**2014 CCCC Workshops**

Morning: 9:00 a.m. – 12:30 p.m.

*Institutional and Professional*  
**MW.01 Overcoming the “Impostor Syndrome”: Opening Professional Paths for Graduate Students  
Marriott Downtown, Illinois Room, First Floor**

Graduate students plan and teach many first-year composition courses, are expected to present at conferences, and are expected to publish. They must do all of this while they are struggling to complete coursework, write a thesis or dissertation, and apply for jobs. John Guillory argues that this early push toward professionalization exerts premature pressure upon graduate students. Worse still, as Gregory Colon Semenza observes, though expected to fulfill many of the roles of professors in the field, graduate students occupy the position of “apprentices”; they are denied legitimacy, and they are often not even educated about how to engage in the professional activities they are expected to perform. Although many universities have “introduction to scholarship” courses, the time allotted to professionalizing activities is often insufficient.

This workshop is designed to provide information and training and training for graduate students facing professionalizing activities. All of the facilitators engaged in professional activities (teaching, publishing in peer-reviewed journals, and presenting at conferences) while still in school, and many of the facilitators are currently in graduate school. One of our facilitators is creating a website to assist other graduate students with professional activities (http://www.gradosphere.org). In the workshop, we focus on conference presentations, publications, and preparing for the job search. Participants will leave the workshop with sample job letters, CVs, and statements of teaching philosophy. In addition, they will receive lists of possible publication venues, and handouts featuring advice on professionalizing activities.

***Chair:*** Rose Gubele, University of Central Missouri, Warrensburg   
***Workshop Leaders:*** Mindy Myers, Central Michigan University, Mount Pleasant  
Dustin Bissell, Central Michigan University, Mount Pleasant   
Donny Winter, Central Michigan University, Mount Pleasant  
Colleen Green, Central Michigan University, Mount Pleasant   
Michelle Campbell, Purdue University, West Lafayette, IN  
Chris Wiesman, Central Michigan University, Mount Pleasant

*Teaching Writing & Rhetoric*  
**MW.02 Breaking Down Barriers and Enabling Access: (Dis)Ability in Writing Classrooms and Programs  
JW Marriott, Room 207, Second Floor**

Disability is too often seen as an individual problem that needs to be fixed at an individual level, rather than by modifying social environments themselves. This workshop will provide research-informed examples of building accessibility within writing classrooms and programs in order to mobilize scholarship, tools, and methods for providing access within the academy.

Participants will experience two roundtable sessions that focus on a variety of pedagogical and programmatic issues such as multimodality in online spaces, universal design, multisensory teaching, and writing program administration. Each roundtable session will be prefaced by interACTive performances of access (drama-inspired, interactive vignettes meant to incite conversation about issues of access and disability). As such, this workshop is more than a theoretical playpen; it demonstrates practices of accessibility and invites participants to co-create such praxis for their own programs and classrooms.

***Workshop Leaders:*** Melanie Yergeau, University of Michigan, Ypsilanti   
Dale Katherine Ireland, The Graduate Center, City University of New York, NY  
Elizabeth Brewer, The Ohio State University, Columbus   
Nicole Green, University of Nebraska-Lincoln   
Susan Naomi Bernstein, Arizona State University, Tempe   
Allison Hitt, Syracuse University, NY  
Hilary Selznick, Illinois State University, Normal   
Sushil Oswal, University of Washington Tacoma   
Valerie Lotz, University of Alabama, Huntsville   
Amy Vidali, University of Colorado Denver   
Bre Garrett, University of West Florida, Pensacola   
Tara Wood, University of Oklahoma, Norman  
Melissa Helquist, Salt Lake Community College, UT  
Brenda Brueggemann, University of Louisville, KY  
Patricia Dunn, State University of New York, NY  
Craig A. Meyer, Ohio University, Athens  
Stephanie Kerschbaum, University of Delaware, Newark

*Community, Civic & Public*  
**MW.03 Prison Networks: Broadcasting Why Prison Writing Matters  
JW Marriott, Room 205, Second Floor**

Our 2014 workshop uses the theme of broadcasting—metaphorically and literally—to address what happens behind the razor wire and prison gates of carceral communities. Bringing together novice and veteran prison writing teachers and community partners to share emerging research and teaching trajectories, this workshop focuses on the opportunities and challenges we face as we literally “stand up” and “broadcast” (ultimately via radio) what we do and how we listen and respond to the voices of those in prison. Our goal this year is to “broadcast” the work of this workshop beyond what is done at the conference by reading, sharing, and responding to the voices of incarcerated writers.

The workshop will focus on three areas: 1) the power of writing to be a disruptive (and productive) force throughout carceral communities as incarcerated writers broadcast their words through a network of constraining forces; 2) the writing of incarcerated women as both constrained by and connected to academic communities who attempt to broadcast this work; 3) how the digital humanities can help us “broadcast” and distribute prison research and activist work across and beyond scholarly forums.

The day will include a presentation from Rebecca Ginsburg, Director of the Education Justice Project, the making of a radio show designed around an interactive session reading and responding to the work of incarcerated writers, opportunities to connect with teachers and researchers via roundtable sessions led by Patrick W. Berry, Shannon Carter, Kim Drake, Cory Holding, Deborah Mutnick, Sherry Robertson and Laura Rogers, and a symposium featuring Ashley Lucas of the Prison Creative Arts Program, Wendy Wolters Hinshaw, and Katie Klarreich from ArtSpring on a collaborative project that has allowed them to network the writing of incarcerated women writers with university students.

The workshop will provide opportunities for participants to network with others and address issues related to their own programs and agendas.

***Co-Chairs:*** Patrick Berry, Syracuse University, NY  
Laura Rogers, Albany College of Pharmacy and Health Sciences, NY

***Workshop Leaders:*** Patrick Berry, Syracuse University, NY, "Prison Research and the Digital Humanities"  
Shannon Carter, Texas A&M University-Commerce, "When the Writing Researcher is Incarcerated: Fieldnotes From the Inside"  
Kathie Klarreich, ArtSpring, Florida City, FL, "Writing Across Communities: Connecting Prison and University Classrooms Through"  
Ashley Lucas, University of Michigan, Ann Arbor, "Writing Across Communities: Connecting Prison and University Classrooms Through"  
Cory Holding, University of Pittsburgh, PA, "Prison Research and the Digital Humanities"  
Deborah Mutnick, Long Island University, NY, "The Transitions Project: Building a University Partnership with Public High School for Youth Offenders"  
Kimberly Drake, Scripps College, Claremont, CA, "Writing Workshops and the Politics of Censorship"  
Laura Rogers, Albany College of Pharmacy and Health Sciences, NY, "The Arthur Kill Alliance (AKA): Working Within and Against Carceral Constraints"  
Sherry Robertson, University at Arkansas at Little Rock, "Writing His Way Out: An Inmate’s Story of Survival"  
Erin Alana Schroeder, University of Illinois at Urbana-Champaign, "Education Justice Project Radio Show"  
Rohn Koester, The Education Justice Project, Urbana, IL, "The Education Justice Project Radio Show"  
Rebecca Ginsburg, Education Justice Project, Urbana, IL, "Broadcasting the Voices of Incarcerated University Students"  
Wendy Hinshaw, Florida Atlantic University, Boca Raton, "Giving the Voiceless a Voice"  
Wendy Hinshaw, Florida Atlantic University, Boca Raton, "Writing Across Communities: Connecting Prison and University Classrooms Through"

*History*  
**MW.04 Opening the Archives: Considering Questions of Access, Space, and Connection(s)  
JW Marriott, Room 206, Second Floor**

This year’s National Archives of Composition and Rhetoric (NACR) workshop will focus on conducting archival research, drawing on a key theme raised in the 2013 workshop: accessing and sharing archival spaces and resources. In this workshop, we will hear from an academic library archivist about questions to ask and issues to consider when building such collections. Related to building archival collections, we will also consider the importance of creating and collecting multimodal artifacts, such as sound recordings and new media genres; to that end, we will hear from one of the co-founders of the Rhetoric and Composition Sound Archives (RCSA), who will discuss some of the benefits and challenges of such work for the field.

The workshop will begin with facilitators and participants introducing themselves and describing their background in archival work, current archival projects they are working on, and particular issues that they are facing in their research. We will then hear from a composition historian, a co-founder of an archive and an academic archivist who will highlight key questions raised in this proposal about issues of access. Participants will then have the opportunity to participate in two roundtables focused on themes relevant to their current archival work: 1. Primary Documents Part I (focusing on what questions to ask of primary documents, conducted by an academic library archivist), 2. Primary Documents Part II (discussing and drawing initial conclusions based on a set of primary documents drawn from the NACR), 3. Teaching Archival Research Strategies to Undergraduate/Graduate Students, 4. Working with Librarians to Use Special Collections, 5. Using Technology to Interpret Primary Documents, and 6. Funding and Publishing Archival Research. The workshop will conclude with a discussion about contributing to the NACR’s recent efforts to link archival resources online, and to extend conversations about current archival research projects beyond the workshop setting.

***Co-Chairs:***Katherine Tiribassi, Keene State College, NH  
Michelle Niestepski, Lasell College, Newton, MA  
***Workshop Leaders:*** O. Brian Kaufman, Quinebaug Valley Community College, Canielson, CT  
Tarez Samra Graban, Florida State University, Tallahassee  
David Gold, University of Michigan, Ann Arbor   
Margaret Strain, University of Dayton, OH  
Michael-John DePalma, Baylor University, Waco, TX  
Suzanne Bordelon, San Diego State University, CA  
Ryan Skinnell, University of North Texas, Denton  
Robert Schwegler, University of Rhode Island, Kingston  
Rodney Obien, Keene State College, NH

*Teaching Writing & Rhetoric*  
**MW.05 Opening Doors for Multimodal Composers: Intellectual Property and Fair Use in the Classroom  
Marriott Downtown, Michigan Room, First Floor**

In this workshop, participants will explore strategies for designing and teaching assignments that engage with intellectual property issues, especially assignments in which students remix previously created content. The workshop applies flexibly to teaching with a variety of modes, ranging from text essays that integrate multiple text sources to interactive multimedia extravaganzas. In small groups led by members of the CCCC Intellectual Property Caucus, participants will work through guided brainstorming sessions, hands-on activities, and classroom case scenarios. The workshop will increase your confidence and knowledge regarding 1) how copyright law applies to multimodal composing assignments; 2) how to craft multimodal assignments that help students become engaged and enthusiastic composers in today's intellectual property climate; and 3) how to get further practical help with these issues after returning home.

We’ve designed the workshop to be welcoming and mutually enriching for instructors who are new to multimodal composing/intellectual property and for experienced multimodal instructors. The workshop content is applicable to a wide variety of teaching contexts, including first-year composition, advanced composition, and professional/technical writing. Participants can use this workshop to brainstorm future assignments or bring existing assignments and materials to share, especially those who bring flash drives or are prepared to share their materials online. Laptops and tablets are welcomed but not required!

***Workshop Leaders:*** Scott Nelson, University of Texas at Austin   
Jennifer Michaels, The Ohio State University, Columbus   
Laurie Cubbison, Radford University, VA  
Lanette Cadle, Missouri State University, Springfield   
Kyle Stedman, Rockford College, IL

*Language*  
**MW.06 Opening Spaces for Multilingual Students: Creating Pathways for Transition  
JW Marriott, Room 208, Second Floor**

We can feel the increase in international student numbers on our campuses: the Institute of International Education 2012 Open Doors Report indicates a 6% jump in international undergraduates at U.S. universities in just one year. And these students are arriving on our campuses through a diverse set of paths (including through intensive English programs and outside partners/recruiters such as Kaplan), something writing program administrators must consider as they adapt their programs to serve a more linguistically diverse student population.

