

Thursday, March 14

REGISTRATION, 8:00 a.m.–6:00 p.m.

Royale Pavilion, Lobby Level

EXHIBITS, 10:00 a.m.–6:00 p.m.

Royale Pavilion, Lobby Level

Computer Connection/Digital Posters

Top of the Riviera South

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

Grande Ballroom A, First Floor



Opening General Session

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

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

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

Keith Gilyard, NCTE President, Pennsylvania State University, University Park

Andy Anderson, Johnson County Community College, Overland Park, KS

Scholars for the Dream—2013 Recipients

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

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

Tara Betts, Binghamton University, NY–M.29

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

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

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

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

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

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

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

Previous Scholars for the Dream Award Winners

2012

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

2011

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

2010

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

2009

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

2008

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

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

Scholars for the Dream Travel Award Committee

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

To increase the participation of traditionally underrepresented groups—African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latino and Latina Americans, and American Indians—CCCC has established the Scholars for the Dream Travel Awards. The awards celebrate the scholarly contributions of first-time presenters at CCCC who are members of these groups. By providing some funding for these scholars to travel to the Conference and to share their work with us, we hope to make the term “underrepresented” past history.

Chairs' Memorial Scholarship—2013 Recipients

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

Chairs' Memorial Scholarship Award Committee

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

To remember and honor the Chairs of CCCC who have passed away, the CCCC Executive Committee has created scholarships of \$750 each to help cover the costs

of four graduate students who are presenting at the annual conference. Full-time graduate students whose presentations were selected through the regular peer review process are eligible for these scholarships.

Previous Chairs' Memorial Scholarship Winners

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

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

International Writing Centers Association (IWCA) Award Winners

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

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

Presentation of the Exemplar Award

This award is presented to a person who has served or serves as an exemplar of our organization, representing the highest ideals of scholarship, teaching, and service to the entire profession.

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



Keith Gilyard

Exemplar Award Committee

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

Previous Award Winners:

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

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



Chair's Address

Thursday, 8:30–10:00 a.m.

Climate Change



Chris Anson

North Carolina State
University
Raleigh

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

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

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

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

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

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

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

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

“Nice spatial metaphor,” he writes.

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

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

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

Grass fire. Nice.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



A Sessions: 10:30–11:45 a.m.

Featured Speaker

John Carlos

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

Grande Ballroom A, First Floor

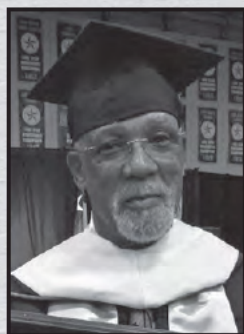
Chair: Shannon Carter, Texas A&M-Commerce

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

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

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

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



John Carlos

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

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

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

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

Theory

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

Skybox 202, Second Floor

Chair: Reanna Ursin, McDaniel College, Westminster, MD

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

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

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

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

Theory

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

Royale Pavilion 4, First Floor

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

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

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

Teaching Writing & Rhetoric

A.03 Visual Considerations for Students and Writing Teachers

Capri 105, First Floor

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

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

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

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

Theory

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

Royale Pavilion 8, First Floor

Chair: Kevin Roozen, Auburn University, AL

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

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

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

Basic Writing

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

Capri 104, First Floor

Chair: Jacob Babb, University of North Carolina, Greensboro

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

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

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

Information Technologies

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

Royale Pavilion 7, First Floor

Chair: Anne Wysocki, University of Wisconsin, Milwaukee

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

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

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

Information Technologies

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

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

Chair: Mary McGinnis, Purdue University, Hammond, IN

Speakers: Lauren Zajac, Purdue University, Hammond, IN

Amy Van Soest, Purdue University, Hammond, IN

Rebecca Medley, Purdue University, Hammond, IN

Jela Latinovitch, Purdue University, Hammond, IN

Brandy Dieterle, Purdue University, Hammond, IN

Research

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

Grande Ballroom G, First Floor

Chair: Kathleen Blake Yancey, Florida State University, Tallahassee

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

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

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

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

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

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

Teaching Writing & Rhetoric

A.09 Writing Science and Critical Literacy

Capri 106, First Floor

Chair: Janice Chernekoff, Kutztown University, PA

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

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

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

Teaching Writing & Rhetoric

A.10 Listening as Writing Pedagogy

Capri 107, First Floor

Chair: Vanessa Kraemer Sohan, Florida International University, Miami

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

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

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

Teaching Writing & Rhetoric

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

Capri 108, First Floor

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

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

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

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

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

Professional and Technical Writing

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

Grande Ballroom B, First Floor

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

Johndan Johnson-Eilola, Clarkson University, Potsdam, NY

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

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

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

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

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

Brent Henze, East Carolina University, Greenville, “What do Technical Communicators Need to Know about Genre?”

Jim Henry, University of Hawaii, Honolulu, “How Can Technical Communicators Fit into Contemporary Organizations?”

Bill Hart-Davidson, Michigan State University, East Lansing, “What are the Work Processes of Technical Communication?”

T. Kenny Fountain, Case Western Reserve University, Cleveland, OH, “What can History Teach Us about Technical Communication?”

L. Andrew Cooper, University of Louisville, KY, “What do Technical Communicators Need to Know about Collaboration?”

Antonio Ceraso, DePaul University, Chicago, IL, “How can Technical Communicators Plan for Users?”

Jason Swarts, North Carolina State University, Raleigh, “How can Work Tools Shape and Organize Technical Communication?”

Anne Wysocki, University of Wisconsin, Milwaukee, “What do Technical Communicators Need to Know about New Media?”

Candice Welhausen, University of Delaware, Newark, “What do Technical Communicators Need to Know about Collaboration?”

Clay Spinuzzi, University of Texas, Austin, “How can Technical Communicators Study Work Contexts?”

Cynthia Selfe, The Ohio State University, Columbus, “What Are the Boundaries, Artifacts, and Identities of Technical Communication?”

Language

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

Royale Pavilion 5, First Floor

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

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

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

Theory

A.14 Feeling Undisciplined: Reading Practices and Scholarly Work

Capri 109, First Floor

Chair: Laura Micciche, University of Cincinnati, OH

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

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

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

Teaching Writing & Rhetoric

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

Capri 110, First Floor

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

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

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

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

Academic Writing

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

Skybox 212, Second Floor

Chair: Tara Lockhart, San Francisco State University, CA

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

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

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

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

Basic Writing

A.17 There’s Nothing Basic about Basic Writing

Royale Pavilion 6, First Floor

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

Rochelle Rodrigo, Old Dominion University, Norfolk, VA

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

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

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

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

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

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

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

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

Teaching Writing & Rhetoric

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

Capri 111, First Floor

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

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

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

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

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

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

Capri 103, First Floor

Chair: Michele Eodice, University of Oklahoma, Norman

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

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

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

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

Teaching Writing & Rhetoric

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

Grande Ballroom H, First Floor

Chair: Joyce Rain Anderson, Bridgewater State University, MA

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

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

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

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

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

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

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

Capri 112, First Floor

Chair: Misty Anne Winzenried, University of Washington, Seattle

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

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

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

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

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

Capri 113, First Floor

Chair: Pam Childers, Lesley University, Cambridge, MA

Speakers: Cynthia Miecznikowski, University of North Carolina–Pembroke

Angela Rogers, University of North Carolina–Pembroke

Institutional and Professional

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

Capri 114, First Floor

Chair: Stacey Waite, University of Nebraska, Lincoln

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

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

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

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

Institutional and Professional

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

Grande Ballroom D, First Floor

Chair: Carol Rutz, Carleton College, Northfield, MN

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

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

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

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

Institutional and Professional

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

Capri 115, First Floor

Chair: David Lydic, Austin Community College, TX

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

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

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

Information Technologies

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

Capri 116, First Floor

Chair: Andrew Blake, Delaware State University, Dover

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

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

Information Technologies

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

Skybox 206, Second Floor

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

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

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

Information Technologies

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

Skybox 207, Second Floor

Chair: Ehren Pflugfelder, Oregon State University, Corvallis

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

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

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

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

History

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

Skybox 208, Second Floor

Chair: Barrie Olson, University of Louisville, KY

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

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

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

History

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

Skybox 209, Second Floor

Chair: Melissa Ianetta, University of Delaware, Newark

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

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

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

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

Community, Civic & Public

A.31 Writing across the Justice System

Skybox 210, Second Floor

Chair: Gretchen Cobb, Indiana University Purdue University, Indianapolis

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

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

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

Community, Civic & Public

A.32 Documenting Lives: Interviewing as Pedagogy and Activism

Skybox 211, Second Floor

Chair: Tom Fox, California State University, Chico

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

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

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

Basic Writing

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

Skybox 205, Second Floor

Chair: Josh Mehler, Florida State University, Tallahassee

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

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

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

Teaching Writing & Rhetoric

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

Skybox 201, Second Floor

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

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

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

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

Community, Civic & Public

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

Grande Ballroom C, First Floor

Chair: Jaime Mejia, Texas State University, San Marcos

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

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

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

Open Working Meeting of the Rhetoric and Christian Tradition SIG

Room 203, Second Floor

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

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

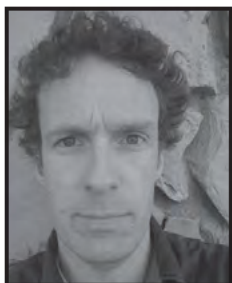


B Sessions: 12:15–1:30 p.m.

Featured Session

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

Grande Ballroom A, First Floor



Darren Keast

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

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



Jenna Baddeley

Speakers:

Darren Keast

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

Jenna Baddeley

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



Roger Thompson

Roger Thompson

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

D. Alexis Hart

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

Brian Turner

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

Respondent:

Eileen Schell

Syracuse University, NY



D. Alexis Hart



Brian Turner



Eileen Schell



Theory

B.02 Remembering Adrienne Rich

Skybox 206, Second Floor

Chair: Ian Barnard, California State University, Northridge

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

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

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

Respondent: Andrea A. Lunsford, Stanford University, CA

Writing Programs

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

Capri 103, First Floor

Chair: Thomas Moriarty, Salisbury University, MD

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

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

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

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

Theory

B.04 Persuasive Spaces: Museums and the Compelling Narrative

Skybox 212, Second Floor

Chair: Stephen McElroy, Florida State University, Tallahassee

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

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

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

Theory

B.05 Everyday Writing: Instances, Circulations, Implications

Royale Pavilion 5, First Floor

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

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

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

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

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

Teaching Writing & Rhetoric

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

Capri 105, First Floor

Chair: Philip Sloan, Kent State University, OH

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

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

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

Writing Programs

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

Grand Ballroom G, First Floor

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

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

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

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

Respondent: Joan Mullin, Illinois State University, Bloomington

Teaching Writing & Rhetoric

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

Capri 104, First Floor

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

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

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

Aaron Ritzenberg, Columbia University, New York, NY

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

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

Royale Pavilion 7, First Floor

Chair: Samantha Blackmon, Purdue University, Lafayette, IN

Speakers: Samantha Blackmon, Purdue University, Lafayette, IN

Alex Layne, Purdue University, Lafayette, IN

Matt Barton, Saint Cloud State University, MN

Nicole Zaguroli, Purdue University, West Lafayette, IN

Theory

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

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

Chair: Lavinia Hirsu, Indiana University, Bloomington

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

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

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

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

Teaching Writing & Rhetoric

B.11 Teaching Scholarly Writing in WID Contexts

Capri 106, First Floor

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

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

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

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

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

Teaching Writing & Rhetoric

B.12 Assessment, Preparedness, and Retention Strategies

Capri 107, First Floor

Chair: Nicole Williams, Bridgewater State University, MA

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

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

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

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

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

Teaching Writing & Rhetoric

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

Capri 108, First Floor

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

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

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

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

Theory

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

Royale Pavilion 4, First Floor

Chair: Gwendolyn Pough, Syracuse University, NY

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

Gwendolyn Pough, Syracuse University, NY, "'Sapphire Goes to Washington': Race, Rhetoric, Representation, and Angry Black Women"

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

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

Academic Writing

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

Capri 109, First Floor

Chair: Timothy Roe, Eastern Washington University, Cheney

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

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

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

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

Institutional and Professional

B.16 Reunion: Public Access and Writing Today

Grande Ballroom C, First Floor

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

Speakers: Michael Berube, The Pennsylvania State University, State College, "Semi-Private Access"

