be damned. If automated scoring engines that can’t read or understand student writing really can assess those essays as accurately as the for-profit testing industry currently does, Farley asks, what benefit can either corporations or computers bring to the field of writing assessment?

Todd Farley is the author of *Making the Grades: My Misadventures in the Standardized Testing Industry* and has written about education in *The New York Times*, *Washington Post*, *Detroit Free Press*, *Tampa Bay Times*, *Christian Science Monitor*, *Education Week*, *Rethinking Schools*, and *Edutopia*. He publishes regular columns on the subject at HuffingtonPost.com. He also writes about health, parenting, sports, and celebrity at periodicals including *Neurology Now*, *Heart Insight*, *Hustler*, *Every Woman*, *Babble.com*, *New York Press*, *Working Waterfront*, *Port City Life*, and *The Camden Herald-Gazette*. Todd lives in New York City with his wife and children.

Teaching Writing & Rhetoric

M.01 (Re)-branding Town and Gown: Bridging the Gap between the Local Community and the Ivory Tower

Capri 104, First Floor

Chair: Jennifer Burkett, Ouachita Baptist University, Arkadelphia, AR

Speakers: Laura Hakala, University of Southern Mississippi, Hattiesburg, “Unpacking Hattiesburg: Composition Classrooms, Ethnographic Essays, and Suitcase Colleges”

Courtney Watson, Jefferson College of Health Sciences, Roanoke, VA, “Beyond Bedside Manner: Using Composition to Foster a Culture of Care”

Paige Gray, University of Southern Mississippi, Hattiesburg, “Our Town: Incorporating Community into FYC Studies”

Jennifer Burkett, Ouachita Baptist University, Arkadelphia, AR, “Where Do You Think You’re Going? Exploring Repercussions of Brain Drain in a Small Southern Community”

Writing

M.03 Using A Corpus of Student Writing to Introduce Disciplinary Practices in A First-Year Composition Course

Skybox 212, Second Floor

Chair: Ute Römer, Georgia State University, Atlanta

Speakers: Ute Römer, Georgia State University, Atlanta, GA, “Exploring a Corpus of Advanced Student Writing: An Introduction to MICUSP Simple”

Jack Hardy, Georgia State University, Atlanta, “Corpora and Student Ethnographers in Freshman English: A Case Study”

Audrey Roberson, Georgia State University, Atlanta, GA, “Disciplinary Writing for Freshman: Challenges and Possibilities”

Writing Programs

**M.04 Building Textual Bridges: An Analysis of Artifacts
Connecting the Writing Center to the University Public**

Capri 106, First Floor

Chair: Alyssa-Rae Hug, St. John's University, Queens, NY

Speakers: Sandra Nelson, St. John's University, Queens, NY, "Casual Chat and Academic Dialogue: The Effects of Social Media on the Rhetoric of Online Sessions"

Cassandra Richardson-Coughlin, St. John's University, Queens, NY, "Bridging the Gap Between Client Intent and Actuality in the Writing Center Session"

Alyssa-Rae Hug, St. John's University, Queens, NY, "Building Narrative Bridges: Writing Center Logs as Sites of Communication and Reflection"

Laurel Cunningham, University of Oklahoma, Norman, "Talk and Power in Writing Center Consultations"

Respondent: Neal Lerner, Northeastern University, Boston, MA

Academic Writing

**M.05 Narratives at Work and in School Settings to Teach
Writing and Critical Thinking**

Capri 107, First Floor

Chair: Carol D. Bollin, Western Illinois University, Macomb

Speakers: Gretchen Bartels, University of California, Riverside, "From Lab Report to Lab Narrative: Personal Writing's Role in Academic Discourse"

Douglas Christensen, University of Utah, Salt Lake City, "Going Public: What Academic Writing Should Learn from the Familiar Essay"

Travis Rountree, Appalachian State University, Boone, NC, "Mountains of Opportunity: The Benefits of Using Appalachian Studies in a WAC Course"

Teaching Writing & Rhetoric

M.06 Gamification and Education 101: Play to Learn

Royale Pavilion 7, First Floor

Chair: Doug Eyman, George Mason University, Fairfax, VA

Speakers: Wendi Sierra, North Carolina State University, Raleigh, "Gamification in the Classroom"

Rochelle Rodrigo, Old Dominion University, Norfolk, VA, "PinPoint Your Learning: Game Design for Better Conference Engagement"

Catrina Mitchum, Old Dominion University, Norfolk, VA, "PinPoint Your Learning: Game Design for Better Conference Engagement"

Grace Hagood, University of South Carolina, Columbia, "Marco Polo: Mobile Methods and Itinerant Composition"

Writing Programs

M.07 Reviving and Sustaining a WAC/WID Program: Traditions, Technology, and Multilingualism

Capri 103, First Floor

Chair: Mary Soliday, San Francisco State University, Oakland

Speakers: Kenny Walker, University of Arizona, Tucson, “Reanimating the Institutional Golem: Technological Kairos to Repurpose WID Requirements for WAC Revival”

Elizabeth Leahy, University of Arizona, Tucson, “WAC/WID for the Multilingual Majority: Engaging, Embracing, and Leveraging the Multiple Literacies of Our Students”

Al Harahap, University of Arizona, Tucson, “Looking Back to Get Ahead: Learning from WAC/WID History”

Respondent: Karen Lunsford, University of California, Santa Barbara

Teaching Writing & Rhetoric

M.08 Inside Out: Teaching Embodied Research, Writing, and Revision

Grande Ballroom G, First Floor

Chair: Kristie Fleckenstein, Florida State University, Tallahassee

Speakers: Maggie Christensen, University of Nebraska, Omaha, “‘Minding the Gap’: An Intermodal Strategy for Revising Multimodal Projects”
Tammie M. Kennedy, University of Nebraska at Omaha, “‘Passionate Attachments’ and Embodied Research for Public Discourses”