In our consideration of the linguistic needs of international students, we must be conscious to include the population of resident L2 students, a group traditionally marginalized in U.S. universities due in part to the fact that their numbers are uncounted. The attention created by international students on our campuses offers us an opportunity to reimagine the writing experiences of our students through the lens of the multilingual writer. And for the CCCC community, recent scholarship repositioning multilingualism and language difference (Horner, Lu and Matsuda 2010) creates an opportunity to address the growing L2 population in our programs from a stance of inclusion. While traditional approaches to curricula for L2 students has been to create separate paths (Matsuda 1999), this new understanding of the enduring multilingual nature of our campuses encourages us to think inclusively about our students, recognizing both differences and commonalities in what they bring to our programs.

This workshop invites participants to consider the pathways all of our linguistically diverse students take into and through our programs. And because best practices for writing programs are highly contingent on institutional and regional contexts, presenters and participants will be invited to share pre-workshop questions, engage in discussion/activities during the workshop, and continue to share ideas and resources in a post-workshop wiki. Participants will come away from this workshop with practical ideas for creating avenues that are open and sensitive to linguistic difference.

The opening Speaker will present findings from research on adolescent multilingual writers in US secondary schools, focusing on the transition from high school to college. Drawing upon data from her recent studies, as well as national trends, she'll provide a comparison of how the students' writing instruction and identities are shaped at the high school and then at the college-university level. Participants will consider the trajectories of multilingual students at the secondary level, as well as gain insights into the instructional constraints that often exist in high schools. To close, the presenter will lead the group in discussing innovative strategies for building collaborative partnerships (including school-university collaborations, WAC/WID initiatives, international student transition programs, etc.) in orderto aide a range of multilingual students as they encounter transitional points in their educational careers.

Following the opening discussion, participants will break out into one of three roundtables: (1) transitioning from an L2 writing class to disciplinary writing; (2) understanding how resident L2 and international student writers transition into higher education; and (3) positioning the writing center as a constant in L2 writer experience. Each roundtable will run for 55 minutes, a break will follow, and the roundtables will repeat so that participants can then work with a second table.

The workshop will conclude with the co-chairs bringing discussion from the tables to bear on the CCCC Statement on Second Language Writing. An afternoon workshop, “Opening Spaces for Multilingual Students: Curricular Designs and Pedagogical Innovations for First-Year Classrooms and Beyond” continues this discussion, shifting the focus to course design.

***Co-Chairs:*** Christina Ortmeier-Hooper, University of New Hampshire, Durham  
Haivan Hoang, University of Massachusetts Amherst   
Deirdre Vinyard, Emily Carr University of Art and Design, Vancouver, British Columbia, Canada  
***Workshop Leaders:*** Rebecca Lorimer Leonard, University of Massachusetts, Amherst, "Writing Centers as L2 Constant"  
Heather Fitzgerald, Emily Carr University of Art and Design, Vancouver, British Columbia, Canada, "Writing Centers as L2 Constant"  
Todd Ruecker, University of New Mexico, Albuquerque, "The Politics of Transition"  
Tanita Saenkhum, University of Tennessee, Knoxville, "Facilitating Students’ Transition from First-Year L2 Writing to Writing in the Disciplines"  
Deirdre Vinyard, Emily Carr University of Art + Design, Vancouver, British Columbia, Canada, "Writing Centers as L2 Constant"  
Michael Schwartz, St. Cloud State University, MN, "The Politics of Transition"

*Language*  
**MW.07 Crossing BW/ESL/FYW Divides, II: Pedagogical and Institutional Strategies for Translingual Writing  
JW Marriott, Room 209, Second Floor**

This workshop, a sequel to the successful 2013 CCCC half-day workshop on “Crossing BW/ESL/FYW Divides: Exploring Translingual Writing Pedagogies and Programs,” brings together leading teacher-scholars and interested participants involved in or contemplating efforts at instituting translingual approaches to language difference in writing in their institutional arrangements, writing pedagogies, and curricula. This workshop will be devoted to considering three specific approaches to designing translingual pedagogies/curricula and three specific accounts of efforts to change institutional policies and practices to foster and support translingual approaches to language difference in writing.

Workshop speakers and small group facilitators include Suresh Canagarajah (Penn State), Gail Shuck (Boise State), John Trimbur and Tamera Marko (Emerson College), Jay Jordan (U of Utah), Chris Gallagher and Matthew Noonan (Northeastern U), Min-Zhan Lu (U of Louisville), Paul Kei Matsuda (Arizona State), Dylan Dryer (U of Maine), Patricia Bizzell (College of the Holy Cross), Kate Mangelsdorf (U of Texas El Paso), Bill Lalicker (West Chester U), and Juan Guerra (U of Washington).

Workshop participants will address the following questions:

What specific pedagogical and curricular strategies can individual teachers and curriculum designers deploy to develop translingual pedagogies?

How might courses make use of the resources of mixes of students institutionally identified as BW, ESL, or English monolingual FYW in exploring and developing writers’ agency in producing meaning?

How might teachers and WPAs encourage a more receptive reaction to the aims of translingual writing from faculty and institutional administrators outside writing programs?

What relationship might there be between efforts at instituting writing programs taking a translingual approach and accrediting agencies?

On a website available to all of those registered to participate in the workshop by March 1, 2014, the workshop chair (Bruce Horner) will post materials on which speakers’ presentations are based, a working bibliography, and a summary and review of the discussions emanating from the 2013 workshop. Those registering for the workshop will be directed to that site and asked to familiarize themselves with all these materials in advance of the workshop.

***Workshop Leaders:*** Gail Shuck, Boise State University, ID  
Bruce Horner, University of Louisville, KY  
Chris Gallagher, Northeastern University, Boston, MA  
Suresh Canagarajah, The Pennsylvania State University, University Park   
Min-Zhan Lu, University of Louisville, KY  
Jay Jordan, University of Utah, Salt Lake City

Matt Noonan, Northeastern University, Boston, MA  
John Trimbur, Emerson College, Boston, MA  
Tamera Marko, Emerson College, Boston, MA  
*Discussion Leaders:* Kate Mangelsdorf, University of Texas at El Paso

Juan Guerra, University of Washington, Seattle   
Paul Kei Matsuda, Arizona State University, Tempe   
Patricia Bizzell, College of the Holy Cross, Worcester, MA  
William Lalicker, West Chester University, PA  
Dylan Dryer, University of Maine, Orono

*Research*  
**MW.08 Coding for Data Analysis  
Marriott Downtown, Florida Room, First Floor**

Whether for assessment of student writing or for language-based research, coding is an important tool for teachers and scholars of writing studies. Coding—systematically categorizing and labeling words, phrases, or passages in an oral or written text—helps researchers analyze all their material, rather than just reacting to vivid portions of it; it helps researchers make their theory and their relationship to it explicit. Coding gives researchers an all-important transitional phase between gathering that material and analyzing it.

Enthusiastic audience response to our panel presentation at the 2013 CCCC made clear the need for a follow-up workshop. In last year's panel we explained the potential importance of coding to a wide range of scholars in writing studies, described how we approach coding language data in our own research, and shared some examples of coded data.

We have now designed a Wednesday morning (9:00 a.m.–12:30 p.m.) workshop that provides hands-on instruction in coding. Designed both for those who have never coded before and those who are already underway, the workshop will help teachers and scholars overcome whatever challenges they may encounter when coding their own language data. Whether you are just starting to try to make sense out of a tangle of language data or you are trying to sift out nuances from data you have already analyzed, this workshop will provide you with strategies and techniques for carrying your work forward.

Because our research backgrounds in writing studies are diverse, we are able to provide a range of perspectives on coding and to address a wide range of questions. More important, we will work with you on your own transcribed data, so please feel free to bring your laptop. If you don't have your own data to work on, that's OK. We'll have data that you can use during the workshop.

***Workshop Leaders:*** Rebecca Moore Howard, Syracuse University, NY

Karen Lunsford, University of California-Santa Barbara   
Jason Swarts, North Carolina State University, Raleigh   
Jo Mackiewicz, Auburn University, AL   
Rebecca Rickly, Texas Tech University, Lubbock

*Research*

**MW.09 Designing Undergraduate Research Projects and Programs in Writing Studies**  
**JW Marriott, Room 203, Second Floor**

The CCCC Committee on Undergraduate Research (CUR) proposes a Wednesday-morning workshop to provide participants with strategies and practical advice for instituting, facilitating, sustaining, and marketing undergraduate research projects and programs in writing studies. We draw on Laurie Grobman and Joyce Kinkead’s definition of undergraduate research to frame this workshop: “the educational and comprehensive curricular movement that involves students as apprentices, collaborators, or independent scholars in critical investigations using fieldwork and discipline-specific methodologies under the sponsorship of faculty mentors” (Profession 2011). In light of Grobman and Kinkead’s argument that our field(s) has been slow to embrace undergraduate research and the CCCC-CUR’s charge to foster a culture of undergraduate research in writing studies, the purpose of this workshop is to help jumpstart undergraduate research in writing studies on more campuses by helping participants learn from successful existing initiatives as they design their own. As such, the workshop will further the CCCC’s priority of promoting undergraduate research in writing studies.

This workshop seeks to address the following question: How do successful undergraduate research mentors and programs attract students to undergraduate research, build institutional and monetary support, engage other faculty in prioritizing and mentoring student research, teach research to students, and showcase that research in their departments and institutions? Using a blended bazaar and charrette format, the workshop presents ten contributors -- leaders and innovators in undergraduate research in writing studies who will report on project or program designs from their own experience -- and includes an RNF-like charrette session in which workshop contributors and participants will brainstorm institution-specific program and project designs that participants can return to their campuses and launch.

The workshop will open with a brief introduction to undergraduate research as well as contributor and participant introductions that identify key questions and concerns from participants. The workshop will then be given over to a 1.5-hour bazaar session with each contributor at a different table. Contributors will offer 10-minute multimodal presentations (e.g., including posters, videos, demonstration materials, handouts, photo-essays) explaining a particular program innovation or some aspect of undergraduate research projects and programs that their work has been especially effective in facilitating. Participants will move around the room to experience various short presentations and contributors will offer their presentation a number of times during the bazaar. Examples of what these presentations will focus on include the following:

* The use of institutional goals and program outcomes to iteratively develop an undergraduate research program
* The use of program development cycles to shape an institution’s future commitments to undergraduate research
* Developing marketing and PR for an undergraduate research program
* The role that faculty mentorship and institutional support can play in introducing students to academic culture and developing them for graduate studies
* Putting undergraduate research at the center of peer tutor development in Writing Centers
* Developing mentorships and introducing students to the notion of undergraduate research
* Innovative student projects that have been created at a number of institutions
* Fundraising and building student involvement in programs, from a variety of perspectives.

In the second major part of the workshop, contributors and participants will move into a 1-hour design charrette, forming small groups to brainstorm particular project and program designs at participants’ institutions. Similar to RNF discussions, each group will have a contributor and a small number of participants so as to devote extensive attention to each participant’s particular institutional situation and ideas for developing undergraduate research there. Groups will be developed in advance of the workshop by matching contributor specialty with participant needs, in order to honor the charrette ethos of intensely focused and productive design conversation.

Finally, the workshop will conclude with a group discussion of innovative ideas reached in the charrette, for the purpose of cross-pollination and further brainstorming. Participants will leave the workshop with concrete strategies and plans for taking next steps in building undergraduate research projects and programs in writing studies in their own institutions.

