



Conference Calendar: 2014 CCCC

Wednesday, March 19

Registration and Information 8:00 a.m.–6:00 p.m.
Select Meetings and Other Events – various times
Full-Day Workshops 9:00 a.m.–5:00 p.m.
Half-Day Workshops 9:00 a.m.–12:30 p.m.
Half-Day Workshops 1:30 p.m.–5:00 p.m.
Newcomers' Orientation 5:15 p.m.–6:15 p.m.

Thursday, March 20

Newcomers' Coffee Hour 7:30 a.m.–8:15 a.m.
Registration and Information 8:00 a.m.–6:00 p.m.
Opening General Session 8:30 a.m.–10:00 a.m.
Exhibit Hall Open 10:00 a.m.–5:00 p.m.
A Sessions 10:30 a.m.–11:45 a.m.
B Sessions 12:15 p.m.–1:30 p.m.
C Sessions 1:45 p.m.–3:00 p.m.
D Sessions 3:15 p.m.–4:30 p.m.
E Sessions 4:45 p.m.–6:00 p.m.
Scholars for the Dream 6:00 p.m.–7:00 p.m.
Special Interest Groups 6:30 p.m.–7:30 p.m.

Friday, March 21

Registration and Information 8:00 a.m.–5:00 p.m.
Exhibit Hall Open 9:00 a.m.–5:00 p.m.
F Sessions 8:00 a.m.–9:15 a.m.
G Sessions 9:30 a.m.–10:45 a.m.
H Sessions 11:00 a.m.–12:15 p.m.
I Sessions 12:30 p.m.–1:45 p.m.
J Sessions 2:00 p.m.–3:15 p.m.
K Sessions 3:30 p.m.–4:45 p.m.
Awards/Recognition Reception 5:00 p.m.–6:30 p.m.
TYCA Talks 6:30 p.m.–7:30 p.m.
Special Interest Groups 6:30 p.m.–7:30 p.m.
Poetry Forum 7:30 p.m.–10:30 p.m.
CCCC Jam 9:30 p.m.–1:00 a.m.

Saturday, March 22

Registration and Information 8:00 a.m.–1:00 p.m.
Exhibit Hall Open 10:00 a.m.–1:00 p.m.
Town Hall Meeting 8:00 a.m.–9:15 a.m.
L Sessions 9:30 a.m.–10:45 a.m.
M Sessions 11:00 a.m.–12:15 p.m.
N Sessions 12:30 p.m.–1:45 p.m.

Individual CCCC Program

The following form has been provided to assist attendees in planning their schedules for the 2014 Convention.

Wednesday March 19	Thursday March 20	Friday March 21	Saturday March 22
Workshop Wednesday Event	Opening General Session 8:30 a.m.–10:00 a.m.	Awards Recognition Reception 5:00 p.m.–6:30 p.m.	Annual Business Meeting 8:00 a.m.–9:15 a.m.
	10:30 a.m.–11:45 a.m. Session A _____	8:00 a.m.–9:15 a.m. Session F _____	9:30 a.m.–10:45 a.m. Session L _____
	12:15 p.m.–1:30 p.m. Session B _____	9:30 a.m.–10:45 a.m. Session G _____	11:00 a.m.–12:15 p.m. Session M _____
	1:45 p.m.–3:00 p.m. Session C _____	11:00 a.m.–12:15 p.m. Session H _____	12:30 p.m.–1:45 p.m. Session N _____
	3:15 p.m.–4:30 p.m. Session D _____	12:30 p.m.–1:45 p.m. Session I _____	
	4:45 p.m.–6:00 p.m. Session E _____	2:00 p.m.–3:15 p.m. Session J _____	
		3:30 p.m.–4:45 p.m. Session K _____	
	6:30 p.m.–7:30 p.m. TSIG. _____	6:30 p.m.–7:30 p.m. FSIG. _____	



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Conference on College Composition and Communication
March 19–22, 2014
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Indianapolis, IN

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Greetings from the 2014 PROGRAM CHAIR



Adam Banks
University of Kentucky
Lexington, KY

Welcome to Indianapolis, site of the 65th annual Conference on College Composition and Communication. It is my hope that our time together will encourage us to see even the most difficult challenges in our current landscape as opportunities for reinvention. The increasing tempo of change that influences our work, from constant software updates nagging us when we turn on our computers, to continually changing writing and communication practices, and the rise of mobile learning environments makes this an exciting, if dizzying, time for the work we do. Dramatically shifting structural relations that influence the functions and funding of higher education, our relationships with government and corporations, and even our notions of self and community, make the work we do even more necessary, though also more

challenging, in this exciting, dizzying time. As we gather to share scholarship and teaching, food and fellowship, questions and encouragement, let us be inspired by our own disciplinary history of working to democratize higher education, and by Angela Davis's deep commitment to democratizing our society.

This year's convention features almost 600 sessions, selected after two stages of rigorous peer review of more than 1,600 proposals. Stage I reviews, which took place online, focused on sessions proposed as complete panels. This stage involved nearly 200 reviewers from all over the country, from all types of colleges and universities, and from the entire spectrum of academic appointments. Each proposal was reviewed by three readers. Stage II took place in June at NCTE headquarters with a stellar, diverse, and thoughtful group of colleagues who scored individual proposals and worked very hard to group the accepted submissions into engaging panels.

I hope that you will be both encouraged and inspired by this year's Chair's Address by Howard Tinberg, a timely address that will call us to continue to pursue our work as a public good, in the public interest, in a moment where significant portions of the citizenry we hope to serve seems to have lost faith in public education.

After our General Session, we move into concurrent sessions, where you will have more than 30 choices of lively, compelling panels in each time slot. In addition to this multitude of panels, you will have a wide variety of SIGs, caucuses, undergraduate poster sessions, digital presentations, publishers exhibits, working sessions for committees and SIGs, and more.

I am especially excited about—and grateful for—this year's Featured Speakers, an outstanding group of scholars, thinkers, and activists with wide ranging commitments and interests who combine to make this year's theme and our ongoing work come alive. We are honored to have Dr. Angela Davis as our keynote speaker. Many

of you know about Davis's books like *Blues Legacies and Black Feminism*, *Are Prisons Obsolete* and her recent work *The Meaning of Freedom*. You know about her commitment to activism that truly models intersectionality and coalition building. I am also proud that Robert McRuer from George Washington University will be here to address us. His work on transnational queer and disability studies will be instructive for all of us as we consider our collective agency and ability to engage heteronormative spaces. Sound studies scholars and music fans alike will enjoy presentations by Lynnee Denise on music and migration and Sommer McCoy, founder of The Mixtape Museum. Derrick Cogburn, from American University, will lead us to see disability issues as a global challenge and opportunity. Ken Crews, who has been well received at CCCC before, will bring an engaging conversation about the centrality of intellectual property issues to our work. Finally, I can't tell you how glad I am that our very own Elaine Richardson and Rhea Lathan have organized a session unlike any other you have ever seen at CCCC.

This conference simply would not happen without our amazing colleagues at NCTE headquarters. Eileen Maley, our convention manager, is simply a treasure. Thank you so much for your patience with me, and for your remarkable skill with all of the moving parts of the conference and its planning process. Kristen Suchor, I am grateful for your kindness and generosity in working with the officers in keeping our work through the year moving smoothly. Our Executive Director, Kent Williamson, has that rare blend of vision and operational ability where both are truly strengths; it's a joy watching you work to create the conditions where we can succeed and grow as an organization. We have an excellent Local Arrangements team this year, led by Tracy Donhardt from IUPUI. Thank you for all you and your team have done to welcome us to Indianapolis. I am also deeply grateful for the wisdom and hard work of our Stage I and Stage II reviewers who read and reviewed all our proposals and are responsible for the great program we have ahead of us for the next several days. Finally, I want to thank our former chairs and my fellow Cs officers currently in the rotation for your service to the organization, and for modeling wisdom and a commitment to our members in all of your actions and deliberations. I am glad to be able to learn from each of you as I find my way in the rotation.

Adam J. Banks
University of Kentucky

Local Arrangements Committee Welcome

Welcome to Indianapolis!

As Chair of the local planning committee, I'm thrilled to welcome you to a city notable for its walkable and lively downtown, plus thriving arts and cultural areas connected by our eight-mile Indy Cultural Trail, recently named one of the "52 Places To Go in 2014" around the world by the *New York Times*.

Indy gained much national praise when we hosted the Super Bowl two years ago. In fact, the planning committee for that event was said to have set a bar subsequent Super Bowl planning committees might find difficult to meet. My committee and I hope to have set a similar bar for future 4Cs planning committees.

So let's take a walking tour ...

From the JW Marriott, where many of you are staying, you can walk to hundreds of pubs and restaurants, an indoor shopping mall, several museums, a state park that includes a 3-mile canal loop, several sporting venues, the Indiana Repertory Theatre, a city market, the zoo, and our Soldiers and Sailors Monument on Monument Circle, a symbol of Indianapolis regularly featured when the city is in the national limelight.

Among the museums you can walk to are the Eiteljorg Museum, the Indiana State Museum & IMAX Theater, the Indiana History Center, the Kurt Vonnegut Memorial Library, and the extremely fun Rhythm! Discovery Center.

Sporting venues within walking distance include Bankers Life Fieldhouse, home court for our Indiana Pacers; Lucas Oil Stadium, where our Indianapolis Colts play; and Victory Field, home to our Triple-A baseball team, the Indianapolis Indians. You can see the baseball field from some of the JWM's windows and it's too bad their season hasn't started because it's a fantastic stadium to watch a ball game in as the view of the city as a backdrop for play is spectacular. Also within walking distance is the NCAA Headquarters and Hall of Champions.

The White River State Park is practically right outside the hotel doors and is home to several of the attractions listed above.

The hotel's enclosed skywalk will take you to the Circle Centre Mall where you can shop for yourself, buy souvenirs for friends and family, or find something to eat among the 125 stores and eateries in this 4-story, enclosed megamall. The skywalk will also let you travel between the two Marriott hotels. Convenient, no?

Still walkable, although some may prefer to go by car or cab, is Mass Ave, an amazing stretch of art galleries, independent retail shops, lively pubs, theaters, and fantastic food; the district has been listed on the National Register of Historic Places since 1981. Here you'll see cool outdoor art and murals, some temporary and some permanent. You can also meander your way past buildings like The Athenaeum built by Bernard Vonnegut, grandfather of Kurt Vonnegut. The German restaurant, the



Tracy Donhardt

Local Committee Chair
Indiana University Purdue
University, Indianapolis

Rathskeller, housed in the Athenaeum is worth a visit not only for its food but also its huge selection of German beers and live entertainment. And you won't watch a show in a more interesting theater than either the Phoenix Theatre or Theatre on the Square so check out what's playing at either one and reserve yourself a seat.

Mass Ave is a favorite destination for the locals so ask someone who lives here about this part of our city you don't want to miss. Our planned pub crawl will showcase some of the livelier and more unique watering holes you'll find along the boulevard so we hope many of you will join us for that.

Not walkable even by the most adventurous of us but a must-see is the famous Indianapolis Motor Speedway. While no racing is taking place this weekend, the museum can't be beat if you're a racing fan, a car fanatic, or if you just want to see those bricks all those drivers bend down to kiss.

See our hospitality committee's restaurant and activity guide for the too-numerous-to-mention-here list of restaurants and pubs. We've indicated which ones are walkable and included a price indicator. The guide will also tell you where to find a quick snack, toiletries you forgot to pack, and other essentials. The guide also lists the numerous other attractions I didn't have room to mention in this letter.

I sincerely hope you enjoy your time downtown and/or other places you may visit while attending the convention. Feel free to ask any questions of me, the committee Chairs, or one of the many volunteers who are here to help you enjoy your visit.

Local Committee Chair: Tracy Donhardt, Indiana University Purdue University Indianapolis

Exhibits: Pat Harvey, Indiana University Purdue University Indianapolis

Registration: Gay Lynn Crossley, Marian University

Information and Hospitality: Mark Latta, Marian University

Room Arrangements Chair: Tiffani Nicole Butler, Ivy Tech Community College

Acknowledgments

Online Coaches

Rhea Lathan	Casey Boyle	Kris Blair
Bill Hart-Davidson	Jonathan Alexander	Cristina Kirklighter
Iswari Pandey	Derek Mueller	Annette Vee
Tamika Carey	Kristin Arola	Kathi Yancey

Stage I Reviewers

Matthew Abraham	Dillahunt	Jenn Fishman
Peter Adams	Heather Camp	Lauren Fitzgerald
Linda Adler-Kassner	Tamika Carey	William Fitzgerald
Sara Alvarez	Terry Carter	Helen Foster
Steven Alvarez	Pamela Childers	Tom Fox
Jeff Andelora	Jill McKay Chrobak	Chris Gallagher
Joyce Rain Anderson	J. Elizabeth Clark	Clint Gardner
Elizabeth Angeli	Jennifer Clary-Lemon	Guiseppa Getto
Sonia Arellano	Casie Cobos	Fiona Glade
Anita August	Kathryn Comer	Dayna Goldstein
Rebecca Babcock	Cindy Cowles Tekobbe	Melissa Goldthwaite
Nora Bacon	Matt Cox	Gwen Gorzelksy
Neil Baird	Virginia Crisco	Jeff Grabill
April Baker-Bell	Andrea Davis	Roger Graves
Jessica Barros	Michael Day	Cantice Greene
Linda Bergmann	Candace De Leon-Zepeda	Rhonda Grego
Simone Billings	Monica de Los Santos	Morgan Gresham
Resa Bizzaro	Chris Dean	Rose Gubele
Kristine Blair	Tom Deans	Kristina Gutierrez
Scott Blake	Nancy DeJoy	Angela Haas
Ann Blakeslee	Tiane Donahue	Kay Halasek
Bradley Bleck	Kim Donehower	Brad Hammer
Stuart Blythe	Dana Driscoll	Rochelle Harris
Melody Bowdon	Dylan Dryer	Bill Hart-Davidson
Allen Brizee	Jessica Early	Phyllis Hastings
Elizabeth Brockman	Heidi Estrem	Carol Haviland
Marilee Brooks-Gillies	Douglas Eyman	Becca Hayes Mellem
Heather Bruce	Ashley Falzetti	Alexandra Hidalgo
Krista Bryson	Christine Farris	Wendy Hinshaw
Andy Buchenot	Rob Faunce	Azfar Hussain
Michael Bunn	Sonia Feder-Lewis	Jordynn Jack
Carolyn Calhoon-	Janice Fernheimer	Austin Jackson

Sandra Jamieson	Jaime Majia	Jim Ridolfo
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Donnie Johnson Sackey	Libby Miles	Kelly Ritter
Johndan Johnson-Eilola	John Miles	Stephanie Roach
Marissa Juarez	Susan Miller-Cochran	Michelle Robinson
Seth Kahn	Sharon Mitchler	Laura Rogers
Owen B. Kaufman	Kristen Moore	Kevin Roozen
Diane Kelly-Riley	Cindy Mooty	Lauren Rosenberg
Stephanie Kerschbaum	Jill Morris	Valerie Ross
Lisa King	Jean-Paul Nadeau	Deborah Rossen-Knill
Cristina Kirklighter	Madhu Narayan	Amy Rupiper Taggart
Jeff Klausman	Michelle Niestepski	Carol Rutz
Suzanne Lane	Karen Paley	Carlos Salinas
Yazmin Lazcano	Jason Palmeri	Jennifer Sano-Franchini
Kimberli Lee	Cornelia Paraskevas	Ellen Schendel
Barb L'Eplattenier	Steve Parks	Stephen Schneider
Neal Lerner	Tim Peeples	Robert Schwegler
Steven Lessner	Michael Pemberton	Stuart Selber
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Karen Lunsford	Les Perelman	Ryan Skinnell
Nancy Mack	Janina Perez	David Slomp
Â Gail MacKay	Christine Photino	Mary Soliday
Kate Mangelsdorf	Laurie A. Pinkert	Madeleine Sorapure
Aja Y Martinez	Mya Poe	Clay Spinuzzi
Paula Mathiew	Malea Powell	Bill Thelin
Mark McBeth	Paul Puccio	Stephanie Vanderslice
Nicole McFarlane	K. J. Rawson	Quinn Warnick
Brian McNely	Mary Jo Reiff	Louise Wetherbee Phelps
Jolivette Mecenas	Alison Reynolds	Carl Whithaus
Cruz Medina	Keith Rhodes	Stuart Whittemore
		Tara Wood

Stage II Reviewers

Carmen Kynard	Derek Mueller	David Kirkland
Jaime Mejia	Sonja Lanehart	Rhea Lathan
Jay Jordan	Joyce Rain Anderson	Jeff Galin
Octavio Pimental	Joyce Carter	Annette Vee

Thanks

CCCC would like to thank the following sponsors:

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First Time to the Convention?

With pleasure, the CCCC Newcomers' Orientation Committee welcomes all of you to the 2014 CCCC Convention, but especially new members and first-time attendees. We have planned several events that we hope will help you get the most out of this conference. (These events and their locations are listed in the Special Events schedules in the convention program.)

On Wednesday, from 5:15–6:15 p.m., our committee will host a brief Orientation Session. We will discuss how to navigate the conference, how to use the program book effectively, how to participate in the convention's many events, and how to meet others. We also look forward to meeting you at the Newcomers' Coffee on Thursday from 7:30–8:15 a.m.—a congenial start to the first full day of activities.

Throughout the conference, members of this Committee and other CCCC members will be available in a "Newcomers' Station" to answer questions, chat about the conference, talk about our shared interests, learn about your work, and discuss how CCCC can support you. Committee members will also be present throughout the conference—we'll have specially marked badges—always ready to listen to your concerns, help you with your questions, and begin the kinds of professional conversations that have made this conference one of the high points of the year for each of us.

FIRST TIMER'S COMMITTEE

With warm good wishes,

Paul M. Puccio, Chair

Leslie Werden, Associate Chair

Jennifer Clary-Lemon

Amanda Espinosa-Aguilar

Martha Marinara

Sharon Mitchler

Mary Beth Pennington

Cindy Selfe

Joanna Trapp

Christine Tulley

Sheldon Wrice



About the CCCC Convention

CCCC Membership: Please Join Us!