Scott Aichinger, University of Nebraska at Omaha, “Embodying Metaphor: Queering the Mind/Body Split in First-Year Writing”

Information Technologies

M.09 Addressing the “Crisis” in Scholarly Publishing: A Sustainable Approach

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

Chair: Chris Thaiss, University of California, Davis

Speakers: Pam Childers, Lesley University, Cambridge, MA, “Using Publishing Collaboratives to Sustain K-12 / University Dialogues”

Will Hochman, Southern Connecticut State University, New Haven, “Rethinking Faculty Roles in Scholarly Publishing: How “

Mike Palmquist, Colorado State University, Fort Collins, “Crisis? What Crisis? The Publishing Collaborative as a Sustainable Approach to Scholarly Publishing”

Susan Thomas, University of Sydney, Australia, “The Publishing Collaborative as a Vehicle for Fostering International Partnerships”

Respondent: Charles Bazerman, University of California, Santa Barbara

History

M.10 Women’s Literacy Practices in Historical Context

Capri 108, First Floor

Chair: Maureen Daly Goggin, Arizona State University, Tempe

Speakers: Maureen Daly Goggin, Arizona State University, Tempe, “Writing Public Sentiment: The Role of Early Nineteenth-Century Memorial Samplers in Gendering Sentiment and Mourning Practices”

Carolyn Skinner, Ohio State University-Mansfield, “Turning to the Public as an Ethos Strategy for Nineteenth-Century American Women Physicians”

Janine Solberg, University of Massachusetts Amherst, “Taking Shorthand for Literacy: Historicizing the Literate Activity of Women Stenographers in the Early Twentieth-Century U.S.”

Community, Civic & Public

M.11 Community Collaborations

Capri 109, First Floor

Chair: Lan Vu, Southern Illinois University, Carbondale

Speakers: Heather Lindenman, University of Maryland, College Park, “Writing for Change: Collaborative Written Performance”

Virginia Crisco, California State University, Fresno, “Academic Literacy and Community Activist Writing: The kNOW Youth Media’s Influence on Classroom Teaching and Learning”

Community, Civic & Public

M.12 Composing Public Bodies/Embodying Public Compositions

Capri 110, First Floor

Chair: Kelly Bradbury, College of Staten Island, CUNY, NY

Speakers: Ann Ferrell, Western Kentucky University, Bowling Green, “Bourbon Tourism and the Embodiment of Expertise”

Kelly Bradbury, College of Staten Island, CUNY, NY, “(Re)Fashioning Class Identities: The Composition of Student Embodiments”

Sheila Bock, University of Nevada, Las Vegas, “Embodiment, Display, and the Formation of Public Memory”

Community, Civic & Public

M.13 Finding a Way In: Examining Spaces of Student Public Writing

Capri 111, First Floor

Chair: Matthew Ortoleva, Worcester State University, MA

Speakers: Bryna Siegel Finer, Indiana University of Pennsylvania, “The Process of Publicity: A Model for Teaching Public Writing”

Matthew Ortoleva, Worcester State University, MA, “Public Writing as a WAC Alternative”

Cathryn Molloy, James Madison University, Harrisonburg, VA, “‘Curiosity Won’t Kill Your Cat’: A Meditation on Bathroom Graffiti as Underlife Public Writing”

Academic Writing

M.14 Methods, Methodology, Procedures: Devising a Swalesian Move/Step Schema for Research Article Methods Sections

Capri 112, First Floor

Chair: Sarah Huffman, Iowa State University, Ames

Speakers: Stephanie Link, Iowa State University, Ames

Sarah Huffman, Iowa State University, Ames

Elena Cotos, Iowa State University, Ames

Basic Writing

M.15 Class Confidence: Basic Writing, Early Start, and the Future of Remediation at Public Universities

Royale Pavilion 8, First Floor

Chair: Tom Wilcox, California State University, Fullerton

Speakers: Steve Westbrook, California State University, Fullerton, “Remediation or Class Discrimination”

Patrick Vallee, California State University, Fullerton, “Say What? Understanding and Using Professor Feedback”

Elizabeth Saur, California State University, Fullerton, “Enforced Remediation and Reinforced Fears”

Sheryl Fontaine, California State University, Fullerton, “Learning the Etiquette of Academic Culture”

Academic Writing

M.16 Challenges and Directions for Citation Pedagogy: Taking the Citation Project into the Classroom

Capri 113, First Floor

Chair: Jennifer O'Brien, Washington State University, Pullman

Speakers: Jennifer O'Brien, Washington State University, Pullman, "Critical Citation Awareness and the Annotated Bibliography"

Ariane Metz, Washington State University, Pullman, "Maus in the Classroom: A Comic-based Citation Pedagogy"

Way Jeng, Washington State University, Pullman, "Using Peer-Based Pedagogy to Re-frame Power Relationships in Writing"

Theory

M.17 Objectivity?

Grande Ballroom C, First Floor

Chair: Victor Villanueva, Washington State University, Pullman

Speakers: Kristi Wilson, Soka University of America, Aliso Viejo, CA, "The Wider Implications: Cultural Hegemony or Assessment?"