***Chair:*** Doug Downs, Montana State University, Bozeman   
***Workshop Leaders:*** Doug Downs, Montana State University, Bozeman  
Heather Bastian, The College of St. Scholastica, Duluth, MN  
Leigh Ryan, University of Maryland, College Park   
Lauren Fitzgerald, Yeshiva University, New York, NY   
Tim Peeples, Elon University, NC  
Joyce Kinkead, Utah State University, Logan   
Patti Hanlon-Baker, Stanford University, CA  
Jessie Moore, Elon University, NC  
Holly Ryan, Penn State University-Burks

**Afternoon: 1:30 p.m. – 5:00 p.m.**

*Information Technologies*  
**AW.01 Flipping the Classroom: Philosophy, Pedagogy, Praxis, and Production  
JW Marriott, Room 202, Second Floor**

The flipped classroom continues to attract attention in both the academic arena and the media, yet questions regarding how best to implement such a classroom continue to emerge. In this half-day workshop, designed for those who are curious about flipped pedagogy but unsure what is involved or how to begin, you will develop a philosophical and pedagogical foundation for flipping the writing classroom and will practice techniques used to produce materials for such a classroom. The workshop will be divided into three parts: experiencing the flipped classroom to build foundational knowledge, discussing the implications and practicalities of the flipped model, and creating videos or screencasts for your own classroom.

Because the workshop operates on the flipped approach, you should allow time to watch three short videos (approximately five minutes each) before attending the workshop. Also in advance of the session, you will receive links to appropriate free or free-to-try software, which you will learn to use during the workshop. You are strongly encouraged to bring your own laptop, preferably with a built-in video camera.

this workshop)

***Workshop Leaders:*** Christina Grimsley, Texas Woman's University, Denton  
Chris Friend, University of Central Florida, Orlando   
Susan Crisafulli, Franklin College, IN

*Institutional and Professional*  
**AW.02 Open(ing) Conversation: What are the Threshold Concepts of Composition?  
JW Marriott, Room 204, Second Floor**

Now more than ever, the content of writing courses is the subject of extensive discussion by policymakers, news stories, teachers, and students. Education “reform” efforts ranging from the Common Core State Standards to the Degree Qualifications Profile (a set of competencies for students at the AA, BA, and MA level funded by the Lumina Foundation) outline what students should learn about writing throughout their educational careers.

In response, writing scholars have examined how (or whether) what students learn in writing courses “transfers” to other writing situations, and they have attempted to clarify disciplinary boundaries as a way of gaining recognition and influence for the field (e.g., Bizzell, Worsham, Kopelson, Cook; North; Phelps). The persistent examination of writing, writing instruction, and the field of writing studies has not, however, resulted in a comprehensive sense of what researchers in the field consider to be its core knowledge, the concepts critical to study of and participation in writing at the postsecondary level. This workshop, and the larger book project from which it arises, engage participants in an extended discussion about what our field’s core knowledge is.

Naming what we know and believe about writing has real, immediate, and important implications for the ways that writing is conceptualized and taught. In addition, naming what we know has potentially immediate consequences for people outside and inside our field, and for public discussions about writing and how writing is taught, learned, and assessed. Naming what we know can help us find clearer ways of talking about what we do and know to colleagues, students, and other stakeholders and parties who are interested in writing, how people use writing, and how people become effective writers.

The lens of “threshold concepts” provides one way of attempting to engage in this work of naming what we know as a field. “Threshold concepts” are an idea initially developed by education researchers Ray Meyer and J.F. Land, to examine these questions. Threshold concepts are concepts that are critical for epistemological participation in a discipline. Threshold concepts have key characteristics: they are troublesome, leading learners to question previous ways of understanding; integrative, enabling the establishment of new connections between ideas; transformative, leading to new ways of seeing and understanding; and irreversible (Meyer and Land; Perkins).

In this highly interactive workshop, attendees will dialogue with participants in an ongoing crowd-sourced book project that attempts to answer these two critical questions: What are critical concepts associated with writing? And how can these concepts be used to improve curricula, assessments, professional development, and other writing-related efforts?

This workshop is facilitated by the co-editors and contributors to an in-progress, partially crowd-sourced book project. 37 scholars initially participated in a wiki conversation in early 2013 to attempt to name some of our field’s threshold concepts. The results of that wiki conversation were synthesized into five primary threshold concepts. Of the 37 contributors, 18 are included in this workshop and will speak with attendees about how and why they have identified certain threshold concepts.

The workshop opens with brief overviews by the project co-editors that outline threshold concept theory, highlight one overarching threshold concept (i.e., “writing is a subject of study”) that underlies all other others addressed in the session, outline the five threshold concepts identified in the crowd-sourced wiki discussion, and overview some implications of naming and using threshold concepts in Writing Studies.

The workshop that follows will be broken into two parts:

Part I: Identifying and Discussing Threshold Concepts in Writing Studies (1 hour)

Part II: Using Threshold Concepts in the Work of Writing Studies (1.5 hours)

Part I: Identifying Threshold Concepts (1 Hour)

During Part I, some of the workshop leaders (who participated in the online wiki conversation) will lead discussions at five tables around the room. Groups at each table will discuss one threshold concept identified during the wiki project:

1. Writing is a social and rhetorical activity
2. Writing speaks to situations and contexts through recognizable forms associated with those situations
3. Writers and readers create and recreate meanings through texts and technologies
4. Writing must be learned and is not perfectible
5. Writing enacts and creates, reflects and perpetuates, identities and ideologies

Session attendees will choose two threshold concepts tables and spend 30 minutes at each table. At each table, they will receive a written handout defining the concept and its constituent elements, which will form a starting point for an interactive dialogue. Participants and table leaders will discuss the threshold concept—its nature, complexities, areas of agreement and disagreement.

Part II: Using Threshold Concepts in the Work of Writing Studies (1.5 hours)

In Part II, participants will consider how they might use threshold concepts to accomplish disciplinary work. Part II will begin with brief (5 minute) presentations focusing on the application of the threshold concepts framework in specific sites:

● Threshold Concepts in First-Year Composition

● Threshold Concepts in Outcomes-Based Undergraduate Education

● Threshold Concepts in Writing Majors

● Threshold Concepts in Graduate Education

● Threshold Concepts in Writing Assessment

● Threshold Concepts in the Writing Center

● Threshold Concepts in Professional Development

Following these brief presentations, workshop attendees will move into small discussion groups led by the above presenters in order to explore ways they can apply threshold concepts in their daily disciplinary work. Participants will leave these discussions with specific ideas for forwarding their initiatives by drawing directly on threshold concepts.

Notes from the workshop will be compiled and posted online in an effort to engage members of the field in an ongoing discussion of what our threshold concepts are, and what types of knowledge and claims we agree and disagree about.

***Discussion Leaders:*** Shirley Rose, Arizona State University, Tempe

Tony Scott, Syracuse University, NY  
Susanmarie Harrington, University of Vermont, Burlington   
Kevin Roozen, University of Central Florida, Orlando   
Dylan Dryer, University of Maine, Orono   
John Duffy, University of Notre Dame, IN   
Workshop Leaders: Doug Downs, Montana State University, Bozeman, "Threshold Concepts in First-Year Composition"  
Heidi Estrem, Boise State University, ID, "Threshold Concepts in Outcomes-Based Undergraduate Education"  
Rebecca Nowacek, Marquette University, Milwaukee, WI, "Threshold Concepts in the Writing Center"  
Peggy O'Neill, Loyola University, Baltimore, MD, "Threshold Concepts in Writing Assessment"  
Elizabeth Wardle, University of Central Florida, Orlando, "Threshold Concepts in Writing Majors"  
Kara Taczak, University of Denver, CO, "Threshold Concepts in Graduate Education"  
Linda Adler-Kassner, University of California, Santa Barbara, "Threshold Concepts in Professional Development"  
Kathleen Blake Yancey, Florida State University, Tallahassee, "Threshold Concepts in Graduate Education"  
John Majewski, University of California, Santa Barbara, "Threshold Concepts in Professional Development"  
J. Blake Scott, University of Central Florida, Orlando, "Threshold Concepts in Writing Majors"  
Liane Robertson, William Paterson University, Wayne, NJ, "Threshold Concepts in First-Year Composition"  
Bradley Hughes, University of Wisconsin-Madison, "Threshold Concepts in the Writing Center"

*Writing Programs*  
**AW.03 Independent Writing Units: Exploring Options  
JW Marriott, Room 205, Second Floor**

Shall we stay or shall we go? Increasingly, writing studies specialists housed in English departments are seeking “independence.” In this workshop, seven faculty members from a variety of free-standing writing departments and programs will assist registrants in considering the implications of unit separation. Grounded in awareness that unit separation can be a radically local matter and that “full” department status may not be possible or even desirable everywhere, this workshop will not endorse a particular version of the writing unit, but rather position registrants to play leadership roles in discussions about unit independence on their own campuses. The workshop will be concerned with the implications of independent programs for the broader discipline, for individual institutions with diverse missions and curricula, and for individuals at all ranks facing significant professional change.

Facilitators will explore with registrants the diversity of thriving models of the free-standing unit; questions raised within the scholarly debate on independent writing units; and challenges to separation that range from the economic, to the curricular, to the interpersonal, to the personal. Both break-out and plenary sessions will afford an opportunity to collaboratively think through the perspectives of various stakeholders before and during efforts to separate—from precariously positioned junior and adjunct faculty to high-level administrators. Registrants and facilitators will consider ways to frame independence efforts beyond interpersonal and disciplinary disagreement, situating key decision-makers to focus not on inter-faculty conflict but forward toward opportunity—for students, faculty, and the institution.

***Workshop Leaders:*** Barry Maid, Arizona State University, Tempe  
Peter Vandenberg, DePaul University, Chicago, IL  
Justin Everett, University of the Sciences, Parkside, PA  
Jeremy Schnieder, Morningside College, Sioux City, IA  
Leslie Werden, Morningside College, Sioux City, IA  
Blake Scott, University of Central Florida, Orlando  
Cindy Moore, Loyola University Maryland, Baltimore

*Institutional and Professional*  
**AW.04 Faculty Development and Composition Scholars: Creating Campuswide Impacts and Expanding Career Opportunities  
JW Marriott, Room 206, Second Floor**

Facilitated by a team of composition and rhetoric scholars from around the US engaged in cross-disciplinary faculty development work on their campuses, this workshop provides writing instructors and WPAs with an opportunity to learn about a) current research and best practices in teaching and learning and instructional consultation and b) career opportunities in faculty development that can leverage our training and expertise. This group has a forthcoming article in a special issue of CCC on The Profession and offered a successful workshop on this topic at the 2013 CCCC, indicating strong interest in this topic. We have revised the session slightly in response to evaluations of that session and trends in the field.

Workshop Overview: Composition scholars rarely work solely within their departments. They often direct programs that serve students from every corner of the campus—and sometimes beyond. They often work to educate faculty colleagues from across all campus disciplines in WAC programs. Sometimes, they must also educate administrators. And frequently, they serve their campuses in broader, faculty development and instructional consultation roles. In addition, faculty development and instructional consultation has proven to be a fertile alternative career path for many trained in composition and rhetoric. These scholars are particularly well-qualified for faculty development/instructional consultation work because of the nature of writing instruction and the pedagogical emphasis of composition and rhetoric. Yet the field of composition and rhetoric has not harnessed many of the insights provided by research in teaching and learning and in instructional consultation. Our goals are thus for participants to leave this workshop a) understanding the role of the instructional consultant and b) seeing connections between this work and the field of rhetoric and composition. Participants will also acquire new techniques and approaches to faculty development work and expanded knowledge of resources to help with their own faculty development efforts.

Session Description:

The workshop will begin with a one-hour introductory period in which we will 1) briefly get to know attendees; 2) define faculty development and basic duties associated with it; 3) describe a set of basic best practices in cross-campus faculty development; and 4) provide insights into opportunities for careers in faculty development. Next, attendees will participate in four 30-minute round-robin breakout sessions on the specific strategies and programs described below. Participants will have the opportunity to reflect on individual priorities and move among the various facilitators’ tables in order to maximize the workshop’s relevance to their needs.