Membership in the Conference on College Composition and Communication is open to all who teach or are interested in college composition and the first-year English course. The annual dues of \$25.00 includes a subscription to *College Composition and Communication*, a quarterly journal. Membership in NCTE (\$50.00) is a prerequisite to joining CCCC. Student membership is available, at substantially reduced rates, to full-time students who are not engaged in a paid teaching position on more than a half-time basis. To join CCCC, or to obtain further information, please stop by the NCTE/CCCC Publications Booth in the Exhibit Hall.

Registration

The Conference Registration Desk is in The JW Marriott, Griffin Hall, Second Floor, and is open Wednesday, March 19, 8:00 a.m.–6:00 p.m.; Thursday, 8:00 a.m.–5:00 p.m.; Friday, 8:00 a.m.–5:00 p.m.; and, Saturday, 8:00 a.m.–1:00 p.m. Those who ordered a *Convention Program* in advance may pick up a plastic name-badge holder at various locations near the Registration Desk. There is no need to stop at the Registration Desk. Those who preregistered and received a Program Coupon in the mail may pick up their *Program* at the *Program Pick-up Counters* at the Registration Desk. For replacement name badges (free) and/or replacement program books (at \$20), pre-registrants should inquire at the Replacement Counter.

Exhibits

The exhibits are located in JW Marriott, Griffin Hall, Second Floor. Exhibit hours are Thursday, 10:00 a.m.–5:00 p.m., Friday, 9:00 a.m.–5:00 p.m., and Saturday, 10:00 a.m.–1:00 p.m.

Local Committee Headquarters

The headquarters for Local Committee Chair Tracy Donhardt and other members of the Local Arrangements Committee is the Conference Registration Desk.

Location of Meeting Rooms

All meetings of the 2014 CCCC are in The JW Marriott and the Marriott Downtown.

Information for Attendees with Disabilities

CCCC is committed to making arrangements that allow all of its members to participate in the convention. To this end, information for attendees with disabilities was included in the program invitations, in the preview, and online, and we invited

those who needed information to contact us by late January. We have made wheelchair space available in meeting rooms, will provide information about traveling around the headquarters hotel, and have arranged sign language interpreting. We also provided all speakers and session chairs with guidelines that will make sessions more accessible to all convention participants. These arrangements have resulted in conversations between the Program Chair, NCTE staff, the CCCC Committee on Disability Issues in Composition and Communication, and disability studies specialists at the University of Illinois and other professional associations. Information is available at the Local Committee booth next to registration.

Workshops

Held on the Wednesday preceding the Annual Convention sessions, full-day and half-day workshops provide an opportunity for extended time and interaction focused on a particular topic or issue. Each workshop has an enrollment limit, and participants pay an additional fee (separate from the convention registration fee) to enroll. Workshops are run by CCCC members whose proposals have been accepted by CCCC reviewers.

Opening General Session

The CCCC Convention's Opening General Session is one of two opportunities for convention participants to meet as a group. This session features the Chair's address by Howard Tinberg.

Concurrent Sessions

Most of the meetings of the CCCC Convention occur in the concurrent sessions held on Thursday, Friday, and Saturday. Each session on the program was highly regarded by teams of CCCC reviewers. All concurrent sessions run for 75 minutes and are of two kinds: 1) panels, featuring two to four speakers who deliver 15–20-minute presentations and then respond to questions from the audience; 2) roundtables, where several panelists make brief presentations, respond to each other, and then respond to questions from the audience.

Special Interest Groups/Business Meetings and Caucuses

On Thursday and Friday evenings, individuals who share common concerns and/or interests will meet in Special Interest Groups and Caucuses. For a complete listing of these groups, see pages 166–169 and 275–279.

CCCC 2013 Online

To find links to past versions of CCCC Online and to search the collection, visit <http://www.ncte.org/cccc/review>. This year, is at <http://www.ncte.org/cccc/conv>.

Computer Connection and Digital Pedagogy Posters

JW Marriott, Grand Ballroom Foyer, Third Floor

The Computer Connection, a project of the CCCC Committee on Computers in Composition (7Cs), offers a selection of presentations and posters on technology use in the classroom, in our scholarship, and in a wide range of disciplinary pursuits. In addition to 20 minute presentations on new software and technologies for teaching composition, computer-facilitated classroom practices, and best practices for teaching online, three special sessions (during regular conference session times A&B, F&G, and L&M) of the Computer Connection will feature Digital Pedagogy Posters in an interactive exhibit format. Information about current and past presentations and posters and this year's schedule of presentations is available online at <http://computersandwriting.org/cc/>. The CC presentations run 25 minutes each, so you can attend them individually or as full concurrent sessions. Questions or comments about the Computer Connection may be directed to Douglas Eyman, CC Coordinator (deyman@gmu.edu) and inquiries about the Digital Pedagogy Poster sessions should be direct to Dickie Selfe, DPP Coordinator (selfe.3@osu.edu).

“Every CCCC Member Has a Story . . . Tell Us Yours!”

JW Marriott, Griffin Hall Foyer, Second Floor

The CCCC and the Newcomers Committee, in partnership with the Digital Archives of Literacy Narratives (DALN) and the NCTE, invites you to tell us a story about reading and composing. We will help you record your story (using either video or audio) and preserve it online where friends, family, and students can access it—all within 30 minutes. Join us outside Griffin Hall.

Cynthia Selfe, H. Lewis Ulman

CCCC is a Reunion: Discover your Roots.

JW Marriott, Griffin Hall Foyer, Second Floor

Map your past, connect to colleagues, and trace your intellectual ancestry on the Writing Studies Tree. Created by doctoral students and faculty at the CUNY Graduate Center, the WST is an open-access web-based platform that will, with your help, enable all members of our profession to record their lines of influence as mentors and students, and thus to uncover a history that has until now remained either anecdotal or invisible.

Join us throughout the conference at our table installation located In the Griffin Hall Foyer to add to or browse through the branches of the tree. Our goal is to create a comprehensive genealogy of writing studies, identifying academic “ancestors,” “descendants,” and “siblings.” Who are yours? Learn more about the tree at writing-studiestree.org.

Sondra Perl, Benjamin Miller, Amanda Licastro, City University of New York Graduate Center
Jill Belli, New York City College of Technology

This We Believe: What Is the Public Work of Composition?

JW Marriott, Griffin Hall Foyer, Second Floor

The Writing Democracy Project, in partnership with CCCC, invites you to record your reflections on the conference theme, especially with respect to potential links between writing instruction and democracy's future. How does writing, as cultural work, serve the project of democracy as you define it? How can writing facilitate your dream of democracy in our nation and in our world? What possibilities does writing hold for helping us reimagine and reinvigorate the U.S. locally and nationally? What is the public work of composition in relation to building and sustaining democracy? Join us outside Griffin Hall to share your story (either video or audio) and preserve it online where friends, family, and students can access it.

–Shannon Carter, Deborah Mutnick, Steve Parks, Tim Dougherty, Rachael Shapiro

C's the Day

JW Marriott, Griffin Hall Foyer, Second Floor

Executive Committee: Emi Bunner, Mary Kracher, Scott Reed, Sheryl Ruskiewicz, Wendi Sierra

C's the Day invites both newcomer and veteran attendees to participate in an Augmented Reality game that will enrich the conference experience. Come see us at our booth in the registration area to collect your game booklet and get started! We hope you will discover new colleagues, parties, conference gatherings, and even new histories of the field through participation.

Play the game, win the conference!

Undergraduate Poster Session

JW Marriott, Grand Ballroom Foyer, Third Floor

This session will showcase the work of over a dozen students from across the U.S. who have been engaged in research on writing. They'll be presenting their posters on Thursday, March 20th from 10:30 a.m.–11:45 a.m. Posters may be left throughout the day for your pleasure in browsing.

Jessie Moore, Elon University, NC

General Information and Services

Audiovisual Equipment

JW Marriott, Room 209, Second Floor and Marriott Downtown, Colorado Room, First Floor

Audiovisual equipment should have been ordered by February 9, 2014. Scheduling of equipment ordered by that date is handled by Pick's A.V.

Resolutions Committee

An open meeting of the CCCC Committee on Resolutions, chaired by Jeffrey Klausman, will be held Thursday, March 20, 5:30–6:30 p.m. (open), 6:30–7:30 p.m. (closed) in the Marriott Downtown, Indiana Ballroom A, First Floor.

Nominating Committee

An open meeting of the CCCC Nominating Committee, chaired by Shirley Rose, will be held on Thursday, March 20, 10:00 a.m.–Noon, in the JW Marriott, Room 307, Third Floor.

Planning for Next Year's CCCC Convention

Individuals interested in discussing program proposals for the 2015 CCCC Convention in Tampa, FL, March 18–21, 2015 are invited to meet with Joyce Carter, 2015 Program Chair, at the CCCC Registration Desk, 10:00 a.m.–Noon, JW Marriott, Griffin Hall, Second Floor.

Smoking

The JW Marriott and Marriott Downtown meeting space is a smoke-free environment.

Nonsexist Language

All CCCC/2014 program participants were sent and asked to use the official CCCC position statement and guidelines for nonsexist language at their session.

Copying Service

CCCC cannot provide onsite duplicating service; however, copying services are provided at The JW Marriott Business Center.

Emergencies

To summon the fire department, the police, or an ambulance (for medical emergencies only), dial 911 and give the nature of the emergency, your location, and the telephone number you are calling from.

Medical and Dental. Most hotels can put you in touch with a doctor or dentist. Inquire at the hotel front desk or ask the hotel operator.

Fire Safety. Although hotel fires are rare, the Executive Committee has asked that convention participants be given complete advice on what to do in case of fire in their hotel. Hotels are equipped with a variety of fire-protection devices—smoke alarms, sprinklers, fire-retardant materials—but none of them is designed to put out fires. They merely contain a fire, impeding its growth and progress long enough to permit the fire department to arrive on the scene. Fire safety in a hotel ultimately depends on the hotel staff's prompt response to reports of fire or smoke. Most hotel staffs will verify the presence of a reported fire before summoning the fire department. To report a fire, call the hotel operator and give your name, location, and the location of the suspected fire. Depending on the circumstances, some fire-safety consultants recommend that after you have called the hotel operator, you also call the local fire department: dial 911. This step will result in the fire department coming to the hotel even as the hotel staff is verifying your report of the fire. You hazard a false alarm on the one hand; on the other, you may be responsible for bringing the fire quickly under control because you have bypassed the hotel's verification procedure. Apart from reporting a suspected fire, you should be aware of various precautions to be taken for your own safety in the event of a fire. A summary of some recommended precautions follows:

As you are escorted to your room for the first time by the hotel bell staff, check the location of the exit nearest your room. You should know exactly how many doors are between your room and the exit. You might have to crawl to this exit in a dark or smoke-filled corridor. If there's a fire alarm or warning call from the hotel management, don't stop to gather personal belongings or work papers. Just get out as quickly as possible. *Take your room key.* You may find it necessary to retreat to your room. Before you open the door to the corridor, put your palm against it and touch the knob. If the door is cool, open it slowly, keeping your foot braced against the bottom. (This helps you slam the door shut if you discover fire or smoke outside.) *If the door is hot, do not open it.* Soak blankets or towels in water and pack them around the door.

If you must crawl to an exit door, stay close to the wall to avoid anyone running. If you can't leave your room, wait by the window to be rescued. Stay close to the floor to avoid breathing smoke. To increase ventilation, open or break the window (if you don't see smoke or flames rising past the window). Don't jump from the upper floors of a burning building. Wait for the firefighters to rescue you. Let them know you're there by waving towels or coats out the windows.

SPECIAL EVENTS

WEDNESDAY'S EVENTS: March 19

Multimodal Composing on Mobile Devices

JW Marriott, Grand Ballroom VIII, Third Floor
9:00 a.m.–5:00 p.m.

Using Artifact-based Interviews as an Approach to Inquiry in Scenes of Teaching and Learning

JW Marriott, Grand Ballroom X, Third Floor
9:00 a.m.–5:00 p.m.

Research Network Forum

JW Marriott, Grand Ballroom V, Third Floor
9:00 a.m.–5:00 p.m.

Consortium of Doctoral Programs in Rhetoric and Composition

JW Marriott, Grand Ballroom III, Third Floor
1:30–5:00 p.m.

Exultation of Larks: Poet-to-Poet

JW Marriott, Grand Ballroom IV, Third Floor
1:30–5:00 p.m.

Qualitative Research Network

JW Marriott, Grand Ballroom I, Third Floor
1:30 p.m.–5:00 p.m.

Intellectual Property in Composition Studies

JW Marriott, Grand Ballroom VII, Third Floor
2:00–5:30 p.m.

Newcomers' Orientation

JW Marriott, Grand Ballroom IV, Third Floor
5:15 p.m.–6:15 p.m.

Coalition of Women Scholars

JW Marriott, Grand Ballroom III, Third Floor
6:00–8:00 p.m.

Rhetoricians for Peace—Where are the Rhetoricians? Rhetorical Intervention as Activism

JW Marriott, Room 109, First Floor
6:00–10:00 p.m.

Master's Degree Consortium of Writing Studies Specialists

JW Marriott, Grand Ballroom IV, Third Floor
6:30–8:30 p.m.

Public Image of the Two-Year Colleges: Hallmarks of Fame

JW Marriott, Grand Ballroom I, Third Floor
6:30–7:30 p.m.



SPECIAL EVENTS

THURSDAY'S SPECIAL EVENTS: March 20

Newcomers' Coffee Hour

JW Marriott, Grand Ballroom VII/VIII/IX, Third Floor
7:30–8:15 a.m.

Opening Session

JW Marriott, Grand Ballroom V/VI, Third Floor
8:30–10:00 a.m.

At this session we honor both the 2013 Exemplar Award Winner and our Scholars for the Dream Travel Award Winners and also hear the CCCC Chair's address. Please join us.

Undergraduate Poster Session

JW Marriott, Grand Ballroom Foyer, Third Floor

This session will showcase the work of over a dozen students from across the U.S. who have been engaged in research on writing. They'll be presenting their posters on Thursday, March 20th from 10:30 a.m.–11:45 a.m. Posters may be left throughout the day for your pleasure in browsing.

Jessie Moore, Elon University, NC

Scholars for the Dream Reception

JW Marriott, Grand Ballroom IV, Third Floor
6:00–7:00 p.m.

Everyone is invited!

Winners of the Scholars for the Dream Travel Awards (announced in the Opening General Session) are chosen by a Selection Committee. All are first-time presenters at the CCCC Convention and are selected on the basis of the extended abstracts of their proposals that each submitted. All are members of groups historically under-represented in CCCC (African Americans, Asian Americans, Mexican Americans, Puerto Ricans and other Latin and Latino Americans, and American Indians). Join these at the reception to meet them personally and learn about their research interests.

SPECIAL EVENTS

FRIDAY'S SPECIAL EVENTS: March 21

Awards/Recognition Reception

JW Marriott, Grand Ballroom VII, Third Floor

5:00–6:30 p.m.

At this reception we announce the winners of the 2013 Outstanding Book Award, The James Berlin Memorial Outstanding Dissertation Award, The Braddock Award, the Award for best article in *TETYC*, and the Nell Ann Pickett Service Award. Past CCCC chairs and distinguished guests will be recognized. A reception follows. Please attend and honor your colleagues.

TYCA Talks

JW Marriott, Grand Ballroom III, Third Floor

6:30–7:30 p.m.

This special event brings together two-year college faculty and those with shared interests to meet one another, form liaisons, and become better informed about the work of the regional organizations and national TYCA. Each member of the national TYCA Executive Committee will be introduced, and each of the seven regional representatives will give a brief overview of initiatives and news from their regions. All participants will have time for get-acquainted conversation, the opportunity to join with others in forming a panel for future conventions, and the time to share challenges and best practices of two-year college faculty.

The Twenty-Sixth Annual Poetry Forum: Exultation of Larks

JW Marriott, Room 106, First Floor

7:30–10:30 p.m.

CCCC Jam

JW Marriott, Grand Ballroom V, Third Floor

9:30 p.m.–1:00 a.m.

CCCC isn't CCCC without a night of fun, dancing, and partying! And Friday night will be the jam to beat all jams. So, bring your best two-step, your coolest moves and get your party on at the C's!

Sponsored by McGraw Hill

SPECIAL EVENTS

SATURDAY'S SPECIAL EVENTS: March 22

TYCA Annual Breakfast

JW Marriott, Grand Ballroom V, Third Floor

7:00 a.m.–8:00 a.m.

This lively annual event presents TYCA's Outstanding Programs in English Awards and the Fame Award for media reference to two-year colleges. Come, break muffins, eat a hot breakfast, and talk with convivial two-year college faculty and other boosters. National TYCA is a national coalition of the seven TYCA Regional Conferences, each of which has retained its separate identity. Because this breakfast is partially supported by donations from book publishers, educational software companies, and many textbook authors who teach at two-year colleges, the cost per person is only \$25.00. Tickets should have been ordered in advance. You can check at the Registration Desk, Griffin Hall, to see if any tickets are still available.

Annual Business/Town Hall Meeting

JW Marriott, Grand Ballroom VI, Third Floor

8:00 a.m.–9:15 a.m.

The CCCC annual business meeting happens at 8:00 a.m. Saturday. It's open to all CCCC members, and as veterans of that meeting well know, there is inevitably a lively exchange on crucial issues.