Renee Moreno, California State University, Northridge, "A Celebration of Subjectivity"

Ian Barnard, California State University, Northridge, "The Resilience of Objectivity"

Geghard Arakelian, California State University, Northridge, "Patriarchy and Colonialism in the Writing Classroom: A Call for Resistance"

Respondent: Aneil Rallin, Soka University of America, Aliso Viejo, CA

Community, Civic & Public

M.18 Voices of Diversity Project: The Work of Op-Eds

Capri 114, First Floor

Chair: Glenn Hutchinson, Florida International University, Miami

Speakers: Glenn Hutchinson, Florida International University, Miami, "From Little Havana to Little Haiti"

Andrea Potter, Edgewood College/Progressive Magazine, Madison, WI

Matthew Rothschild, Progressive Magazine, Madison, WI, "Writing Op-Eds"

Basic Writing

M.19 Going Public through Partnership: Basic Writing as a Nexus for Transfer, Advocacy, and Activism

Capri 115, First Floor

Chair: Nicole MacLaughlin, University of Notre Dame, IN

Speakers: Nicole MacLaughlin, University of Notre Dame, IN, “Reaching towards the Whole Student: Collaboration as an Essential Element of an Accelerated Approach to Basic Writing”

Paula Patch, Elon University, NC, “Better Together: Opportunities for Including Athletic Academic Advisors as Partners in the Teaching and Learning of Writing”

Ann McNair, University of Southern Mississippi, Hattiesburg, “Operation Advocacy: Partnerships for Fostering Student-Veterans’ Success and Activism in Writing”

Basic Writing

M.20 Radical Reform: Changing Basic Writing through Basic Writing Teachers

Skybox 206, Second Floor

Chair: Estee Beck, Bowling Green State University, OH

Speakers: Shiloh Peters, Missouri State University, Springfield, “Teaching Writing IS a Second Language: How Second Language Acquisition Theory May Mitigate Instructor Bias”

Jerry Stinnett, University of Oklahoma, Norman, “Finding a New Flagpole: Print Literacy, Teaching Practices, and the Instructional Counterpublics of Basic Writing”

Writing Programs

M.21 Gateway Courses and the Undergraduate Writing Major: A Roundtable Discussion

Royale Pavilion 4, First Floor

Chair: Teresa Henning, Southwest Minnesota State University, Marshall

Speakers: Teresa Henning, Southwest Minnesota State University, Marshall, “Surveying Gateway Courses in Undergraduate Writing Majors: Emerging Definitions and Directions”

Greg Giberson, Oakland University, Rochester, MI, “The Gateway Course and Eighteen Program Profiles”

Anne Zanzucchi, University of California, Merced, “Implementing Advanced Composition as Gateway to the Major”

Sandy Tweedie, Rowan University, Glassboro, NJ, “Embracing Gateway Contraries: Resolving Local Situations with National Outcomes Mandates”

Theory

M.22 Students, Teachers, and Workers in Transit: Rhetorical and Pedagogical Implications

Skybox 207, Second Floor

Chair: Kate Vieira, University of Wisconsin-Madison

Speakers: Anna Floch, University of Wisconsin-Madison, “Students in Transit: Understanding the Rhetorical Affordances and Limitations of Moving between Geographies”

Annika Konrad, University of Wisconsin-Madison, “Teachers in Transit: Examining Embodied Identities of Place in Composition Classrooms”

Respondent: Cydney Alexis, University of Denver, CO

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

M.23 Conceiving Literacy: How Students and Educators Define Literacy across Educational Contexts

Skybox 208, Second Floor

Chair: Russel Durst, University of Cincinnati, OH

Speakers: Ryan Witt, Temple University, Philadelphia, PA

Maya Sanyal, Drew University, Madison, NJ

Meaghan Brewer, Temple University, Philadelphia, PA

Theory

M.24 Alternatives to the Argument: Emotion, Narrative, and the Personal

Skybox 209, Second Floor

Chair: Suzanne Lane, Massachusetts Institute of Technology, Lexington

Speakers: Nancy Mack, Wright State University, Dayton, OH, “Revising How We Teach Emotion: Rejecting the Public Spectacle of Polarized Arguments”

Rachel Spear, University of Southern Mississippi, Hattiesburg, “Publicizing the Personal in Composition Courses”

Norma Aceves, California State University, Northridge, “How I Came to Be a Rhetorician”

Research

M.25 Promoting Transfer through Reflection: A Cross-Institutional Study of Metacognition, Identity, and Rhetoric

Grande Ballroom B, First Floor

Chair: Dana Driscoll, Oakland University, Rochester, MI

Speakers: Dana Driscoll, Oakland University, Rochester, MI, “Reflection as a Means to Understand Transfer and Metacognition: Pedagogy, Assessment, and Cross-Institutional Results”

Ed Jones, Seton Hall University, South Orange, NJ, “Identity as Mediator of Knowledge Transfer”

Carol Hayes, George Washington University, DC, “Rhetorical Pedagogy in FYW: Reflective Writing, Metacognition, and the Promotion of Transfer”

Gwen Gorzelsky, Wayne State University, Detroit, MI, “Reflection and Metacognition: Assessing the Intersection between Individual and Programmatic Factors”

Teaching Writing & Rhetoric

M.26 Alternative Rhetorics, Explicit Instruction, and Student Reflection

Skybox 210, Second Floor

Chair: Kathryn Evans, Bridgewater State University, MA

Speakers: Ghanashyam Sharma, University of Louisville, KY, “Writing with the World: Using Alternative Rhetorical Models to Unpack Traditional Argumentation”

Kathryn Evans, Bridgewater State University, MA, “Explicitly Teaching Situated Thinking about Genre through Induction Rather Than Deduction”

Melanie Cregger, North Carolina State University, Raleigh, “Reconsidering Reflection: The Role of Student Reflection in the Genre-Based Classroom”

Research

M.27 Mapping Transfer Research and Its Potential Impact on Public Life

Skybox 211, Second Floor

Chair: Jessie Moore, Elon University, NC

Speakers: Jessie Moore, Elon University, NC, “The Elon Research Seminar and Current Understandings of Writing Transfer”

Paula Rosinski, Elon University, NC, “Students’ Transfer of Rhetorical Sensitivity Between Informal and Formal Spaces”

Rebecca Pope-Ruark, Elon University, NC, “Writing Transfer from the Classroom to the Community and Back Again”

Teaching Writing & Rhetoric

M.28 In Their Own Voices: Self-Reflection on the Composition Process of College Students with Asperger's or High Functioning ASD