Facilitator One: Using Maslow and “Need to Know” as a Basis for Designing Writing Instructor and/or New Faculty Orientation(s). Facilitator One will involve workshop participants in creating specific learning outcomes suited to their own orientation programs, whether they be for new or returning writing instructors or for faculty new to the university. Each participant will leave this working session with not only a skeleton set of outcomes, but also with a deeper understanding of the range of possible outcomes (based on the work of L. Dee Fink, author of Creating Significant Learning Experiences), how to approach the development of learning outcomes (based on the work of Ken Bain, author of What the Best College Teachers Do), and a way of evaluating the worthiness of each outcome (based on Abraham Maslow’s “Hierarchy of Needs”).

Facilitator Two: Creating a Campus Culture that Values the Scholarship of Teaching and Learning. Facilitator Two, a rhet/comp scholar and faculty development center director from a large research university in the Southeast, will lead participants in stakeholder analysis activities regarding their own campus cultures to identify opportunities for, barriers to, and motivations for encouraging collaborative SoTL research among their colleagues. Participants will experiment with models for linking individual faculty member development “strategic plans” with SoTL engagement, based on the facilitator’s contention that faculty members often become more purposeful in their use of campus faculty development resources and in their engagement with interdisciplinary SoTL projects when those activities relate directly to challenges they face on a daily basis in their own classrooms (e.g. teaching and grading written assignments, teaching with new media, etc.).

Facilitator Three: Beyond Carrots and Sticks: Adult Education Theory as a Basis for Working with Faculty and TAs. Facilitator Three will provide a mini-overview of the seven principles of adult learning (as developed by educators like Freire, Knowles, Horton, and Brookfield, among others) and the usefulness of these principles in designing and surviving faculty/TA training and development efforts. This active-learning session will both model and discuss the approaches that adult learning theory offers and how they can help those of us engaged in a wide variety of faculty-to-faculty or TA training work; each participant will leave the workshop with a set of new approaches to use in their faculty development work and with a plan for using these approaches on their home campuses.

Facilitator Four: Faculty Development in WAC and WID Programs. Facilitator Four, a writing program administrator at a midsize private research university that recently transitioned from a traditional first-year composition program to a WAC-style general-education curriculum, will lead participants in an examination of their institutions’ WAC and WID programs and the pedagogical messages they convey. Participants will be introduced to strategies for improving WAC and WID programming through a faculty development lens and will share strategies and perspectives on the topic.

Facilitator Five: Collaborative Writing and Faculty Development. Facilitator Five will describe a trending initiative: faculty writing groups. This facilitator has experience as a WPA, writing center director, and WAC director and has been guiding faculty writing groups for four years. These programs include regular weekly group meetings, retreats, camps, and individual consultations. Facilitator 5 will involve the workshop participants in a planning exercise in order to create goals and activities for their own faculty writing group retreat.

***Workshop Leaders:*** Kimberly Emmons, Case Western Reserve University, Cleveland, OH  
Susan K. Hess, Hobart and William Smith Colleges, Geneva, NY  
Claire Lamonica, Illinois State University, Normal   
Michele Eodice, University of Oklahoma, Norman  
Melody Bowdon, University of Central Florida, Orlando

*Information Technologies*  
**AW.05 From emma to Marca: Technology and Pedagogy in a Decade of Open-Source Writing Software Development  
JW Marriott, Room 207, Second Floor**

At a time in which one-size-fits-all proprietary course management and online learning systems are increasingly dominating the higher education landscape, what does open source have to offer that might allow you, your program, and your institution to develop technological solutions that are customized to your pedagogical goals and practices? This workshop will provide writing and composition studies professionals from a range of backgrounds an opportunity to work with Marca, a suite of open-source tools developed specifically for writing and composition classes; to reflect on the pressures technology and pedagogy exert on one another; and to develop an ethical understanding of the role played by open access/source in educational institutions. Through a highly interactive and experiential half-day program, participants will have the opportunity to identify how Marca could further concrete course or programmatic learning and assessment objectives. Then, using the Marca “sandbox,” participants will set up a test course and create a peer review activity that will provide practice working with a customizable tool that has the potential for on-going, crowd-sourced development.

Who We Are:

<emma>, the Electronic Markup and Management System developed at the University of Georgia and used in writing and composition courses there and elsewhere for over a decade, represents continuous technological development and implementation driven by pedagogical best practices. Since its inception, <emma>has been built with open source tools so that the results of our efforts could be shared, adapted, and improved. In 2009, with the founding of a non-profit organization, the Calliope Initiative, to facilitate inter-institutional collaboration on the project, we took an important step in our ongoing efforts to expand the development community beyond UGA. Moving forward, members of the development community will contribute to Marca, the common code base, and <emma> will continue as the institution-specific implementation of Marca at UGA. For other institutions, Marca now provides an inexpensive individual course option that gives teachers and students an integrated suite of tools designed specifically for writing.

As <emma> has evolved into Marca, the project has become integrated with several facets of the writing programs, the English department, and UGA's broader teaching mission. It has facilitated the implementation of an innovative and highly successful portfolio-based assessment model, provided a valuable source of graduate student professional development, and cultivated in-house expertise, particularly in the areas of e-portfolios and peer review, that further fuels departmental and programmatic research and development projects. This workshop is designed to help others working in the field to consider what implementation of Marca and "in-sourcing" development of learning technology could offer their programs and institutions. We will consider the benefits and the challenges of building solutions that are adaptable and responsive to context and maintain the potential for innovation driven by both theory and practice.

Who Should Attend?

Writing program stakeholders, including faculty, administrators, graduate students, and learning technology specialists, will benefit from participating in the workshop as teams in order to think holistically about integrating program goals with technology development.

Workshop Agenda:

a. Issues Roundtable (1 hour)

As preparation for the hands-on activities in the workshop, we will begin with a roundtable discussion that frames the key issues and concerns for using open source tools:

1) From Theory to Practice in Open-source Code Development

2) Technology and Pedagogy in the Development of Peer Review and Assessment

3) Technology and Pedagogy in the Development of Writing Rubrics

4) Teachers, Writers, Developers and E-Portfolio Composition and Assessment

5) Intellectual Property and Privacy Concerns in Open Access Policy

b. Brainstorming (30 minutes)

In breakout groups, workshop participants will generate ideas about their pedagogical, assessment, and programmatic goals and connect those goals to a technology “wish list”. What tools, features, or affordances would be most valuable for your pedagogical philosophy and local needs and concerns? This brainstorming will provide direction for a peer review activity.

c. Building (45 minutes)

This section of the workshop will focus on a pedagogy most writing and composition programs share in common, peer review. Using the Marca “sandbox,” breakout groups will be able to set up an account and a test course. Then, the groups will design a peer review exercise customized to their assessment and learning outcomes using Marca's robust peer review tool.

d. Practice (45 minutes)

Participants will use Marca to peer review the digital materials they have brought with them using the peer review prompts and rubrics they create.

e. Reflection and Discussion (30 minutes)

The full group will reconvene for a reconsideration of the issues and ideas raised in the roundtable and brainstorming in light of the hands-on experience with Marca for the peer review activity.

***Chair:*** Christy Desmet, University of Georgia, Athens

***Workshop Leaders:*** Robin Wharton, The Calliope Initiative, Inc., Atlanta, GA, "Intellectual Property and Privacy Concerns in Open Access Policy"  
Christy Desmet, University of Georgia, Athens, "Teachers, Writers, and Developers Create Electronic Portfolios"  
Deborah Miller, University of Georgia, Athens, "Technology and Pedagogy in the Development of Writing Rubrics"  
Elizabeth Davis, University of Georgia, Athens, "Technology and Pedagogy in the Development of Peer Review and Assessment"  
Sara Steger, University of Georgia, Athens, "From Theory to Practice in Open-source Code Development"  
Ron Balthazor, University of Georgia, Athens, "From Theory to Practice in Open-source Code Development"  
Andrew Famiglietti, Bucknell University, Lewisburg, PA, "From Theory to Practice in Open-source Code Development"

*Language*  
**AW.06 What Can Students and Writing Teachers Learn from a Careful Linguistic Exploration of Spoken Grammar?  
JW Marriott, Room 208, Second Floor**

Conventional wisdom assumes that spoken language is disorganized and chaotic, yet emerging work in linguistics suggests that the fragmentary structures typical of careless speech have their own rule-governed systematic grammar. And it turns out that these features often increase the rhetorical effectiveness of a written text.

This interdisciplinary workshop brings together a linguist, a literary critic and a composition scholar. We have three goals for the morning: (1) to introduce the grammar of spoken language (thetical or parenthetical or metatextual grammar) and explain how it relates to sentence or written grammar; (2) to show how some canonical American writers have brilliantly mined spoken grammar to cultivate a consciously democratic, American idiom; and (3) to demonstrate how composition and ELL instructors can harness the resources of the spoken language to improve student writing. We will engage in a series of experiential learning activities.

Natalie Gerber will begin with a workshop to explore a poem by William Carlos Williams. We will see how the seemingly inessential, intrusive elements contribute to our emotional, even intellectual, investment in the text. Williams consciously created a distinctively American literature--seemingly spontaneous and dramatic but also inherently democratic and inclusive.

As we examine Williams’ speech-derived elements, Tania Kouteva will help us see—and play with—the two entirely different grammatical domains in English: (1) Sentence Grammar, the familiar grammar usually called "correct”; and (2) Thetical or Parenthetical Grammar, which governs the fragmentary, incomplete structures that work outside the regular grammar of the message, such as vocatives, asides, social formulae, and the like.

For our final workshop, Peter Elbow will lead us in some writing. We will explore elements of spoken grammar that most of us will have naturally put on the page--but also consider thetical language we didn’t think to use (for example, "Why, you have to wonder, do they carry on with their hopeless campaign?") Speech-derived features of this sort often function as rhetorically valuable involvement strategies that build linguistic connections between writer, context, and reader.

***Chair:*** Peter Elbow, University of Massachusetts Amherst

***Workshop Leaders:*** Natalie Gerber, SUNY Fredonia   
Tania Kouteva, Heinrich-Heine University, Duesseldorf, Germany

Peter Elbow, University of Massachusetts Amherst

*Research***AW.07 Open for Research: A Demonstration of Text Analysis Applications and a Discussion of Library Collaboration Opportunities  
JW Marriott, Room 209, Second Floor**

There is a growing trend for academic libraries to support various kinds of digital humanities initiatives (or eResearch more broadly), including text analysis, but many libraries do not offer such support yet. In the absence of library support, some campuses don’t offer education or training in the use of eResearch tools at all, which could be disadvantageous for scholars on those campuses.

This workshop will explain Open Access, the Digital Humanities, and eResearch generally as a background to text analysis. The focus of the workshop will be on text analysis tools, including demonstrations of three tools and discussions of the kinds of projects that can approached with those tools. The purpose of the workshop will be to get people thinking about how they might use text analysis tools or perhaps other eResearch tools for their own purposes. In addition, an academic librarian’s perspective will be offered on the practicality of collaboration between the library and scholars. Participants will be encouraged to think out loud about the kinds of eResearch services they might seek in the library.

No devices (laptops, ipads, etc.) will be necessary, although participants are welcome to follow along to some sites.

This workshop will include:

* An introduction to Open Access, the Digital Humanities, and eResearch
* A brief history of text analysis tools
* An overview of some contemporary scholarly approaches to text analysis
* A demonstration of two freely available text annotation tools, including pointers about where to get Open Access texts for analysis and how to prepare texts for analysis
* A review of some projects that have successfully utilized text analysis tools
* A demonstration of a relational database system for content analysis and a discussion of how this system differs from other kinds of text analysis tools
* An introduction to library eResearch services, including a discussion of what scholars might expect when they approach the library for project support

***Workshop Leader:*** Nat Gustafson-Sundell, Minnesota State University, Mankato

*Teaching Writing & Rhetoric*  
**AW.08 Opening Up the Archives: Promoting Undergraduate Research through Google Books  
Marriott Downtown, Florida Room, First Floor**

Interested in finding opportunities for students to write authentically about archival research? Join us for an interactive workshop to explore the dynamic possibilities that publically available digital archives present for students. We will share our experiences using Google Books to promote research in the classroom and in peer writing tutoring programs. Through practice exercises and the process of designing or revising an assignment that asks students to use archival primary sources, participants will experience peer-based and instructor-led activities designed to help students succeed in the challenging and rewarding process of archival research and writing. The workshop will be both informative and highly interactive, and will appeal to those who teach research and writing as well as to those who administer peer tutoring programs that support undergraduate research and writing.