In Memoriam

Linda Bergmann



2014 CCCC Exemplar Award Winner



Gail E. Hawisher
University of Illinois at
Urbana-Champaign



Cynthia L. Selfe
The Ohio State
University, Columbus

2014 Award Committee: Dora Ramirez-Dhoore, Michael Day, Cecilia Rodriguez Milanés, Sondra Perl, and Duane Roen

In recent decades, scholarship in the field of composition and rhetoric has been shaped by remarkable collaborations between innovative teachers and researchers. The collaborative team of Gail Hawisher and Cynthia Selfe has influenced the present and future of our discipline more than any other individual or collaborative team. As Bruce Horner and Min-Zhan Lu stated, “Cindy and Gail have often been credited, and rightfully so, for having enabled the ‘birth’ of digital media and writing and its increasingly central role in the workings of rhetoric and composition.” Art Young and Donna Reiss give understanding to their contribution: “As if they could see the future, Cindy and Gail recognized early the importance of personal computers and the Internet to writers and their teachers. Among the earliest proponents of computers in the composition classroom, Cindy and Gail saw that ‘word processing’ offered students an opportunity to experiment with language, to engage their learning processes as well as their writing processes and products, and to explore rhetorical choices until they discovered an appropriate purpose, audience, voice, and style, discovering in the act of writing the most effective sentence or just the right word to express themselves.”

It is notable that as co-editors of the groundbreaking journal *Computers and Composition* and authors/co-authors of countless books and articles, print and digital, this collaborative team has led our field (sometimes kicking and screaming!) into the 21st century, a period marked by a transition for writers and teachers of writing, to digitally-mediated forms of written communication. Hawisher and Selfe have co-authored many books together that have changed the field of composition, rhetoric, literacy, and computers. Most recently, their “born-digital book,” *Transnational Literate Lives in Digital Times*, coauthored with Patrick W. Berry through Utah State University Press in 2012, won the 2013 CCCC Advancement of Knowledge Award and the 2013 CCCC Research Impact Award. Of Hawisher and Selfe’s other work, Patrick Berry states, “Their 2004 *Literate Lives in the Information Age: Narratives of Literacy in the United States* offered a useful method for studying ecologies of literacy in an increasingly digital age and also dem-

onstrated the value of allowing participants to serve as coauthors. They extended this concept further in the award-winning 2013 born digital *Transnational Literate Lives in Digital Times* by encouraging coauthors to express themselves through digital media.”

Through their efforts at national conferences such as the CCCC and Computers and Writing, as well as in local and individual consultations and focus groups such as Computers in Writing-Intensive Classrooms (CIWIC) and Digital Media and Composition (DMAC), they have mentored thousands of graduate students, contingent faculty, and tenure track faculty at all stages of their careers, offering support, advice, and a helping hand to generations of our colleagues. Their consistent mentoring feeds into their teaching. Hawisher and Selfe are innovative and engaged teachers who constantly remind their students and colleagues about the importance of diversity and the political/ social dimensions of the work we do in composition studies. Paul Prior and Kristin Blair speak of the reciprocal relationship Gail and Cynthia have in honoring “those who have mentored them and who have in turn shaped the discipline.” They state that “rather than hoard the cultural capital that comes through their international reputations, they have extended recognition to their many grateful colleagues. Similarly, at the international level, Gail and Cindy have consistently worked to ensure that we ‘pay attention’ to the material and cultural conditions that enable and constrain technological access among diverse international populations and thus better understand that contemporary discussions of digital literacy mandate a global perspective.”

Lastly, they have generously served NCTE/CCCC and other national efforts, as well as local committees at their respective institutions, providing vision and innovation in contexts ranging from department affairs to international endeavors: in short, they have done the “heavy lifting” of our discipline and their local institutions. Hawisher and Selfe have significantly changed the way teacher/scholars of writing theorize and teach composition and communication through their steadfast attention to and interrogation of digital media. They have made substantial contributions to the field and embody the qualities one looks for in Exemplars: care, commitment, generosity, and insight, to name only a few. Therefore, CCCC honors Gail E. Hawisher, Professor Emeritus of English and University Distinguished Scholar/Teacher at the University of Illinois, Urbana, and Cynthia L. Selfe, Humanities Distinguished Professor in the Department of English at The Ohio State University, with its most prestigious honor, the 2014 Exemplar Award for their forward-looking work and the democratic spirit in which they model and practice collaboration.



Sessions Presented by Two-Year College Faculty

Concurrent Sessions Presented by Two-Year College Faculty

- W.05 TYCA Presents Cracking the Books: Integrating Reading and Writing in the Composition Classroom
- A.34 Opening Minds in Open Access Classrooms: Alternate-Reality Gaming as Bakhtinian Pedagogy
- B.31 From Hula to Hei: Indigenizing English Instruction at Hawai'i Community College
- D.28 Teaching Community in the Two-Year College: Successful Group Work Online and in the Classroom
- G.32 Open Access Curriculum: (Re)Designing a Competency-Based Writing Program
- H.24 Is Open the Same as Access? Teaching Writing in the Two-Year College
- I.35 Opening the Writing Program to the Whole Campus: Four Innovative Strategies
- K.02 Creative Redesigns for Open Admissions: Increasing Access at Two-Year Colleges
- K.25 Getting a Job in a Two-Year College
- M.23 Language Diversity in Diverse Pedagogical Scenes: Negotiating Southern, Reservation, and African American Englishes in the Composition Classroom
- N.03 "Basic Writers," "College Writers," and the Open Gate: Accelerated English and First-Year Composition
- N.15 Keeping an Open Mind about Open SUNY: Believing and Doubting SUNY's Online Learning Initiative
- N.31 Disrupting the Literacy Narrative Assignment with Code Meshing and Rival Perspectives

CCCC 2014 Public Image of Two-Year Colleges: Hallmarks of Fame Special Interest Group

Individual Presentations by Two-Year College Faculty

- A.27 Brett Griffiths, Enabling Discourses: How Classroom Interactions Can Position Historically Disadvantaged Students for Success
- B.26 Dalel Serda, Annotating Marginal Discourse: Fostering Metacognitive “Habits of Mind” in Community College Hispanic Females
- D.35 An Open Pathway for Developmental Writers: One Model for Accelerated Learning at a Hispanic-Serving Institution
- E.02 Meredith Singleton, MOOCs and Basic Writing: The MOOC as a Non-Traditional Course Textbook
- E.02 Hope Parisi, Sharing Students across Studio-Based Landscapes: New Tensions and Possibilities in Basic Writing
- F.32 Dominique Zino, Behind Closed Doors, Creating Open Windows: Evaluating a Hybrid Model for WAC/WID Faculty Development Workshops
- F.34 Deborah Beertsch, “Delicate Negotiations:” Towards a Discourse of Construction in Asynchronous Online Writing Center Consultations
- F.39 Ilka Luyt, Shall We Dance? Exploring Gender and Problem-Based Learning in Asynchronous Online First-Year Composition Courses
- G.03 Pegah Motaleb and Wendy Smith, Coming Up to Acceleration: History, Process, and Progress at Our Community College
- G.22 Kristen Weinzapfel, Letting the Chips Fall Where They May: Teaching the Legacy of John F. Kennedy’s “The Purpose of Poetry”
- G.27 Susan Waldman, Meeting Students Where They Are: Using Local Issues to Focus Writing and Research for a First-Year Composition Course
- G.24 Laura Aspinall and Angela Romagnoli, Neurodiversity in the Composition Classroom
- I.26 Dianna Shank, “Open” Conversations on Themed Race FYC Courses
- I.27 Stephanie Loomis Pappas, Overshare: Adult Learners’ Anxiety and Disinhibition in Online Writing Classrooms
- J.03 Tristin Hooker, Writing Home: Teaching Rural Basic Writers as an Insider/ Outsider in the Ozarks
- K.16 Jean-Paul Nadeau, Straddling the ESL/English Department Divide: Reporting on a Local, Ethnographic Study of Non-Native Speakers’ Writing Development
- L.05 Kerry Lane, What Does Hegel’s Dialectic Have To Do With Basic Writing?
- L.09 Catherine St Pierre, Military Service and Literacy Sponsoring
- L.10 Jennifer Penafiora, Creating Community: A College/Career Readiness CAPstone Project for Secondary Level
- M.25 Leslie Akst, It’s Not a Writing Class until Somebody Cries—The Emotional Implications of Critical Pedagogy in the Composition Classroom

Friday Special Interest Groups (TYCA)

TYCA TALKS

Friday night, 6:30–7:30 p.m.



Committee Meetings

CCCC Executive Committee

Wednesday, March 19, 9:00 a.m.–5:00 p.m.
JW Marriott, Grand Ballroom VI, Third Floor
Chair: Howard Tinberg

Committee on Computers in Composition and Communication

Friday, March 21, 2:00–3:00 p.m. (Closed)
3:00–4:00 p.m. (Open)
JW Marriott, Room 307, Third Floor
Co-Chairs: Kristin Arola and Doug Eyman

Convention Concerns Committee

Saturday, March 22, Noon–1:00 p.m.
JW Marriott, Room 307, Third Floor
Co-Chairs: Chris Anson and Howard Tinberg

Committee on Disability Issues

Friday, March 21, 5:00–7:00 p.m. (Open)
JW Marriott, Room 307, Third Floor
Chair: Jay Dolmage

Committee on Diversity

Thursday, March 20, 1:00–p.m. (Closed)
JW Marriott, Room 307, Third Floor
Chair: Joyce Rain Anderson

Committee for Effective Practices for Online Writing Instruction

Friday, March 21, 9:30–12:30 p.m. (Closed)
Marriott Downtown, Indiana Ballroom B, First Floor
Friday, March 21, 5:00–6:30 p.m. (Open)
JW Marriott, Room 202, Second Floor
Co-Chairs: Beth Hewett and Scott Warnock

Engagement Committee

Thursday, March 20, 1:45–p.m. (Closed)
Marriott Downtown, Utah Room, First Floor
Chair: Raúl Sanchez

Committee on Globalization of Postsecondary Writing Instruction and Research

Friday, March 21, 9:30–10:45 a.m. (Open)
Marriott Downtown, Indiana Ballroom C, First Floor
Chair: Terry Myers Zawacki

Committee on Intellectual Property

Friday, March 21, 11:00 a.m.–12:15 p.m. (Closed)
Marriott Downtown, Indiana Ballroom C, First Floor
Chair: Charlie Lowe

Committee on LGBT/Q Issues

Thursday, March 20, 1:45–3:00 p.m. (Closed)
Marriott Downtown, Indiana Ballroom A, First Floor
Chair: Martha Marinara

Language Policy Committee

Wednesday, March 19, 7:45–8:45 p.m. (Closed)
8:45–9:45 p.m. (Open)
JW Marriott, Room 301, Third Floor
Chair: Kim Brian Lovejoy and Elaine Richardson

Newcomers' Orientation Committee

Friday, March 21, 12:30–1:45 p.m. (Closed)
Marriott Downtown, Indiana Ballroom A, First Floor
Chair: Paul Puccio

Nominating Committee

Thursday, March 20, 10:30 a.m.–12:30 p.m. (Open)
JW Marriott, Room 307, Third Floor
Friday, March 21, 9:30–11:30 a.m. (Closed)
JW Marriott, Room 307, Third Floor
Chair: Shirley Rose

Committee on Part-Time, Adjunct, or Contingent Labor

Thursday, March 20, 10:30–11:45 a.m. (Closed)
Marriott, Utah Room, First Floor
Chair: Seth Kahn and Maria Maiston

Research Committee

Thursday, March 20, 4:45 p.m.–6:00 p.m. (Closed)
JW Marriott, Room 307, Third Floor
Chair: Christiane Donahue

Resolutions Committee

Thursday, March 20, 5:30–6:30 p.m. (Open)
6:30–7:30 p.m. (Closed)
Marriott Downtown, Indiana Ballroom A, First Floor
Chair: Jeffrey Klausman

Committee on Second Language Writing

Saturday, March 22, 9:30 a.m.–Noon (Open)
Marriott Downtown, Indiana Ballroom B, First Floor
Co-Chairs: Jay Jordan

Committee on the Status of Graduate Students

Thursday, March 20, 1:45–3:00 p.m. (Closed)
Marriott Downtown, Indiana Ballroom B, First Floor
Chair: Daisy Levy

Committee on the Status of Women in the Profession

Friday, March 21, 7:00–8:45 a.m. (Closed)
Marriott Downtown, Indiana Ballroom B, First Floor
Chair: Holly Hassel and K. Hyoejin Yoon

Committee on Undergraduate Research

Thursday, March 20, 4:45–6:00 p.m. (Closed)
Marriott Downtown, Indiana Ballroom B, First Floor
Co-Chairs: Doug Downs and Jenn Fishman

Task Force on Cross-Generational Connections

Saturday, March 22, 9:30–10:45 a.m. (Closed)
Marriott Downtown, Utah Room, First Floor
Co-Chairs: Louise Phelps and Christine Tulley

Task Force on Organizational Transparency

Friday, March 21, 11:00 a.m.–12:15 p.m. (Open)
Marriott Downtown, Utah Room, First Floor
Chair: Shirley Rose

Task Force to Study the Convention Clusters

Saturday, March 22, 9:30–10:45 a.m. (Closed)

JW Marriott, Room 307, Third Floor

Chair: Sid Dobrin

Veteran Students Task Force

Friday, March 21, 5:30–6:30 p.m. (Closed)

JW Marriott, Room 207, Second Floor

Co-Chairs: Michal Edwards and D. Alexis Hart

Task Force on the CCCC Wikipedia Initiative

Saturday, March 22, 11:00 a.m.–12:15 p.m. (Closed)

Marriott Downtown, Utah Room, First Floor



Index of Concurrent Sessions

Note: The number of sessions in each cluster is proportional to the number of proposals submitted in each cluster.

1—Academic Writing

- A.01 WAC and WID Reformulated: Alternative Programming, Reading, Writing, and Assessment for Authentic Composition
- B.01 CopyCats: Open-Source Approaches to Plagiarism
- B.36 New Media, Pop Culture, and Testifying in Academic Discourse
- C.01 Unification, Epistemic Moves, and Human Subjects
- C.36 Collaborative Academic Writing: Wikis, Graduate Peer Tutoring, and The Graduate Writing Center
- D.01 The LILAC Project: Opening and Furthering Faculty and Student Dialogues about Information Literacy
- E.37 Appropriation, Attribution, Plagiarism: Laying Open the Complex Codes of Textuality
- F.01 Collaboration Unbound: Expanding Partnerships Between Teachers, Students, and Scholars
- F.02 Opening up Disciplinary Discourses: Revealing Instability, Heterogeneity, and Cross-Disciplinarity in WAC/WID
- F&S.1 CCCC 2014 Public Image of Two-Year Colleges: Hallmarks of Fame SIG
- G.01 Cross-Cultural Perspectives on Academic Literacies
- G.02 Rhetoric of Science: Exploring Arguments and Pedagogy within the Field
- G.40 Meeting the Needs of L1 and L2 Graduate Student and Post-Doc Writers: From Needs Assessment to Program Development
- H.01 Going to the Source: Rhetorical Approaches to Research-Based Writing
- H.02 STEM and Spectrum Issues in WAC Initiatives
- I.01 Models and Concepts for Academic Writing: Rethinking “Open” and “Free”
- I.02 The Things They Carry: First-Year Composition and the Quest for Transferability
- J.01 Open(ing) Conversation: What Are the Threshold Concepts of Composition?
- K.01 Opening the Writing Classroom to Play: Using Games to Teach the Argumentative Paper
- L.01 Learning and Teaching: Advancing the Way You Write
- L.02 Online Eloquence in Open Forums: College Composition as Persuasive Public Writing
- L.03 Transfer and Transformation: Open Access via Threshold Concepts
- M.02 The Opening Landscape of Graduate Student Writing in and across Disciplines: Using Data to Align Instructional Practices and Learners’ Needs
- N.01 Empirical Studies of Academic Writing
- N.02 Toward a Rhetorical Literacy Narrative: Re-Opening a Dead Genre

2—Basic Writing

- A.02 Open Campuses, Open Futures: Creatively Re-Building an Effective Basic Writing Program
- E.01 Accessing an Existing Opening for Student Learning: Using Writing Center Mentors in the Classroom and on Facebook
- E.02 Accounting for Technologies in Basic Writing, Writing Centers, and in MOOCs
- F.03 Hacking the Mainframe: Empowering Basic Writers Enrolled in Gateway Courses
- G.03 Histories, Policy, and Power: Complicating Notions of Progress in Basic Writing
- H.03 Piloting the Brave New World of Developmental Writing: Co-Requisite Enrollment at a Regional State University
- I.03 Reframing Reluctance and Resistance
- J.02 Case Closed? Reopening Case Studies of Basic Writers
- J.03 Writing Identity with Cultural Identities
- K.02 Creative Redesigns for Open Admissions: Increasing Access at Two-Year Colleges
- L.04 Improving At-Risk Student Learning and Retention: A Basic Writing Curriculum Redesign
- L.05 Teachers and Scholars of Basic Writing: Renewed Debates over Policy and Practices
- M.03 A Student-Centered Orientation of Writing Assessment: Student Self-Efficacy in Assessment and Placement
- M.04 Lessons Learned: Fits and Starts as We Try to Throw Open Those Gates
- M.05 Trauma in and beyond the Classroom: Human Rights, Mutual Aid, and Basic Writing
- N.03 “Basic writers,” “College writers,” and the Open Gate: Accelerated English and First-Year Composition
- N.04 Reopening Futures: Empowering Basic Writers through a Writing Fellow Program
- TSIG.02 2014 Council on Basic Writing Special Interest Group
- W.04 Open Futures? Basic Writing, Access, and Technology: Council on Basic Writing Pre-Conference Workshop

3—Community, Civic & Public

- A.03 Claiming the Past to Open Our Future: Language and Rhetoric of Idle No More
- A.04 Complicating Digital Citizenship: Research, Education, and Engagement
- A.05 Critical Access, Deep Democracy, and Personal Agency
- A.06 From Persuasion to Participation: Interactive Media & Shifting Paradigms for Writing Studies
- A.07 Open Sources Serving the Education Community on the Mexican-American Border

