**2014 CCCC Workshops**

### All-Day Wednesday: 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