Background

Despite the fact that it has become almost a pedagogical commonplace to acknowledge the importance of undergraduate research in promoting deep learning, scholarship surrounding practices of archival-based undergraduate research is sadly sparse when compared to the much more developed literature dedicated to lab- and field- based research in the STEM (Science, Technology, Engineering, Math) and social science fields (e.g., Thiry, Laursen, and Hunter 2011; Kendricks and Arment 2011; Gibson and Kahn 1996). Yet, archival research is essential in the humanities as well as to any field engaged with scholarship around intellectual and pedagogical histories. With the rich interdisciplinary traditions of composition, rhetoric, and their related fields, it’s essential that students in our classes gain experience with archival-based research.

The challenges to developing classroom projects or university-wide initiatives encouraging undergraduate archival research are twofold. The first issue is structural: vigorous archival research typically requires a library with an extensive collection—a library that the majority of students in the United States simply can’t access. The second issue is perhaps one of perception: instructors seem to fear that the 21st century digital student lacks the commitment and the attention span to locate, read, and interpret the various texts that successful archival research demands (Burgess and Jones 2010; Bowman, Levine, Waite, and Gendron 2007; Dunn and Menchaca 2009).

Overview

This workshop will demonstrate how publically available, mass digitization projects, such as Google Books, can help ameliorate these structural and perceptual difficulties and present faculty and administrators, regardless of their specific institutional contexts, with an exciting opportunity to promote meaningful undergraduate archival research. Specifically, the facilitators will share with participants assignments and exercises that have proven effective in getting students to conduct meaningful archival-based research and writing in the classroom and in peer tutoring scenarios. The majority of the workshop will give participants structured hands-on experiences using Google Books so that they can leave with concrete examples of how they might incorporate archival-based research and writing projects in the classroom and of how administrators can supplement training for peer tutors who work with students on archival-focused research projects.

The workshop will begin with a discussion about institutional challenges to supporting undergraduate archival research. The discussion will also touch on some of the debates surrounding the merits and ethics of using Google Books. Then, the workshop facilitators will guide participants through several active-learning exercises they can use to train students and peer writing tutors on how to use Google Books effectively and productively for conducting primary research. By the end of the workshop, we aim to show that the Google Books archive can help programs and institutions to design initiatives and instructors to design projects that not only encourage but require undergraduate students to engage in archival research.

Learning Objectives

As a result of attending this workshop, participants will be able to:

* Define archival research and to understand the importance of archival research in undergraduate curricula.
* See how mass digitization projects, such as Google Books, can be a useful and accessible tool for assigning archival research projects.
* Learn how to develop assignments and exercises that teach students and peer tutors how to research and write using Google Books.

Workshop Preparation

Participants are strongly encouraged to bring a Wi-Fi enabled device—ideally a laptop or tablet. All participants should bring either a current assignment or an idea for a context in which they’d like to develop an assignment for which they would like to incorporate an archival research component.

***Workshop Leaders:*** Lara Karpenko, Carroll University, Waukesha, WI  
Lauri Dietz, DePaul University, Chicago, IL

*Teaching Writing & Rhetoric*  
**AW.09 Teaching American Indian Rhetorics in all Rhetoric and Composition classrooms  
Marriott Downtown, Illinois Room, First Floor**

This workshop, sponsored by the Caucus for American Indian Scholars and Scholarship, is designed to show how all Rhetoric & Compositions pedagogies can incorporate indigenous texts and indigenous rhetorical practices.

The goals of this workshop are: 1) for participants to develop a deeper understanding of the possible roles that native rhetorics can play in their classrooms; 2) to provide current intellectual contexts and practices in which to anchor those pedagogical practices; and, 3) to provide teachers with models that they may adapt for their own classroom use.

We’ll accomplish these goals in three ways: 1) by providing intellectual contexts to anchor activities for the workshop; 2) by providing hands-on learning opportunities and activities for participants aimed directly at strategies for incorporating native texts, makings and practices into many kinds of classrooms -- first-year-writing, professional writing, community engagement, graduate seminars, curriculum-building and more; and, 3) by modeling throughout the pedagogical strategies and practices that are the focus of this workshop. This learning-based workshop, then, focuses on the needs of our participants by providing them with opportunities to work with experienced teachers of indigenous rhetorics about the needs of their classrooms, institutions, and communities. In addition, we’ll supply a wide array of resources for instructors -- syllabi, assignments, curricular designs, etc.

***Workshop Leaders:*** Lisa King, University of Tennessee-Knoxville, "History and Sovereignty Facilitator"  
Sundy Louise Watanabe, University of Utah, Salt Lake City, "History and Sovereignty Facilitator"  
Kimberli Lee, Northeastern State University, Tahlequah, OK, "Visual and Musical Rhetorics Facilitator"  
Gabriela Raquel Ríos, Michigan State University, East Lansing, "Visual and Musical Rhetorics Facilitator"  
Angela M. Haas, Illinois State University, Normal, "Material and Digital Rhetorics Facilitator"  
Ashley Glassburn Falzetti, Rutgers, Mount Holly, NJ, "History and Sovereignty Facilitator"  
Qwo-Li Driskill, Oregon State University, Corvallis, "Material and Digital Rhetorics Facilitator"  
Joyce Rain Anderson, Bridgewater State University, MA "Curriculum Building and Graduate Education Facilitator"  
Andrea Riley-Mukavetz, Bowling Green State University, OH, "Curriculum Building and Graduate Education Facilitator"  
Malea Powell, Michigan State University, East Lansing, "Curriculum Building and Graduate Education Facilitator"

*Community, Civic & Public*  
**AW.10 In Search of Political Openings: (Re)Writing the Prison/Education/Military Industrial Complex  
Marriott Downtown, Michigan Room, First Floor**

“Prisons do not disappear problems, they disappear human beings.... Homelessness, unemployment, drug addiction, mental illness, and illiteracy are just a few of the problems that disappear from public view when the human beings contending with them are relegated to cages.”

~ Angela Davis

It is a truism today that the United States is divided, not just by ‘red’ and ‘blue’ states, but also by access to wealth and power. The US Census reports the income gap between rich and poor is the largest since 1967. Indeed, the wealthiest one percent receives 25% of the nation’s income while the wages for middle and working-class families have remained stagnant. The 99 percent have seen the supports for their upward mobility rapidly diminish. For instance, the funding for public education has been cut (11,000 jobs were lost in December 2102 alone) at the same time college debt continues to rise (the average student debt is now over $25,000). Undergirding these economic shifts is the push to privatize previously public institutions, such as schools, prisons, and even the military. What were once (perhaps naively) imagined bulwarks for democratic culture have become sources of profit, increasing economic disparities.

For the past two years, Writing Democracy (WD) has sponsored Cs workshops that highlight community-partnership projects committed to expanding democratic rights, social structures, and practices, while also offering direct training in such work.\* In 2013, for instance, WD proposed the need for a “political turn" in Composition/Rhetoric, exploring community partnerships that used writing to confront injustices, from police brutality to discrimination against Muslim students. Featured speakers such as John Carlos, best known for his part in the Silent Protest at the 1968 Olympics in Mexico City, shared historical perspectives of our country’s ongoing struggle for social and economic justice.

At this same workshop, participants received training in Ganz-oriented community organizing, a method that blends storytelling and tactical planning. These narratives culminated in a discussion of WD’s This We Believe, a digital project to record how teachers, students, and community members understand democracy today. At the end of the workshop, each of the 35 participants took on specific aspects of that project – recording stories, developing curriculum, creating webpages – to insure its success.

We hope to continue these efforts in our 2014 workshop. Invoking Davis’ political insight that the prison system is inexorably linked to unsolved social problems such as unemployment, drug addiction, and illiteracy, we will examine not just prisons but the prison/military/educational/industrial complex. In taking on this project of analysis and critique of increasingly oppressive social structures, our central questions will include:

1. What is the democratic potential of rhetoric and writing?
2. What role can/should writing and writing instruction play in confronting the privatization policies that have led to increasingly inequitable distributions of wealth and opportunity?
3. How might our discipline bring together local community-based efforts to disrupt these policies and help support nation-wide movements that critique the prison/military/educational industrial complex and build alternatives?

Our new workshop builds on our “political turn” theme in a search for "political openings" to rewrite the prison/education/military industrial complex. Thus we continue to explore how writing partnerships make visible and audible those most harshly affected by neoliberal policies in order to unleash the power of democratically engaged citizens. Based upon previous attendance at our workshops, we believe this topic has broad interest at the conference. One indication of its appeal is mutual planning and crossover between the WD workshop and the "Prison Networks: Broadcasting Why Prison Matters" workshop.

***Workshop Leaders:*** Deborah Mutnick, Long Island University, Brooklyn, NY  
Shannon Carter, Texas A&M University-Commerce   
Steve Parks, Syracuse University, NY   
Veronica House, University of Colorado, Boulder   
Micah Savaglio, Long Island University, Brooklyn, NY  
Janina Perez, Long Island University, Brooklyn, NY  
Laura Rogers, Albany College of Pharmacy and Health Sciences, NY  
Patrick Berry, Syracuse University, NY  
Kurt Spellmeyer, Rutgers University, New Brunswick, NJ  
Ben Kuebrich, Syracuse University, NY  
Respondents: Jessica Pauszek, Syracuse University, NY  
Rachael Shapiro, Syracuse University, NY

*Institutional and Professional*  
**AW.11 Exploring Latinidad in the Mid-West: A Workshop Sponsored by the NCTE/CCCC Latino/a Caucus  
Marriott Downtown, Texas Room, First Floor**

Please join us for the Latino/a Caucus sponsored workshop focusing on local and national teachers, students, and a local community organization, Latino Youth Collective, to exchange knowledge and experience on teaching, research, media, mentoring, professional development, and community engagement related to Latino/a student populations with a special emphasis on the Mid-West.

As part of the CCCCs Latino/a Caucus emphasis on local community outreach, we are excited to welcome the Latino Youth Collective (see http://www.latinoyouthcollective.com/) dedicated to providing resources and opportunities for youth to engage in personal and community development through critical pedagogy, grassroots organizing, and collective action. Participants from their summer program, Campecine Youth Academy, will provide a brief overview of media creation, distribution, and consumption in the U.S. and the effect artificial information has on human beings. They will also showcase some of their summer projects focused on identifying problems in their communities and implementing solutions.

***Chair:*** Cristina Kirklighter, Texas A&M University-Corpus Christi

***Workshop Leaders:***

Steven Alvarez, University of Kentucky, Lexington   
Kendall Leon, Purdue University, West Lafayette, IN  
Cristina Kirklighter, Texas A&M University-Corpus Christi   
Nancy Wilson, Texas State University, San Marcos   
Elias Serna, University of California, Riverside   
Isabel Baca, University of Texas at El Paso   
Aja Martinez, Binghamton University, NY  
Alexandra Hildalgo, Purdue University, West Lafayette, IN  
Joelle Guzman, University of California, Riverside   
Sara alvarez, University of Kentucky, Lexington   
Octavio Pimentel, Texas State University San Marcos   
Kendall Leon, Purdue University, West Lafayette, IN

*Language*  
**AW.12 Access Denied: Digital Jim Crow and Institutional Barriers to Open Access  
JW Marriott, Room 109, First Floor**

This transdisciplinary session features a half day interactive, multimodal, multimedia workshop created to expand conversations on language policy to include institutional barriers denying linguistically diverse students access to open source technology, and provide workshop participants with innovative, creative, cutting-edge activities to access to open source, open code, and other new media technology.