- A.38 Open(ing) Wounds: Accessing Trauma in the Classroom and Community
- AW.10 In Search of Political Openings: (Re)Writing the Prison/Education/Military Industrial Complex
- B.02 An Open World: Transnational Perspectives on Writing and Rhetoric
- B.03 Digital Literacy in Rural Lives: Examining the Intersections of Place, Access, and Literate Practice in the Lives of Six Rural Women
- B.04 Forming Coalitions: Digital Democracies and the Integration of Social Activism
- B.05 Opening Up, Opening Out: New Publics, New Futures for Composition's Public Intellectuals
- B.06 Proyecto Carrito When the Student Receives an A and the Worker Gets Fired: Disrupting the Political Economy of Translingual Rhetorical Mobility
- B.12 Issues of Accessibility and Technology in the Writing Classroom
- C.02 Between Oppositional Social Movement and Dominant Practice: The Ambivalent Location of Open Source
- C.03 Open Access Composing Processes
- C.35 Slam Poetry, Street Performance, and Food Justices: The Rhetorics of Civic Engagement
- D.02 Building a Community Writing Center: An Experiment in Collaboration, Community, and Multiliteracy to Create Access and Legibility for Both Writers and Centers
- D.03 Opening Latin@ Rhetorics: Examining Exclusionary Underpinnings of Openness in U.S. Political and Academic Spaces
- D.36 Digital Empowerment for Civic and Community Engagement
- E.03 Beyond Making a Difference: Responsible Assessment of Community Engagement
- E.04 Crossing over Colonized Borders: Open Archives, Political Activism, and Composition Studies in the Digital Age
- E.05 Open-Sourcing Democracy: Pathocentric Partnerships, Civic/Corporate Duty, and a Rhetoric of Information Technology
- E.06 Writing in the Service of Change: Activism, Critical Consciousness, and the Working Class
- F.04 Barack Obama's Significance for Composition and Communication: An Open Question
- F.05 Multilingual Realities: Citizenship, Literacy, and Intercultural Writing Class
- F.06 The Politics of Digital Literacies: Perspectives on the Personal, the Marginal, and the Public
- F.37 The Politics of Pedagogy in Composition and Rhetoric: Perspectives on Space, Race, and Embedded Hierarchies
- FSIG.14 Rhetoric and Religious Traditions
- G.04 Can't We All Just Get Along? The Rhetoric of Ecumenism, Inclusionism, and Dissensus
- G.05 "Networking Both Ways: What Prison Can Teach Us about Literacy"
- H.04 Caught Open by Service-Learning: Voicing Difficult Stories from the Field

- H.05 New Media and New Agency: Redesigning Community-Based Writing
- I.04 Discrimination, Racism, and Segregation in Writing Practices, Programs, and Assessment
- I.05 Opening the Academy: Access In/Outside Academic Discourse
- J.04 Opening Up, Opening Out : Vulnerability, Identity and Difference in the Performance of a More Careful Feminist Ethos
- K.03 Access without the Internet: Using Literacy to Build Community Across Difference
- K.04 LGBT and Queer Perspectives in Digital Landscapes and Beyond
- K.05 Reimagining Popular Culture in an Open Society: Media, Sports, and Advertising
- L.06 Behind the Walls: Prison, Pedagogy, and Politics
- L.07 Contemporary Perspectives on Literacy Sponsorship: Communities, Fantasies, and Self
- L.08 Janusian Thinking: Swirling Contradictions in Literacy Projects
- L.09 Perspectives on Militarism and the Composition Classroom
- L.10 Writing for Readiness: Opening Access to College through Multilevel Writing Partnerships between University and Non-University Spaces
- M.06 Closed Public Spaces: Colorblind Writing, Generative Ethos, and Neoliberal Service Learning
- M.07 Literacy on a Medical Mission: Healthcare Access Deliberation and Medical Literacy Sponsorship
- M.08 Using Rhetorical Ethnography to study Visual Literacies, Affect, and Civic Action
- MW.03 Prison Networks: Broadcasting Why Prison Writing Matters
- N.05 Accessing Place: Exploring Participation Structures across Three Communities
- N.06 Communicating/Imaging Bodies
- N.07 Implementing, Framing, and Connecting Cross-Institutional Assessment Strategies of Applied Literacy Outreach
- N.08 Smoothing Over Scientific Uncertainties: Edutainment Access; and Rhetorics of Identity and Science
- N.09 Virtuous Enactments: Reclaiming a Discourse for Composition Studies
- TSIG.01 2014 CCCC Community Literacy, Service-Learning, and Public Rhetorics Special Interest Group
- TSIG.03 Appalachian Rhetoric, Composition, and Literacy Special Interest Group
- TSIG.16 Teaching in Prison: Pedagogy, Research, and Literacies
- W.06 Blurring Boundaries: Opening Rhetorical Spaces

4—Creative Writing

- B.07 Navigating the Online Creative Writing Classroom
- D.04 Permission to Write: Teachers, Writing, and the Effects of Volition
- FSIG.10 Intersections in Creative Writing and Composition
- G.06 Accessing Little Narratives of Creative Writing
- H.06 I Got Cha Open: Integrating the Arts into Composition

- I.06 Openings in Approaches to Teaching Writing with Technology
- J.05 Rethinking Creative and Academic Writing
- L.11 Poetry and Fiction Off the Page: Multimodal Approaches in the Creative Writing Classroom
- M.09 Health/Care: Writing about Illness, Healing, and Caregiving
- M.10 Politics of Location: Creatively Writing the Past and Present
- N.10 Perspectives on the Use of Creative Nonfiction in the Teaching of Writing
- PF.01 Poet-to-Poet Wednesday Event Workshop
- PF.02 Poetry Forum: The 27th Annual Exultation of Larks

5—History

- A.08 The Rhetoricity of Public Memory: Accessing “the Past” through Museums and Memorials
- A.09 “The things they left behind”: Toward an Object-Oriented History of Composition
- B.08 Higher Learning and Historical Class Bifurcations
- B.09 Voices from the Asian/Asian American Caucus: Opening Up Our Disciplinary History and Scholarship
- C.04 Accessing Asian American Rhetoric: Identity through Ethnicity, Culture, & Construction
- C.05 In the Nature of Remembering, Recollecting the Past to Invent the Future
- C.06 Opening Access: Women Working across Domestic and Professional Spaces
- CWS.1 Coalition of Women Scholars in the History of Rhetoric and Composition
- D.05 The Persistence of Memory: Remapping the Future of Composition Studies by Charting Writing Histories at one Rural Texas University
- E.07 Open Access, Open Futures: Title IX as Kairotic Feminist Rhetoric
- F.07 . . . And the Archival Walls Came Tumbling Down—21st Century Historiography: Opening Histories, Sharing Revisions, and Democratizing Texts
- F.36 Rhetoric, Civic Participation, and Access
- G.07 Historical Activism: Replaying the Records of Women’s Social Engagement
- H.07 Sailing Forth into the Four C’s: When CCCC Leaders Were Newcomers
- I.07 Screed Time: How Does CCCC Get It’s Sexy Back?
- J.06 Teaching Indigenous, Latina/o, African American, and Latin American Rhetorical Histories
- J.37 Visual Rhetoric for Political Action
- K.06 19th-Century Women’s Rhetoric: Medicine, Mental Health, Theater, and Elocution
- L.12 Encountering Places and Countering Spaces: Open-Source Rhetoric in the Civil Rights Movement
- L.13 Radical Pedagogy across Historical and Contemporary Contexts
- M.11 Opening Access to Power: Recovering and Rethorizing Historical, Unruly Rhetorics
- M.12 Religious Tensions: Silence and Protest in Public Rhetoric and Educational Spaces

- M.13 The Theme, the Paragraph, and English Language History: Tapping the Origins of Our Assignments and Courses to Enrich Current Pedagogy
- MW.04 Opening the Archives: Considering Questions of Access, Space, and Connection(s)
- N.11 19th, and 20th, Century Sites as New Lenses on Disciplinary Service, Ecology, and Collaboration
- N.12 Open Table: A Dialogue on the Historical Significance of Three Chicago Women Rhetors
- N.13 Rewriting Histories and Institutional Practices
- N.14 Women's Languages and Representations
- TSIG.10 National Archives of Composition and Rhetoric
- TSIG.13 Rhetoric's Histories: Traditions, Theories, Pedagogies, and Practices

6—Information Technologies

- A.10 A Badge of Dichotomous Language: Representing and Employing Assessment in Ambiguous Spaces
- A.11 Assessment and Automation: Robograders, Automated Essay Scoring (AES) Software, and Gradework
- A.12 Composing Agriculture and (Post)Industry
- A.13 Composition in/and Digital Humanities: Data, Software, Architecture
- A.14 Opening Digital Rhetoric: Beyond Persuasion
- A.15 Opening Gates and Closing Minds: Three Views of Online Democracy at Work
- AW.01 Flipping the Classroom: Philosophy, Pedagogy, Praxis, and Production
- AW.05 From emma to Marca: Technology and Pedagogy in a Decade of Open-Source Writing Software Development
- B.01 CopyCats: Open-Source Approaches to Plagiarism
- B.04 Forming Coalitions: Digital Democracies and the Integration of Social Activism
- B.10 Applying the CCCC's Effective Practices of Online Writing Instruction in the Virtual Classroom
- B.11 Composition MOOCs and Pedagogy by the Thousands: Reflections on Four Open Education Innovations
- B.12 Issues of Accessibility and Technology in the Writing Classroom
- B.13 Open Access and Institutional Technology
- B.14 Teaching and Talking in Code: Pedagogical Partnerships with Computer Science
- B.15 Wikipedia: Discourse, Collaboration, and Sophistic Rhetoric
- B.27 The Composition of Art, Comedy, and Dance
- C.07 Empowering Students to Grapple with Identity Formation and Surveillance in Digital Environments
- C.08 MOOCing Back to School: A Roundtable of Professors as Students in Massive Online Open Courses
- C.09 Occupying Hacktivism and Social Change

- C.10 Opening Up: How Information Technologies Alter Composition Research Methodologies
- C.11 Tools to Collect With: Zotero, Pinterest, and Evernote
- D.06 Building an Open Professional Network through Twitter Chats
- D.07 Markdown, Coding, and Technology in the Composition Classroom
- D.08 Reimagining Composition: Using Chat, Tweets, and Assistive Technology to Enhance Student Writing
- D.09 Sounding New Media
- D.10 The Writing Studio Ten Years Later: How an Open-Access Learning Environment Confronts the Corporate LMS
- D.11 Writing Out in an Open Source World for Creative Writers, Journals, and Writing Programs
- D.24 Gaming Composition: Comics, Fan-Fic, and Games in and beyond the Curriculum
- D.37 “Don’t Sweat the Techne?,” or Opening Access to Technological Literacies in Composition Courses
- E.08 From Free Play to Fair Use: Examining Pedagogies, Complexities, and Challenges of Integrating Multimodal Compositions in the Classroom
- E.09 Futures for Composition and Communication: Opening Research and Teaching to Issues of E-Waste and E-Justice
- E.10 Multiliteracies at HBCUs
- E.11 Open Axes: Identities, Technologies, and Pedagogies at Play
- E.12 Out in the Open: Exploring Mobile Phone Pedagogies and Everyday Composing Practices
- E.13 The Future Will Be Open Access: Economics and Materiality of Links and Code
- E.14 Wireless Women: Gender and Access in the “Wide Open” Web
- E.31 Resistance Is Futile? Questioning MOOCs, Cyborgs, and Composition’s Future
- E.36 Audience, Citizenship, and Literacies in an Expanding Web
- E.39 Composition as a Neighborhood in the Knowledge Garden: New Partnerships in Composition with Open Educational Resources
- E.40 A Journey toward Open-Access Multimedia Writing Support: A Quest for the Excelsior College OWL
- F.08 An Open Architecture: Inscribing Social Media, Play, Collaboration, and Real Audiences into First-Year Writing Courses
- F.09 Gaming, MOOCs, and Constructivist Habits of Mind
- F.10 Online Writing Instruction (OWI) Principles and Effective Practices: Year One—Institutional Matters
- F.11 Personal Disclosures, Trust, and Openness
- FSIG.06 Best Practices in Online Writing Instruction: Using the the CCCC OWI Principles and Effective Practices as a Foundation for Programmatic Arguments
- G.08 Digital Feminism: Activism, Trolling, and First-Year Writing
- G.09 Going Public with E-portfolios: Opening Up Communication and Composition in a Digital Environment that Speaks to the Net Generation

- G.10 Open Access? Composing Technologies for Disability Accessibility
- G.11 Time and the Digital Work of Online Writing
- G.38 Flipped or Flipped Out? Understanding the Decision-Making behind Pedagogical Integration of Technology and New Media
- H.08 Digital Literacies and Student Access: Basic Writing, First-Year Composition, and Graduate Education
- H.09 Hacking as Practice, Culture, and Epistemology: Fostering Creative Inquiry and Advocacy in Composition Studies
- H.10 Open(ing) Technological Access in Digital, Professional and Scholarly Spaces
- H.11 Shifting the Conversation: Conceptions of Identity in Digital Writing Environments
- H.12 Where We're Going We Don't Need Roads: Rethinking "Stretch" FYC Pedagogy in a Hybrid World
- H.40 Textbooks Unbound: Open Access Publishing and Digital Course Materials
- I.08 Evolving Curriculum and Research in Digital Literacy
- I.09 Massively Open? MOOCs and the Future of Teaching Writing at Scale
- I.10 Opening the Ivory Gates: How to Work within and around LMS's to Bring Life Back to Learning
- I.11 Talk and Textuality in the Online Classroom: Notes from an Online Associate's Degree Composition Program
- I.12 Writing Pedagogy and Social Media after a Decade of Facebook
- I.27 Teaching through Resistance in Online Environments
- I.38 Open Modes, Open Spaces: Multimodal Assignments and Curriculum through the Eyes of Instructor, Instructional Designer, and Writing Center Director
- I.39 Online Communities and Possibility: Identity Representations and Community as It Relates to the Classroom
- J.07 Game-Based Learning for At-Risk Populations
- J.09 Opportunities for Access in Online Education: Assessing and Comparing a Multimodal Curriculum in Online Versus Face-to-Face Classes
- J.10 Writing Silence, Reading Voice: Accessing Power through Video Games
- J.36 Mobile Data, Mobile Selves: Smartphones, Big Data, and the Composition of Authorship
- K.07 Addressing Distraction, Fragmentation, and Loss in a Milieu of Speed and Pastiche
- K.08 Multi-Modal, Remix, and Hybrid Tactics and Engagement
- K.09 Ownership, Audience, and Genre in Digital Texts
- K.10 Technological Interventions, Pedagogical Reinterpretation: Teaching Peer Review, Genre-Based Writing, and Critical information Literacy in Online/Hybrid Education
- K.11 You Left Your Knowledge Open: Using Rikiwiki for Collaborative Knowledge-Building in Writing Studies
- L.14 POOC and Learn: Using Personal Learning Networks (PLNs) for Enhanced Personal Online Learning

- L.15 Writing in Virtual, Material, and Mobile Spaces: Three Studies of Composing with Technology
- M.14 iPad Interfacing in the Composition Classroom: An Engaged Dialogue
- M.15 Shifting Selves: Student Identity and Writing in the Internet Age
- N.14 Women's Languages and Representations
- N.15 Keeping an Open Mind about Open SUNY: Believing and Doubting SUNY's Online Learning Initiative
- N.16 Transformational Ownership: Creating and Navigating Ownership in the Design of a Departmental Online Composition Course
- W.03 Developing an Online Writing Course Initiative: Preparing Teachers and Students
- WE.1 Multimodal Composing on Mobile Devices

7—Institutional and Professional

- A.12 Composing Agriculture and (Post)Industry
- A.13 Composition in/and Digital Humanities: Data, Software, Architecture
- A.16 Ain't We Compositionists?: The M.A. Compositionist and Other Adjunct Subjectivities
- A.17 By All Available Means: Collaboration, Innovation, and Retention in First-Year Composition Online Learning Environments
- A.18 The WPA Census: What Do the Numbers Tell Us?
- A.19 Undergraduate Writing: Digital Media and Writing in the Disciplines
- AW.02 Open(ing) Conversation: What Are the Threshold Concepts of Composition?
- AW.04 Faculty Development and Composition Scholars: Creating Campuswide Impacts and Expanding Career Opportunities
- AW.11 Exploring Latinidad in the Mid-West: A Workshop Sponsored by the NCTE/CCCC Latino/a Caucus
- B.01 CopyCats: Open-Source Approaches to Plagiarism
- B.16 Composition in the Age of Austerity
- B.17 Opening Communities of Discourse and Practice: Using Professional Learning Communities to Support Contingent Faculty
- B.18 Opening Up the Faculty Club: Educating New Teachers for 21st-Century Change
- B.19 Unten(ur)able Positions: Re-theorizing WPAs from the Margins
- C.12 Con Job: Stories of Adjunct and Contingent Labor
- C.13 Toward Authentic Student Learning Assessment in General Education: Encouraging Metacognition through Faculty Development, Quantitative Reasoning, and E-Portfolios
- C.15 Whose Responsibility Is It, Anyway? Preparing Future Faculty in Rhetoric and Composition
- D.12 Further Interrogating "Citizenship" as a Key Term in Writing Scholarship, Programs, and Policies
- D.13 Opening Up the English Major: A Rhetorical Approach to Re-Uniting the Humanities