Grande Ballroom D, First Floor

Chair: Sara Glennon, Landmark College, Putney, VT

Speakers: Lynne Shea, Landmark College, Putney, VT

Sara Glennon, Landmark College, Putney, VT

John Kipp, Landmark College, Putney, VT

Teaching Writing & Rhetoric

M.29 Private Moments Made Public: Navigating the Boundary Between Personal and Public Identity

Grande Ballroom H, First Floor

Chair: Kelly Kinney, SUNY Binghamton

Speakers: Elizabeth Macaluso, Binghamton University, NY, "Teaching First-Year Writing Through Reading Identity"

Annette Krizanich, Binghamton University, NY, "Return to the Personal: Validating the 'I' in Composition"

Jennifer Case, Binghamton University, NY, "Avoiding Voyeurism: When Classroom Experiences Infiltrate Personal Writing"

Tara Betts, Binghamton University, NY, "Bigger Than Hip Hop: How Students Present and Defend Themselves"

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

M.30 FYC Classes as Sites of Rhetorical Education: The Public Concerns of Borderlands Communities

Grande Ballroom E, First Floor

Chair: Yazmin Lazcano-Pry, Arizona State University, Mesa

Speakers: Sonia Christine Arellano, University of Arizona, Tucson, "FYC Classes as Frontiers or Borders: Ways Competing Epistemologies Concerning Language and Content Create Inelastic or Permeable Spaces"

Casie Moreland, Arizona State University, Tempe, "Two Students, Two Identities, Two Credits: Complexities of and Pedagogy in Dual Credit FYC Classes"

Jaime Mejia, Texas State University, San Marcos, "FYC Classes as Sites of Borderlands Rhetorical Education: ¿Quién es más Americano?"

Institutional and Professional

M.31 Political Economies of Literacy Instruction: Configuring Basic Writing

Grande Ballroom F, First Floor

Chair: Wendy Olson, Washington State University, Pullman

Speakers: Justin Obara, Washington State University, Pullman, “Constructing Basic Writing at a Branch Campus”

Siskanna Naynaha, Lane Community College, Eugene, OR, “Constructing Basic Writing at a Community College”

Wendy Olson, Washington State University, Pullman, “Constructing Basic Writing at a Land-Grant Institution”

Respondent: Mary Soliday, San Francisco State University, Oakland

Theory

M.32 Damnable Things: Putting Sin into Composition

Royale Pavilion 5, First Floor

Chair: Monique Akassi, Bowie State University, Washington, DC

Speakers: Jacob Hughes, The Pennsylvania State University, State College, “Chaos, Not Composition”

Marion Wolfe, The Ohio State University, Columbus, “Passing Judgment on Plagiarism: Balancing Pedagogical and Institutional Concerns”

Kristopher Lotier, The Pennsylvania State University, State College, “Ever Seeing, Never Perceiving: Composition for the Irredeemable”

William Kurlinkus, The Ohio State University, Columbus, “Institutionalizing Guilt: Plagiarism and Corporate Time Use Policies”

Teaching Writing & Rhetoric

M.33 Literacy Narratives and Student Publications

Royale Pavilion 6, First Floor

Chair: Sarah Spring, Winthrop University, Rock Hill, SC

Speakers: Sarah Spring, Winthrop University, Rock Hill, SC, “Going Public! Using the Digital Archive of Literacy Narratives to Give College Students a Public Writing Space”

Deborah Kuzawa, The Ohio State University, Columbus, “Public Perceptions, Personal Realities: Adult Undergraduates and the Digital Archive of Literacy Narratives”

Nolan Chessman, CUNY Graduate Center, Brooklyn, NY, “The Other 99%: Reclaiming Student Publications in First-Year Composition”

Open Working Meeting of the Committee on Best Practices for Online Writing Instruction

Skybox 203, Second Floor

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

Co-Chairs: Scott Warnock, Drexel University, Riverton, NJ

Beth L. Hewett, UMUC



N Sessions: 12:30–1:45 p.m.

Featured Session

The Public Work of Contingent Labor (A Roundtable)

Grande Ballroom A, First Floor

This roundtable discussion is cosponsored with the Council of Writing Program Administrators and the Two-Year College English Association (TYCA).

This roundtable will focus on the labor practices associated with privatization: rises in “temporary” faculty, cuts in benefits, expanding administrative controls, and a narrowing concentration on research that pays dividends. Contingent faculty have responded by forming coalitions with other faculty, TAs, and undergraduates to create a new academic labor movement. The rising numbers of non-tenure line faculty are making vital contributions to the educational missions of their institutions even as they are being ignored, undervalued and depicted as a simple staffing “problem.” The marginal standing of contingent faculty in our field of vision arises from how we have tended to set our field of study apart from our field of work. This disconnect needs to be addressed not just by WPAs and other administrators but also in our graduate programs, our undergraduate majors, and our professional journals and conferences.

The panel includes faculty who have worked to bridge this gap by building coalitions, writing and editing scholarly works, and serving on the committees that created such reports as the NCTE’s *Position Statement on the Status and Working Conditions of Contingent Faculty*

Chair:

Duane Roen

University of Arizona, Tucson

Speakers:

Jeffrey Klausman

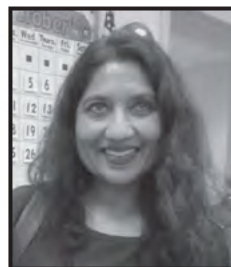
Whatcom Community College, Bellingham, WA



Jeffrey Klausman



Brad Hammer



Vandana Gavaskar

Brad Hammer

University of North Carolina, Raleigh

Vandana Gavaskar

Elizabeth City State University, Virginia Beach, VA

Eileen Schell

Syracuse University, NY



Eileen Schell



Featured Session

12 Viewers Viewing: Establishing Models of Document Design Feedback in Composition

Royale Pavilion 5, First Floor

This roundtable will discuss the results of a study that asked twelve well-known composition/professional communication scholars who have published on visual communication to provide feedback on a series of sample student documents, which include visual and document design elements. The roundtable will bring together the study participants to discuss their feedback. Specifically, participants will compare the particular elements they choose to comment on, how length and specificity of comments differed between strong versus weak designs, what modes of response (notations, written comments, audio comments, etc.) they chose to use, and what role both positive and negative comments play in their responding styles. The roundtable participants will also reflect upon what characteristics were common among all reviewers and what characteristics were different.