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

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

Respondent: Kurt Spellmeyer, Rutgers University, Plainfield, NJ

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

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

Capri 110, First Floor

Chair: Betty Laface, Bainbridge College, Tallahassee, FL

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

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

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

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

Teaching Writing & Rhetoric

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

Capri 111, First Floor

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

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

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

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

Teaching Writing & Rhetoric

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

Capri 112, First Floor

Chair: Jan Roser, Boise State University, ID

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

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

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

Research

B.20 Rhetorical Strategy and Discourse Analysis

Capri 113, First Floor

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

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

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

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

Research

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

Grande Ballroom D, First Floor

Chair: Rebecca Moore Howard, Syracuse University, NY

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

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

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

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

Teaching Writing & Rhetoric

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

Capri 114, First Floor

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

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

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

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

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

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

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

Research

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

Royale Pavilion 6, First Floor

Chair: Lisa Ede, Oregon State University, Corvallis

Speakers: Michael Faris, University of Wisconsin-Eau Claire

Ruben Casas, University of Wisconsin-Madison

Bo Wang, California State University-Fresno

Mary P. Sheridan, University of Louisville, KY

Lee Nickoson, Bowling Green State University, OH

Hui Wu, University of Texas-Tyler

Jacqueline Jones Royster, Georgia Tech, Atlanta

Andrea A. Lunsford, Stanford University, CA

Gesa E. Kirsch, Bentley University, Waltham, MA

Lisa Ede, Oregon State University, Corvallis

Professional and Technical Writing

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

Capri 115, First Floor

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

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

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

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

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

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

Skybox 201, Second Floor

Chair: Allison Wright, University of Houston, TX

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

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

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

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

Language

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

Capri 116, First Floor

Chair: Bret Zawilski, Florida State University, Tallahassee

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

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

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

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

Institutional and Professional

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

Skybox 207, Second Floor

Chair: Paul Walker, Murray State University, KY

Speakers: Jeff Osborne, Murray State University, KY

Paul Walker, Murray State University, KY

Patricia Lynne, Framingham State University, MA

Institutional and Professional

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

Grande Ballroom H, First Floor

Chair: Sidney Dobrin, University of Florida, Gainesville

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

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

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

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

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

Information Technologies

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

Skybox 208, Second Floor

Chair: Christine Maddox Martorana, Florida State University, Tallahassee

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

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

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

Information Technologies

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

Grande Ballroom F, First Floor

Chair: Martha McKay Canter, Florida State University, Tallahassee

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

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

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

Information Technologies

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

Skybox 209, Second Floor

Chair: Joshua King, University of Georgia, Athens

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

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

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

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

Information Technologies

B.32 Net Work: The Intellectual, Social, and Material Function of Networks in the Composing Process

Skybox 211, Second Floor

Chair: Daniel Mahala, University of Missouri-Kansas City

Speakers: Daniel Mahala, University of Missouri-Kansas City, “Promises and Dangers of the New Cognitivism”

David M. Sheridan, Michigan State University, East Lansing, “Fancy Meeting You Here!: The Ecological Function of Multiliteracy Centers in Writing Programs”

Jody Swilky, Drake University, Des Moines, IA, “Making Multimodal Text Public: Composing as Interaction with Technology and Social Space”

Information Technologies

B.33 Theorizing, Teaching, and Evaluating E-Portfolios in First Year Composition

Skybox 210, Second Floor

Chair: Logan Bearden, Florida State University, Tallahassee

Speakers: Monique Akassi, Bowie State University, MD, “A Comparative Analysis on an Effective Teaching Methodology Applied to Electronic Portfolios for African American Students in Online, Hybrid, and In Class Writing Courses”

Hogan Hayes, University of California, Davis, “Making a Plan, Sharing a Plan, Acting on a Plan: Implementing an E-Portfolio Program for a First-Year Writing Program”

History

B.34 Back to Basics: Making Space for Indigenous Rhetorical Histories

Royale Pavilion 8, First Floor

Chair: Malea Powell, Michigan State University, East Lansing

Speakers: Resa Crane Bizzaro, Indiana University of Pennsylvania, “Native Americans, Intergenerational Post-Traumatic Stress Disorder, and Place Studies: The Construction of Meaning, Society, Rhetoric”

Rose Gubele, University of Central Missouri, Warrensburg, “Eloh: Cherokee Rhetorics of Land, Religion, History, Law, and Culture”

Malea Powell, Michigan State University, East Lansing, “‘Sittin’ on the Porch on Little Traverse Bay: Andrew Blackbird and the Rhetorical Performance of Space”

History

B.35 “Bowling to the Elders”?: New Understandings of Expanded Canons

Grande Ballroom B, First Floor

Chair: John Schilb, Indiana University, Bloomington

Speakers: Michael Bernard-Donals, University of Wisconsin-Madison, “Why I Stopped Worrying about the ‘Field’ and Learned to ‘Do Theory’ (Peter Elbow and Michael Sprinker)”

David Holmes, Pepperdine University, Malibu, CA, “Sandra E. Gibbs”

Charles I. Schuster, University of Wisconsin-Milwaukee, “Accounting for Our Bills: Irmscher and Coles”

Kelly Ritter, University of North Carolina at Greensboro, “Not Just an Abolitionist: The Lasting Influences of Sharon Crowley”

Deborah Holdstein, Columbia College, Chicago, IL, “The Greatest Generation: The Example of David Bleich”

Respondents: Shirley Rose, Arizona State University, Chandler

Christiane K. Donahue, Dartmouth College, Hanover, NH

B.36 State Standards, College Readiness, and Partnerships with Local Schools

Skybox 202, Second Floor

Chair: Cynthia Bateman, University of South Carolina, Columbia

Speakers: Michelle Liptak, Siena College, Kinderhook, NY, “Border Crossing in a First-Year Seminar”

Caroline Wilkinson, University of Louisville, KY, “Extending Conceptions of ‘College Readiness’ in the Dual-Credit Classroom”

Samantha NeCamp, Midway College, Georgetown, KY, “Defining Literacy and College Readiness: The Common Core State Standards and a Receptive Model of Literacy”

Open Working Meeting of the Transnational Composition SIG

Room 203, Second Floor

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

Chair: Bruce Horner, University of Louisville, KY



C Sessions: 1:45–3:00 p.m.

Featured Speaker

Yvette Johnson, Arizona State University
From the Composition Classroom to Mississippi to
Tribeca: How Writing Family History Helped Heal a
Student, a Family, and the Nation
Grande Ballroom A, First Floor

Chair: Duane Roen, Arizona State University, Tempe

When Yvette Johnson, an undergraduate at Arizona State University, started a research blog for her writing class, she did not imagine that this blog would become the basis for both *Booker's Place*, one of the most talked about films of the 2012 Tribeca Film Festival, and an hour-long special on NBC's *Dateline* in 2012. While conducting research, Johnson learned that, in 1966, her grandfather, Booker Wright, spoke to Frank De Felitta, an NBC documentary filmmaker, in a way that revealed the harsh racism of whites in Mississippi. Johnson further learned that, after the airing of the documentary, her grandfather, Booker Wright, was murdered.

This session will include brief clips of the 1966 NBC documentary, excerpts from *Booker's Place*, and the *Dateline* report before Yvette Johnson explains how her project emerged. Sherry Rankins-Robertson will explain how she conceptualized Johnson's writing class. Keith Miller will situate Wright's experience in the context of contemporaneous political agitation by African Americans in Mississippi, while also explaining its salience for critical racial theory in 2012.

Respondents:

Sherry Rankins-Robertson
University of Arkansas-Little Rock

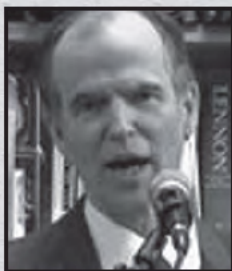
Keith Miller
Arizona State University, Tempe



Yvette Johnson



Sherry Rankins-Robertson



Keith Miller

C.01 Incorporating Video Stories from Workplace Professionals into Communication Courses: Mini-Modules Online to Increase Student Motivation and Learning

Royale Pavilion 4, First Floor

Chair: Jonathan Balzotti, Iowa State University, Ames

Speakers: Janet Roberts, Iowa State University, Ames, “How We Assessed Student Motivation after Their Use of the Mini-Modules”

David Russell, Iowa State University, Ames, “How We Constructed the Communication Mini-Modules Incorporating Video Clips from Workplace Professionals”

Jonathan Balzotti, Iowa State University, Ames, “How We Assessed the Students’ Learning of Communication Principles through the Use of the Mini-Modules”

Theory

C.02 The Construction of Public Memory: Oral Histories, Memorials, and History Museums

Capri 103, First Floor

Chair: Deborah Mutnick, Long Island University, Brooklyn, NY

Speakers: Laurie Grobman, Penn State University, Berks, “African American Rhetoric and the Cross-Racial Communicative Drama: Founding the Central Pennsylvania African American Museum”

Deborah Mutnick, Long Island University, Brooklyn, NY, “Co-authorship in Oral History: Cross-Cultural Dissonances and Dialogues”

Anne Balay, Indiana University Northwest, Gary, “Stories, Truth, and Identity in Queer Steelworkers’ Oral Histories”

Annette Powell, Bellarmine University, Louisville, KY, “Interpreting Space: The Work of Constructing Public Memory through Lincoln Statuary”

Basic Writing

C.03 Public Access, Public Work: A Case Study for Multiple Basic Writing Pilots

Capri 105, First Floor

Chair: Stacy Day, Penn State University-Abington

Speakers: Stacy Day, Penn State University-Abington, “The English Enhancement Pilot: A Narrative of Development, Implementation, and Assessment”

Nicole McClure, Penn State University-Abington, “Diverse Learners in Digital Spaces: Developing Supplemental Online Instruction for Basic Writers”

Karen Weekes, Penn State University-Abington, “One University, Demographically Dispersed”

Community, Civic & Public

C.04 Rhetorical Movement through Public Pathways

Capri 106, First Floor

Chair: Fernando Sanchez, Purdue University, West Lafayette, IN

Speakers: Kathryn Yankura, Purdue University, West Lafayette, IN, “City and University as Rhetorical Ecosystem: ‘Matters’ of Materiality in the Urban University’s Public Work”

Fernando Sanchez, Purdue University, West Lafayette, IN, “Walking in the Polis: Urban Planning’s Material Influence on Aristotle’s Topoi in the Rhetoric”

Kyle Vealey, Purdue University, West Lafayette, IN, “Urbanized Rhetoric: Urban Planning, Choice Architecture, and Chance Encounters”

Community, Civic & Public

C.05 Public Works and Public Rhetorics: Effects of Immigration Debates on the Literacy Experiences of Migrant Students

Capri 107, First Floor

Chair: Susan Meyers, Seattle University, WA

Speakers: Susan Meyers, Seattle University, WA, “Crisis and Contract: A History of Literacy and Immigration in the United States”

Rebecca Lorimer, University of Massachusetts-Amherst, “Language Policy and Resistance in School and Community Literacy Contexts”

Rachel Ketai, El Camino College, Torrance, CA, “Literacy Experiences of Undocumented Community College Students”

Stephanie Merz, El Camino College, Torrance, CA, “Motivational Structures of Mexican Immigrant Students in the Basic Writing Classroom”

Writing Programs

C.06 Re-imagining Writing Programs’ Audiences: Insights from the Open Source Movement about Collaboration Within and Between University Writing Programs

Royale Pavilion 7, First Floor

Chair: Jonathan Balzotti, Iowa State University, Ames

Speakers: Jonathan Balzotti, Iowa State University, Ames

Geoff Sauer, Iowa State University, Ames

Abhi Rao, Iowa State University, Ames

Tom Lindsley, Iowa State University, Ames

Information Technologies

C.07 The Post-Public Work of Composition: Reaching New Writers with New Media

Grande Ballroom G, First Floor

Chair: Webster Newbold, Ball State University, Muncie, IN

Speakers: Peter Elliott, Anderson University, Fishers, IN, “Redefining Authorship in Composition”

Katherine Greene, Ball State University, Muncie, IN, “Something Borrowed, Something New: Teaching Appropriation and Genre in Composition Classes”

Angela Schuricht, Indiana Institute of Technology, Fort Wayne, “E-portfolios: The Intersection of the Personal and the Public”

Information Technologies

C.08 Writing 2.0: Participation in Distributed Publics

Capri 104, First Floor

Chair: Mary Louise Hill, Medaille College, Buffalo, NY

Speakers: Susan Garza, Texas A&M University-Corpus Christi, “Using New Media and Web 2.0 to Expand Traditional Essay Writing in First-Year Composition”

Mary Louise Hill, Medaille College, Buffalo, NY, “Building Bridges, Encountering Barriers: Implementing a Cross-Cultural Wiki in the Basic Composition Classroom”

Dale Katherine Ireland, The Graduate Center, CUNY, NY, “Composing Universal Design: Composition as Access in New Media”