Session overview

The 2014 meeting of the Conference on College Composition and Communication coincides with the 40th anniversary of the landmark Students Right to Their Own Language Resolution (1974). Forged in the political backdrop of the civil rights, Black power, and other liberation movements world wide, SRTOL provided “open access” for racially and linguistically oppressed groups nearly a half-century before the lexicon of “open source” philosophy was created. SRTOL has served as a cornerstone of some of the most critical language policy moments, from the creation of the National Language Policy (1988), the 1977 Ann Arbor “Black English” Case, the 1996 Oakland Ebonics Resolution and various movements against “English First” or the “English Only” movements that would limit access to bilingual education.

Today, the pedagogical and political objectives open source philosophy and open access technology have been widely celebrated for eliminating the racial “digital divide” through open access, open code, and other user-friendly technologies. Such platforms dissolve traditional linguistic barriers that have historically limited access to literacy and the public sphere.

Remarkably, despite pervasive egalitarian, democratic rhetoric surrounding open source philosophy, yet widely unacknowledged institutional barriers limit – and in some cases, outright deny -- linguistically and racially diverse student populations access to new media technologies. In particular, corporate technology industries target historically-underfunded Historically Black Colleges and Universities (HBCUs) for installation of proprietary software that deny student access to open stores software (OSS) such as MS Office Suite, Modzila Firefox, free audio capturing software such as Audacity, 3-D software imaging, and various gaming software like Portal and SIMS useful for teaching digital rhetoric.

Such virtual firewalls erect new yet invisible linguistic and racial barriers that deny instead of expand access to the “new literacies” of the 21st century.

Furthermore, for students possessing linguistic identifiers such as the Black American Sign Language Community, the consequences of denied access are much higher. While recent scholarship has highlighted the role that African American Language (AAL) constitutes in Black ASL, as a distinct linguistic community, close captioning technologies – based on White American Sign Language – often misrepresent or simply fail to reflect Black ASL meaning and expression. This combination of institutional barriers to access and symbolic misrepresentation constitutes a kind of digital Jim Crow – a virtual “separate and unequal” system of access and denial based on linguistic and racial difference.

The purpose of this workshop is to engage and explore solutions for overcoming the Digital Jim Crow: a virtual “separate but unequal” system of access and denial based on linguistic and racial difference. The workshop will begin with a brief overview of its purpose and activities, followed by two group facilitated 75-minute interactive sessions. We will provide a 10-minute break between sessions as well as a 30-minue wrap-up to conclude the workshop. Sessions will provide workshop participants with handouts and teaching resources. The first portion will review recent scholarship on AAL and Black ASL and its implications for teaching and practicing writing with participants. This review will make use of multimedia such as PowerPoint, sound recordings, and film. In addition, workshop participants will use personal laptop computers to access websites that allow varying degrees of entry based on institutional affiliation, region, and other variables. Group facilitators will help participants engage major concepts presented in the session, as well as offer guidelines for constructive feedback, classroom activities, and writing assignments. Participants will engage in hands-on composing exercises using graphic design invention strategies and digital and analog production tools to create a typography/letterform project that visually communicates intended cultural associations.

The session will conclude with a 30-minute wrap-up session. Participants will be provided handouts and teaching resources.

***Chair:*** Qwo-Li Driskill, Oregon State University, Corvallis   
***Workshop Leaders:*** Denise Troutman, Michigan State University, East Lansing

Elaine Richardson, The Ohio State University, Columbus  
Terry Carter, Southern Polytechnic State University, Marietta, GA  
Bonnie Williams, California State University, Fullerton  
Rashidah Jaami` Muhammad, Governors State University, University Park, IL   
Kim Brian Lovejoy, Indiana University Purdue University Indianapolis, IN

*Language*

**AW.13 Opening Spaces for Multilingual Students: Curricular Designs and Pedagogical Innovations for First-Year Classrooms & Beyond**

**JW Marriott, Grand Ballroom VIII, Third Floor**

Recent economic and social changes in the U.S. are dramatically altering writing classrooms. The growth in the recruitment of international students (often for economic reasons) has led to an increasing number of international students in composition classrooms. New immigrant students, long-term resident students, and diverse L1 students also challenge the monolingual assumptions of composition classrooms. Important texts such as the CCCC Statement on Second Language Writers and Writing, Horner et al.’s “Language Difference in Writing: Toward a Translingual Approach (2011), and Canagarajah’s Translingual Practice (2013) have focused the attention of the field on the need to see language difference as an important resource. How do these changes affect what happens in the classroom? How are instructional practices changing in response to language differences? And how do these practices promote the idea of language difference as a resource rather than a deficit? This afternoon workshop will focus on aspects of course designs that can enhance multilingual classrooms across the curriculum. (A proposed morning workshop examines these issues in light of institutional transitions.)

This workshop centers on course design, broadly conceived, for international L2, immigrant L2, and diverse L1 students. Topics include collaborating with institutional colleagues and units about multilingualism; creating cross-cultural writing classes; enhancing assessment practices; designing writing assignments that foreground language experiences; and using new technologies to foster metalinguistic awareness. The workshop will benefit writing instructors who are new to teaching multilingual students as well as experienced instructors who are interested in learning new, research-based practices.

The workshop will be highly interactive and be based on discussion and application. Before the workshop, leaders and participants will be able to communicate online about their interests and concerns in a wiki space. This wiki will allow co-leaders to tailor aspects of the workshop to the specific contexts and questions of the participants This wiki will still be active after the workshop so that co-leaders and participants can continue to share ideas as they implement workshop practices in their own classrooms. Materials from previous CCCC L2 writing workshops are also available on the wiki space.

The workshop will be divided into two parts. In the first part, Speaker 1 will focus on developing multilingual pedagogies throughout the curricula. Participants will work together to consider how these pedagogies could be adapted for their own institutional contexts, focusing in particular on collaborations with institutional colleagues and departments.

In the second half of the workshop, participants will break out into one of four roundtables: 1) combining mainstream and second language writing courses, 2) using best practices to provide written feedback, 3) scaffolding a series of writing assignments that foreground language experiences, and 4) using new technologies to foster metalinguistic awareness. All of these topics are adaptable to writing courses beyond the first-year level. Each roundtable will run for 45 minutes. After a break, the roundtables will repeat so that participants can then select another topic. The final 30 minutes of the workshop will be devoted to a wrap-up discussion and plans for the follow-up wiki.

**PART 1:**

Opening Session: Multilingual Openings Beyond First-Year Writing: Into the (General) Curriculum

One way to better support multilingual students is to increase awareness of multilingualism as a daily, lived experience for all students--whether "native" or "nonnative" speakers and writers of English. But this approach should not be limited to single writing courses or even writing programs: multilingual pedagogies should extend throughout curricula, providing opportunities for a range of departments and programs to learn from writing scholar-teachers, and in turn helping writing specialists learn from colleagues in other disciplines. Speaker 1 will report on an undergraduate seminar course on "global citizenship" in which seminar students explored both "distant" and "local" multilingual contacts. He will then provide workshop participants with heuristics that will guide them in considering how such a pedagogy could be adapted for use in their own contexts, focusing in particular on the notion of multilingualism as a daily, lived experience of all students. A final discussion will focus on how workshop participants might collaborate with institutional colleagues and programs to extend multilingual pedagogies throughout the curriculum.

**PART 2:**

Roundtable 1: Designing Cross-Cultural Composition Classes

In this roundtable Speakers 2 and 3 will provide participants with examples of combined mainstream and ESL composition classes and lead a discussion on the challenges and advantages of these classes and how they might be developed on the participants’ own campuses. Examples of writing assignments for cross-cultural composition courses or similar parings between classes will also be discussed.

Roundtable 2: Enhancing Assessment Practices in Multilingual Classrooms

After giving an example of one case of miscommunication between a teacher and an L2 student and then discussing how she has prepared students to better understand assessment, Speaker 4 will help participants share ideas about how to overcome similar disconnects in the composition classroom. She will share several examples of how to link assignment criteria, feedback and grading.

Roundtable 3: Foregrounding Language Experiences in Writing Assignments

Speaker 5 will engage participants through examples of a scaffolded series of writing assignments that build on students’ communicative experiences outside the classroom. These assignments foreground students’ language knowledge and help to make implicit language knowledge explicit. Participants will discuss adapting these assignments to their own classrooms.

Roundtable 4: Fostering Metalinguistic Awareness through New Technologies

Speaker 6 will give examples of how technologies such as concordance software and online collaborative tools can be used to strengthen metalinguistic awareness and help students edit their writing. She will guide a discussion in which participants explore the challenges and advantages of using such tools in their own settings.

The workshop will conclude with the co-chairs leading a wrap-up session focusing on what the participants will bring home with them from the workshop. Key concepts and practices from the workshop will continue to be explored after the conference on the workshop wiki

***Co-Chairs:***

Haivan Hoang University of Massachusetts Amherst

Kate Mangelsdorf University of Texas at El Paso

***Workshop Leaders:***

Pisarn Bee Chamcharatsri University of New Mexico, Albuquerque

Daliborka Crnkovic University of Texas at El Paso

Lindsey Ives University of New Mexico

Jay Jordan University of Utah

Elisabeth Kramer-Simpson New Mexico Tech

Todd Ruecker University of New Mexico, Albuquerque

### ALL-DAY WEDNESDAY WORKSHOPS

**9:00 a.m. – 5:00 p.m.**

*Institutional and Professional*  
**W.01 The Labor-Friendly Writing Program/Center  
JW, Marriott, Room 101, First Floor**

Labor practices impact the quality and commitment of our administrative, scholarly, and pedagogical work in Writing Programs and Centers, and provide a context for the big changes sweeping higher education that affect both our work and the experiences of our students. Yet, progress on labor issues can often feel far removed from the everyday processes of management and administration in a writing program, and altogether unrelated from the pedagogical and ethical commitments undergirding institutions big and small. With such dizzying programmatic, geographic, and institutional diversity in mind, this participant-driven full-day workshop offers critical frameworks and practical opportunities for participants to develop and to sustain labor-friendly practices in writing programs of all types and sizes. The workshop will capitalize upon and extend extant pro-labor efforts in order to help participants (re)articulate their work in terms of sustainable, committed labor justice. By day’s end, workshop participants will come away with models and techniques for work in their own programs, as well as a living network of committed colleagues to help extend this work beyond CCCC 2014.

***Workshop Leaders*:** Seth Kahn, West Chester University of Pennsylvania

Vandana Gavaskar, Elizabeth City State University, NC

Michelle LaFrance, George Mason University, Fairfax, VA  
Timothy R. Dougherty, Syracuse University, NY  
Brandon Fralix, Bloomfield College, NJ  
Anicca Cox, North Dartmouth, MA  
Amy Lynch-Biniek, Kutztown University, PA

*Teaching Writing & Rhetoric*  
**W.02 Plagiarism as Educational Opportunity in an Increasingly Open-Source Age  
JW Marriott, Room 102, First Floor**

In an increasingly open-source age, notions of textual ownership and considerations of how to address plagiarism have become more fraught than ever, even as research on plagiarism has increased dramatically over the last three decades. Recently, a large university writing center made a video to educate students about plagiarism. The entire focus of the video was on the dire consequences of cheating. That a student might unintentionally plagiarize was never mentioned—or even hinted at. While plagiarism is popularly portrayed as a monolithic act of theft, research has shown it is, in fact, a collection of separate behaviors that manifest themselves in similar forms. In addition to intentional plagiarism, research has identified unintentional plagiarism and developmental plagiarism (what Howard calls “patchwriting”), a form of plagiaristic behavior that occurs when outsiders seek to sound like insiders in order to transition into particular discourse communities. Plenty of evidence exists that many even inside the academy believe published rants and media headlines about an “epidemic” of plagiarism, even as research over the last 30 years, illuminating complexities of intent, context, academic development, detection, and pedagogy, clearly suggests a need for a more informed and professional approach to the plagiarism problem.