Participants will make recommendations for engaging in effective document design feedback, including how feedback can be generalized to develop approaches to document design training for teachers, writing center staff and writing program administrators.



David Blakesley



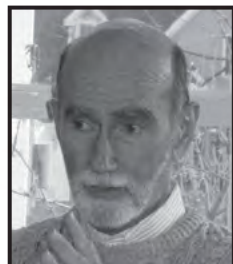
Lee Brasseur



Eva Brumberger



**Madeleine
Sorapure**



Lee Odell



Kathryn Northcut



Stephen Bernhardt



Miles Kimball

Chair:

Claire Lauer

Arizona State University, Tempe

Speakers:

David Blakesley

Clemson University, SC

Lee Brasseur

Illinois State University, Normal

Eva Brumberger

Virginia Tech, Blacksburg

Madeleine Sorapure

University of California, Santa Barbara

Lee Odell

Rensselaer Polytechnic University, Troy, NY

Kathryn Northcut

Missouri S & T, Rolla

Stephan Bernhardt

University of Delaware, Newark

Miles Kimball

Texas Tech University, Lubbock

Writing Programs

N.03 “Basic” Writers, “Multilingual” Writers, and “Mainstream” Writers: the Contested Terms of Transitional Writing from the Student Perspective

Royale Pavilion 4, First Floor

Chair: Jonathan Hall, York College, City University of New York, NY

Speakers: Tom Pierce, Central New Mexico Community College, Albuquerque

Lindsey Ives, University of New Mexico, Albuquerque

Seonsook Park, New Mexico Highlands University, Rio Rancho Campus, Albuquerque

Michael Schwartz, University of New Mexico, Albuquerque

Anni Leming, University of New Mexico, Albuquerque

Academic Writing

N.04 The Modes as Critical Tropes

Capri 104, First Floor

Chair: Hugh Culik, Macomb Community College, East Lansing, MI

Speakers: Chris Gilliard, Macomb Community College, East Lansing, MI, “Modes and the Focus on Discourse”

Hugh Culik, Macomb Community College, East Lansing, MI, “Modes in Theory and Practice”

Susan Richardson, Macomb Community College, East Lansing, MI, “Mediating the Modes”

Mary Ragan, Macomb Community College, East Lansing, MI, “Critical Thinking a la Mode”

Teaching Writing & Rhetoric

N.05 Cross-Cultural Communication: Pedagogical Implications for a Diverse Campus

Capri 105, First Floor

Chair: Alyson Guthrie, North Dakota State University, Fargo

Speakers: Jade Sandbulte, North Dakota State University, Fargo, “Cultural Bias: How Writing Preferences Evolve Over Time”

Alyson Guthrie, North Dakota State University, Fargo, “Bridging the Gap: Collaborating First-Year Writing and ELL Students”

Tatjana Schell, North Dakota State University, Fargo, “Challenges of Teaching College Composition as a Non-Native Speaking Instructor”

Information Technologies

N.06 Digital Environments, Public Writing, and Student Needs: Using Instructional Assistants to Facilitate Learning in Online Classes

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

Chair: Andrew Bouelle, University of New Mexico, Albuquerque

Speakers: Ronni Souers, Arizona State University, Tempe

Duane Roen, Arizona State University, Tempe

Sherry Rankins-Robertson, University of Arkansas-Little Rock

Angela Clark-Oates, Arizona State University, Tempe

Tiffany Bouelle, University of New Mexico, Albuquerque

Community, Civic & Public

N.07 Racing the Local, Locating Race: Rhetorical Historiography through the Digital Humanities

Capri 103, First Floor

Chair: Shannon Carter, Texas A&M-Commerce

Speakers: Jennifer Jones, Texas A&M-Commerce, “Demonstration: Data Source Annotation Tool”

Kelly Dent, Texas A&M-Commerce, Commerce, TX, “Demonstration: Data Source Annotation Tool”

Carleton Cooper, Texas A&M-Commerce, TX, “Racing the Local”

Belford Page, Greenville, TX, “Racing the Local”

Shannon Carter, Texas A&M-Commerce, TX, “Racing the Local, Locating Race: Rhetorical Historiography and the Digital Humanities”

Respondent: Matthew K. Gold, The Graduate Center, CUNY, NY

Teaching Writing & Rhetoric

N.08 From Cylinder to Soundcloud: Remixing Audio Archives for Public Radio

Grande Ballroom G, First Floor

Chair: Jason Luther, Syracuse University, NY

Speakers: Patrick Williams, Syracuse University, NY

James O'Connor, Syracuse University, NY

Jason Luther, Syracuse University, NY

Information Technologies

N.09 Civic Discourse in Digital Spaces: Exigence and Action

Royale Pavilion 7, First Floor

Chair: Anne Herrington, University of Massachusetts Amherst

Speakers: Jessica Ouellette, University of Massachusetts Amherst, Northampton, MA, “Blogging Borders: Transnational Feminism and Global Voices”

Travis Grandy, University of Massachusetts Amherst, “Rumblr on the Tumblr: Rhetorical Action and Participatory Audiences”

Jenny Krichevsky, University of Massachusetts Amherst, “Dialogue in the Blog: Re-Animating Dialogic Relations by Tracing Digital Genres”