Christian Smith, University of South Carolina, Columbia, “Conflicted Publics: Deliberation and Decision-Making in Wiki Writing Classrooms”

Teaching Writing & Rhetoric

C.09 Composition in/for Virtual “Public” Spaces: Digital(ly Mediated) Divides

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

Chair: Scott D. Banville, Nicholls State University, Thibodaux, LA

Speakers: M. Melissa Elston, Texas A&M University, College Station, “What’s in a Meme? The Rhetoric and Pedagogy of Digital Commonplacing”

Alma Villanueva, Texas A&M University, College Station, “Transnationality via Online Autovideos in First-Year Composition”

Laura Leigh Morris, Texas A&M University, College Station, “Adopting the Prison Model: Digital Publishing for the Beginning Writer”

Christina V. Cedillo, Northeastern State University, Tahlequah, OK, “Equalizing the Composition Playing Field via Diversifying Access”

Writing Programs

C.10 Dual Enrollment/Dual Credit: The Missing and the Hidden

Capri 108, First Floor

Chair: Jessica Shumake, University of Arizona, Tucson

Speakers: Nora Bacon, University of Nebraska at Omaha, “The Hidden Curriculum of Dual Enrollment”

Stephen Whitley, Texas A&M University-Commerce, “Stepping Stone Paradox: How Dual Credit Problematises First-Year Writing”

Kristen Weinzapfel, North Central Texas College, Muenster, “What They Have Written, What They Have Missed: Bridging Gaps between English IV, Dual-Credit Instruction, and FYC”

Theory

C.11 Comics, Culture Jamming and the Campaign for Authentic Representation

Capri 109, First Floor

Chair: Jason Custer, Florida State University, Tallahassee

Speakers: Mary McCall, Purdue University, West Lafayette, IN, “The Discourse behind Dove’s Campaign for Real Beauty: ‘Making Peace with Our Bodies’”

Clare Russell, University of New Mexico, Albuquerque, “‘Textual Mischief’ and Genre Theory: Explicit Teaching of Culture Jamming in the Writing Classroom”

Franny Howes, Virginia Tech, Blacksburg, “A Techne of Comics: Object-Oriented Ontology and Rhetorical Making”

Theory

C.12 Occupy Writing: Meditation and the Politics of Mindfulness in the Classroom

Grande Ballroom C, First Floor

Chair: Kurt Spellmeyer, Rutgers University, New Brunswick, NJ

Speakers: Kurt Spellmeyer, Rutgers University, New Brunswick, NJ, “Writing as Meditation: Liberating Desire, Reconstructing the Social”

Gesa E. Kirsch, Bentley University, Waltham, MA, “Mindfulness and Feminist Rhetorical Traditions”

Respondent: Elizabeth Flynn, Michigan Technological University, Houghton

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

C.13 Rhetoric, Composition and Disciplinary Emergence

Capri 110, First Floor

Chair: John Ackerman, University of Colorado, Boulder

Speakers: John Ackerman, University of Colorado, Boulder, “Capitalizing on the Cultural Economy of Writing and Rhetoric”

Catherine Chaput, University of Nevada Reno, “How Might Rhetoric and Composition Compose a Common World?”

Marlia Banning, University of Colorado at Boulder, “What We Don’t Know Can Hurt Us: Info-liberalism, ‘Users’ and Web 2.0”

Research

C.14 Responding to the Public Crisis in Student Writing: Results from the Study of Seniors’ Meaningful Writing Experiences

Grande Ballroom D, First Floor

Chair: Anne Ellen Geller, St. John’s University, New York, NY

Speakers: Neal Lerner, Northeastern University, Brookline, MA, “Accounting for Context: Researching Seniors’ Meaningful Writing Experiences across Three Institutions”

Anne Ellen Geller, St. John’s University, New York, NY, “Waiting for IRB: Researching Seniors’ Meaningful Writing Experiences across Three Institutions”

Michele Eodice, University of Oklahoma, Norman, “Out With the Old, In With the New: Researching Seniors’ Meaningful Writing Experiences across Three Institutions”

Theory

C.15 Expanding Rhetorical Publics: The Zoo, the Cemetery, and the Chapel

Grande Ballroom B, First Floor

Chair: Michelle Ballif, The University of Georgia, Athens

Speakers: Steven Mailloux, Loyola Marymount University, Los Angeles, CA, “Human Acts, Divine Publics”

Diane Davis, The University of Texas-Austin, “Human Acts, Animal Publics”

Michelle Ballif, The University of Georgia, Athens, “Human Acts, Dead Publics”

Teaching Writing & Rhetoric

C.16 Religion, Spirituality, and the Culture of Abundance

Capri 111, First Floor

Chair: Libby Falk Jones, Berea College, KY

Speakers: Libby Falk Jones, Berea College, KY, “Creating a Culture of Abundance in the Classroom”

Scott Wagar, Miami University, Fairborn, OH, “‘Really More Spiritual than Religious’: The Spiritual-but-not-Religious Phenomenon and the Composition Classroom”

Myra Salcedo, University of Texas at Arlington, Midland, TX, “Negotiating the ‘Sacred’ in Secular Writing Spaces: The Rhetoric of Religion in University Composition Textbooks”

Teaching Writing & Rhetoric

C.17 Diversity, Disability, and the Needs of Veterans in Our Classrooms

Capri 112, First Floor

Chair: Heather Milton, University of California, Davis

Speakers: Shannon Walters, Temple University, Philadelphia, PA, “Dramatism and Disability: The Teaching of Writing and Disabled Veterans”

Heather Milton, University of California, Davis, “Invisible Student Veterans: Identifying Veterans’ Needs in the Writing Classroom”

Kathleen Hunzer, University of Wisconsin-River Falls, Ellsworth, WI, “Recognizing, Publicizing, and Embracing an Additional View of Diversity: Neurodiversity, Universal Design, and Multiple Intelligences in the College Writing Class”

Research

C.18 Peer Review and Conferences as Teaching Strategies for ESL Writers

Capri 113, First Floor

Chair: Susan DeRosa, Eastern Connecticut State University, Willimantic

Speakers: Grant Eckstein, University of California, Davis, “Conducting One-on-one Conferences with Diverse ESL Writers”

Steve Ferruci, Eastern Connecticut State University, Willimantic, “Re-Considering Peer Review in the First-Year Writing Classroom”

Susan DeRosa, Eastern Connecticut State University, Willimantic, “Re-Considering Peer Review in the First-Year Writing Classroom”

Keely Mohon, Miami University, Oxford, OH, “Student and Instructor Perceptions of Peer Review in the ESL Composition Classroom”

Teaching Writing & Rhetoric

C.19 No Longer “At Ease”: Fostering Success of Returning Vets in Two-Year College Writing Classrooms

Capri 114, First Floor

Chair: Jody Millward, Santa Barbara City College, CA

Speakers: Judith Angona, Ocean County College, Toms River, NJ, “Transitioning from Military to Academic Codes in Speech, Writing, and Collaboration: The Student Perspective”

Michael Dinielli, Chaffey College, Rancho Cucamonga, CA, “When ‘Thank You for Your Service’ Isn’t Enough: Program Design for Promoting the Academic Success of Veterans”

Sandra Brown, Ocean County College, Toms River, NJ, “A Civil Response to Returning Vets: Faculty Identify Challenges and Success Strategies across the English Curriculum”

Research

C.20 State and National Influence on Local Assessment Rubrics: Looking Before We LEAP

Grande Ballroom E, First Floor

Chair: Jean-Paul Nadeau, Bristol Community College, Fall River, MA

Speakers: Michael Geary, Bristol Community College, Fall River, MA, “Reconciling Local and National Learning Outcomes”

Debra Anderson, Bristol Community College, Fall River, MA, “Swinging Open the Doors: Letting Cross-institutional Research Inform Local Pedagogy”

Jean-Paul Nadeau, Bristol Community College, Fall River, “Looking at Student Writing through Local and National Lenses”

Farah Habib, Bristol Community College, Fall River, MA, “Making the LEAP: The Rationale and Methodology of the Assessment”

Language

C.21 Studies of Students Engaging Translingual and Translation

Capri 115, First Floor

Chair: Matt Davis, University of Massachusetts, Boston

Speakers: Nancy Bou Ayash, University of Louisville, KY, “Translingualism in Writing Programs: Negotiating Language Difference in Policies and Practices”

Jeff Wiemelt, Southeastern Louisiana University, Mandeville, “Contesting the Discourse of Public Identity in First-Year Writing: From ‘Grammar’ to ‘Grammaring’”

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Amy Lueck, University of Louisville, KY, “Writing a Translingual Script: Closed Captions in the English Monolingual Hearing Classroom”

Julia Kiernan, Michigan State University, Lansing, “Situating Translingual Ability as Asset and Resource: Student Choice (and lack thereof)”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

C.22 Global Rhetorics, Racial Identities, and Nonverbal Rhetorical Action

Capri 116, First Floor

Chair: Travis Maynard, Florida State University, Tallahassee

Speakers: Chanon Adsanatham, Miami University, Aurora, CO, “Bloody Rhetoric, Deadly Display: Nonverbal Rhetorical Action in Contemporary Thai Political Protest”

Linh Dich, Miami University, Middletown, “Challenging Representations of the ‘Public’: Rewriting Superman as ‘Alien’ and Asian American”

Indra Mukhopadhyay, University of Southern California, Pasadena, “Toward an Understanding of Global Rhetorics”

Institutional and Professional

C.23 The Contingent Academic Workforce: Myths, Facts, Prospects

Grande Ballroom F, First Floor

Chair: David Laurence, Modern Language Association, New York, NY

Speakers: Seth Kahn, West Chester University of Pennsylvania, “Refracting Disciplinarity through the Lens of Contingency”

Karen Madison, University of Arkansas, Fayetteville, “Professional Employment Practices for Non-Tenure-Track Faculty Members”

David Laurence, Modern Language Association, New York, NY, “The Non-Tenure-Track Academic Workforce: What the Data Tells Us”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

C.24 Private Trauma, Public Compositions: The Effects of Trauma Narratives on Classroom and Community

Skybox 206, Second Floor

Chair: Cristy Beemer, University of New Hampshire, Durham

Speakers: Cristy Beemer, University of New Hampshire, Durham, “Nothing is TMI: The Authenticity of Virtual Breast Cancer Support”

Wendy VanDellon, University of New Hampshire, Durham, “Writing Trauma: Rape in the Writing Classroom”

Abby Knoblauch, Kansas State University, Manhattan, “The Assessment of Trauma/The Trauma of Assessment”

Institutional and Professional

C.25 Perspectives on Small-College Teaching

Royale Pavilion 8, First Floor

Chair: Joel Wingard, Moravian College, Bethlehem, PA

Speakers: Joel Wingard, Moravian College, Bethlehem, PA, “The Culture-scape: Teaching, Scholarship, and Service at Small Colleges”

Jill Gladstein, Swarthmore College, Aston, PA, “Hidden in Plain Sight: The Varieties of WPA Positions at Small Colleges”

John Miles, Wofford College, Greer, SC, “Negotiating Boundaries, Developing WAC: Working Towards Tenure at a Small Liberal Arts College”

Courtney Werner, Hope College, Holland, MI, “Getting Hired at a Small College”

Respondent: Dominic Delli Carpini, York College of Pennsylvania, Daltown

Teaching Writing & Rhetoric

C.26 Making the Personal Public: Storytelling as Academic Discourse in College Composition

Skybox 207, Second Floor

Chair: Lee Nickoson, Bowling Green State University, OH

Speakers: Amanda Athon, Bowling Green State University, OH, “Storytelling and the Basic Writer”

Martha Schaffer, Bowling Green State University, OH, “Theoretical Frameworks of Storytelling”

Shirley Faulkner-Springfield, Bowling Green State University, OH, “Storytelling and First-Year Composition”

Teaching Writing & Rhetoric

C.27 When Apprentice Writers Can’t Read What We Write: Rethinking WAW Courses in Light of Student Experiences Reading Primary Research Essays

Skybox 208, Second Floor

Chair: Mark Sutton, Kean University, Union, NJ

Speakers: Mark Sutton, Kean University, Union, NJ, “Yes, Instructors Do Pay Attention to Evals: Modifying WAW Pedagogy Based on Student Feedback”

Sally Chandler, Kean University, Union, NJ, “Some Strategies for Using Academic Research Essays as Course Content—and How We Can Do Better”

Juliana Fernandes, Kean University, Union, NJ, “I Know This Assignment was Supposed to Help—but It Didn’t: (Failed) Connections between Pre-Reading Support and Student Identities”

Jennifer Helmstaedter, Kean University, Union, NJ, “Laying out Bread-

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crumbs: Scaffolding Primary Research Readings”

Valerie Jozsef, Kean University, Union, NJ, “Lost in Translation: Reflections on Concepts from Composition Research that Student Readers are Least Likely to ‘Get’”

Institutional and Professional

C.28 “Can’t Get No Satisfaction”: Can Making Online Teaching Public Increase Teacher Satisfaction?