- DP.01 Consortium of Doctoral Programs in Rhetoric and Composition: Digital and Multimodal Scholarship
- E.15 Academic Endogamy: A Roundtable Conversation Between Dual-Career Academic Couples
- E.16 Gender, Labor, and the Service Economy in Writing and English Studies: Rewarding and Revaluing Service
- E.17 Polymorphic Frames of Pre-Tenure WPAs: Eight Accounts of Hybridity and Pronoia
- E.38 Transformations, Design, and Redesign: Iterating Composition and Communication Futures at a Liberal-Professional University
- F.12 Assessment, Integrated Student Services, and Curricular Change: Forging the Trifecta of Student Development
- F.13 Revisiting Laramie: Considering the Past, Present, and Future Working Conditions of the Wyoming Resolution a Quarter-Century Later
- F.14 Violence of Assessment: Theoretical and Practical Considerations
- FSIG.07 CCCC Graduate Student Special Interest Group
- FSIG.09 Independent Writing Units
- FSIG.11 Labor Caucus Special Interest Group
- FSIG.16 Special Interest Group: English Education-Composition Connections
- FSIG.20 The Future of Writing Centers in a Time of Open Educational Transformation: A Special Interest Group Meeting of the International Writing Centers Association
- FSIG.23 Writing with Current, Former, and Future Members of the Military
- FSIG.24 Publishing in Studies in Writing and Rhetoric: To All—Whatever Your Institutional Affiliation—Who Are Interested
- G.12 Building Partnerships: Articulating Community College to University Transfer
- G.13 Social Entrepreneurism and Sustainability: Writing Centers as Change-Agents within and outside the Academy
- G.14 WPA-Outcomes Statement Revision for a Multimodal, Digitally Composed World—PART II
- H.13 Encouraging Student Engagement in Labor Activism through FYC Curricula: A Program-Wide Experiment During Campus Equity Week
- H.14 Surviving and Thriving while Working off the Tenure Track: Gender, Contingent Labor, and Writing Instruction in the 21st Century
- H.38 MA and PhD Program Design: Impact on Graduate Student Success
- H.39 Collaborating with the Sources Next Door to Open a Future of Authentic Assessment
- I.07 Screed Time: How Does CCCC Get It's Sexy Back?
- I.13 Graduate Students as Professionals and Teachers: TA Prep, Professionalization, and the Job Market
- I.14 The Logistical and Emotional Labor of WPA Work: Personal Experiences
- IP.01 Intellectual Property in Composition Studies
- J.11 Multilingualism: TA Training and Program Analysis
- J.12 The Problem of Speaking for/with/as Contingent Faculty: Navigating Networks of Advocacy

- J.35 Open This Box—Rubrics, Machine Grading, and the Case of Automotive Writing Instruction
- K.12 Opening the Sources of Collaboration: Building Communities of Students, Constructing Communities of Teachers
- K.13 The Writing Center is Open: Providing Access amid Institutional Pressures
- K.25 Getting a Job in a Two-Year College
- K.36 Publishing in Studies in Writing and Rhetoric: To All—Whatever Your Institutional Affiliation—Who Are Interested
- L.17 Negotiating Access: Teacher/Student Mediations in the First-Year Writing Program
- L.18 The University and Economic Pressures: Contingent Labor and Institutional Models
- M.16 From Preparation to Praxis: Writing Teacher Education and the Challenge of Enactment
- M.17 Keeping Rhetoric and Writing in English: Opportunities and Challenges
- M.18 Open Access Cross-Disciplinary Writing Programs: A Hub for the Academy
- M.19 To Invoke is to Define: Examining Invocations of Citizenship in Public Arguments about Post-Secondary Literacy Education
- MW.01 Overcoming the “Impostor Syndrome”: Opening Professional Paths for Graduate Students
- N.17 FYC: Student Placement, Voices, and Choices
- N.18 Making Our Teaching Practices and Campuses Open and Accessible
- N.19 Open to Possibilities: Institutional Identity and the Non-Tenure Track Writing Professor
- N.20 Yet More Legislative Crap to Deal With: Reflecting on Placement and Public Acts
- TSIG.05 Faculty Development and Composition
- TSIG.12 Retired and Retiring Faculty in Rhetoric/Composition/Writing Special Interest Group
- TSIG.15 Standing Group on Disability Studies
- TSIG.19 Women’s Network Special Interest Group
- W.01 The Labor-Friendly Writing Program/Center
- W.10 Sing, Act, Engage: A Workshop on Performance, Pedagogy, and Professional Development

8—Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

- A.20 Critical Junctures: Exploring Different Sites of Learning
- A.21 Cultural and Material Rhetorics: Redefining Our Concepts of Rhetoric
- A.22 Multimodal Composing: Perspectives from across the Disciplines
- A.23 Teaching in and through the Classroom
- A.37 The Beautiful Struggle: Futuristic Visions of an Inclusive Academy through Hip-hop, Autoethnography, and Rap Geniuses
- B.20 Accessing Disability Studies, Relationally
- B.21 Rewriting Rhetorical Scripts: Literate and Gendered Identities
- B.22 The Art of Indigenous Rhetorics: Survivance, Ecology, and Pedagogy

- B.38 Precarious Pedagogies: Embodied Performance in the Writing Classroom
- C.14 Across Cultures, Across Disciplines: Literacy and Identity
- C.16 Ludic[rous?] Pedagogy: The Promises and Pitfalls of Gamifying the Composition Classroom
- C.37 Access to Textural Practice: Hybrid Genres, Reciprocity, and Interdisciplinarity
- D.11 Writing Out in an Open Source World for Creative Writers, Journals, and Writing Programs
- D.14 All up in Your Face: Subverting the Traditional Stereotyping of Eastern Rhetoric's Indirectness vs. Western Rhetoric's Directness
- D.15 Indigenous Decolonial Conversations across Disciplines
- D.16 Raiz Up to Heal Historical Trauma: Indigenous Approaches to Spatial Praxis and Object-Oriented Digital Rhetorics
- E.18 Composition and Communication: Looking Forward, Looking Back
- E.19 Critical Creativity, (Re)Design, and (Re)Sourcing: Hacking the Body Politic
- E.20 Open Dialogue: Gender Identities, the Sciences, and Feminist Pedagogy
- E.21 Opening Textbooks, Opening Possibilities: A Writing Program-Academic Library Collaboration
- F.05 Multilingual Realities: Citizenship, Literacy, and Intercultural Writing Class
- F.15 Meaning-Making in the Disciplines: Writing for Science, Math, Business, and Nursing
- FSIG.05 Queer Caucus
- FSIG.13 Play and Game Studies Special Interest Group
- FSIG.21 Transnational Composition Special Interest Group
- G.15 Opening Closed Narratives, Disrupting Settler Spaces, and Challenging Entrenched Privilege: Settler Colonialism and the Rhetorics of Cultural Access
- H.15 Archives, Provenance, and Multimodal Composing: Refiguring Research in Writing Courses with Special Collections, and Archivists, and Digital Archives
- H.16 Places of Arrival: Literacy Acquisition in and out of School
- I.15 Beyond Monoculture: Open Source Research in the University Classroom
- I.16 Who Defines Their Rights? Opening and Resisting Access
- J.13 Breaking Through and Breaking Open: Re-Engaging Disenfranchised, Underserved Youth in Public Education through Critical, Culturally Responsive Literacy and Language Practices
- J.14 Writing as "Friction": Globalization, Texts, and Movement in Institutional Sites of Writing Exchange
- J.34 Hemispheric Americas: Opening Rhetorical (Re)sources
- K.14 Futuristic Visions, Bold Reimaginings: The Conciliatory Rhetorical World of Mesoamerica and Mestizos
- L.19 Getting Close (by Being Open) to Materiality
- L.20 Open Access?: A Talking Circle on Contemporary Marginalization in Composition

- L.21 Using Artifact-Based Interviews as an Approach to Inquiry in Scenes of Teaching and Learning
- M.20 Bridging the Spheres: Juxtaposing Pedagogies from Four Public Research Sites
- M.21 Hearing Language: Opening to New Challenges
- M.22 Videocy in the Age of Open Access: The Challenges for Scholarship
- N.06 Communicating/Imaging Bodies
- N.21 Crossing Thresholds: Perceptions, Processes, and Practices
- N.22 Listening to Voice and Body: New Paths to Understanding Self and Others
- N.23 What Are They Teaching in High School: College Readiness and Transitions
- RFP.1 Building Capacity for Peace: Rhetoricians for Peace Special Event
- TSIG.07 Klal Rhetoric: Jewish Rhetorics and Composition Special Interest Group
- W.07 Accessing the Future of Writing Studies: Disruption and Dialogue via International Higher Education Writing Research
- W.08 Workshop on Language, Linguistics, and Writing

9—Language

- A.24 Communicating from China: English Writing and Resisted Code
- A.25 Investigating Translingual Practices: History, Theory, and Pedagogy
- AW.06 Grammar for the Tongue, Grammar for the Eye
- AW.12 Access Denied: Digital Jim Crow and Institutional Barriers to Open Access
- AW.13 Opening Spaces for Multilingual Students: Curricular Designs and Pedagogical Innovations for First-Year Classrooms & Beyond
- B.23 Politics of Language and Culture in Spanish Communities
- B.37 The International Faculty Fellows Project: Cross-Language Practices of International Faculty
- C.17 Still “Talkin’ that Talk”: Access Granted to Open Conversations about Home Language, Pedagogy, and Technology
- D.17 Access to Openness: Local and Global Futures and the Translingual Approach
- D.18 Translingualism and Transmodalism in Practice
- E.22 Towards the Translingual Classroom: Investigating Multilingual Writers’ Expectations, Experiences, and Aspirations
- F.16 In Terms of being ‘Open’: Reframing the Terms of Cross-Language Engagement
- F.17 The “Translingual Turn” in Rhetoric and Composition: Bridging the Divide between Theories and Practices
- G.16 Language Inclusion and Support in Transnational Contexts
- G.17 Translingualism in Theory and Practice: Successes and Challenges
- H.17 Open Access and a New Visibility for Linguistically Underrepresented Students’ Right/Write to Their Own Languages
- J.15 Revisiting the Students’ Right to Their Own Language: Opening New Possibilities for Composition Theory and Pedagogy
- K.15 Breaking through Boundaries of Ascribed Black Identities

- K.16 Second Language Writing Transitions and Pedagogies
- L.22 Diversified Design: Exploring Multilingual Responses to a Flexible Writing Classroom
- L.23 Politics of Instruction in Linguistically and Culturally Diverse Classrooms
- L.24 Voices from the Field: Monolingual Teachers in Multilingual Writing Classrooms
- M.23 Language Diversity in Diverse Pedagogical Scenes: Negotiating Southern, Reservation, and African American Englishes in the Composition Classroom
- M.24 What Can Students and Writing Teachers Learn from a Careful Linguistic Exploration of Spoken Grammar?
- MW.06 Opening Spaces for Multilingual Students: Creating Pathways for Transition
- MW.07 Crossing BW/ESL/FYW Divides, II: Pedagogical and Institutional Strategies for Translingual Writing
- N.24 Opening a Multilingual Writing Space
- N.25 Translingual Histories and Dispositions
- TSIG.08 SIG: Language, Linguistics, and Writing
- TSIG.14 Second Language Writing Standing Group: New Directions for Second Language Writing at the CCCC

10—Professional and Technical Writing

- A.10 A Badge of Dichotomous Language: Representing and Employing Assessment in Ambiguous Spaces
- A.26 Opening Professional and Technical Writing to Client-Community Engagement
- B.24 Blue-Collar CraftsMan: Revealing the Value Gained through Unofficial Factory Floor Writing
- B.25 The Ethics of Visuals: From Illustrations to Information Design
- C.03 Open Access Composing Processes
- C.18 New Points of Access: Integrating Theoretical Frameworks for Teaching Technical Communication
- D.19 Openness, Distributed Work, and Rhetorical Conflict
- E.23 Rhetorical Futures in Workplaces and Industry
- FSIG.15 Science and Writing Special Interest Group
- H.18 Citizens and Scientists, Environment and Ethics
- I.18 Ethics and Accountability in Healthcare Communication
- J.16 Professional(izing) Scholarship in the Open: Engaging with Libraries to Transform Technical Writing
- K.17 The Open-Sourcing of Tech Comm: DIY Sites and TC Pedagogy
- N.26 The Center Outside: Writing Center Pedagogy Adapted for Business and Technical Consulting
- TSIG.04 EngiComm: Communication in the Engineering Curriculum Special Interest Group
- TSIG.09 Medical Rhetoricians Special Interest Group

- A.27 Enabling Discourses: Activity Theory and Genre Transfer
- A.28 First-Year Composition in the 21st Century: Is There Evidence of a Shift to Orality?
- A.29 Shifting the Conversation: Algorithms, Media Multitasking, and Student Engagement
- AW.07 Open for Research: A Demonstration of Text Analysis Applications and a Discussion of Library Collaboration Opportunities
- B.12 Issues of Accessibility and Technology in the Writing Classroom
- B.26 Queering the Gendered and Marginal Discourses of Composition Studies: Perspectives on Vulnerability, Craft, and ‘Habits of Mind’
- B.27 The Composition of Art, Comedy, and Dance
- C.19 Reframing Open Access as a Ground for Embedded Information Literacy Instruction
- C.20 Writing Ideologies and New Media: Writing Relationships in Fantasy Sports Leagues, NaNoWriMo, I F*cking LOVE Science, and Other Mediated Writing Communities
- C.23 The Ties That Bind: Embroidered Protest, Substance Abuse, and Unending Burkean Conversations about Alcohol
- D.20 Opening Borders: Tracing Multilingual and Multimodal Literacy Practices across Local and Global Contexts
- E.24 Open(ing) Sources, Access, and the Future in Data Driven Research: Three Problems for the Field
- E.25 Shaming, Blaming, and Gaming: Rhetoric and Violence in Contemporary American Culture
- F.05 Multilingual Realities: Citizenship, Literacy, and Intercultural Writing Class
- F.18 Access and the Digital Exhibit: Revelations, Alterations, Surprises, and Critiques
- F.19 Global Healthscapes: Beyond Articulated Identity Action Research
- F.20 Teaching for Transfer: Opening Opportunities for Student Success in Writing across Contexts
- G.18 Broadening Access: Reviewer Response, Gender Revision, and Drop-In Writing Centers
- G.19 How Do Dual-Credit Students Do on College Writing Tasks after They Matriculate at a University? Empirical Data from a Large-Scale Study
- G.20 Technofeminist Writing Research: Online Feminist Community-Building Design, Feminist Grounded Theory, and a Critical Examination of Hegemonic Film Discourse
- G.37 Opening the Nature of Research: Reordering and Reimagining Access in Archival Research
- H.19 Collecting, Analyzing, and Talking about Data
- H.20 On Methodological Discovery: Opening Research Design to the Instability of Research Sites

- H.21 The Writing Transfer Project: A Cross-Institutional RAD Study of Transfer from General Education Writing to Disciplinary Writing
- I.19 Collective Assessment: Writing Assessment, Rhetorical Practice, and Reader Placement Analysis
- I.20 “Opening” Conversations: Culture(s) of Assessment, and Assessments of Culture
- I.21 Tools Matter: Alternative Writing Environments, Visual Literacy, and Rhetorical Listening
- I.37 Mirrors and Windows: Examining How Open Access Policies and Archival Materials Impact African Americans in Middle America
- J.17 Conversations on Composition Studies, CCCC, and the Research Network Forum on Composition/Rhetoric: Interrogating the Discipline
- J.18 Opening Up the Small Academic Journal: Questions of Sources, Access, and the Future of Scholarship
- J.19 What about Bob (Connors)? Opening Up Archival Research through Digital Media
- K.18 From Pain to Possibilities: Effective and Efficient Student Feedback in First-Year Composition
- K.19 Roads Less Traveled: Opening New Pathways for Archival Research Methods
- L.25 Are Writers Whistling Vivaldi? Empirical Research on the Role of Stereotype Threat in First-Year Composition
- L.26 Negotiating Qualitative Research: Confessions, Anxieties, and Strategies from the Field
- L.27 Teacher-Centered, Context Dependent: (Re)Opening FYW Instructor Conversations on Research Prompts
- M.07 Literacy on a Medical Mission: Healthcare Access Deliberation and Medical Literacy Sponsorship
- M.25 A Second Wave: Metawriting in the Composition Classroom
- M.26 Open to Debate: Readiness Theories and Student Perceptions of Multimodal Composition
- MW.08 Coding for Data Analysis
- MW.09 Designing Undergraduate Research Projects and Programs in Writing Studies
- N.27 Cultural Expectations, the Institution, and Motherhood Rhetorics: Examining Links between Professional and Maternal Identity Construction
- N.28 Researching Genre across Contexts: Implications for Crucial Transitions
- Open Access & Futures: An Undergraduate Researcher Poster Session
- RNF.1 2014 Research Network Forum at CCCC

12—Teaching Writing & Rhetoric

- A.10 A Badge of Dichotomous Language: Representing and Employing Assessment in Ambiguous Spaces
- A.13 Composition in/and Digital Humanities: Data, Software, Architecture

- A.23 Teaching in and through the Classroom
- A.30 Accessing the Creative Spirit in First-Year Composition
- A.31 Digitally-Mediated Peer Review in Multimodal Composition Courses: Implications for Writing Pedagogies
- A.32 Exploring New Applications of Arts and Media in the Composition Classroom
- A.33 Fulfilling the Promise of the Writing Portfolio: Opening Writing Assessment for Student-Writers
- A.34 Opening Minds in Open Access Classrooms: Alternate-Reality Gaming as Bakhtinian Pedagogy
- A.36 Open Access to Multilingual Composition: Case Studies of Teachers and Students
- AW.08 Opening Up the Archives: Promoting Undergraduate Research through Google Books
- AW.09 Teaching American Indian Rhetorics in All Rhetoric and Composition Classrooms
- B.27 The Composition of Art, Comedy, and Dance
- B.28 Affordances and Constraints of Open Access: Learning Composition in Online Environments
- B.29 Counter-Standardization: Opening the English Language, Queering Writing, and New Teacher Preparation
- B.30 Critical Disability Pedagogies: Hacking the Curriculum, Rewriting Spaces
- B.31 From Hula to Hei: Indigenizing English Instruction at Hawai'i Community College
- B.32 Hybrid Pedagogies: HYC Formats, Asynchronous Peer Review, and Open Collaboration
- B.33 "Metamorphosis Hurts": Racial Identity Narratives, White Consumption of Hip-Hop, and Agency in Student Writing
- B.34 Multimodal and Multigenre Writing in Classrooms: Critical Engagements
- B.35 Teaching Digital Communications in Adult-Oriented College Classrooms: Digital Immigrant Students and Teachers Learning Together
- C.03 Open Access Composing Processes
- C.21 Access Denied: Opening the Online Community by Rethinking and Revising Our Discussions with Students
- C.22 College Readiness, Web Writing, and First-Year Composition: Opening Access in the Transition from High School to College Writing.
- C.24 Ain't No Future in Frontin': Black Language, Survivance, Polyculturalism, and White Racial Narratives TODAY!
- C.25 Literate Arts: Autoethnography and Composition
- C.26 SPECIAL SESSION: More than Robo-Graders: Responding to Student Writers to Encourage Habits of Mind
- C.27 Open Invitations: Integrating Improvisational Action into Writing Pedagogies
- C.28 Writing-about-Writing as a Pedagogy of Transparency
- C.29 Opening the Social Rhetoric of Gender: Challenging Masculinized Logos, Neutralized Teaching, and Typical Writing Bodies