Institutional and Professional

N.10 Reading, Writing, and Remixing Composition’s Public Identity

Grande Ballroom E, First Floor

Chair: Danielle Koupf, University of Pittsburgh, PA

Speakers: Danielle Koupf, University of Pittsburgh, PA, “Compiling the Texts of Composition: Textual Reuse in Representations of the Field”

Alice Horning, Oakland University, Rochester, MI, “Expert Readers Reading: Lessons About Reading, Scholarly Writing and Audience Awareness”

Casie Fedukovich, North Carolina State University, Garner, NC, “Post-It Soulcraft: NDOW, Secrets, and Positive Loitering”

Institutional and Professional

N.11 Aligning Expectations: The Integrative Mission of Composition as a Teaching Subject

Royale Pavilion 8, First Floor

Chair: Terry Zawacki, George Mason University, Fairfax, VA

Speakers: Donna Qualley, Western Washington University, Bellingham, “(Re-)Aligning Expectations: Graduate Student Teachers as Agents of Integration”

Justin Ericksen, Western Washington University, Bellingham, “(Re-)Aligning Expectations: Graduate Student Teachers as Agents of Integration”

Leon Erickson, Western Washington University, Bellingham, “(Re-)Aligning Expectations: Graduate Student Teachers as Agents of Integration”

LeAnne Laux-Bachand, Western Washington University, Bellingham, “(Re-)Aligning Expectations: Graduate Student Teachers as Agents of Integration”

Michelle Magner, Western Washington University, Bellingham, “(Re-)Aligning Expectations: Graduate Student Teachers as Agents of Integration”

Aimee Odens, Western Washington University, Bellingham, “(Re-)Aligning Expectations: Graduate Student Teachers as Agents of Integration”

Samuel Johnson, Western Washington University, Bellingham, “(Re-)Aligning Expectations: Graduate Student Teachers as Agents of Integration”

Carmen Werder, Western Washington University, Bellingham, “(Mis-)Aligned Expectations: How They Work as Agents of Dis-Integration”

Teaching Writing & Rhetoric

N.12 “That’s So Meta”: Supporting the Development of Meta-Awareness through New Media Composition in College Writing

Capri 106, First Floor

Chair: Elizabeth Wardle, University of Central Florida, Orlando

Speakers: Crystal VanKooten, University of Michigan, Ann Arbor, “Awareness, Adaptation, and Audio-Visual Composing: Looking for Markers of Meta-Awareness through Video in First-Year Writing”

Chris Dickman, St. Louis University, MO, “A Kahn Academy for Writing? Facilitating Meta-Awareness through New Media Instruction”

Ben Gunsberg, Utah State University, Logan, “Using Images to Concretize the Abstract Language of Academic Writing”

Information Technologies

N.13 You Are Here: Rhetoric, Response, and Respect

Capri 107, First Floor

Chair: Eliot Parker, Mountwest Community and Technical College, Huntington, WV

Speakers: Regina Duthely, St. John’s University, Queens, NY, “Laying it Down!: African American Students, Subversive Digital Discourse, and Respectability Politics in the Academic Sphere”

Laura Sparks, Indiana University, Bloomington, “Made and Unmade After Abu Ghraib: Digital Media and the Rhetoric of Torture”

Christina LaVecchia, University of Cincinnati, OH, “Technology as an Affective Modality: Shaping Our Responses and Relations to Occupy”

History

N.14 Public Rhetoric and the Construction of Literacy

Capri 108, First Floor

Chair: Sue Mendelsohn, Columbia University, New York, NY

Speakers: Anne Bello, University of Massachusetts Amherst, “How (Not) to Go Public with Disciplinary Knowledge: Defending Webster’s Third New International Dictionary in the Popular Press”

Michael Sobiech, University of Louisville, KY, “When (ex)Priests Lie About (dead)Presidents: The Public Rhetoric of Religious/Political Fraud in Father Chiniquy’s Lincoln Conspiracy Theory”

Sue Mendelsohn, Columbia University, New York, NY, “Radio Free America: The Public Project of Multiliteracy Instruction”

Information Technologies

N.15 Building Interfaces: Three Models of Theory and Research for Understanding the Technologies that Cross Publics

Grande Ballroom C, First Floor

Chair: Michael Faris, University of Wisconsin-Eau Claire

Speakers: Douglas Walls, University of Central Florida, Orlando, “The Twitter and Its Problems: Multiple Publics and Negotiated Accounts”

Laura Martinez, University of Central Florida, Orlando, “Crossing Contexts: Using Digital Literacies to Interface across Activity Systems”

Amber M. Buck, College of Staten Island, CUNY, NY, “Page Against the Machine: Rewriting Interfaces on the Social Network”

Writing Programs

N.16 “Make New Friends, But Keep The Old”: Incorporating New Media and Multimodality in a Growing Writing Program

Grande Ballroom D, First Floor

Chair: Christine Cucciarre, University of Delaware, Newark

Speakers: Christine Cucciarre, University of Delaware, Newark, “Why New Media is the Best Thing That Ever Happened to Ancient Rhetoric”

Candice Wellhausen, University of Delaware, Newark, “Using Visual Rhetoric to Inform Classroom-Based Assessment”

Michael McCamley, University of Delaware, Newark, “Coming Back from DMAC: Multimodal Composition and Writing Program Administration”

Barb Lutz, University of Delaware, Newark, “Tutor Training for Multimodal Texts”

Community, Civic & Public

N.17 Organizational Rhetorics

Capri 109, First Floor

Chair: Kenna Barrett, Graduate Student, New Haven, CT

Speakers: Alexis Pegram, University of Wisconsin Milwaukee, “Turning the Public Green: A Look at Agency, Ethos, and Identifications within Environmental and Anti-Environmental Groups”