Skybox 209, Second Floor

Chair: Jennifer Black, Boise State University, ID

Speakers: Jennifer Black, Boise State University, ID, “Into Active Voice: Leveraging the Power of Public Digital Spaces”

Jill Heney, Boise State University, ID, “Into Active Voice: Leveraging the Power of Public Digital Spaces”

Stephanie Cox, Boise State University, ID, “Insisting on Community: Collaborative Faculty Development to Increase Online Teacher Satisfaction”

Leslie Jewkes, College of Western Idaho, Nampa, “Insisting on Community: Collaborative Faculty Development to Increase Online Teacher Satisfaction”

Joy Palmer, College of Western Idaho, Nampa, “Teaching Marginalization, and Hunger in the Digital Wasteland: The Need for Online Writing Instructors’ Teaching Satisfaction”

Melissa Keith, Boise State University, ID, “Teaching Marginalization, and Hunger in the Digital Wasteland: The Need for Online Writing Instructors’ Teaching Satisfaction”

Information Technologies

C.29 Blogs and Vlogs: Public Work in the Classroom

Skybox 210, Second Floor

Chair: Ellen Barker, Nicholls State University, New Orleans, LA

Speakers: Ellen Barker, Nicholls State University, New Orleans, LA, “Bloggng Away the BP Oil Spill Blues”

Tracey Hayes, Arizona State University, Phoenix, “Blogs in the Classroom: Connecting Students to a Public Audience”

Susan Taylor, University of South Florida, Tampa, “Vlogging, Service Learning and the 21st Century First-Year Composition Classroom: How New Media Expression and Community Engagement Can Benefit the Writing Classroom”

Information Technologies

C.30 Making It Up as We Go: Online Identities in Motion

Skybox 211, Second Floor

Chair: Joshua Eskew, Florida State University, Tallahassee

Speakers: Laura Detmering, University of Louisville, KY, “Fan Conventions: Negotiating Literacy and Identity on the Web and in the Classroom”

Sarah Brown, DePaul University, Chicago, IL, “Unchosen Identities: Helping Students Navigate Their Future Digital Baggage”

Nicholaus Baca, Bowling Green State University, OH, “Identity as a Methodology: Writing, Identity, Queer Theory, and Personal Websites”

Information Technologies

C.31 The New Mass Literacy of Proceduracy: Ideologies, Implementations, and Implications

Skybox 212, Second Floor

Chair: Brian Ballentine, West Virginia University, Morgantown

Speakers: Chris Lindgren, University of Minnesota, Minneapolis, “Building a Smarter Computing Culture with Proceduracy”

Kevin Brock, North Carolina State University, Raleigh, “The Public Work of Procedural Pedagogy”

Annette Vee, University of Pittsburgh, PA, “Ideologies of a New Mass Literacy”

Creative Writing

C.32 The Public Work of Memoir: Using the Personal to Struggle for Collective Justice

Royale Pavilion 6, First Floor

Chair: Steve Parks, Syracuse University, NY

Speakers: Steve Parks, Syracuse University, NY, “Class Politics: Personal Testimony, Public Duty, and the Arab Spring”

Elaine Richardson, The Ohio State University, Columbus, “From Po Ho on Dope to PhD: The Creation of a ‘Me’”

Laura Gray-Rosendale, Northern Arizona University, Flagstaff, “College Girl: Intersecting the Personal with the Pedagogical”

Victor Villanueva, Washington State University, Pullman, “Bootstraps: The Dialectic of Representation”

James Seitz, University of Pittsburgh, PA, “Down by the Schoolyard: From Pedagogical Education to Public Narrative”

Respondent: Eileen Schell, Syracuse University, NY

History

C.33 Interrogating Rhetorics of Gendered Space: Flappers, Firefighters, and Submariners

Royale Pavilion 5, First Floor

Chair: Jessica Enoch, University of Maryland, College Park

Speakers: Lindal Buchanan, Old Dominion University, Norfolk, VA, “In-
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tegrating the U.S. Submarine Fleet: Charting Changing Perceptions of Gender and Space”

Sarah Moseley, Old Dominion University, Norfolk, VA, “Making the Firehouse a Home: Women’s Entrance into Firefighting”

David Gold, University of Michigan, Ann Arbor, “Banning the Bob: Women’s Hair as Rhetorical Performance in 1920s America”

Respondent: Jessica Enoch, University of Maryland, College Park

Community, Civic & Public

C.34 Breaking the Silence: African Americans Creating Rhetorical Spaces

Grande Ballroom H, First Floor

Chair: Joseph Cirio, Florida State University, Tallahassee

Speakers: Elizabeth Catchings, University of California, Irvine “Writing around the Silent Scandal: Public Writing’s Promise of Becoming and Afro-Pessimist Thought”

Michael Dimmick, University of Wisconsin-Madison, “Literacies of Citizenship: Crafting African American Rhetorical Space in the Civil Rights Movement”

Collin Craig, Wake Forest University, Winston Salem, NC, “‘We Learn How to Smile and Nod’: Framing Critical Distance as African American Rhetorical Strategy”

Theory

C.35 Function and Public Rhetoric

Skybox 201, Second Floor

Chair: Julie Nelson Christoph, University of Puget Sound, WA

Speakers: Michael Donnelly, Ball State University, Muncie, IN, “Freedom of Hatespeech: The Function of ‘Public’ Rhetoric(s) in a Digital Culture”

Lou Thompson, Texas Woman’s University, Denton, “A Bridge to Where? Epideictic Permutations of the Mike O’Callaghan-Pat Tillman Memorial”

Leigh Elion, University of Wisconsin-Madison, “Constructing the Humanities: A Theorization of University of Wisconsin-Madison’s 30-Year Campus Plan”

Open Working Meeting of the Committee on the Major in Writing and Rhetoric

Room 203, Second Floor

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

Chair: Sandra Jamieson, Drew University, NJ

D Sessions: 3:15–4:30 p.m.

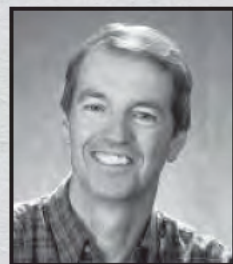
Featured Speaker

Gary Rhoades

Privatizing Rhetoric and Democratizing Work: Contingent Choices

Grande Ballroom A, First Floor

This session explores how the tendency to represent education as a private benefit rather than a public good has shaped colleges and departments, including composition programs, which are both broadly accessible and deeply dependent on “contingent” faculty. The contingencies that shape the “choices” we make will be examined by Gary Rhoades, Director and Professor of the University of Arizona’s Center for the Study of Higher Education, and former General Secretary of the American Association of University Professors. Rhoades’ scholarship examines the restructuring of academic institutions and academic labor (*Managed Professionals: Unionized Faculty and Restructuring Academic Labor*; and (with Sheila Slaughter) *Academic Capitalism and the New Economy*). His presentation addresses three dimensions of contingency and choice, emphasizing our agency in regard to each: in the educational purposes set out for the work of composition to prepare employees and/or citizens; in the contingent structures of academic labor that place many teachers of composition in isolated and vulnerable circumstances; and in the professional status categories that structure the careers of faculty in composition, English, and other fields. Professor Seth Kahn, co-editor of *Activism and Rhetoric: Theories and Contexts for Political Engagement*, will serve as respondent, and the session will be chaired by Professor Thomas P. Miller, author of *The Evolution of College English: Literacy Studies from the Puritans to the Postmoderns*.

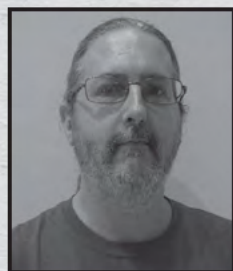


Gary Rhoades

Respondent:

Seth Kahn

West Chester University of Pennsylvania



Seth Kahn

Basic Writing Featured Session

The Go-To Place for Basic Writing—Two-Year Colleges Royale Pavilion 5, First Floor

The idea of two-year colleges as the default setting for basic writing classes is common at CCCC sessions and in the major journals in our profession. The resulting image is one of two-year colleges as dumping grounds for basic writing courses. What an error that is! This session starts to correct that error. Only two-year colleges have the ethos to excel at teaching basic writing. Only two-year colleges have as central to their egalitarian mission consistent, sustained attention to the needs of today's students eager for a second chance to become excellent writers and readers. Only at two-year colleges is basic writing taught by full-time faculty with a pedagogic training and commitment to remaining enthusiastically engaged in searching for innovative ways to reach and teach basic writers.

The three panelists at this Featured Session will call for re-directed focus away from our profession's default perception to the reality that two-year colleges offer extraordinary expertise in teaching basic writing. Each panelist plans to talk for 15 minutes each, thereby leaving more than usual time for Q &A as well as for encouraging others to bear witness to what we discuss.

Chair:

Patrick Sullivan

Manchester Community College, CT

Speakers:

Jennifer Swartout

Heartland Community College, Normal, IL

Carolyn Calhoon-Dillahunt

Yakima Valley Community College, WA

Lynn Troyka

Queensborough Community College, CUNY, New York, NY



Jennifer Swartout



Carolyn Calhoon-Dillahunt



Lynn Troyka

Teaching Writing & Rhetoric

D.02 Negotiation, Sharing, and the Rhetoric of Correspondence

Royale Pavilion 4, First Floor

Chair: Melissa Goldthwaite, Saint Joseph's University, Philadelphia, PA

Speakers: Melissa Goldthwaite, Saint Joseph's University, Philadelphia, PA, "The Art and Rhetorical Craft of Correspondence"

Bruce McComiskey, University of Alabama at Birmingham, "A Defense of Dialectic: Negotiation in Writing"

Ashley Evans, University of Wisconsin-Milwaukee, "Blurring Social and Academic Literacies: Visual Plagiarism, the Sharing Culture of the Internet, and the Net Generation"

Teaching Writing & Rhetoric

D.03 Embodiment, Disability, and the Idea of Normativity

Capri 103, First Floor

Chair: Pamela Saunders, University of Illinois at Urbana-Champaign

Speakers: Nicole Quackenbush, University of Wyoming, Laramie, "Self-Care as Student Care and Vice Versa: Risk, Response-ability, and Disability Disclosure in the FYC Classroom"

Catherine DeLazzer, Teachers College, Columbia University, Grafton, IL, "Writing Bodies in First-Year Composition and the World Beyond"

Pamela Saunders, University of Illinois at Urbana-Champaign, "Navigating Normativity: Two Case Studies of Writers on the Spectrum"

Teaching Writing & Rhetoric

D.04 Challenges for Writers from China and India

Capri 105, First Floor

Chair: Jill McKay Chrobak, Oakland University, Rochester, MI

Speakers: Yun Lin, Knox College, Galesburg, IL, "Exploring the Gap: Challenges Facing ESL Student Writers"

Moushumi Biswas, University of Texas at El Paso, "Conceptualizing FYC for Multilingual Writers: Focus on Students from the Indian Subcontinent"

Teaching Writing & Rhetoric

D.05 Meeting Writers Halfway: Experiences Working with the Upper-Division and Graduate Writing Student

Capri 106, First Floor

Chair: David Hawkins, University of Utah, Salt Lake City

continued on next page

Speakers: Paul Ketzle, University of Utah, Salt Lake City, “Saying What We Don’t Mean: Writing about The Simpsons, Hyper-Irony, and The Modern Era of Satire”

Maximilian Werner, University of Utah, Salt Lake City, “Writing about War and the Environment: ‘Teaching’ Controversial Subjects in Higher Education”

David Hawkins, University of Utah, Salt Lake City, “Workshopping the Thesis and Dissertation: Challenges in the Interdisciplinary Graduate Writing Classroom”

Information Technologies

D.06 Composing Works for Public(s): Employing Multimodal Technologies to Connect Students, Ideas, and Audiences in the First-Year Composition Classroom

Grande Ballroom G, First Floor

Chair: Michelle Robinson, University of Alabama, Tuscaloosa

Speakers: Ellie Isenhardt, University of Alabama, Tuscaloosa, “Choosing Public(s): Basic Writers’ Multimodal Compositions Working in Public Spaces”

Keri Mathis, Georgia Gwinnett College, Lawrenceville, “Re-Mediating Private Writing: Reflecting on a New-Media Themed First-Year Composition Course”