- C.31 Opening the Writing Classroom to Intellectual Risk
- D.09 Sounding New Media
- D.21 (Do)n't Go There: Conceptualizing Multimodality as an Access Point for Controversy
- D.22 Ecology of Place in Globalized Space: Open Access, the Networked World, and the Future of Writing Studies
- D.23 Fail Better, Teach Better: Making Use of Failure in the Composition Classroom
- D.24 Gaming Composition: Comics, Fan-Fic, and Games in and beyond the Curriculum
- D.25 Minding Access, out of the Darkness, into the Light: Exclusions, Conflicts, the Mind and the Body
- D.26 (Re)Opening the Ditto Device: DIY Publishing as Crafting Agency
- D.27 The Gamification of the Composition Class: Course Design, Rubric Design, Text Design
- D.28 Teaching Community in the Two-Year College: Successful Group Work Online and in the Classroom
- D.29 Writing the Zombie Apocalypse
- D.36 Digital Empowerment for Civic and Community Engagement
- D.38 Opening Disability Narratives: New Models for Self-Determination and Multimodal Practices in Classrooms
- E.26 Citizenship across the Curriculum: A Cross-Disciplinary Approach to Constructing Community
- E.27 Feedback and Student Writing: From FYC to Graduate Classrooms to Machine Scoring
- E.28 It's Not Our Mentors' World: Transformations in Composition Pedagogies, 2000 to Today
- E.29 Opening Access between Veterans, Civilians, Higher Education, and Communities
- E.30 Opening Technical Communication to Discussions of Race and Ethnicity: A Conversation between Scholars in Technical Communication and Rhetoric and Composition
- E.31 Resistance Is Futile? Questioning MOOCs, Cyborgs, and Composition's Future
- E.32 Three's a Charm: Strategies for Responding to Multimodal Student Work as a Teacher, a Tutor, and a Peer
- F.21 Accessing Writing: Approaches to Prompts and Free-writing in Classrooms
- F.22 Composing Collaboration: A Meta-Analysis of Collaboration in Multimodal Composition
- F.23 Hacking the Hidden Curriculum for Open Source Writing: Systemic Functional Linguistics Genre Pedagogy
- F.24 Mindfulness and Contemplation: Open Minds/Bodies/Writing in Classrooms
- F.25 Pedagogical Fragments, or the Things We Delete
- F.27 Winning Access: Assembling Open-Source Networks as Writing Games

- FSIG.08 Creative Nonfiction Special Interest Group: Opening to Each Other: Mentoring, and Creative Nonfiction
- FSIG.17 Special Interest Group on Composition and Adult Learners (Formerly Teaching Adult Learners in Diverse Settings)
- FSIG.22 Working-Class Culture and Pedagogy Special Interest Group
- G.21 Agency and Identity in Assignments from BW to the Disciplines
- G.22 Creative Writing/Creative Teaching: Digital Storytelling, Guerilla Haiku, Poetic Expression
- G.23 Intercultural Perspectives on Composition in the Globalized Campus
- G.24 Open Access and Neurodiversity for 21st Century Classrooms
- G.25 Perspectives and Assignments from Open Classrooms: Podcasting, Multimodality in Activist Rhetoric, Poster Galleries
- G.26 Tackling Teacher Racism in the Composition Classroom
- G.27 Writing Contested Spaces: Detroit, Occupy Wall Street, and Locally Grown Foods in Hawaii
- G.36 Still “Doing School”: The Rules of Engagement in the Local, Global and Digital Landscapes of Composition
- G.39 Ruptures and Closures: Evaluating Correctness, Deviation, and Exaggeration in First-Year Composition
- H.22 An Image is Worth a Thousand Words: Open Access Technology and Reimagined Histories
- H.23 Digital Writing Classrooms: Wikis as Genre, New Identities, and Anxieties
- H.24 Is Open the Same as Access? Teaching Writing in the Two-Year College
- H.25 Opening FYC to Student Empirical Research: Motivation, Implementation, and Efficacy
- H.26 ‘Possibility, Transparency, and Equality’: Negotiating Economies of Technology in the Composition Classroom
- H.27 Teaching that Matters: New Materialism Meets Composition Pedagogy
- H.37 Remixing Scholarship, Remixing the Classroom: Opening New Spaces for Teaching and Learning through Video
- I.07 Screed Time: How Does CCCC Get It’s Sexy Back?
- I.22 Circulating Students’ Texts into and out of Classrooms
- I.23 Empathic Pedagogical Approaches: Introspection, Pathos, and Embodied Action
- I.24 Legacies of Undergraduate Research
- I.25 Opening Possibilities for Public Digital Composition in Writing Courses
- I.26 Race/Class/Culture: (Re)Opening the First-Year Classroom
- I.27 Teaching through Resistance in Online Environments
- J.20 Collaborative Technologies for Classrooms: Google Docs Spelling/Grammar Checkers, Genre Tinkering, and Digital Mentors
- J.21 Failing to Learn and Learning to Fail
- J.22 Machine Assessment of the Essays/Essays of the Machine Assessment: Perspectives on the Role of Machine Grading in the Writing Classroom and Its Potential Effects on Pedagogy, Power, and Politics
- J.23 Opening u and Joining in: Exploring Student Engagement as Textual Practice

- J.24 Researching to Write, Writing to Research: Teaching Information Literacy to First-Year Writing Students
- J.25 The Ethics of Assessing Multimodal Student Composition
- J.38 Shaping the Rhetoric: Disability Accommodation Practices, Letters, and Performances
- K.20 21st Century Platforms: Digital Delivery and Civic Engagement
- K.21 Comics and Multimodal Texts for Rhetorical Education
- K.22 From Page to Screen: Rhetorical Theory, Text, and Originality in New Media
- K.23 Meaning Language and Learning in Transnational Contexts
- K.24 Out in the Open: Hooking Up in the Modern, Digital Era
- K.25 Resistance in, around, and about Teaching Writing
- K.26 Virtual Spaces: Classroom Design, Tumblr in FYC, and Blog-Based Pedagogies
- L.28 Beyond Cures and Punishment: (Re)Imaging Plagiarism
- L.29 Composites of Composition: Heteroglossia, Intertextuality, and the Anxiety of the Soliloquy
- L.30 Engaged by Identity: First Year Writers Open Up
- L.31 Media Objects: Horror Films, Archival Film, and Mashups as Shared Cultural Texts
- L.32 Opening the Composition Classroom: Multilingual Writers—Revision and New Feedback
- L.33 Public Writing in Private Education: Building Community through Written Discourse
- L.34 The Freshman Interest Group: How Shared Interests Engage and Inspire Students in First-Year Comp
- M.27 A Complete Part of a Balanced Digital Literacy!: Remix, Copyright, and Educational Reform in the Composition Classroom
- M.28 Been There, Never Done That; Never Done That, Been There: The Affordances of Networks for Traditional and Digital Expression
- M.29 Beyond Gold Stars: Making Gamification Meaningful and Valuable for Students
- M.30 Corrective feedback in Second Language Writing: Beliefs and Practices of a Novice Teacher
- M.31 Imagining New Directions for Directed Self-Placement: Improving Success for Underprepared Writers
- M.32 No Ordinary Student: Giving the Competent and Complacent Access to Excellence
- M.33 Opening Writing about Writing Approaches to Identity
- M.34 Remix: The Convergence of Multimodal Composing, Copyright, and Educational Reform in the Composition Classroom
- M.35 This Ain't Your Father's Formalism: The "Neo-Formalist" Approach to Reading and Research Assignments
- MW.02 Breaking Down Barriers and Enabling Access: (Dis)Ability in Writing Classrooms and Programs

- MW.05 Opening Doors for Multimodal Composers: Intellectual Property and Fair Use in the Classroom
- N.29 “Beginning again and again”: New Media/“Old” Tools, a Panel Installation
- N.30 Clearing the Path Choked with Rabbit Brush: Faith-Based Identities as Sources for Critical Thought in the Composition Classroom
- N.31 Disrupting the Literacy Narrative Assignment with Code Meshing and Rival Perspectives
- N.32 Interpretations and Interactions: Creating Opportunities for Critical Reflection on the Social Development of Language through Literacy Narratives and Literacy Event Analyses in the Democratic Writing Classroom
- N.33 Professional Creep: Ethics and Economics in Writing Classes
- N.34 Ruptured Narratives and the Opening of the Composition Classroom
- TSIG.11 Progressive Approaches to Grammar, Punctuation, and Usage
- TSIG.17 The Role of Reading in Composition Studies
- TSIG.20 Writing about Writing: FYC as Introduction to Writing Studies
- TSIG.21 Zen and the Art of English Teacher Maintenance
- W.02 Plagiarism as Educational Opportunity in an Increasingly Open-Source Age
- W.05 TYCA PRESENTS Cracking the Books: Integrating Reading and Writing in the Composition Classroom
- W.09 Writing War and Beyond: Continuing Dialogues of Military Experience through Accessible Writing Opportunities
- W.11 Sonic Pedagogies for the Composition Classroom

13—Theory

- A.12 Composing Agriculture and (Post)Industry
- A.24 Communicating from China: English Writing and Resisted Code
- A.35 Genre Evolution, Emergence, and Transfer: How Important is Technology?
- B.12 Issues of Accessibility and Technology in the Writing Classroom
- B.23 Politics of Language and Culture in Spanish Communities
- C.30 Agency in Rhetorical and Metaphorical Discourses of Contention
- C.32 Complexities of Poetic Production and Rhetorical Velocity in the Age of Author Integrity
- C.33 Disability, Access, and Visibility
- C.34 Rupture Networks and the Visual Rhetoric of Dissent: Opening Access
- D.09 Sounding New Media
- D.30 “A Strategic Type of ‘Plagiarism’”: Rhetorical Velocity and Open Composition
- D.31 Between Open and Closed, Queer Possibility
- D.32 Jewish Rhetorics, Alternative Traditions
- D.33 Soul, Open and Free: Transformative Possibilities in Black Female and Queer Embodied Rhetoric and Praxis
- D.34 Theorizing Networked Rhetoric
- E.10 Multiliteracies at HBCUs
- E.20 Open Dialogue: Gender Identities, the Sciences, and Feminist Pedagogy
- E.33 Places, Spaces, Bodies, Publics

- E.34 Refusing to Adapt: Negotiating Resistance to Textual and Visual Censorship
- E.35 Spaces of Invention: The Museum, the Collection, the Screen
- F.28 Getting Ontological: Opening Writing and Writing Studies to Theorizing What Writing Is
- F.29 Open Rhetorical Filmmaking: Aesthetics, Ethics, Cognition, and Production
- F.30 Terms of Decolonization: Latinidad and the Study of Writing, Rhetoric, and Literacy
- F.38 Rethinking Difference in Composing Composition: Language, Translation, Genre, Modality
- G.28 “How I Got Open”: Africana Rhetorics, Literacy, and Visions for Contemporary Rhetorical Education
- G.29 Queer | Community: Intersectionality, Inclusion, and Alliance in Queer Rhetorics and Composition
- G.30 The Other Kind of Access: Opening Genres through Disability Theory
- G.35 The Living Nature of Genres
- H.28 Being Open to Alternative Sources of Knowledge: Influencing Civil Discourse through Chicana Feminism, Affect Theory, and Environmental Justice
- H.29 Indigenous Rhetorical Survivance: Opening Ontological Alliances
- H.30 Queer Theories: Institutional Connections and Problems
- H.31 Transformative Rhetorics of Literacy and Identity in Appalachia
- H.36 Open Data: Animals, Actants, and Nonhuman Writers
- I.28 Bridging Cultures and Modes through Visual Rhetorics
- I.29 “...It’s the Originoo Headz Meetin’ the Originoo Crooks...”: 21st Century Literacy Practices Openly Composed on the Spot
- I.30 Recoding Rhetorics: New Applications of Rhetorical Theory for Emerging Exigencies
- I.36 Opening Ourselves to Love: Rhetoric, Writing, and Communication in 21st Century Argument Culture
- J.26 Composing Queer, Composing Feminist: Opening Dialogues of Possibility
- J.27 Mediations of Memory, Identity, Place, and Movement
- J.28 Rhetorical Ontologies: Writing through Everyday Things
- K.27 Feminist Ruptures, Feminist Responses: Toward a Deeper Democracy
- K.28 Neuroscientific Approaches to Writing Pedagogy
- K.29 Technologies of Identity and the Future of Literacy Studies
- L.35 From Print to Digital: Opening Access to the New World
- L.36 Pharmacon of Digital Exposure: Bernard Stiegler’s Open Access Enlightenment
- L.37 Teaching Aristotle’s Rhetoric as Open Source
- M.36 In and Out of the Discipline: Extracurricular Effects on Composition
- M.37 Queer, Slut, & Straight Rhetoric: Opening Up Gendered Language
- N.06 Communicating/Imaging Bodies
- N.35 Conversations on Race and Ethnicity in Not So Black and White Genre Mixes

- N.36 Never Mind Geoffery Sirc: A Tribute Panel
- N.37 Re-Claiming “Expressivism”: A Critical Conversation
- TSIG.06 Kenneth Burke Society at CCCC

14—Writing Programs

- A.10 A Badge of Dichotomous Language: Representing and Employing Assessment in Ambiguous Spaces
- A.23 Teaching in and through the Classroom
- AW.03 Independent Writing Units: Exploring Options
- D.11 Writing Out in an Open Source World for Creative Writers, Journals, and Writing Programs
- D.35 Acknowledging Difference: Revamping First-Year Composition, Developmental Writing, and Assessment
- D.36 Digital Empowerment for Civic and Community Engagement
- F.31 Breaking the Cycle of Ineffective Research Instruction
- F.32 Making Change: The Evolution of WAC/WID Programs
- F.33 The Future Is Wide Open: Professionalizing Undergraduate Writing Majors
- F.34 Online Practices: Tutors, Writing Centers, and Assessment
- F.35 Writing Center Complexities: Pushing Students to Excel in Their Writing
- FSIG.12 Meeting of the International Network of Writing-across-the-Curriculum Programs
- FSIG.18 Special Interest Group on Undergraduate Research in Rhetoric and Composition
- FSIG.19 Studio Special Interest Group
- G.31 Colorizing the Writing Center: One Writing Center’s Journey to Interrogate “Diversity” and Discourse
- G.32 Open Access Curriculum: (Re)Designing a Competency-Based Writing Program
- G.33 The Stories We Tell: Narratives, Institutional Discourse, and the Public Documents of Writing Centers
- G.34 Opening Curriculum, Creating Openings: Transforming a Writing Program after a CWPA Program Evaluation
- H.32 Composition as Open Environment
- H.33 Opening Our Eyes: Addressing the Needs of All Students
- H.34 Undergraduate Writing Majors and the Future of Writing Studies
- H.35 Opening the Mission: Writing Program Design in Faith-Based Institutions
- H.41 Institutional Remix: Opening the Doors to Freshmen and Writing across the GE Curriculum
- I.31 Access for America’s Emerging Demographic: A Model for Reducing Remediation and Addressing Linguistic Diversity in a Minority-Majority FYC Program
- I.32 “I Can See China from My Window!”: Using Pedagogy and Assessment to Identify Fault Lines between Admissions Criteria and ESL Writing Development

- I.33 Opening the WPA Outcomes Statement beyond First-Year Composition
- I.34 Bilingual, L2, and ELL Experiences: Addressing Critical Issues of Diverse Communities
- I.35 Opening the Writing Program to the Whole Campus: Four Innovative Strategies
- J.29 Access to a Brighter Future for At-Risk Students: Writing Studies Program Strategies for Increasing Student Success in Composition I
- J.30 Is Going Rogue So Bad? Negotiating Restrictions Placed on Teaching Assistants in First-Year English
- J.31 Opening Up Freshman Comp to the Disciplines: Using Content-Area Faculty in First-Year Writing Seminars
- J.32 Co-Cultural Dis/Ability Discourses: Redefining Access in the Cs
- J.33 Opening Up New Writing Partnerships: Broadening Program Reach across the University
- K.30 Assessment at the Center: Accessing Opportunities for Change
- K.31 Literacy: Pushing Students to Its Strength
- K.32 Opening Up the Intellectual Work of Teaching Writing: Supporting Pedagogical Growth for Disciplinary Faculty
- K.33 Labor, Leadership, and the Professionalization of Peer Tutors
- K.34 Open Source Assessment: Whose Data Is This Anyway?
- L.38 Neither Here Nor There: Opening the Story of Writing Center Labor
- M.38 Camping in the Disciplines: The Theory, Practice, and Assessment of Multidisciplinary Graduate Writing Camps
- M.39 The Student Writing Group Project
- N.38 Changing Demographics: Acknowledging and Respecting Difference
- TSIG.18 Untenured Writing Program Administrators





Pre-convention Workshops and Meetings

Wednesday, March 19

REGISTRATION, 8:00 a.m.–6:00 p.m.

JW Marriott, Griffin Hall, Second Floor

MEETING OF THE CCCC EXECUTIVE COMMITTEE

JW Marriott, Grand Ballroom VI, Third Floor

9:00 a.m.–5:00 p.m.