Shui-yin Sharon Yam, University of Wisconsin-Madison, “Developing Global Literacy: The Re-purposing of Academic Discourse by Inter-governmental Organizations”

Kenna Barrett, Graduate Student, New Haven, CT, “Composing in Public: Rhapsody and Jeremiad in Nonprofit Texts”

Information Technologies

N.18 Our Students’ Public Practice and Our Pedagogical Work: Learning From Our Students’ Social Media Composing Practices

Grande Ballroom H, First Floor

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

Speakers: Sarah R. Spangler, Old Dominion University, Norfolk, VA, “Surfing a Facebook Sea of Roomies: High-stakes Profile Writing for College Bound High School Seniors”

Ryan Shepherd, Arizona State University, Tempe, “What Are We Doing: A Survey of First-Year Composition Students’ Use of Facebook”

Kevin DePew, Old Dominion University, Norfolk, VA, “Beyond ‘I thought it would be cool’: Basic Writers as Skillful Social Media Composers”

Community, Civic & Public

N.19 Locating Public Literacies: Multimodal Education In and Around the University

Capri 110, First Floor

Chair: Casey Boyle, University of Utah, Salt Lake City

Speakers: Alison Regan, University of Utah, Salt Lake City, “Undergraduates in the Archives; Undergraduates Making Archives: New Ways to Collect, Create, and Re-Purpose Local Materials”

Tony Sams, University of Utah, Salt Lake City, “Longitudinal Capture of Student Experience: The ‘U and You’ Project”

Heather Hirschi, University of Utah, Salt Lake City, “The Dreamkeeper Project: Reports on Culturally Responsive Pedagogical Interventions”

Basic Writing

N.20 Demystifying Academic Literacy: Basic Writing, Rhetorical Competence, and Self-Assessment

Capri 111, First Floor

Chair: Jasper Neel, Southern Methodist University, Dallas, TX

Speakers: Joanna Crammond, La Roche College, Pittsburgh, PA, “Using Metacommentary to Cultivate Self-Assessment Strategies in Basic Writers”

Linda Jordan-Platt, La Roche College, Pittsburgh, PA, “‘Speak with No Context to No One’: Introductions, Thesis Statements and the Problem of Content”

Jessica Ganni, La Roche College/Indiana University of PA, Pittsburgh, “Making Learning Visible: Teaching Basic Writers to Close-Read Their Own Writing”

Community, Civic & Public

N.21 Toward a Theory of Multimodal Public Rhetoric

Capri 112, First Floor

Chair: Justin Jory, University of Illinois at Urbana-Champaign

Speakers: Caroline Dadas, Montclair State University, NJ, “Constructing a Nationwide Civic Movement: The Role of Multimodality in Occupy Wall Street in Both Mediated and Face-to-Face Contexts”

Justin Jory, University of Illinois at Urbana-Champaign, “Multimodality, Agency, and Accountability in the Public Sphere: Or, How Multimodality Shaped the Rhetoric of the UC-Davis Pepper Spray Incident”

Marlena Stanford, University of Illinois at Urbana-Champaign, “Multimodal Artifact-Based Performance and Mobilization in Social Movements: A Case Study of the 2012 Librotraficante Caravan to Tucson”

Basic Writing

N.22 Bridging the Gap(s) in Reading, Writing, and Critical Thinking

Capri 113, First Floor

Chair: Debbie Rowe, York College/ CUNY, NY

Speakers: John Wittman, California State University, Stanislaus, “Critical Transitions: Research on the College Literacy Practices of Unprepared Students”

Lee McClain, Seton Hill University, Greensburg, PA, “Crossing the Bridge from Basic through Digital/Critical Assignments”

Maureen McBride, University of Nevada, Reno, “Fostering Reading Identity for Students in the Developmental Writing Classroom”

Meghan Sweeney, University of Nevada, Reno, “Fostering Reading Identity for Students in the Developmental Writing Classroom”

Academic Writing

N.23 Faculty Peer Mentoring: Improving Student Writing Across the Disciplines

Capri 114, First Floor

Chair: Christy Rishoi, Mott College, Ann Arbor, MI

Speakers: Donald Samson, Radford University, Orlando, FL, “An Assignment to Help Science Faculty Teach Writing”

Christy Rishoi, Mott College, Ann Arbor, MI, “English Department, Heal Thyself”

Larry Juchartz, Mott College, Ann Arbor, MI, “I’ll Do the Content, You Do the Grammar Stuff: Writing as Conflict Across a Contested Curriculum”

Dan Frazier, Springfield College, MA, “Making It All Come Together: Faculty Writing Assignments and Department Outcomes”

Academic Writing

N.24 Graduate Writing and Graduate Writing Pedagogy: The Writer Teaching Writing

Capri 115, First Floor

Chair: Deirdre McMahon, Drexel University, Philadelphia, PA

Speakers: Holly Carpenter, Drexel University, Philadelphia, PA “Teaching Genre and Craft for Analyzing and Writing Research Articles and Dissertations”

Deirdre McMahon, Drexel University, Philadelphia, PA, “Graduate Mentoring and Faculty Development via the Writing Center”

Ann Green, St. Joseph’s University, Philadelphia, PA, “The Writing Teacher Writing”

Basic Writing

N.25 The Impact of Social Class on Basic Writing Pedagogy

Grande Ballroom F, First Floor

Chair: William Thelin, The University of Akron, OH

Speakers: William Thelin, The University of Akron, OH, “Conceptual Learning for Working-Class Students in Basic Writing”

Dawn Lombardi, The University of Akron, OH, “Basic Writing and the Forgotten Middle Class”

Shelley DeBlassis, New Mexico State University at Carlsbad, “Bourdieu and the Baseline Model of Basic Writing”

Academic Writing

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

Skybox 206, Second Floor

Chair: Llana Carroll, New York University, NY

Speakers: Erin Adamson, University of Kansas, Lawrence, “Because My Advisor Told Me So: Exploring How Science Faculty Teach Academic Writing to Graduate Students”

Jill Jeffery, University of New Mexico, Albuquerque, “Rethinking Secondary-Postsecondary Writing Transitions in a Time of Common Core Standards: What FYC Instructors Need to Know about New High School Writing Standards”

Rebecca Robinson, Arizona State University, Tempe, “Thinking across the Curriculum: Incorporating Disciplinary-Based Critical Skills into First-Year Composition”

Writing Programs

N.27 International Admissions Brokers: Streamlining or Complicating Writing Support?