Jennie Vaughn, University of Alabama, Tuscaloosa, “‘Public-izing’ Student Writing: Revision via Multimodal Platforms”

Basic Writing

D.07 Approximating the University: Novices Practicing Knowledge in the Basic Writing Classroom

Royale Pavilion 7, First Floor

Chair: Karen Gocsik, Dartmouth College, Hanover, NH

Speakers: Cynthia Tobery, Dartmouth College, Hanover, NH, “Writing Together: How Collaboration Enhances (and Limits) Knowledge Construction”

Karen Gocsik, Dartmouth College, Hanover, NH, “Assembling Knowledge: How Novice Writers Practice Knowing”

Laura Braunstein, Dartmouth College, Hanover, NH, “Entering the Conversation: How Sources Support and Impede Learning”

Community, Civic & Public

D.08 Community-Based Rhetorics as Always/Already Public Work: African American and Chican@ Responses to Rhetorics of Racism, Oppression, and Silencing

Capri 104, First Floor

Chair: Marcos Del Hierro, Texas A&M, College Station

Speakers: Marcos Del Hierro, Texas A&M, College Station, “By Any Rhetorical Means Necessary: What Hip-Hop Technical Rhetorics Teach Us about Public Work”

Catalina Bartlett, Texas A&M, College Station, “Librotraficante or Book Trafficking: ‘Smuggling’ Chican@ Literatures and Rhetorics”

Victor Del Hierro, Texas A&M, College Station, “‘Let Me In!’: The Hip-hop Cipher as an Inclusive Rhetorical Practice”

Language

D.09 The Global Work of English

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

Chair: Chris Thaiss, University of California Davis

Speakers: Debarati Dutta, University of North Carolina, Charlotte, “Constituting Global Publics: Transcultural Exchanges in First-Year Writing”
Suzanne Malley, Columbia College, Chicago, “Translanguaging in a Globally-networked Learning Environment”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

D.10 Being There: The Rhetoricity of Queer Spaces, Identities and Bodies

Capri 107, First Floor

Chair: Trixie Smith, Michigan State University, East Lansing

Speakers: Simone West, Michigan State University, East Lansing, “What Psychogeographic Practices Have to Offer Queer Ways of Re-Imagining Relationships to Public and Social Spaces”

Madhu Narayan, Michigan State University, East Lansing, “From Metaphor to Materiality: The Rhetoricity of the Lesbian Herstory Archives”

Casey Miles, Michigan State University, East Lansing, “Queer Methodological Praxis: A Look into the Gender Project”

Kathleen Livingston, Michigan State University, East Lansing, “Developing an Erotic Vocabulary: Consent as a Queer Community-Based Approach”

Theory

D.11 Tracing Images: Public Production and Composing Rhetoric

Capri 108, First Floor

Chair: Dustin Morris, Oklahoma State University, Stillwater

Speakers: Danielle Smorol, Oklahoma State University, Stillwater, “A Rural Ghost Bike: Exploring the Intersection of Material Rhetoric and Place as Rhetoric”

Ben Smith, Oklahoma State University, Stillwater, “When Shields Become Weapons: The Rhetoric of Strength in Captain America”

Dustin Morris, Oklahoma State University, Stillwater, “A Public Image of Hope: Redefining Authenticity in the Digital Age”

Writing Programs

D.12 The New “Basic Writing”: A WAC/WID Program and Public Literacy

Capri 109, First Floor

Chair: Victor Villanueva, Washington State University, Pullman

Speakers: Laura Elmer, Auburn University, AL, “Composing Learning for Prospective Employers: The Uses of a Career ePortfolio Project”

Jay Lamar, Auburn University, AL, “Composing Research for a Public Audience: A Hybrid Genre for Public Discourse”

Margaret Marshall, Auburn University, AL, “Composing a University-wide Writing Initiative: Moving Within and Beyond the University”

Theory

D.13 Public Works and the Architectures of Composition

Capri 110, First Floor

Chair: Antonio Ceraso, DePaul University, Chicago, IL

Speakers: Antonio Ceraso, DePaul University, Chicago, IL, “Writing/Architecting: Structured Authoring and the Future of Writing Instruction”

Stephen Schneider, University of Louisville, KY, “A Public in Eclipse? Education and Public Works in the New Deal Era”

Jeff Pruchnic, Wayne State University, Detroit, MI, “Parametric Pedagogies: Adaptive Learning Environments and the New Architecture of Writing Instruction”

Andy Engel, Wayne State University, Detroit, MI, “Spatial Overload: Choice and Inscription in Mediated Public Spaces”

Theory

D.14 Expanding the Public Work of Composition: The Role of Rhetoric

Capri 111, First Floor

Chair: Jolivette Mecnas, University of La Verne, CA

Speakers: Judy Holiday, University of La Verne, CA, “The Public Sphere: A Fabric of Narrative Threads”

Jolivette Mecnas, University of La Verne, CA, “Reading and Composing Citizenship Genres as Spaces of Encounter”

Georganne Nordstrom, University of Hawai‘i Mānoa, “Rhetorical Sovereignty: Re-Writing Public Discourse”

Teaching Writing & Rhetoric

D.15 The Public Hopes of Composition

Capri 112, First Floor

Chair: Roseanne Gatto, St. John’s University, Queens, NY

Speakers: Adam Koehler, Manhattan College, Riverdale, NY

Tara Roeder, St. John’s University, Queens, NY

Daniel Collins, Manhattan College, Bronx, NY

Teaching Writing & Rhetoric

D.16 Taking On What We Take for Granted: Digital Portfolios, Digital Underlife, and Issues of Digital Copyright

Capri 113, First Floor

Chair: Janine Morris, University of Cincinnati, OH

Speakers: Janine Morris, University of Cincinnati, OH, “Technology and the Instructor: Private Use and Public Concern for Copyright”

Heather Williams, University of Cincinnati, OH, “Digital Composing and Process Pedagogy: Facilitating the Student as Curator”

Hollie Adams, University of Calgary, Alberta, Canada, “Lecture Unplugged: The Benefits and Consequences of Suppressing Digital Underlife”

Teaching Writing & Rhetoric

D.17 Lessons Learned: Three Genres and TETYC

Capri 114, First Floor

Chair: Jeffrey Sommers, West Chester University, PA

Speakers: Peter Wayne Moe, University of Pittsburgh, PA, “What Works for Me, and for that Matter, for Us”

Jeffrey Klausman, Whatcom Community College, Bellingham, WA, “Re-viewing Reviews: The Public Work of the Review Section of TETYC”

Jeff Sommers, West Chester University, PA, “The Instructional Note and the Professionalization of Two-Year College English Teaching”

Research

**D.18 Re-reading Christensen and Appalachian Textbooks:
Coding Risk in Basic Writing Progress**

Capri 115, First Floor

Chair: Patrick Ryan, Western Connecticut State University, Danbury

Speakers: Krista Bryson, The Ohio State University, Columbus, “Mythic Literacies: Re-Reading Appalachian Settlement School Textbooks”

Aimee Mapes, University of Arizona, Tucson, “Discourse Strategies: Coding Risk in Basic Writing Programs”

Patrick Ryan, Western Connecticut State University, Danbury, “Francis Christensen’s *A Generative Rhetoric of the Sentence: Fifty Years Later*”

Professional and Technical Writing

D.19 Medical Documentation as Persuasive Discourse

Capri 116, First Floor

Chair: Elizabeth L. Angeli, Towson University, Baltimore, MD

Speakers: Catherine Gouge, West Virginia University, Morgantown, “Improving Patient Discharge Instructions”

Debra Burleson, Baylor University, Waco, TX, “Transitions of Care: Negotiating the Discharge Summary”

Elizabeth L. Angeli, Towson University, Baltimore, MD, “The Public Writing of Emergency Medical Professionals”

Teaching Writing & Rhetoric

**D.20 Know–Speak–Listen - See: Breaching Literacy
Boundaries in the Composition Classroom**

Grande Ballroom E, First Floor

Chair: Rachel Meads-Jardine, University of Utah, Salt Lake City

Speakers: Melissa Helquist, Texas Tech University, Lubbock, “Seeing Absence: ASL’s Invisibility in a Deaf Linguistic Landscape”

Rachel Meads-Jardine, University of Utah, Salt Lake City, “Listening as Literate Practice: Insights from Blind and Low Vision Individuals”

Sundy Watanabe, University of Utah, Salt Lake City, “Speaking Out–Even Speaking at All: Transgressing Boundaries in a Multimodal Composition Classroom”

Tiffany Rousculp, Salt Lake Community College, UT, “Who Knows?: Disrupting the Security of Rhetorical Expertise in a Composition Classroom”

Research

D.21 Race and Writing Assessment: Cross-Disciplinary Frameworks for Impact Analysis

Grande Ballroom F, First Floor

Chair: Les Perelman, Massachusetts Institute of Technology, Lexington

Speaker: Nancy Glazer, Educational Testing Service, Princeton, New Jersey, “Bringing the Test to the Teachers: Building a Bridge to a Standardized Writing Test”

Mya Poe, The Pennsylvania State University, State College, “Legal and Philosophical Frameworks for Empirical Analysis: Validation of Use in Writing Assessment”

Doug Baldwin, Educational Testing Service, Princeton, NJ, “Aiming for Technical Quality in Writing Assessment: Questions and Some (Tentatively Proposed) Answers”

Respondent: Norbert Elliot, New Jersey Institute of Technology, Newark

Research

D.22 Research on Reflection and Composing in Teacher Development

Grande Ballroom C, First Floor

Chair: Charles Bazerman, University of California, Santa Barbara

Speakers: Charles Bazerman, University of California, Santa Barbara

Suzie Null, Fort Lewis College, Durango, CO

Kelly Simon, University of California, Santa Barbara

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

D.23 Using Architecture, TED, and Design Pedagogies to Teach Writing

Skybox 206, Second Floor

Chair: Jeff Naftzinger, Florida State University, Tallahassee

Speakers: Stacey Van Dahm, Philadelphia University, PA, “Adapting Design Pedagogies to the Writing Classroom”

Lauren Mitchell, Clemson University, Asheville, SC, “The Architectural Diagram as Rhetorical Invention”

Tim Jensen, The Ohio State University, Columbus, “In the Spirit of the Symposium: Public Presentation in the 21st Century”

Institutional and Professional

D.24 Understanding and Supporting New Teachers in Uncertain Times

Skybox 207, Second Floor

Chair: Jean Williams, Educational Testing Service (ETS), Lawrence Twp, NJ

Speakers: JT Cox, Florida State University, Tallahassee, “Apprenticeship of Response: How the Attitudes and Beliefs of Pre-Service Teachers Spill onto the Page”

Catherine Cucinella, California State University, San Marcos, “Legitimizing the Liminal Position of TAs”

Jean Williams, Educational Testing Service (ETS), Lawrence Twp, NJ, “Dilemmas in Increasing the African American Teaching Pool: Exploring Writing Strategies of African American Students”

Information Technologies

D.25 Between Making and Remaking: Copyright, Copyleft, and Multimodal Composition

Skybox 208, Second Floor

Chair: Donora Hillard, Wayne State University, Canton, MI

Speakers: L. Andrew Cooper, University of Louisville, KY, “Remake Culture: The Basic Work of Multimodal Composition in Media Studies”

Robin Evans, Wilberforce University, Dayton, OH, “Making Bricks Without Straw: Implementing Online Writing Instruction (OWI) using Open-sourced Tools”

Laural Adams, Bowling Green State University, OH, “The New Mission Impossible: OER and Ecoliteracy as Modes of Resistance to the Corporatization of Higher Education”

Institutional and Professional

D.26 The CWSA Diversity Project

Grande Ballroom D, First Floor

Chair: Asao Inoue, California State University, Fresno

Speakers: Charles Paine, University of New Mexico, Albuquerque

Rita Malenczyk, Eastern Connecticut State University, Tolland

Cristyn Elder, University of New Mexico, Albuquerque

Kathleen Ryan, University of Montana, Missoula

Respondent: Joseph Janangelo, Loyola University, Chicago, IL

Information Technologies

D.27 Procedural Rhetorics In, On, and About the Public Writing of Videogamers

Skybox 209, Second Floor

Chair: Richard Colby, University of Denver, CO

Speakers: Richard Colby, University of Denver, CO, “Gaming Literacies in Transmedia Shift”

Rebekah Shultz Colby, University of Denver, CO, “Gaming Literacies and the Ideologies of Play”

Jill Morris, Frostburg State University, Frostburg, MD, “Gaming as a Lens for Rhetorical Practice”