Multimodal Composing on Mobile Devices

JW Marriott, Grand Ballroom VIII, Third Floor

Speakers: Sarah R. Spangler, Old Dominion University, Norfolk, VA
Elaine Jolayemi, Ivy Tech College, Indianapolis, IN
Wendi Sierra, St. John Fisher College, Fairport, NY
Alisa Cooper, Glendale Community College, Glendale, AZ
Beth Bensen-Barber, J. Sargeant Reynolds Community College, Richmond, VA
Megan Mize, Old Dominion University, Norfolk, VA
Jennifer Buckner, Gardner-Webb University, Boiling Springs, NC
Kris Purzycki, University of Wisconsin-Milwaukee
Danielle Roach, Old Dominion University, Norfolk, VA
Rochelle (Shelley) Rodrigo, Old Dominion University, Norfolk, VA

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives Using Artifact-Based Interviews as an Approach to Inquiry in Scenes of Teaching and Learning

JW Marriott, Grand Ballroom X, Third Floor

Chair: Julie Lindquist, Michigan State University, East Lansing

Speakers: Julie Lindquist, Michigan State University, East Lansing
Bump Halbritter, Michigan State University, East Lansing

Lehua Ledbetter, Michigan State University, East Lansing
Maria Novotny, Michigan State University, East Lansing
Kati Macaluso, Michigan State University, East Lansing
Mike Tardiff, Michigan State University, East Lansing

Minh-Tam Nguyen, Michigan State University, East Lansing
Shenika Hankerson, Michigan State University, East Lansing
Matt Gomes, Michigan State University, East Lansing

The Research Network Forum

JW Marriott, Grand Ballroom V, Third Floor
9:00 a.m.–5:00 p.m.

Co-Chairs: Gina M. Merys, Creighton University, Omaha, NE
Risa P. Gorelick, College of St. Elizabeth, Morristown, NJ

Celebrating our 27th year in 2014, the Research Network Forum is an opportunity for published researchers, new researchers, and graduate students to discuss their current research projects and receive responses from new and senior researchers. Founded in 1987 by Charles Bazerman, Cheryl Geisler, and others as a pre-convention workshop, the category of “Pre-Convention Forum” was originally developed by Kim Brian Lovejoy (1993 Research Network Chair), in negotiation with Lillian Bridwell-Bowles (1993 CCCC Program Chair). Given the complex nature of our Pre-Convention Forum it necessarily requires a longer description than is called for in the CCCC Proposal form.

ATTW MEETING

Marriott, Indiana Ballroom E, First Floor
9:00 a.m.–5:00 p.m.

CONSORTIUM OF DOCTORAL PROGRAMS IN RHETORIC AND COMPOSITION

JW Marriott, Grand Ballroom III, Third Floor
1:30 p.m.–5:00 p.m.

Chair: Joyce Neff, Old Dominion University, Norfolk, VA

The Consortium of Doctoral Programs in Rhetoric and Composition (CDPRC) is a Standing Group that represents more than 70 universities. For the past 20 years we have met at CCCC, typically on Wednesday afternoon from 1:30–5:00. We use this time to explore the links among doctoral education, the discipline(s) of English Studies, the MA and undergraduate SIGS, and local and national issues. For example, we have been active in the Visibility Project, which has ensured that graduate training in Rhetoric and Composition is recognized by the National Research Council and is reported in databases such as the Survey of Earned Doctorates. These efforts provide consortium members and our field with evidence to defend, improve, and extend doctoral education in a variety of locales.

For 2014, CDPRC proposes a two-part caucus that opens with cross-talk on a special topic and concludes with a business meeting. Our topic will be Digital and Multimodal Scholarship. We will address these questions: What role might the digital dissertation play in preparing future faculty for multimodal scholarship? What advice about the job market and tenure should we give students and pre-tenure faculty who wish to do multimodal research? What role should online publishing play

in building our scholarship agenda? How do incentive and reward systems enable or constrain digital scholarship? What criteria should be used to assess multimodal scholarship?

The business meeting includes reports from consortium officers, election of new officers, planning for the 2015 caucus, and developing initiatives that meet the needs of stakeholder groups inside and outside CCCC.

Qualitative Research Network Forum

JW Marriott, Grand Ballroom I, Third Floor

1:30–5:00 p.m.

“Reaching Across the Gap: Research and Implementation of a Genre-Based Curriculum Revision in First-Year Composition”

Co-Chairs: Gwen Gorzelsky, Wayne State University

Kevin Roozen, Auburn University

The Qualitative Research network, which occurs annually at the CCCC, is offered for new and experienced qualitative researchers. As a pre-conference research network, the Qualitative Research Network is open to everyone, including those who are already presenting at the conference in other venues.

The initial hour of the workshop will feature a keynote panel of prominent researchers—Chuck Bazerman, Duane Roen, Les Perlman, Bill Condon, and Dana Driscoll—speaking to the relationship between qualitative and quantitative research, particularly in light of the current discussions of higher education both in and outside the academy. Each will each offer brief statements addressing the potential linkages between qualitative and quantitative work and how those connections might inform wider conversations relevant to Writing Studies. Panelists will speak particularly to how qualitative researchers might shape projects to connect with quantitative work in ways that contribute to policy discussions. The panelists’ five-minute statements will be followed by thirty minutes of exchange among the panelists and with the audience.

Charles Bazerman is Professor of Education at the University of California Santa Barbara, Steering Committee Chair of the International Society for the Advancement of Writing Research, and recent chair of the Conference of College Composition and Communication. His books include *A Rhetoric of Literate Action*, *A Theory of Literate Action*, *The Languages of Edison’s Light*, *Constructing Experience*, *Shaping Written Knowledge*, *The Informed Writer*, *The Handbook of Research on Writing*, *Traditions of Writing Research*, *Genre in a Changing World*, and *What Writing Does and How It Does It*. He has published over a 100 chapters and articles. His works have been translated into Portuguese, Spanish, French, Italian, Danish, and Chinese and he has worked with campuses throughout Latin America and Asia.

Bill Condon has been engaged with WAC, first-year composition, writing assessment, and program evaluation as a Writing Program Administrator and researcher at a wide variety of institutions. He is currently Professor of English at Washington State University. He was Principal Investigator of a three-year FIPSE grant devoted to faculty development and statewide accountability assessment around teaching

critical thinking, and he led a statewide teacher development initiative promoting college readiness in English. Co-author of *Writing the Information Superhighway* and *Assessing the Portfolio: Principles for Theory, Practice, and Research*, Bill has also published articles in the areas of writing assessment, program evaluation, and computers and writing. His current teaching interests include graduate seminars in writing assessment and in the theory and practice of teaching college composition; and undergraduate courses in which he can apply some of the innovative uses of assessment and computer-enhanced pedagogy that he has encountered over the years.

Dana Lynn Driscoll is an Assistant Professor of Writing and Rhetoric at Oakland University in Rochester, Michigan. There she teaches various courses in the Writing and Rhetoric major and in Interdisciplinary Studies, including first-year writing, peer tutoring, writing research methods, interdisciplinary research, and global rhetoric. Her research interests include the transfer of learning, research methodologies, the scholarship of teaching and learning, writing assessment, and writing centers. She has published in numerous journals, including the *Writing Center Journal*, *Across the Disciplines*, *Writing Program Administration*, *Journal of Teaching Writing*, and *Composition Forum*. She is a Co-PI on a multi-institutional research project, “The Writing Transfer Project.” This project was recently awarded grants from the Spencer Foundation and from the Conference on College Composition and Communication. The Writing Transfer Project seeks to use multi-institutional, mixed-methods approaches to better understand how writing programs and faculty might more effectively facilitate transfer of learning using heavily reflective pedagogies and metacognitive instructional strategies. Her co-authored work “Theory, Lore, and More: An Analysis of RAD Research in the *Writing Center Journal*, 1980-2009” recently won the International Writing Center Association’s 2012 Outstanding Article of the Year Award. She also serves the discipline as a newly elected CCCC Executive Committee member.

Les Perelman retired in 2012 as Director of Writing Across the Curriculum in the Program in Writing and Humanistic Studies at the Massachusetts Institute of Technology, where he is currently a Research Affiliate in Comparative Media Studies/Writing. At MIT has also served as an Associate Dean in the Office of the Dean of Undergraduate Education. He was Project Director and co-Principal Investigator for a grant to MIT from the NSF to develop a model Communication-Intensive Undergraduate Program in Science and Engineering. He served as Principal Investigator for the development of the iMOAT Online Assessment Tool funded by the MIT/Microsoft iCampus Alliance.

Dr. Perelman has been a consultant to government agencies and over twenty colleges and universities on the assessment of writing, program evaluation, and writing-across-the-curriculum. For the past two years, he has led a project at Harvard College to directly assess the writing abilities of the Class of 2016 in first-year expository writing classes.

Duane Roen is Professor of English at Arizona State University, where he serves as Head of Interdisciplinary and Liberal Studies in the School of Letters and Sciences and as Assistant Vice Provost for University Academic Success Programs. At ASU, he has also served as Director of Composition, Head of Technical Communication, Head of Humanities and Arts, Director of the Center for Learning and Teaching Ex-

cellence, and President of the University Senate. He formerly served as Secretary of the Conference on College Composition and Communication and as President of the Council of Writing Program Administrators. He has written extensively about writing curriculum, pedagogy, and assessment; the scholarship of teaching and learning; writing program administration; writing across the curriculum; writing family history; and collaboration—among other topics. He has authored/co-authored and edited/co-edited nine books; he has authored/co-authored more than 250 chapters, articles, and conference presentations.

The rest of the Qualitative Research Network will be organized in research roundtables where novice and experienced researchers will present work-in-progress for feedback. Experienced qualitative researchers will be on hand to offer suggestions and to lead the roundtable discussions. The goal of this annual workshop is to offer mentoring and support to qualitative researchers at all levels of experience and working in diverse areas of study within the college composition and communication community. Presenters at the research roundtables may focus on specific concerns and/or broader issues related to qualitative research, as well as on any stage of the research process (e.g., planning, data collecting, data analyzing, publishing).

Poet-to-Poet Wednesday Event

JW Marriott, Grand Ballroom X, Third Floor

1:30–5:00 p.m.

Co-Chairs: Mary Minock, Madonna University, Livonia, MI

Katherine Durham Oldmixon, Huston-Tillotson University, Austin, TX

Join the Wednesday Afternoon Exultation of Larks: Poet-to-Poet Event. Bring 10 copies of one or two pages of original poetry in progress for insightful and constructive feedback. This workshop is not limited to readers at the Friday Exultation of Larks. There is no fee for this event. We particularly welcome CCCC member poets who are novices.

Intellectual Property in Composition Studies

JW Marriott, Grand Ballroom VII, Third Floor

2:00–5:30 p.m.

Co-Chairs: Timothy R. Amidon, University of Rhode Island, Kingston

Kyle Stedman, Rockford College, IL

The Caucus on Intellectual Property and Composition/Communication Studies (CCCC-IP) invites composition teachers and scholars who are concerned with issues of copyright, fair use, openness, remix, access, and the ownership and use of intellectual property (IP) to its annual meeting. The Caucus is the public and open counterpart to the work of the CCCC Committee on Intellectual Property, and since 1994 has sponsored explorations of IP issues pertinent to teachers, scholars, and students. All are welcome to the practical and action-focused meetings, where participants work in roundtables to discuss topics such as plagiarism and authorship, student and

teacher IP rights, open access and open source policies, and best practices in teaching students and instructors about IP. Roundtable leaders provide overviews of their topics, and participants then create action plans, develop lobbying strategies, and produce documents for political, professional, and pedagogical use. At the end of the workshop, participants reconvene to share their plans and recommendations for future action.

Roundtable Leaders: Kim Gainer, Radford University, VA
 Laurie Cubbison, Radford University, VA
 James Purdy, Duquesne University, Pittsburgh, PA
 Karen Lunsford, University of California, Santa Barbara
 Clancy Ratliff, University of Louisiana at Lafayette
 Jeffrey Galin, Florida Atlantic University, Boca Raton

Newcomers' Orientation

JW Marriott, Grand Ballroom IV, Third Floor
 5:15 p.m.–6:15 p.m.

Building Capacity for Peace: Rhetoricians for Peace Special Event

JW Marriott, Room 109, First Floor
Co-Chairs: Thomas Huckin, University of Utah, Salt Lake City
 Heather Bruce, University of Montana, Missoula, “Building Capacity for Peace”

As Rhetoricians for Peace (RFP) begins its second decade of organization, we mark more than ten years of ongoing wars with a call for building greater capacity for peace in our rhetoric and in our lives. Nonviolent communications scholar Ellen W. Gorsevski has noted that commentary on nonviolent rhetoric is missing from the rhetorical canon. She urges us to try to figure out what nonviolent rhetoric is, how its practices work, how nonviolent theory might “support the notion that humans can argue fairly and arrive at mutual understanding through a risky process of tolerance and self-conversion.” In other words, she asks us to examine “peaceful persuasion” as a means for building greater capacity for peace. Too often, conversations about peace inevitably become conversations about war. This special event wishes to turn our gaze away from war in order to open greater access to the credibility and “doability” of peace. We will continue in our tradition of “codifying our yearnings for greater freedom, possibility, transparency, and equality” (Banks CCCC Annual Convention CFP) by examining theories and pedagogies that promote peacemaking and peace building rhetorics.

The event will be organized with short presentations from eleven speakers addressing a diverse range of peace building topics. In some cases these will take a theoretical or historical approach: the role of irony in understanding Kenneth Burke’s rhetoric about peace; Jane Addams as a dialogic rhetor who urged an ideological shift away from an uncritical nationalistic allegiance and toward a more thoughtful global

patriotism based on the principles of international cooperation; an examination of how the word pacifism has been devalued in contemporary American discourse and how it can be reclaimed. In other cases the speakers will base their presentations on pedagogical practice. Such practices include, for example, an activist pedagogy that uses digital writing projects inspired by an Israeli graphic designer to promote peace; an FYC course in which students examined narratives of identity post-9/11 to better understand how the mass media encouraged Self and Other stereotyping; the use of Rogerian-style assignments to teach students how to engage in active listening in the interest of less agonistic rhetoric; a peace-oriented reconstruction of the everyday lexicon of writing pedagogy aimed at making instructors conscious proponents of rhetorical education as nonviolent praxis; and a course devoted to the teaching of peace building rhetoric in response to issues of contemporary concern such as poverty and class inequities, global warming, sexism, and religious intolerance.

In still other cases, the speakers will focus on the application of such peace-activist instruction in contemporary society. One speaker, for example, will describe how nonviolent social protests on behalf of homeless or near-homeless people helped sensitize middle-class audiences to the struggles faced by these people. Another presenter will focus on “war and peace” in interpersonal relationships, drawing on the Burkean concept of common ground to find ways to resolve such conflicts peacefully. Another presenter will examine the detrimental effects the “Support Our Troops, Question Policies” campaign has had on national policy, public perception, and the soldiers themselves.

Master’s Degree Consortium of Writing Studies Specialists

JW Marriott, Grand Ballroom IV, Third Floor

6:30 p.m.–8:30 p.m.

Co-Chairs: John Dunn, Jr., Eastern Michigan University, Ypsilanti

Derek Mueller, Eastern Michigan University, Ypsilanti

The annual meeting of the Master’s Degree Consortium of Writing Studies Specialists is open to all those interested in the issues facing MA/MS faculty and program directors.

The Consortium serves as a clearinghouse and advocacy network to strengthen our programs, foster effective articulation between undergraduate, Master’s-only, and doctoral programs in writing studies, and improve visibility and resource sharing for MA/MS programs. The Consortium’s agenda and minutes from recent annual meetings are available online at <http://www.mdcwss.com/annual-meeting/>.

Coalition of Women Scholars in the History of Rhetoric and Composition

JW Marriott, Grand Ballroom III, Third Floor

6:30–8:30 p.m.

Chair: Elizabeth Tasker Davis, Stephen F. Austin State University, Nacogdoches, TX

Speakers: Barbara L'Eplattenier, University of Arkansas at Little Rock, "Reconstructions and Shifts in Recent Coalition History"

Shirley Logan, University of Maryland, College Park, "From Recovery and Representation to Community Building and Publication: CCCC CWHRC Panels from 2002-13"

Kathleen Welch, University of Oklahoma, Norman, "What Made Aspasia White: Composition-Rhetoric Studies and Default Whiteness"

Public Image of the Two-Year Colleges: Hallmarks of Fame

JW Marriott, Grand Ballroom I, Third Floor

6:30–7:30 p.m.

Chair: Sterling Warner, Evergreen Valley College, San Jose, CA

The Public Image of the Two-Year Colleges is a TYCA Committee; 2012 marks its fourteenth year of proposing a program/SIG for the CCCC. The SIG discusses ongoing research in the media's portrayal of two-year college students, faculty, institutions, and programs; it grants a "Fame" Award for the most accurate coverage. At the 1999 CCCC, the Public Image of Two-Year Colleges participants pooled the best/worst media coverage of two-year colleges collected the previous year. At the 2000 CCCC, the group, inspired by USA TODAY's front-page coverage of two-year college scholars, created the "Fame Award." Through 2011, both "Fame" and "Shame" awards were approved as official NCTE awards with winners in 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011. Since 2012, the SIG focuses on positive media acknowledgment of two-year colleges—distinct from TYCA's "best program" awards.



Half-Day Wednesday Workshops

Note: Each workshop has an enrollment limit of 50 unless otherwise shown. These workshops are designed for maximal interaction between leaders and registrants. In fairness to those who have paid an additional fee (separate from the convention registration fee) for the special experience these workshops offer, no one can be admitted for a workshop once its registration limit has been reached.

Morning: 9:00 a.m.–12:30 p.m.