Skybox 207, Second Floor

Chair: Jay Jordan, University of Utah, Salt Lake City

Speakers: Mark Harrison, Indiana University Bloomington, “Brokers, International Testing, and Uncertain Standards”

Erin Jensen, University of Utah, Salt Lake City, “Building Bridge Courses for Brokered Students”

Jay Jordan, University of Utah, Salt Lake City, “Exigencies: International Admissions Brokerage Globally and Locally”

Writing Programs

N.28 The International Work of Composition: The Development of a Multilingual Writing Center at Home and Abroad

Skybox 208, Second Floor

Chair: Lucile Duperron, Dickinson College, Carlisle, PA

Speakers: Lisa wolff, Dickinson College, Carlisle, PA, “Keeping the Cultural Universe: Training and Learning from Overseas Assistants”

Noreen Lape, Dickinson College, Carlisle, PA, “Going International: The Development of a Multilingual Writing Center”

Lucile Duperron, Dickinson College, Carlisle, PA, “French and American Relations: Mediating Academic Writing During Study Abroad”

Institutional and Professional

N.29 The Silence Project: Giving Voice to Academics with Severe Writing Difficulties

Skybox 209, Second Floor

Chair: John Walter, St. Louis University, MO

Speakers: Carrie A. Lamanna, Colorado State University, Fort Collins, “Why I Quit School: A Performative Exploration of the Relationship Between Writing and Power”

Juliette Ludeker, Howard Community College, Columbia, MD, “Waiting for the ‘Luxury of Fearlessness’: When Being Able to Write Has Nothing to Do with the Ability to Write”

Lisa Schamess, Emerson College Preparatory School, Washington, DC, “Standing the ‘Almost Impossible’: Uses of Silence and Failure in Writing and Teaching”

John Walter, St. Louis University, MO, “Becoming Acquainted with the Silent Underground: Academics and Severe Writing Difficulties”

Information Technologies

N.30 Code in the Classroom: Student Writers as Game Designers

Skybox 210, Second Floor

Chair: Devon Hackelton, University of California, Riverside

Speakers: Scott Nelson, University of Texas at Austin, “Send in the Clones: Invention and Intellectual Property in Amateur Video Game Development”

Brian Ballentine, West Virginia University, Morgantown, “No Experience Necessary: Writing and Game Development in the Undergraduate Classroom”

Patrick Bahls, University of North Carolina, Asheville, “LaTeXnics: The Effect of Specialized Typesetting Software on STEM Students’ Composition Processes”

Amanda Wray, University of North Carolina, Asheville, “LeTeXnics: The Effect of Specialized Typesetting Software on STEM Students’ Composition Processes”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

N.31 Teachers Going Public: Toward New Understandings of Literacies, Social Justice, and Inter-Institutional Partnerships

Skybox 211, Second Floor

Chair: Rob Mawyer, Rock Valley College, Rockford, IL

Speakers: Robert Mawyer, Rock Valley College, Rockford, IL, “Dual Enrollment Stakeholders and the Metaphors They Live By”

continued on next page

Gayle Coskan-Johnson, Brock University, St Catharines, Ontario, Canada, "Engagement, Resistance, and Public Writing at Guantánamo Bay, Cuba"
Kelly Concannon Mannise, Nova Southeastern University, Ft. Lauderdale-Davie, FL, "At-Risk Literacies: Expansive Accounts of Community Partnerships"

Language

N.32 Texts and Contexts: Studies by and With Chinese Students and Teachers (The Empire Strikes Back)

Skybox 212, Second Floor

Chair: Julie Swedin, Yakima Valley Community College, WA

Speakers: Wen Shan, San Bernardino, CA, "New Generation of Second Language Writing Studies in China"

Yue Chen, Grand Valley State University, Grand Rapids, MI, "New Generation of Second Language Writing Studies in China"

Linjing He, California State University, San Bernardino, "Functions of Code Switching in L2 Writing Classroom: Among Chinese ESL Students"

Ming Fang, The Ohio State University, Columbus, "From Text to Context: Discourse Features of Chinese Students' Argumentative Writing"

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

N.33 Transgressing Composition Spaces: Shaping Students' Conocimiento with Pedagogies that Empower Public Acts

Grande Ballroom B, First Floor

Chair: Candace Zepeda, The University of Texas, San Antonio

Speakers: Candace Zepeda, The University of Texas, San Antonio

Issac Hinojosa, Northwest Vista College, San Antonio, TX

Kristina Gutierrez, The University of Texas, San Antonio

Theory

N.34 Decentering the Able Body: The Praxis of Disability Rhetorics in Public Spaces

Royale Pavilion 6, First Floor

Chair: Stephanie Wheeler, Texas A&M University-College Station

Speakers: Stephanie Wheeler, Texas A&M University-College Station, "Writing As Public Work: The Ugly Laws, Nazi Eugenics, and Freakdom"

Aydé Enriquez-Loya, Texas A&M University-College Station, "Decolonial Writing Pedagogies: Numbering the Stories/Remembering the Bodies of Students of Color with Disabilities"

Casie Cobos, Illinois State University, Normal, "Composing/Composed Crazy: At the Academic and Public Intersections of Disability and Chicana Rhetorics"