Basic Writing

D.28 Concurrent Literacies: Digital Literacy and Basic Writing

Grande Ballroom H, First Floor

Chair: Linda Howell, University of North Florida, Jacksonville

Speakers: Rachael Jordan, California State University Northridge, “Engaging in Digital Public Space: Facebook and Basic Writing Students”

Leslie Norris, Rappahannock Community College, Glenss, VA, “Research Study Results: The Effects of Digital Technology on Basic Writing”

Lauren Williams, CUNY Bronx Community College, NY, “Rethinking Basic Writing for a Digital Future: Replacing Assimilation with an Agenda of Empowerment”

Creative Writing

D.29 Experimental Writing/Experimental Teaching: Making Space for the Personal

Skybox 210, Second Floor

Chair: Peggy Woods, University of Massachusetts Amherst

Speakers: Claudia Ricci, University at Albany, SUNY, “Flip the Script on Life Stories”

Peggy Woods, University of Massachusetts, Amherst, “Mixing Rhetoric/ Mixing Poetics: Intersecting the Personal and the Academic”

Respondent: Sondra Perl, Lehman College, Bronx, NY

Information Technologies

D.30 Mobile, Social, Public: Understanding the Publicness of New Media Composition Practices

Skybox 211, Second Floor

Chair: Jason Kalin, DePaul University, Raleigh, NC

Speakers: Jordan Frith, University of North Texas, Denton, “Foursquare and Public Annotation: Understanding Location-Based Composition”

Meagan Kittle Autry, North Carolina State University, Raleigh, “(In)Visible Composing: Social Media and the Public Composition of Vernacular and Occluded Genres”

Jason Kalin, DePaul University, Raleigh, NC, “Walking and Writing in Place: Mobile Media and the Invention of Memory”

Institutional and Professional

D.31 Constructions of Composition Students as Exigencies for Change: Four Critical Perspectives on Going Public

Royale Pavilion 8, First Floor

Chair: Nicole Varty, Wayne State University, Detroit, MI

Speakers: Jessica Winck, Eastern Michigan University, Ann Arbor, “Constructions of Students Online: An Examination of Teacher-Generated Discourse”

Becky Morrison, Eastern Michigan University, Howell, “Exploring the Identity Formation of First-Year Writing Students”

Aylen Rounds, Eastern Michigan University, Ann Arbor, “Where Students Are: A Cross-Disciplinary Investigation of Seating Arrangement, Identity, and Performance in the Composition Classroom”

Kelly Waldschmidt, Eastern Michigan University, Ann Arbor, “Examination of a Summer Bridge Program: Student Identity and Transition”

History

D.32 Making the Translingual Past Visible: Counter-Histories of Writing Instruction

Grande Ballroom B, First Floor

Chair: Connie Kendall Theado, University of Cincinnati, OH

Speakers: Lisa Arnold, American University of Beirut, Lebanon, “A Case Study in Composition’s Transnational and Multilingual History: Writing Instruction at the American University of Beirut”

Lance Cummings, Miami University of Ohio, “Belletristic Rhetoric and Discourses of Language Acquisition: A Transdisciplinary Approach to Composition History”

Brian Ray, University of Nebraska at Kearney, “Americanization and Teacher-Training: Common Citizens as Proto-ESL Instructors”

Community, Civic & Public

D.33 Literacy in Context: African and Creole Discourse Practices

Skybox 212, Second Floor

Chair: Rachel Schwartz, Georgia Southern University, Statesboro

Speakers: Nora McCook, The Ohio State University, Columbus, “Literacy in Expansive Contexts: A Case for Creole in Haiti”

Tika Lamsal, University of Louisville, KY, “Imagining Alternatives: Cross-cultural and Multilingual Mediations in Refugee Literacies”

Megan Schoen, La Salle University, Lafayette, IN, “Making African Rhetorics Public: Discourse and Democracy in Botswana”

Community, Civic & Public

D.34 Public Work in Required Composition Classes: Three Pedagogical Possibilities

Royale Pavilion 6, First Floor

Chair: Charlotte Hogg, Texas Christian University, Fort Worth

Speakers: Callie Kostelich, Texas Christian University, Fort Worth, “Discovering Discourse: Analyzing and Evaluating Public Identities in the Composition Classroom”

Charlotte Hogg, Texas Christian University, Fort Worth, “Negotiating Public Work as WPA and Teacher: Community Engagement and the FYC Common Syllabus”

Christopher Foree, Texas Christian University, Fort Worth, “Citizen Brain: Shaping Students’ Civic Identity Through Public Writing and Reflection”

Open Working Meeting of the Task Force on Dual Credit/ Concurrent Enrollment Policy and Best Practices

Room 203, Second Floor

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

Chair: Christine Farris, Indiana University, Bloomington

E Sessions: 4:45–6:00 p.m.

Featured Speaker

Cecilia Rodríguez Milanés, University of Central Florida
Politics, Passion, Prose, and Poetry:
Readings and a Conversation
Grande Ballroom A, First Floor

Chair: Aja Martinez, Binghamton University,
Vestal, NY

Many of you may know Cecilia Rodríguez Milanés to be an inspiring teacher and leader, but she is also a writer whose work connects her with the diverse experiences of Latinas throughout the country as well as of those of all English teachers of writing. As an Associate Professor of English at the University of Central Florida, she has been involved in the CCCC for over 20 years and masterfully served as co-chair of the Latino Caucus from 1995 till 2007, editing the caucus newsletter *Capirotada* during this time. Her work is included in several anthologies, most recently the *Norton Anthology of Latino Literature*, and she was the 2009 Theodore Morrison Fiction Fellow at the Breadloaf Writers' Conference. Her important collection of short stories, *Marielitos, Balseros, and Other Exiles* (2009), was followed by her *Everyday Chica*, winner of the 2010 Longleaf Press Poetry Prize. As a writing professor and a former leader of the CCCC Latino Caucus, she has inspired Latinos everywhere with her generous spirit, which is particularly apparent not only in her teaching, but is seen in her writing, where she represents the everyday experiences of poor yet strong and proud Cuban Americans from New Jersey, all the way down to Miami, and to Cuba itself. Her winning personality matched by superb skills as a writer and poet inspire by bringing to light what others turn away from, dignifying the least of us. During this session, she will read from some of her works and engage us in conversation.



**Cecilia Rodríguez
Milanés**

Featured Interactive Roundtable

**Cross-Generational Connections among Retired Faculty,
Retiring Faculty, and the Emergent Professoriate:
Beginning a Conversation**

Royale Pavilion 5, First Floor

Co-Chairs: Louise Wetherbee Phelps, Old Dominion University, Norfolk, VA,
“Cross-Generational Connections among Retired Faculty, Retiring Faculty,
and the Emergent Professoriate: Beginning a Conversation”

Rochelle Rodrigo, Old Dominion University, Norfolk, VA

Co-sponsored by the SIG for Retired and Retiring Faculty

On March 19, 2012, *The Chronicle of Higher Education* issued a “special report” on “The Aging Professoriate.” Retired, retiring, and near to retiring faculty are not the only faculty who should care about the issues discussed in these articles. The context for this session is the continuing generational challenge in which senior faculty is retiring and the middle generation of advanced professors is relatively small compared to incoming new faculty. As this transition occurs, each generation has its own needs and its own potential contributions to make to the field and towards one another.

This interactive session, sponsored by the SIG for Retired and Retiring Faculty, invites you to join a conversation to identify the needs of faculty at different points in their careers and the ways generations can help each other to meet these needs. The goal is to think about these needs and contributions as potential interdependencies in order to encourage productive cross-generational relationships. This session will move from exploratory conversations to practical



Rochelle Rodrigo



Eric Bateman



**Beverly Derden
Fatherree**



Brent Henze



Joseph Janangelo



Derek Mueller



Donald Samson



Wendy Sharer

channels for creating these connections across professional generations. Of particular interest is how technology can enable making and fostering connections.

After introducing the session, participants will be asked to self-identify as beginning, mid-career, and senior/retired and retiring. Participants will be placed in cross-generational groups and move to tables to discuss the following questions:

- What are the needs of each generation?
- What kind of contributions might members of each generation make to the other groups?
- What methods and forums might facilitate cross-generational dialogue and support?



Louise Bown

Led by facilitators, groups will try to identify what organizations, departments, institutions, and members of the different faculty generations can each do to formulate these needs and problems and propose or enact practical ways to use cross-generational communication and interaction to solve them. At the SIG following this session, open to all generations, notes from the session will be used to develop an action plan.

Facilitators:

Eric Bateman

San Juan College, Farmington, NM

Louise Bown

Salt Lake Community College, UT

Beverly Derden Fatherree

Hinds Community College, Raymond, MS

Brent Henze

East Carolina University, Greenville, NC

Joseph Janangelo

Loyola University, Chicago, IL

Derek Mueller

Eastern Michigan University, Ypsilanti, MI

Donald Samson

Radford University, Orlando, FL

Wendy Sharer

East Carolina University,
Greenville, NC

Featured Session

Literacy and Public Policy

Grande Ballroom B, First Floor

Chair/Respondent: Kurt Spellmeyer, Rutgers University, Plainfield, NJ

We read a good deal these days about the plight of the humanities within higher education: colleges and universities have committed themselves headlong to those fields where the money is, such as in the STEM fields, and where benchmarks continually show our students unable to compete internationally. Legislators and other policy makers have publicly questioned the wisdom and the cost of having students spending their expensive college years majoring in the liberal arts. The United States is not alone, of course, in this quest to reduce higher education to vocationalism and profit-seeking. Indeed, the philosopher Martha Nussbaum has dubbed this moment in time a “worldwide crisis in education,” one in which democracy itself is threatened (*Not for Profit: Why Democracy Needs the Humanities*. 2012).

What is, broadly speaking, the future of the humanities in higher education? More precisely for our purposes, what future might we see for literacy studies, given the current climate? Our conference theme, “The Public Work of Composition,” prompts the question, “How might higher educational organizations in the humanities work productively to encourage public engagement with and support of literacy instruction?” If we define “literacy instruction” broadly to include both the production and consumption of texts (and “texts” to mean alphabetic and visual, print and digital), how successfully have organizations whose mission is to promote such literacy influenced public policy? This panel offers perspectives from key stakeholders: the Modern Languages Association, the National Council of Teachers of English and the Conference on College Composition and Communication.

In his remarks, Doug Hesse, a past Chair of CCCC, analyzes CCCC’s advocacy efforts beginning in the early 2000s that foregrounded strategic research as one



Doug Hesse



Kent Williamson



Rosemary Feal



Kurt Spellmeyer

of its means of persuasion. For various reasons—both internal, having to do with the nature of our discipline and its members, and external, concerning political and rhetorical realities—those efforts gained minimal traction. Yet it's not hopelessly naïve to imagine certain kinds of research that can yet stir stakeholders.

Our challenge in advocating for literacy studies, argues Kent Williamson, Executive Director of NCTE, is to resist the urge to direct our arguments internally, to those in our own professional community. Our traditions and structures tend to bias us towards thinking about the passage of a statement or resolution within our professional organizations as an end in itself. In most cases, this is just a first step in a much wider campaign. As we have come to understand that administrators across the disciplinary spectrum and state and national level policymakers are critical audiences, our advocacy strategies are necessarily shifting. Advocates for literacy studies gain authority when we make our case in cooperation with those outside of our discipline.

The Modern Languages Association, primarily known by the public for its style guidelines for citing and documenting resources, has a much wider role when it comes to literacy instruction. In this presentation, Rosemary Feal, Executive Director of MLA, will discuss the organization's historic mission, analyze the factors that come into play when higher education organizations work to encourage public engagement and support, and give an overview of what the MLA is doing today to reach our many publics.