This interactive workshop benefits writing instructors at any level, instructors from across the curriculum, writing program administrators, Writing Center and WAC personnel, and administrators at any level.

The first half of this workshop employs case scenarios, group discussions, and written reflection, as well as literature review (via PowerPoint), to introduce participants to a research-based understanding of the complexities of plagiarism. The workshop begins by addressing the ubiquity of unintentional plagiarism and how cases of such plagiarism should be addressed. Participants also take up developmental plagiarism, or patchwriting. The workshop introduces participants to what Martin calls “institutionalized plagiarism,” plagiarism that occurs in contexts, such as business and other professional settings, where it is not only acceptable but even expected. And participants address issues involved in intentional plagiarism, including reasons for these plagiaristic behaviors, such as changes in student conceptions of authorship, cognitive overload, inadequate time management, and low self-efficacy, as well as others. Throughout these discussions, participants are asked to consider authorship and plagiarism issues involved in “new” and “social” media and the ever-increasing online curricula and pedagogies (e.g., MOOCs). The processes of detecting and addressing student plagiarism also will be considered, including discussion of the pros and cons of plagiarism detection software and services. Participants will explore how instructors identify plagiarism and what the procedures should be for turning cases of plagiarism into opportunities for education.

Much of the latter half of the workshop is devoted to sharing ideas for teaching the integration of source material into discourse. While increased understanding of plagiarism is a crucial step in addressing plagiarism pedagogically, scholarship identifies a number of pedagogically sound approaches to teaching writing that reduce the likelihood of plagiarism of all kinds. Plus, workshop participants are encouraged to share their own pedagogical insights. The workshop ends with a discussion of how a research-based understanding of plagiarism can shape academic plagiarism policies.

Workshop Leaders: Robert Yagelski, State University of New York at Albany   
Carole Papper, Hofstra University, Hempstead, NY  
Scott Leonard, Youngstown State University, OH  
Gerald Nelms, Wright State University, OH

*Information Technologies*  
**W.03 Developing an Online Writing Course Initiative: Preparing Teachers and Students  
JW Marriott, Room 103, First Floor**

Grounded in the NCTE Position Statement “Principles and Example Effective Practices for Online Writing Instruction (OWI),” this workshop, presented by members of the CCCC Committee for Best Practices in OWI, will provide participants with information, support, and hands-on experience for developing and administering online writing courses. We divide this full-day workshop into two components: Morning sessions focus on preparing faculty to teach OWI courses; the afternoon focuses on preparing students to be online learners. The two parts of the day are complementary, but we have designed the workshop so they operate discretely for participants who can only attend one half of the day.

Two key workshops goals are 1) for participants and facilitators to work together in describing in detail the OWI challenges and opportunities at various institutions and 2) for participants to develop specific, implementable action plans they can take home. Participants will be invited to join a conversational Web space in which participants and presenters will extend the dialogue started here.

***Co-Chairs:*** Scott Warnock, Drexel University, Philadelphia, PA

Leslie Olsen, Bellevue University, WA

Jason Snart, College of DuPage, IL  
Webster Newbold, Ball State University, Muncie, IN

***Workshop Leaders:*** Beth Hewett, University of Maryland University College, Adelphi   
Scott Warnock, Drexel University, Philadelphia, PA

Lisa Meloncon, University of Cincinnati, OH  
Sushil Oswal, University of Washington Tacoma

*Basic Writing*  
**W.04 Open Futures? Basic Writing, Access, and Technology: Council on Basic Writing Pre-Conference Workshop  
JW Marriott, Room 104, First Floor**

The Council on Basic Writing is pleased to offer this preconvention workshop where we’ll explore the possibilities, realities and restrictions of technology and basic writing pedagogies. Students of color, returning adults, and working and poor students are often disproportionately enrolled in basic writing courses, and much research has shown that race, age, and economic status are all factors that may impact experience with and access to computers and wireless technology. For Basic Writing faculty working with students who may have limited digital literacy skills, questions of how to integrate technology into a course become increasingly complex. Does technology provide open access for all of our students to achieve their educational goals, moving from developmental writing courses through graduation? What are the political consequences of eschewing digital pedagogies? Of adopting them? Who controls these technologies? What are the implications of who creates and controls them, particularly for students from marginalized communities? What does responsible basic writing pedagogy look like in a digital age?

Divided into interactive sessions, the workshop will explore these questions and projects such as:

1. How Basic Writing teachers/scholars can multiply and amplify their individual efforts by undertaking 2.0 projects that leverage the power of collaboration and digital expression. We’ll take a close look at one 2.0 project in particular, the Digital Archives of Literacy Narratives (DALN)
2. How technologies are used in practical classroom lessons. Registrants are invited to participate in a “Technology Café” showcasing practical application of a new technology and to try out the technology with the assistance of an experienced practitioner
3. What are the potential, and potential issues, associated with Massive Open Online Courses (MOOCs) for basic writing instruction? These questions will be explored in a roundtable discussion

Attendees are strongly encouraged to bring laptops/tablets to the workshop in order to access online resources.

***Co-Chairs:*** Cynthia Selfe, The Ohio State University, Columbus

J. Elizabeth Clark, LaGuardia Community College, City University of New York, NY  
Sugie Goen-Salter, San Francisco State University, CA

***Workshop Leaders:*** Cruz Medina, Santa Clara University, CA, "The 2013 Innovation Award for Teaching of Basic Writing"  
Aimee Mapes, University of Arizona, Tucson, "The 2013 Innovation Award for Teaching of Basic Writing"  
Ben McCorkle, The Ohio State University at Marion, "MOOCs and Basic Writing"  
Steven Krause, Eastern Michigan University, Ypsilanti, "MOOCs and Basic Writing"  
Jeff Grabill, Michigan State University, East Lansing, "MOOCs and Basic Writing"  
Sara Webb-Sunderhaus, Indiana University Purdue University Fort Wayne, "MOOCs and Basic Writing"  
Michael Hill, Henry Ford Community College, Dearborn, MI, "CBW Talks Back"  
Lynn Reid, Fairleigh Dickinson University, Jaclemsacl, NJ, "Open Futures? Basic Writing, Access, and Technology"  
Anne-Marie Hall, University of Arizona, Tucson, "The 2013 Innovation Award for Teaching of Basic Writing"

*Teaching Writing & Rhetoric*  
**W.05 TYCA PRESENTS Cracking the Books: Integrating Reading and Writing in the Composition Classroom  
JW Marriott, Room 105, First Floor**

This workshop builds upon the established importance of integrating reading and writing in the composition classroom, offering a variety of proven practical applications, combined with programmatic implications and results. The segments woven together here begin with hands-on work demonstrating presenters’ research on classroom strategies that promote better relationships between writers and academic texts. The workshop continues in this interactive mode to uncover how using more difficult texts may accelerate progress for basic learners and provide them with more confidence for engaging in academic dialog. As a follow-up for the strategies presented in the first three segments of the workshop, the afternoon continues with presentation and discussion of the pedagogical and programmatic impacts these progressive integrative strategies can have upon first-year writing instruction at the two-year college. The final segment of the workshop builds upon these pedagogical presentations to share how two-year college faculty can use perceived classroom “problems” as an opportunity to conduct classroom research and share it with the broader academic community.

Research has shown us that basic writing students think of textual interpretation as a process of finding the “right” answer, as if it were information they are required to find buried in a text. Fearful of failure, they don’t trust their own perceptions, questions, and responses as valuable material for constructing and revising meanings. This mistrust disables them as readers of their own writing as well as readers of other texts, limiting their performance both as writers and as readers.

***Workshop Leaders:*** Suzanne Labadie, Oakland Community College, Royal Oak, MI, "Raising the Bar for First-year Readers and Writers in the Two-Year College"  
Dana Elder, Eastern Washington University, Cheney   
Cheryl Hogue Smith, Kingsborough Community College, City University of New York, NY, "Basic Writers as Critical Readers: Taming Chaotic Thought through Metacognitive Revision"  
Amiee Stahlman, University of New Mexico-Valencia, "Accelerating Without Missing the Turns"  
Holly Hassel, University of Wisconsin Marathon County   
Patricia Hintz Gillikin, University of New Mexico-Valencia, "Integrating Reading Pedagogy into Our Basic Writing Curriculum"  
Jeff Sommers, West Chester University, PA

*Community, Civic & Public*  
**W.06 Blurring Boundaries: Opening Rhetorical Spaces  
JW Marriott, Room 106, First Floor**

The Feminisms Workshop, co-sponsored by the CCCC Committee on the Status of Women, will address how feminist scholarship and pedagogy within rhetoric and composition blurs the boundaries of existing knowledge and works towards opening rhetorical spaces that accommodate more diverse visions: conducting research guided by methodologies that honor our processes and participants; infusing the intersectional issues of race, class, gender, and sexuality in our pedagogies; negotiating transnational and non-western feminist rhetorics alongside traditional themes; and advocating for change through public activism.

As the conference call suggests, feminist work often reveals and supports “yearnings for greater freedom, possibility, transparency, and equality.” To that end, this workshop focuses on contextualizing and establishing a historical perspective on the Feminisms Workshop itself. It will create supportive conditions for a conversation in which feminist faculty (tenured/non-tenured, full-time/part-time), scholars, and students are able to share experiences and explore possibilities. We want to create discussions with those addressing feminist scholarship and for those seeking a supportive space in which to explore and reflect on their teaching. Participants will “have a chance to both transform the academy and be transformed by reexamining our commitments, priorities, and relationships.”

The workshop will address multiple spaces with the intent not only to blur the boundaries between them but also to investigate the possibilities of transformation and limits of public and academic, virtual and physical spaces.

Building on previous years workshops, we are organizing a series of presentations and opportunities to respond to participants’ research in progress. Roundtable discussions enable us to rethink the spaces we occupy and thus discuss how to open and enter such spaces, provide tools for negotiating these spaces, and make these spaces more welcoming and accessible to others. To facilitate these connections, the Chair of the Committee on the Status of Women in the Profession will participate as a liaison.

We propose exploring the following topics through the workshop: historicizing the feminisms workshop, transnational/nonwestern feminist rhetorics, feminist activism, women negotiating public technological/online space, and feminist methodologies.

The workshop will examine the following questions in relationship to these topics that we propose: What are the relationships between the past, present and future for feminists in rhetoric & composition? What spaces are open to us? What spaces are we opening? What are the contexts for feminists coming together in workshops for collaborative learning?

***Co-Chairs:*** Lauren Rosenberg, Eastern Connecticut State University, Willimantic   
Emma Howes, University of Massachusetts, Amherst   
Nicole Khoury, American University of Beirut, Lebanon  
Carrie Jo Coaplen, Morehead State University, KY  
Shannon Mondor, College of the Redwoods, Eureka, CA  
Cristina Ramirez, University of Arizona, Tucson   
Moushumi Biswas, University of Texas at El Paso   
Lauren Connolly, University of Texas at El Paso   
***Workshop Leaders:*** Rebecca Dingo, University of Missouri, Columbia   
Jill Morris, Frostburg State University, MD  
Maureen Daly Goggin, Arizona State University, Tempe   
Kirsti Cole, Minnesota State University, Mankato   
Jessica Enoch, University of Maryland, College Park   
Cynthia Selfe, The Ohio State University, Columbus   
Gesa E. Kirsch, Bentley University, Waltham, MA

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*  
**W.07 Accessing the Future of Writing Studies: Disruption and Dialogue via International Higher Education Writing Research  
JW Marriott, Room 107, First Floor**

If you are interested in the international and global future of writing studies, please join us for an exciting immersive experience with new colleagues from around the world, new work, new voices, and serious in-depth exchange on the nature of writing and writing research in the 21st century. You may find your understandings of international work disrupted; you will certainly find enriching dialogue.