Speakers:

Doug Hesse

Past Chair, Conference on College Composition and Communication
University of Denver

“Strategic Research for Disinclined Stakeholders: Lessons from a Quick and Spotted History”

Kent Williamson

Executive Director of the National Council of Teachers of English
“Speaking to Those outside our Discipline”

Rosemary Feal

Executive Director of the Modern Languages Association
“Public Engagement with Literacy Instruction, MLA Style”

Basic Writing

E.02 The Thin and Imaginary Border between Remedial and Degree-Credit Composition: Using Multiple Measures to Assess Student Readiness for College Reading and Writing

Capri 103, First Floor

Chair: Holly Hassel, University of Wisconsin, Wausau

Speakers: Joanne Giordano, University of Wisconsin Colleges, Wausau, “Ready or Not: The Inaccuracy of Standardized Tests in Placing Students in Remedial Courses”

Cassandra Phillips, University of Wisconsin-Waukesha, “Ready to Write: Multiple Measures and Learning the Writing Process”

Holly Hassel, University of Wisconsin Marathon County, Wausau, “Using Multiple Measures to Assess Student Readiness”

Basic Writing

E.03 Aligning Conversations: Local College-Readiness Initiatives

Capri 105, First Floor

Chair: Miriam Rowntree, University of North Texas, Keller

Speakers: Shawn Casey, Columbus State Community College, OH, “Implementing the Common Core State Standards: Notes from a High School / Higher Education Classroom Collaboration”

Lynne Rhodes, University of South Carolina, Aiken, “The South Carolina Alignment Project”

Robert Derr, Danville Community College, VA, “Bridging the Gap Between High School Writing and College Composition Courses: Basic Writing Programs That Will Help Increase Community Literacy”

Academic Writing

E.04 Public Works: How Writing Centers Build and Sustain Supportive Communities for Dissertators

Capri 106, First Floor

Chair: Katie Levin, University of Minnesota-Twin Cities

Speakers: Moira Ozias, University of Oklahoma, Norman

Katie Levin, University of Minnesota-Twin Cities

Nancy Karls, University of Wisconsin-Madison

Research

E.05 Research on Less Prepared or Less Successful Writers

Capri 107, First Floor

Chair: Paul Johnson, Winona State University, MN

Speakers: Ethan Krase, Winona State University, MN, “‘Getting By’: Case Studies of Two Writers Struggling from First-Year Composition to Writing in the Disciplines”

Paul Johnson, Winona State University, MN, “‘Getting By’: Case Studies of Two Writers Struggling from First-Year Composition to Writing in the Disciplines”

Mary French, Tarrant County College, Arlington, TX, “The First-Year Composition Course: Help for Those ‘Left Behind’”

Todd Snyder, Siena College, Rensselaer, NY, “Rhetoric(s) of the College Degree: Academic Ethos in Rural Appalachia”

Community, Civic & Public

E.06 “Going Public” with Pregnancy Rhetoric: Redefining Technical Communication, Historiography, and Community Action Research

Royale Pavilion 7, First Floor

Chair: Marika Seigel, Michigan Technological University, Houghton

Speakers: Marika Seigel, Michigan Technological University, Houghton, “‘This is not a how-to book’: Midwives, Doulas, and Feminist Research in Technical Communication”

Heather Adams, The Pennsylvania State University, State College, “Deepening Our Feminist ‘Ethics of Hope and Care’: The Means and Ends of Public Scholarship”

Jenna Vinson, University of Arizona, Tucson, “Putting Feminist Rhetorical Analysis to Public Use: Methods and Ethical Implications of Community Research Briefs”

Basic Writing

E.07 Basic Writer as Lightning Rod, Rosetta Stone, and Crucible: Access, Accountability, Hispanic-Serving Institutions, and Texas

Capri 104, First Floor

Chair: Susan Wolff Murphy, Texas A&M University-Corpus Christi

Speakers: Chimene Burnett, Texas A&M University-Corpus Christi, “Institutional Identity and the Basic Writer”

Susan Wolff Murphy, Texas A&M University-Corpus Christi, “Evaluation of a Basic Writing Program”

Chelsea Mikulencak, Texas A&M University-Corpus Christ, Corpus Christi, TX, “Evaluation of a Basic Writing Program”

Michelle Garza, San Antonio College, TX, “(Re)Evaluating the Public: An Examination of Current Approaches to the Teaching of Writing and Argument”

Writing Programs

E.08 Supporting Integrated Writing Research through Rhizomatic Literate Activity

Grande Ballroom G, First Floor

Chair: Joyce Walker, Illinois State University, Normal

Speakers: Kristi McDuffie, Illinois State University, Normal, “The Grass-roots Writing Research Journal (GWRJ)”

Emily Johnston, Illinois State University, Normal, “The Writing Instruction Exchange (WIE)”

Summer Qabazard, Illinois State University, Normal, “The Mobile Composition and Community Action Project (MCCAP)”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

E.09 Writing and/as Design: Identity Events in the Margins

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

Chair: Sidney Dobrin, University of Florida, Gainesville

Speakers: Raul Sanchez, University of Florida, Gainesville, “Writing the Postcolonial Event”

Maria Rogal, University of Florida, Gainesville, “Designing Identity: Mayans Write Their Culture”

Respondent: Laurie Gries, University of Florida, Gainesville

Community, Civic & Public

E.10 Same Work, Different Publics: Producing Community Journalism

Capri 108, First Floor

Chair: Michael Benton, Bluegrass Community and Technical College, Lexington, KY

Speakers: Danny Mayer, Bluegrass Community and Technical College, Lexington, KY, “Academic Labor in the Community”

Beth Connors-Manke, University of Kentucky, Lexington, “Developing Writers in the Community”

Wesley Houpp, Middle Tennessee State University, Murfreesboro, “Water-shed Moments: Writing Rivers and Community in Advanced Comp”

Teaching Writing & Rhetoric

E.11 Moving Genres: Public and Academic Writing in College Classes

Capri 109, First Floor

Chair: Lydia Wilkes, Indiana University, Bloomington

Speakers: Christopher Basgier, Indiana University, Bloomington, “Integrating Personal Writing and Academic Writing through Meta-Genre”
Erin Hadlock, United States Military Academy, West Point, NY, “From Public Servant to Private Citizen: How Military Genres Shape the Rhetorical Knowledge of Student-Veterans”

Lydia Wilkes, Indiana University, Bloomington, “From Popular to Civic: The Social Actions of Video Games and Memoir”

Respondent: Carolyn Miller, North Carolina State University, Raleigh

Teaching Writing & Rhetoric

E.12 The Pleasures of Teaching Composition: Reading and Responding to Student Writers

Grande Ballroom E, First Floor

This session will be interactive, with participants reading a student draft and engaging in a dialogue about student writing.

Chair: Nancy Sommers, Harvard University, Cambridge, MA

Speakers: Chris Anson, North Carolina State University, Raleigh
Paul Kei Matsuda, Arizona State University, Tempe
Howard Tinberg, Bristol Community College, Fall River, MA
Nancy Sommers, Harvard University, Cambridge, MA

Basic Writing

E.13 Social Connectedness and Student Support: Enhancing Success and Retention in the Transition to College-Ready

Capri 110, First Floor

Chair: Erin Lehman, Ivy Tech Community College, Columbus, IN

Speakers: Hope Parisi, Kingsborough Community College/ CUNY, Brooklyn, “Competing and Converging Rhetorics: A Writing Tutorial for Taking a Student Support Services and Basic Writing Collaboration Public”
Zandree Stidham, University of New Mexico-Los Alamos, “This Is Why We Leave. This Is Why We Stay.: Forces Impacting the Trajectory of Transitioning Developmental Students”

Lynn Shelly, Indiana University of Pennsylvania, “Marginality and Matter-ing: Basic Writing as Public Work”

Academic Writing

E.15 From Resource to Resourcefulness: English-Library Collaboration to Improve Student Learning in Library Instruction

Capri 111, First Floor

Chair: Reid Sunahara, Kapiolani Community College, Honolulu, HI

Speakers: Reid Sunahara, Kapiolani Community College, Honolulu, HI
Porscha dela Fuente, Kapi’olani Community College, Honolulu, HI, “Mainstreaming Learning and Library Instruction in an ALP Classroom”
Joyce Tokuda, Kapi’olani Community College, Honolulu, HI

Community, Civic & Public

E.16 More than Just Another Research Site: How Transnationalism is Challenging New Literacy Studies

Capri 112, First Floor

Chair: Christa Olson, University of Wisconsin-Madison

Speakers: Kate Viera, University of Wisconsin-Madison, Madison, WI, “How Literacy Alienates Migrants in Transnational Contexts”

Christa Olson, University of Wisconsin-Madison, “Animating Interests: Literacy Training, Walt Disney, and the Pursuit of Hemispheric Stability”

Amy Wan, Queens College, CUNY, Flushing, NY, “Bread Baking as Literacy Myth Busting”

History

E.17 Sister Resisters: A Rhetorical Record of Women Writing for Public Reform

Royale Pavilion 4, First Floor

Chair: Catherine Hobbs, University of Oklahoma, Norman

Speakers: Anna Gurley, University of Oklahoma, Norman, “Know One Another: Jane Addams, the Social Claim, and Burkean Identification”

Rachel Jackson, University of Oklahoma, Norman, “Angie Debo, Native Representation, and Anti-Communist Censorship in the Federal Writers’ Project”

Bridget O’Rourke, Elmhurst College, Chicago, IL, “Un-Settling Americanism: Hilda Satt Polacheck’s Narrative Revision of the Settlement Experience”

Respondent: Catherine Hobbs, University of Oklahoma, Norman

Institutional and Professional

E.18 Public Mission, Private Funds: Saving the Community College Mission in an Age of Privatization

Capri 113, First Floor

Chair: Keith Kroll, Kalamazoo Valley Community College, MI

Speakers: Lisa Mahle-Grisez, Sinclair Community College, Dayton, OH, “Public Mission, Private Funds: The Growing Impact of Venture Philanthropy on Composition as Illustrated by The Gates Foundation’s Completion Agenda”

Andrea Osteen, Mesa Community College, Scottsdale, AZ, “Making Private Public: Teaching in the For-Profit Sector”

Keith Kroll, Kalamazoo Valley Community College, MI, “The End of the Community College English Profession”

Teaching Writing & Rhetoric

E.19 “A little less conversation and a little more action please.”: A Guerrilla Pedagogy That Arms Students with QR Codes, Public Art, and Visual Rhetoric

Capri 114, First Floor

Chair: Paul Muhlhauser, McDaniel College, Westminster, MD

Speakers: Vanessa Cozza, Washington State University, Pullman, ““Could art change the world?”: The Rhetoric of Public Street Art and Student Engagement”

Ruijie Zhao, Parkland College, Champaign, IL, “Teaching through the Revolving Door of Public/Private Work: A Basic Writing Spatial and Visual Approach”

Paul Muhlhauser, McDaniel College, Westminster, MD, ““More information please’: QR Codes, Digital Vandalism, and Getting the Word Out”

Information Technologies

E.20 University of California Online Education: A Report and Assessment from Writing Faculty

Capri 115, First Floor

Chair: Jonathan Alexander, University of California, Irvine

Speakers: Natalie Schonfeld, University of California, Irvine

Emily Rogers, University of California, Irvine

Carl Whithaus, University of California, Davis

Daniel Gross, University of California, Irvine

Ava Arndt, University of California, Los Angeles

Kathie Levin, University of California, Irvine

Research

E.21 Video Methodologies: Researching on the Tube

Royale Pavilion 6, First Floor

Chair: Geoffrey Carter, Saginaw Valley State University, MI

Speakers: Robert Leston, New York City College of Technology, New York, “The Context”

Sarah Arroyo, California State University at Long Beach, “The Challenges”

Bahareh Alaei-Johnson, California State University at Long Beach, “Two Approaches: The ‘Displays’”

Community, Civic & Public

E.22 Socially Networked Writing and Rhetorical Ecologies

Grande Ballroom H, First Floor

Chair: Kacie Kiser, Arizona State University, Tempe

Speakers: Scott Kowalewski, Virginia Tech, Blacksburg, “Writing Publics, Public Writing: Considering Online Forums as Specialized Publics in Existing Rhetorical Ecologies”

Joannah Portman Daley, University of Rhode Island, Kingston, “Working to Save the North Woods: Social Media-Based Civic Action and Why Some Students Can’t See the Forest for the Trees”

Katharine Rodger, University of California, Davis, “Writing Ourselves into Citizens: Writing, Social Media, and Environmental Activism”

Phill Alexander, Michigan State University, East Lansing, “Authors Assemble: Using The Facebook Games Model to do the Public Work of Collaborative Writing”

History

E.23 Brother(s) . . . Outsider(s): Rhetorics in the Public Work of Social and Political Movements

Capri 116, First Floor

Chair: Michelle Bachelor Robinson, University of Alabama, Tuscaloosa

Speakers: Michelle Bachelor Robinson, University of Alabama, Tuscaloosa, “Second Look: Reconsidering Booker T. Washington . . . His Words and His Work”

Syreeta Lyons-Burns, University of Alabama, Tuscaloosa, “Bayard Rustin: a Pluralistic Identity amid a World Binaries”

Kevin Browne, Syracuse University, NY, “Harlem’s West Indian Outsiders: Vernacular Rhetoric and the Politics of Integration”

Respondent: Keith Gilyard, The Pennsylvania State University, College Park

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

E.24 Global Literacies Cross-cultural Rhetoric, and International Students in the American University and Beyond

Skybox 206, Second Floor

Chair: Joe Wagner, Bowling Green State University, OH

Speakers: Angela Rounsaville, University of Central Florida, Orlando, “Finding a Place of Praxis for a Global Literacy Curriculum”

Jada Augustine, California State University, Northridge, “The Public Value of Teaching Writing in an Intensive English Program: A Problem of Transferability to the FYC Classroom”

Chalice Randazzo Green, Texas Tech University, Lubbock, “Listening, Laying Beside, and Turning Back: Critically Reflexive Outcomes of Cross-Cultural Conversations”

Institutional and Professional

E.25 Preprofessionalism and the Graduate Student Editor

Grande Ballroom C, First Floor

Chair: Summar Sparks, The University of North Carolina at Greensboro

Speakers: Jenna Pack, University of Arizona, Tucson, “The Structure of Service: What is the Role of the Graduate Student Editor?”

Summar Sparks, The University of North Carolina at Greensboro, “The Graduate Editor as a ‘Public’ Figure”

Elizabeth Knauss, University of Delaware, Newark, “Making the Jump: Where Does the Preprofessionalized Graduate Go?”

Victor Villanueva, Washington State University, Pullman, “Making the Jump: Where Does the Preprofessionalized Graduate Go?”

Shane Borrowman, The University of Montana Western, Dillon, “Launching and Landing: Editing and the New Assistant Professor”

Respondent: Melissa Ianetta, University of Delaware, Newark

Theory

E.26 Rhetorical Futures: Revisiting Attachments, Reinvigorating Commitments, Revising Disciplinary Narratives

Skybox 207, Second Floor

Chair: Kellie Sharp-Hoskins, Illinois State University, Normal

Speakers: Kellie Sharp-Hoskins, Illinois State University, Normal, “Disciplinary Attachments: Recognizing Stability and Change within Rhetoric and Composition”

Kathleen Daly, Illinois State University, Normal, “Contending with Change and the Imperative for Permanence”

Chris Mays, Illinois State University, Normal, “Reasserting Rhetoric: Theoretically, Pedagogically”

Writing Programs

E.27 Perceptual Presence: Creating Exceptional Teaching and Tutoring in an Online Modality

Skybox 208, Second Floor

Chair: Melody Pickle, Kaplan University, Davenport, IA

Speakers: Joni Boone, Kaplan University, Davenport, IA, “Video Feedback and the Implications of Presence”

Melody Pickle, Kaplan University, Davenport, IA, “Developing Social Presence in the Writing Center”

Kurtis Clements, Kaplan University, Davenport, IA, “Understanding Social Presence”

Information Technologies

E.28 Are There No Teachers Here?: Automating Teaching and Assessment

Skybox 209, Second Floor

Chair: Garrett Nichols, Texas A&M University, College Station

Speakers: Ben Fink, University of Minnesota, Minneapolis, “Faking It: How We Get Fooled When We Argue About AES (Automated Essay Scoring), and What We Need to Know so We Won’t Get Fooled Again”

Robert (Robin) Brown, University of Minnesota, Minneapolis, “Faking It: How We Get Fooled When We Argue About AES (Automated Essay Scoring), and What We Need to Know so We Won’t Get Fooled Again”

Philip Andrew Klobucar, New Jersey Institute of Technology, Newark, “Predictable Readers: Semantic Technologies, Information Theory and the Art of the Essay”

Sharla Sava, The Cooper Union, New York, NY, “Outsourcing Composition: How Elite Educational Vendors Teach Writing”

Institutional and Professional

E.29 Keeping It Together: Supporting Practices of Community in a Writing Department

Skybox 210, Second Floor

Chair: Marilee Brooks-Gillies, Michigan State University, East Lansing

Speakers: Marilee Brooks-Gillies, Michigan State University, East Lansing, “Transparency Leads to Togetherness: Cultivating Community through a Culture of Openness”

Elizabeth Keller, Michigan State University, East Lansing, “What Do We Know about Mentoring?: Student Perspectives of Mentoring in a Professional Writing Program”

Matthew Novak, Michigan State University, East Lansing, “A Teacher-Outcomes Rubric and Self-Directed Mentorship: Overcoming a One-Size-Fits-Most Approach to Mentoring Writing Teachers”

Information Technologies

**E.30 Authorship, Ecologies, and Infrastructures:
21st Century Applications of Wikis in Rhetoric
and Composition**

Grande Ballroom D, First Floor

Chair: Rik Hunter, St. John Fisher College, Rochester, NY

Speakers: Matthew Vetter, Ohio University, Athens, “Wikipedia as Web Ecology: Parasitism, Stewardship, and Symbiosis”

Thomas Sura, West Virginia University, Morgantown, “Engagement Portfolios: Using Wikis to Foster Inquiry-Based Service Learning”

Rik Hunter, St. John Fisher College, Rochester, NY, “The Public Work of Wiki-Writing: Cultural Competencies in Collaborative Knowledge Production”

Language

E.31 Questioning English Instruction Abroad and at Home

Skybox 211, Second Floor

Chair: Josh Lederman, Wellesley College, MA

Speakers: Libby Anthony, Virginia Tech, Blacksburg, “Conceptualizing and Representing Students: An Exploration of the Evolution of ‘ESL’ in Composition Studies”

Corey McCullough, University of New Hampshire, Durham, “Giving Without Taking Away: What Factory Americanization Classes (1915–1920) Can Tell Us about Workplace ESL Today”

Elisabeth Piedmont-Marton, Southwestern University, Georgetown, TX, “The Limits of Liberal Literacy Pedagogies in a Global Context: Lessons from Vietnam”

Seokhee Cho, Middle Tennessee State University, Murfreesboro, “A Voice from the Expanding-Circle English”

Teaching Writing & Rhetoric

E.32 Digital Pedagogy: Rhetorical Analysis and Assessment

Skybox 212, Second Floor

Chair: Vanessa Calkins, University of Central Florida, Orlando

Speakers: Chelsea Skelley, The University of North Carolina at Greensboro, “Reconsidering (Again) Delivery in a Digital World: Rethinking Rhetorical Analysis Assignments of PSAs”

Vanessa Calkins, University of Central Florida, Orlando, “Assessing Multimedia Projects in First-Year Composition: Rationale as Rubric”

Ann O’Bryan, California State University Northridge, “Video Games in the Composition Classroom: Overcoming Sexism, Racism, and Violence”

Institutional and Professional

E.33 Succession, Confession and Conflict in WPA Work

Royale Pavilion 8, First Floor

Chair: Angela Petit, Idaho State University, Pocatello

Speakers: Laura Brady, West Virginia University, Morgantown, “Planning for Success(ion) in Writing Program Administration”

Angela Petit, Idaho State University, Pocatello, “No Writing Program Is an Island: Viewing Composition’s Challenges in Relation to Larger Institutional Structures”

Information Technologies

E.34 Pedagogy in a New Key: Fanfiction, Comics, and New Media Composition

Skybox 201, Second Floor

Chair: Patty Wilde, University of New Hampshire, Durham

Speakers: Brittany Kelley, University of Louisville, KY, “Hermione Granger is ‘My’ Beta: Affective Economies, Heteroglossia, and the Pedagogical Potential of Online Harry Potter Fanfiction”

Christine Alfano, Stanford University, CA, “Teaching New Media Writing in a New Key: Reevaluating the Pedagogy of Multimodal Writing Instruction”

Open Working Meeting of the International Writing Centers Association

Room 203, Second Floor

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

Co-Chairs: Kevin Dvorak, Nova Southeastern University, Ft. Lauderdale, FL
Nathalie Singh-Corcoran, West Virginia University, Morgantown

Special Interest Groups

6:30–7:30 p.m.

TSIG.01 2013 CCCC Community Literacy, Service-Learning, and Public Rhetorics SIG

Capri 104, First Floor

Co-Chairs: Cindy Mooty, Wayne State University, Detroit, MI
Allen Brizee, Loyola University, Baltimore, MD

TSIG.02 Appalachian Rhetoric, Composition, and Literacy Special Interest Group

Capri 105, First Floor

Co-Chairs: Sara Webb-Sunderhaus, Indiana-Purdue University, Fort Wayne
Krista Bryson, The Ohio State University, Columbus

TSIG.03 Association of Undergraduate Rhetoric and Writing Studies Majors

Capri 106, First Floor

Co-Chairs: Thomas Moriarty, Salisbury University, MD
Tim Peeples, Elon University, NC
Helen Foster, University of Texas, El Paso

TSIG.04 Council on Basic Writing (CBW)

Capri 107, First Floor

Co-Chairs: Sugie Goen-Salter, San Francisco State University, CA
J. Elizabeth Clark, LaGuardia Community College, NY

TSIG.05 Disability Studies Special Interest Group (SIG)

Capri 108, First Floor

Co-Chairs: Amy Vidali, University of Colorado, Denver
Margaret Price, Spelman College, Decatur, GA

TSIG.06 ENGICOMM SIG

Capri 109, First Floor

Co-Chairs: Mya Poe, The Pennsylvania State University, State College
Neal Lerner, Northeastern University, Brookline, MA

Stephen Bucher, University of Southern California, Los Angeles, CA
Marie Parreti, Virginia Tech, Blacksburg

TSIG.07 Kenneth Burke Society at CCCC

Capri 110, First Floor

Chair: Ethan Sproat, Purdue University, West Lafayette, IN

TSIG.08 Language, Linguistics, and Writing

Capri 111, First Floor

Co-Chairs: Deborah Rossen-Knill, University of Rochester, NY

Craig Hancock, SUNY Albany

Rei Noguchi, California State University, Northridge

TSIG.09 Medical Rhetoricians

Capri 103, First Floor

Chair: Barbara Heifferon, Louisiana State University, Baton Rouge

TSIG.10 National Archives of Composition and Rhetoric

Capri 113, First Floor

Co-Chairs: O. Brian Kaufman, Quinebaug Valley Community College, CT

Robert Schwegler, University of Rhode Island, Kingston

**TSIG.11 Retired and Retiring Faculty in Rhetoric/
Composition/Writing Studies SIG**

Grande Ballroom B, First Floor

Co-Chairs: Louise Wetherbee Phelps, Old Dominion University, Smithfield, VA

Carol Lipson, Syracuse University, NY

TSIG.12 Rhetoric, Basic Writing, and Student Athletes

Capri 115, First Floor

Co-Chairs: Cassie Wright, University of Arizona, Tucson

J. Michael Rifenburg, University of Oklahoma, Norman

TSIG.13 Rhetoric's Histories: Traditions, Theories, Pedagogies, and Practices

Capri 116, First Floor

Co-Chairs: Michal Reznizki, University of California, Davis

Lois Agnew, Syracuse University, NY

TSIG.14 Teaching in Prison: Pedagogy, Research and Literacies

Skybox 206, Second Floor

Co-Chairs: Laura Rogers, Albany College of Pharmacy, NY
Tobi Jacobi, Colorado State University, Fort Collins

TSIG.15 The Role of Reading in Composition Studies

Skybox 207, Second Floor

Co-Chairs: Debrah Huffman, Indiana University-Purdue University,
Fort Wayne
Ellen Carillo, University of Connecticut, Mansfield
Mike Bunn, University of Southern California, Los Angeles

TSIG.16 Women's Network Special Interest Group (SIG)

Skybox 208, Second Floor

Co-Chairs: Holly Hassel, University of Wisconsin Marathon County
Kristin Bivens, City Colleges of Chicago, Chicago, IL
Morgan Gresham, University of South Florida at St. Petersburg

TSIG.17 Writing about Writing: FYC as Introduction to Writing Studies

Skybox 209, Second Floor

Co-Chairs: Elizabeth Wardle, University of Central Florida, Orlando
Barb Bird, Taylor University, Upland, IN

TSIG.18 NSSE Special Interest Group

Skybox 201, Second Floor

Co-Chairs: Robert M. Gonyea, Indiana University, Purdue
Paul Anderson, Elon University, NC
Chris Anson, North Carolina State University, Raleigh
Charles Paine, University of New Mexico, Albuquerque

TSIG.19 Open-Source/Creative Commons Writing Textbooks

Skybox 210, Second Floor

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

**TSIG.21 Multilingual Writers in Transition: Improving
Cross-Institutional Agreements and Collaborations**

Capri 112, First Floor

Co-Chairs: Steve Simpson, New Mexico Tech, Socorro, NM
Todd Ruecker, University of New Mexico, Albuquerque

**TSIG.22 Progressive Approaches to Grammar, Punctuation, and
Usage**

Skybox 212, Second Floor

Chair: Joseph Salvatore, The New School, Jackson Heights, NY

Thursday Evening Events

Scholars for the Dream Reception

Grande Ballroom F, First Floor

6:00 p.m.–7:00 p.m.

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.