This full day workshop engages 37 research projects by 50 scholars representing diverse national, cross-national, and multilingual contexts, including Taiwan, India, South Korea, Greece, Spain, Turkey, Canada, Qatar, Chile, Germany, El Salvador, Mexico, the UK, Hungary, Russia, Ukraine, Lebanon, Sweden, Iceland, Algeria, Nigeria, Australia, Colombia, and the US.

Newfound access to post-secondary international writing research and instruction, via virtual communities, increased travel, and other globalization effects, is stretching our linguistic and geographic borders. US and international scholars alike are finding new intellectual partners, new paradigms, and new projects. But opportunities for extended face-to-face discussion and dialogue on specific international research projects and traditions are still rare. In its 7th year, this workshop provides you with just that.

The participating scholars from around the world will post drafts on a wiki, along with conceptual frames, cross-cultural glossaries, and working bibliographies, well before the workshop; all registered workshop participants will have access to these before the Cs. This unique format lets us all spend the workshop day in deep discussion and exchange—something absolutely necessary to real, fruitful learning about new contexts: location, discipline, method, methodology, language(s), demographics, educational, cultural, political constraints.

Projects include reviews of the state of writing instruction and its aims in specific countries; the nature of writing and learning to write in diverse contexts and disciplines; pedagogies (process, revision, models of writing, obstacles to student success); language politics and intercultural rhetorics; the interactions among writing teachers and L1, L2, bi-, multi-, and translingual staff and students and the diversity and mobility of each; responses to student writing in global contexts; teacher education; online and social media environments.

***Co-Chairs:*** Cinthia Gannett, Fairfield University, CT  
Christiane K. Donahue, Dartmouth and Université de Lille III, Hanover, NH

This workshop features 37 research projects by 50 scholars representing 23 countries; all individual project titles and facilitator names and institutions are available in the online program.

*Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*  
**W.08 Workshop on Language, Linguistics, and Writing  
Marriott Downtown, Texas Room, First Floor**

This workshop will explore the language/composition relationship from the perspective of new approaches within linguistics in a way that will engage participants from a wide range of backgrounds.

We will look at systematic descriptions of how language works to create and communicate meanings and explore ways in which these descriptions offer a more natural interplay between language choice and what are often called “higher order” decisions in composition, those concerning meaning and purpose and audience.

The workshop should be useful to teachers looking for ways to heal the split between meaningful writing and an error focused attention to grammar. Participants should come away with practical classroom applications and a significant number of additional resources. This workshop will be very accessible to those with limited grammar knowledge.

***Co-Chairs:*** Craig Hancock, University at Albany, NY   
Deborah Rossen-Knill, University of Rochester, NY

***Workshop Leaders:*** Airlie Rose, University of Massachusetts Amherst, "Travelling in the Space Between Disciplines: How Do We Navigate the Interdisciplinary Limbo?"  
Nanette Wichman, Eastern Washington University, Cheney, "Exploring Meaning, Structure, and Rhetorical Effect of Sentence Choices in a Composition Classroom"  
Cornelia Paraskevas, Western Oregon University,Salem, "The Range of Academic Language: Issues for Transfer"  
William Durden, Clark College, Vancouver, WA, "Expanding Dewritten Passages to Exlore Grammar and Meaning in Context"  
Zak Lancaster, Wake Forest University, Winston-Salem, NC, "Explicit Attention to Stance in a Writing Curriculum"  
Joseph Salvatore, The New School, Jackson Heights, NY, "Approaches to the Sentence in Creative and Expository Writing"  
Rei Noguchi, California State University, Northridge, "Iconicity and Core Principles of Writing"  
Shawna Shapiro, Middlebury College, Burlington, VT, "When Language is the Content in a Writing Development Course"  
Deborah Rossen-Knill, University of Rochester, NY, "Grammar as a Global concern Across the Writing Process"  
Craig Hancock, University at Albany, NY, "Corpus, Cognitive, Functional: New Ways of Understanding Grammar and the Implications for Writing"

*Teaching Writing & Rhetoric*  
**W.09 Writing War and Beyond: Continuing Dialogues of Military Experience through Accessible Writing Opportunities  
JW Marriott, Room 109, First Floor**

A recent CCCC study by Drs. Alexis Hart and Roger Thompson found that most university responses to the needs of student veterans are “based on a deficit model.” Hart and Thompson, seeking ways to create a more inclusive writing classroom for student veterans, found that military culture as a whole and the needs of student veterans common to all non-traditional students are being ignored in favor of trauma-based approaches that only tell part of the story, which increases stigma, and results in further isolation. The invisible wounds of war--Post-Traumatic Stress, Traumatic Brain Injury--as well as physical wounds and the blight of Military Sexual Trauma are all important issues worthy of academic discussion. However, only focusing on the most extreme cases of sacrifice--be it well-meaning or politically motivated--paints a distorted picture of the student veteran population that we as instructors hope to serve.

So, the questions remain: How do we reach the larger veteran community by fostering awareness of military culture as a whole? How do we help students who want to write about these things in the college classroom? How do we make ourselves and our classrooms more accessible to student veterans? How do we reach veterans in the larger community? These questions become more important as the number of veterans entering higher education rises each year. Nearly 800,000 members of the military community have already enrolled in college courses since the post-9/11 GI Bill was introduced in 2008. Many more will follow. Our goal as educators and researchers is to help a much larger community improve their writing and communication skills through research that informs pedagogy, classroom instruction, mentoring of aspiring writers and researchers, on and off-campus workshops, and resources that meet the needs of this special population. On the surface, open access offers us an opportunity to achieve this goal by reaching a larger number of community members at a much lower cost. Yet the newness and diversity of open access can be confusing and overwhelming to educators and researchers, thus stymying our abilities to reach out to the larger community. Additionally, the gap in experiences that naturally exists between educators and veterans further complicates our ability to communicate and foster writing growth among veterans in our classrooms, much less veterans in the larger community.

This workshop will introduce participants to emerging research on the military community in higher education, pedagogies that foster more productive dialogues between academics and student veterans, and offer crucial insight from student veterans. This full day Wednesday workshop will be divided into multiple sessions that provide research presentations, small group discussions with workshop facilitators and student veterans, and a student veteran led panel discussion.

***Chair:*** Katt Blackwell-Starnes, Georgia Southern University, Statesboro  
***Workshop Leaders:*** Sarah Franco, University of New Hampshire, Portsmouth, "Opening Communication About Wartime Narratives: Student Veterans' Perspectives on Teacher Feedback"  
D. Alexis Hart, Allegheny College, Meadville, PA, "Accessing Communities and Language"  
Lydia Wilkes, Indiana University, Bloomington, "Accessing Faculty: Educating Our Colleagues about Student-Veterans"  
Joanna Watt, University of Michigan, Kalamazoo, "Open Access Through Pedagogical Hospitality: What Unique Insights Can Student Veterans Offer?"  
Travis Martin, University of Kentucky, Richmond, "Narrativizing Traumatic Fragments: Writing Wartime Experience in the Classroom"  
Mariana Grohowski, Bowling Green State University, OH, "Troubling Open Access: Research on Student Veterans' Technological Literacies Inside and Outside the Academy"  
Tanya Schardt, Bowling Green State University, OH, "Poster—"  
Sandra Jang, New York, NY, "Student Veterans and the Human Condition"  
Marion Wilson, University of California San Diego, "Research Writing as Bridge Building: Student Veterans and the Upper Division Writing Course"  
Darren Keast, City College San Francisco, CA, "A Class for Vets, Not by a Vet"  
Amy Puffenberger, Bowling Green State University, OH, "Poster—"

*Institutional and Professional*  
**W.10 Sing, Act, Engage: A Workshop on Performance, Pedagogy, and Professional Development  
JW Marriott, Room 202, Second Floor**

Acknowledging that “all the world’s a stage,” this workshop offers teaching professionals an opportunity to perform in ways that will challenge and inform their pedagogy. Offering both pedagogical and professional development resources, this full-day workshop introduces and explores a variety of performative exercises and alternative rhetorics derived from participants’ own interpersonal, bodily-kinesthetic, and musical intelligences. These include adopting analytical approaches to karaoke so as to rethink voice, rhetoric, and collaboration; developing improvisational and classic acting exercises as invention strategies; and listening rhetorically to popular music as a means of critically developing pedagogical personae. The functions and importance of movement, music, kairos, identity, and multimodality in composition are addressed in small groups through three interrelated rotating breakout sessions, in which professional development activities are enacted and practical models for writing instruction are provided for use in classrooms on “Monday morning.”

At the conclusion of this workshop, the focus truly becomes a stage. The day culminates in performances by each group, followed by reflective discussion. Participants will be invited to put the day’s lessons into public effect later in the evening, along with the workshop leaders, at a local karaoke club—of which Indianapolis has many.

\*Workshop participants are asked to bring with them a copy of a favorite inspirational song (that has sung lyrics) downloaded to their phone, laptop, or other digital media device.

Session 1, “The Influence of Anxiety,” puts together kairos and karaoke, offering heuristics for teaching rhetorical analysis and awareness of self, audience, and purpose in contexts that shift in real-time and are influenced by ownership, originality, and their attendant anxieties. Led by Peter Khost and Nicole Galante (both of Stony Brook University).

Session 2, “Embodied Rhetoric: Improvisation and Invention,” introduces participants to various techniques—such as unscripted dialogue, collaboration, and role-play—that engage students and teachers in deep explorations of invention, rhetoric, and visual and kinesthetic learning. Led by Lauren Esposito (Stony Brook University) and Shawn-Marie Garrett (Friends Academy)

Session 3, “The Happening Classroom,” invokes rock and hip hop themes that encourage physical and mental readiness, inviting participants to assess their teaching philosophies and personae, as well as the extent to which their classrooms encourage performances by students. Led by David Hyman (Lehman College, CUNY) and Bob Lazaroff (Nassau Community College, SUNY)

***Workshop Leaders:*** Bob Lazaroff, Nassau County Community College, Garden City, NY  
David Hyman, Lehman College, City University of New York, Bronx  
Shawn Garrett, Stony Brook University, NY  
Lauren Esposito, State University of New York, Stony Brook

Nicole Galante, State University of New York, Stony Brook   
Peter Khost, Stony Brook University, NY

*Teaching Writing & Rhetoric*  
**W.11 Sonic Pedagogies for the Composition Classroom  
JW Marriott, Room 109, First Floor**

In this workshop we will be exploring and experimenting with assignments and approaches to teaching sound in the composition classroom. We will engage participants in a range of sonic activities, both practical and conceptual, taking up concerns such as the ubiquity of digital technologies and our listening habits, the cultivation of new relationships to listening, and the practices of using digital technology to help shape and respond to the sonic environment. If you are interested in learning about creative, fun, and dynamic ways to use sound and listening exercises in your classroom, this is the workshop for you!

No experience with sonic composing is necessary to participate—all are welcome. If possible, participants should bring their personal laptops and be prepared to do some walking in and around the conference center to conduct field recordings. If bringing a laptop isn’t possible, smartphones and/or tablets will also be useful for recording. Feel free to contact Steph Ceraso (stephceraso@gmail.com) in advance with any questions or concerns so that we can do everything possible to maximize hands-on participation.

***Chair:*** Steph Ceraso, University of Pittsburgh, PA  
***Workshop Leaders:*** Kati Fargo Ahern, Long Island University, C.W. Post, NY  
Jordan Frith, University of North Texas, Denton  
Jonathan Stone, University of Illinois at Urbana-Champaign   
Daniel Anderson, University of North Carolina, Chapel Hill