Multimodal Composing on Mobile Devices

JW Marriott, Grand Ballroom VIII, Third Floor

Speakers: Sarah R. Spangler, Old Dominion University, Norfolk, VA
Elaine Jolayemi, Ivy Tech College, Indianapolis, IN
Wendi Sierra, St. John Fisher College, Fairport, NY
Alisa Cooper, Glendale Community College, Glendale, AZ
Beth Bensen-Barber, J. Sargeant Reynolds Community College, Richmond, VA
Megan Mize, Old Dominion University, Norfolk, VA
Jennifer Buckner, Gardner-Webb University, Boiling Springs, NC
Kris Purzycki, University of Wisconsin-Milwaukee
Danielle Roach, Old Dominion University, Norfolk, VA
Rochelle (Shelley) Rodrigo, Old Dominion University, Norfolk, VA

Institutional and Professional

MW.01 Overcoming the “Impostor Syndrome”: Opening Professional Paths for Graduate Students

Marriott Downtown, Illinois Room, First Floor

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

Workshop Leaders: Melanie Yergeau, University of Michigan, Ypsilanti
Dale Katherine Ireland, The Graduate Center, City University of New York, NY

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

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 Correspondence”

Ashley Lucas, University of Michigan, Ann Arbor, “Writing Across Communities: Connecting Prison and University Classrooms through Correspondence”

Cory Holding, University of Pittsburgh, PA, “Prison Research and the Digital Humanities”

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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 of 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”

History

MW.04 Opening the Archives: Considering Questions of Access, Space, and Connection(s)

JW Marriott, Room 206, Second Floor

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

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

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 and 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 201, Second Floor

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

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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

Workshop Leaders: 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

MW.09 Designing Undergraduate Research Projects and Programs in Writing Studies

JW Marriott, Room 203, Second Floor

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

All-Day Wednesday Workshops

9:00–5:00 p.m.

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

Using Artifact-Based Interviews as an Approach to Inquiry in Scenes of Teaching and Learning

JW Marriott, Grand Ballroom X, Third Floor

Chair: Julie Lindquist, Michigan State University, East Lansing

Speakers: Julie Lindquist, Michigan State University, East Lansing
Bump Halbritter, Michigan State University, East Lansing

Lehua Ledbetter, Michigan State University, East Lansing
Maria Novotny, Michigan State University, East Lansing
Kati Macaluso, Michigan State University, East Lansing
Mike Tardiff, Michigan State University, East Lansing

Minh-Tam Nguyen, Michigan State University, East Lansing
Shenika Hankerson, Michigan State University, East Lansing
Matt Gomes, Michigan State University, East Lansing

Institutional and Professional

W.01 The Labor-Friendly Writing Program/Center

JW Marriott, Room 101, First Floor

Speakers: 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-Binieck, Kutztown University, PA

Teaching Writing & Rhetoric

W.02 Plagiarism as Educational Opportunity in an Increasingly Open-Source Age

JW Marriott, Room 102, First Floor

Speakers: 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

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

Speakers: 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

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

Speakers: Anne-Marie Hall, University of Arizona, Tucson, “The 2013 Innovation Award for Teaching of Basic Writing”

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, Hackensack, NJ, “Open Futures? Basic Writing, Access, and Technology”

Sugie Goen-Salter, San Francisco State University, CA, “Open Futures? Basic Writing, Access, and Technology”

Teaching Writing & Rhetoric

W.05 TYCA PRESENTS Cracking the Books: Integrating Reading and Writing in the Composition Classroom

JW Marriott, Room 105, First Floor

Speakers: 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

Co-Chairs: Lauren Rosenberg, Eastern Connecticut State University, Wilimantic

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

Speakers: Maureen Daly Goggin, Arizona State University, Tempe

Kirsti Cole, Minnesota State University, Mankato

Jessica Enoch, University of Maryland, College Park

Gesa E. Kirsch, Bentley University, Waltham, MA

Jill Morris, Frostburg State University, MD

Rebecca Dingo, University of Missouri, Columbia

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

Co-Chairs: Cynthia 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

JW Marriott, Room 108, First Floor

Co-Chairs: Craig Hancock, University at Albany, NY

Deborah Rossen-Knill, University of Rochester, NY

Speakers: 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”

William Durden, Clark College, Vancouver, WA, “Expanding Dewritten Passages to Explore 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”

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

Chair: Katt Blackwell-Starnes, Georgia Southern University, Statesboro

Speakers: Mariana Grohowski, Bowling Green State University, OH, “Troubling Open Access: Research on Student Veterans’ Technological

- Literacies inside and outside the Academy”
- 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”
- 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—”
- Tanya Schardt, Bowling Green State University, OH, “Poster—”
- 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”
- Katt Blackwell-Starnes, Georgia Southern University, Statesboro
- Discussion Leader:** Sandra Jang, New York, NY, “Student Veterans and the Human Condition”

Institutional and Professional

W.10 Sing, Act, Engage: A Workshop on Performance, Pedagogy, and Professional Development

JW Marriott, Room 303, Third Floor

Speakers: 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 202, Second Floor

Chair: Steph Ceraso, University of Pittsburgh, PA

Speakers: 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

Half-Day Wednesday Workshops

Afternoon 1:30–5:00 p.m.

Information Technologies

AW.01 Flipping the Classroom: Philosophy, Pedagogy, Praxis, and Production

JW Marriott, Room 203, Second Floor

Speakers: 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

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

Speakers: J. Blake Scott, University of Central Florida, Orlando, "Threshold Concepts in Writing Majors"

Kara Taczak, University of Denver, CO, "Threshold Concepts in Graduate Education"

Kathleen Blake Yancey, Florida State University, Tallahassee, "Threshold Concepts in Graduate Education"

John Majewski, University of California, Santa Barbara, "Threshold Concepts in Professional Development"

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"

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"

Linda Adler-Kassner, University of California, Santa Barbara, "Threshold Concepts in Professional Development"

Writing Programs

AW.03 Independent Writing Units: Exploring Options

JW Marriott, Room 205, Second Floor

Speakers: 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

J. 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

Speakers: 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

Chair: Christy Desmet, University of Georgia, Athens

Speakers: 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"

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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 Grammar for the Tongue, Grammar for the Eye

JW Marriott, Room 208, Second Floor

Chair: Peter Elbow, University of Massachusetts Amherst

Speakers: Peter Elbow, University of Massachusetts Amherst

Natalie Gerber, State University of New York, Fredonia

Tania Kouteva, Heinrich-Heine University, Duesseldorf, Germany

Research

AW.07 Open for Research: A Demonstration of Text Analysis Applications and a Discussion of Library Collaboration Opportunities

JW Marriott, Room 201, Second Floor

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

Speakers: 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

Speakers: Sundy Louise Watanabe, University of Utah, Salt Lake City, “History and Sovereignty”

Lisa King, University of Tennessee-Knoxville, “History and Sovereignty”

Kimberli Lee, Northeastern State University, Tahlequah, OK, “Visual and Musical Rhetorics”

Gabriela Raquel Ríos, Michigan State University, East Lansing, “Visual and Musical Rhetorics”

Angela M. Haas, Illinois State University, Normal, “Material and Digital Rhetorics”

Ashley Glassburn Falzetti, Rutgers, Mount Holly, NJ, “History and Sovereignty”

Qwo-Li Driskill, Oregon State University, Corvallis, “Material and Digital Rhetorics”

Joyce Rain Anderson, Bridgewater State University, MA “Curriculum-Building and Graduate Education”

Andrea Riley-Mukavetz, Bowling Green State University, OH, “Curriculum-Building and Graduate Education”

Malea Powell, Michigan State University, East Lansing, “Curriculum-Building and Graduate Education”

Community, Civic & Public

AW.10 In Search of Political Openings: (Re)Writing the Prison/ Education/Military Industrial Complex

Marriott Downtown, Michigan Room, First Floor

Speakers: Laura Rogers, Albany College of Pharmacy and Health Sciences, NY

Shannon Carter, Texas A&M University-Commerce

Patrick Berry, Syracuse University, NY

Kurt Spellmeyer, Rutgers University, New Brunswick, NJ

Ben Kuebrich, Syracuse University, NY

Steve Parks, Syracuse University, NY

Deborah Mutnick, Long Island University, Brooklyn, NY

Discussion Leaders: Micah Savaglio, Long Island University, Brooklyn, NY

Veronica House, University of Colorado, Boulder

Janina Perez, Long Island University, Brooklyn, 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

Co-Chair: Steven Alvarez, University of Kentucky, Lexington

Kendall Leon, Purdue University, West Lafayette, IN

Cristina Kirklighter, Texas A&M University-Corpus Christi

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

Isabel Baca, University of Texas at El Paso

Kendall Leon, Purdue University, West Lafayette, IN

Nancy Wilson, Texas State University, San Marcos

Elias Serna, University of California, Riverside

Octavio Pimentel, Texas State University San Marcos

Aja Martinez, Binghamton University, NY

Alexandra Hildalgo, Purdue University, West Lafayette, IN

Joelle Guzman, University of California, Riverside

Sara Alvarez, University of Kentucky, Lexington

Steven Alvarez, University of Kentucky, Lexington

Language

**AW.12 Access Denied: Digital Jim Crow and Institutional
Barriers to Open Access**

JW Marriott, Grand Ballroom II, Third Floor

Chair: Qwo-Li Driskill, Oregon State University, Corvallis

Speakers: Elaine Richardson, The Ohio State University, Columbus

Denise Troutman, Michigan State University, East Lansing

Kim Brian Lovejoy, Indiana University Purdue University, Indianapolis

Bonnie Williams, California State University, Fullerton

Rashidah Jami` Muhammad, Governors State University, University Park,

IL

Isabel Baca, University of Texas at El Paso

David Green, Howard University, Washinton, DC

Language

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

JW Marriott, Grand Ballroom VIII, Third Floor

Co-Chairs: Kate Mangelsdorf, University of Texas at El Paso

Haivan Hoang, University of Massachusetts Amherst

Speakers: Elisabeth Kramer-Simpson, New Mexico Tech, Socorro, “Enhancing Assessment

Practices in Multilingual Classrooms”

Daliborka Crnkovic, University of Texas at El Paso, “Fostering Metalinguistic Awareness through New Technologies”

Lindsey Ives, University of New Mexico, Albuquerque, “Foregrounding Language Experiences in Writing Assignments”

Pisarn Bee Chamcharatsri, University of New Mexico, Albuquerque, “Designing Cross-Cultural Composition Classes”

Todd Ruecker, University of New Mexico, Albuquerque, “Designing Cross-Cultural Composition Classes”

Jay Jordan, University of Utah, Salt Lake City, “Multilingual Openings Beyond First-Year Writing: Into the (General) Curriculum”

Thursday, March 20

REGISTRATION, 8:00 a.m.–6:00 p.m.

JW Marriott, Griffin Hall, Second Floor

EXHIBITS, 10:00 a.m.–6:00 p.m.

JW Marriott, Griffin Hall, Second Floor

Computer Connection/Digital Posters

JW Marriott, Grand Ballroom Foyer, Third Floor

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

JW Marriott, Grand Ballroom VII/VIII/IX, Third Floor

Nominating Committee, 10:30 a.m.–12:30 p.m.

JW Marriott, Room 307, Third Floor



Opening General Session

JW Marriott, Grand Ballroom
V/VI, Third Floor
8:30 a.m.–10:00 a.m.

Presiding: *Adam Banks*, Program Chair/CCCC Associate Chair, University of Kentucky, Lexington

Greetings: *Local Arrangements Chair*, Tracy Donhardt, Indiana University Purdue University, Indianapolis

Ernest Morrell, NCTE President, Pennsylvania State University, University Park
Andy Anderson, Johnson County Community College, Overland Park, KS

Scholars for the Dream—2014 Recipients

Pauline Felicia Baird, Bowling Green State University, OH, K.20
April Baker-Bell, Michigan State University, East Lansing, K.15
Amanda L. Funk, Kutztown University of Pennsylvania, C.14
Arianna M. Howard, The Ohio State University, Columbus, K.15
Luciana Junqueira, Georgia State University, Atlanta, M.30
Jennifer Lin LeMesurier, University of Washington, Seattle, K.15
Kyle T. Mays, University of Illinois at Urbana-Champaign, M.15
Reanae McNeal, Texas Woman's University, Denton, C.24
Ana Milena Ribero, University of Arizona, Tucson, K.15
Flourice W. Richardson, Illinois State University, Normal, C.18

Previous Scholars for the Dream Award Winners

2013

Jada Augustine, Catalina Bartlett, Tara Betts, Victor Jesus Del Hierro, Romeo Garcia, Michelle Garza, Laura Martinez, Indra N. Mukhopadhyay, Alma Villanueva

2012

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

2011

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

2010

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

2009

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

For a listing of winners prior to 2009, please visit <http://www.ncte.org/cccc/awards/scholarsforthedream>

Scholars for the Dream Travel Award Committee

Chair: Annette Powell, Bellarmine University, Louisville, KY
Jessica Barros, Ithaca College, NY
Marino Fernandes, University of New Hampshire, Durham
David Green, Howard University, Washington, DC
Keon Pettitway, North Carolina State University, Raleigh

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

Chairs’ Memorial Scholarship—2014 Recipients

Elizabeth Ellis, University of Maryland, College Park
Jerry Won Lee, University of Arizona, Tucson
Travis L. Martin, University of Kentucky, Lexington
Shui-yin Sharon Yam, University of Wisconsin-Madison

Chairs’ Memorial Scholarship Award Committee

Chair: Akua Duku Anokye, Arizona State University West, Phoenix
Charles Bazerman, University of California Santa Barbara
Neal Lerner, Northeastern University, Boston, MA
Staci M. Perryman-Clark, Western Michigan University, Kalamazoo
Eric D. Pritchard, University of Texas at Austin

To remember and honor the Chairs of CCCC who have passed away, the CCCC Executive Committee has created scholarships of \$750 each to help cover the costs of four graduate students who are presenting at the annual conference. Full-time

graduate students whose presentations were selected through the regular peer review process are eligible for these scholarships.

Previous Chairs' Memorial Scholarship Winners

- 2013 Nancy Bou Ayash, Marcos J. Del Hierro, Kendra L. Mitchell, Christie Toth
- 2012 Jessica Barros, Benjamin Miller, Vanessa Rouillon, Tanita Saenkhum
- 2011 Erin R. Anderson, Beth Godbee, Rebecca Lorimer, Ryan Trauman
- 2010 Iris Deana Ruiz, Jota Samper, Kyle D. Stedman, Kara Taczak
- 2009 Tabetha Adkins, Michael Harker, Susan Meyers, Ehren Pflugfelder

For a listing of winners prior to 2009, please visit <http://www.ncte.org/cccc/awards/chairsscholarship>

Announcement of the 2013-2014 CCCC Research Initiative Recipients

The Effects of Explicit Instruction on Sentence Fluency and Style

Nora Bacon, University of Nebraska at Omaha, Keith Rhodes, Grand Valley State University, and Star Medzerian Vanguri, Nova Southeastern University

Instructor Comments on Student Papers: Student Perspectives

Darsie Bowden, DePaul University

The Language Repertoires of First-Year Writers: A Cross-Institutional Study of Multilingual Writers

Shanti Bruce, Nova Southeastern University, Rebecca Lorimer Leonard, University of Massachusetts Amherst, and Deirdre Vinyard, Emily Carr University of Art and Design

The Genre Project: A Framework for Transfer Across the Disciplines

Jane Danielewicz and Jordynn Jack, University of North Carolina, Chapel Hill

Mestiza Rhetors: An Anthology of Latina Rhetorical Activism in North America, 1880–1920

Jessica Enoch, University of Maryland, and Cristina Ramírez, University of Arizona

Tracing Chinese International Students' Multilingual and Multimodal Literacy Practices in and across Translocal Contexts

Steve Fraiberg, Michigan State University, Xiaoye You, Pennsylvania State University, and Xiqiao Wang, Michigan State University

The University of Arizona Longitudinal Study of Student Writers

Amy Kimme Hea, Aimee Mapes, Kenny Walker, and Ana Milena Ribero, University of Arizona

(Re)Writing Lila: Literacy Narratives of Reform from the New York State Training School for Girls, 1920–1970

Tobi Jacobi, Colorado State University, Laura Rogers, Albany College of Pharmacy and Health Sciences, and Edward Lessor, Colorado State University

Composing Disabled Faculty

Margaret Price, Spelman College, and Stephanie Kerschbaum, University of Delaware

Presentation of the Exemplar Award

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

Gail E. Hawisher and Cynthia L. Selfe, winners of the 2014 CCCC Exemplar Award, will speak.



Gail E. Hawisher



Cynthia L. Selfe

Exemplar Award Committee

Chair: Dora Ramirez-Dhoore, Boise State University, ID
Michael Day, Northern Illinois University, DeKalb
Sondra Perl, Lehman College, CUNY
Cecilia Rodriguez Milanes, University of Central Florida, Orlando
Duane Roen, Arizona State University, Tempe

Previous Award Winners:

2013 Keith Gilyard
2012 Mike Rose
2011 Edward M. White
2010 W. Ross Winterowd
2009 Victor Villanueva

For a listing of winners prior to 2009, please visit <http://www.ncte.org/cccc/awards/exemplar>



Chair's Address

Thursday, 8:30–10:00 a.m.

The Loss of the Public Two Tales of Indiana



Howard Tinberg
Bristol Community
College
MA

Awaken the public mind and consecrate it on the question, “Am I not interested in the proper education of all that are socially and politically connected to me?” (Caleb Mills qtd in Worley 29)

I want to share with you two tales of Indiana. The first focuses on the work of Caleb Mills, a New Englander by birth but a man who would come to be known as the Father of the Indiana public schools system. Mills came to Indiana after having been appointed as the first faculty member at Wabash College. When he arrived in the state, Mills found the condition of education there to be deplorable. In a series of written declarations begun in 1846, titled “One of the People” and submitted to the Indiana State legislature, Mills painted a dire picture of

the state: Every district looked out for itself, a fact which proved devastating to the so-called “common schools.” One of Mills’s biographers notes,

While other institutions were becoming well organized and efficient, the schools, under the domination of the ruinous idea of self-government, were struggling hopelessly with unequal lengths of terms, incapable teachers, dishonest trustees, diversity of textbooks, lax enforcement of school laws and school discipline, neighborhood quarrels over school sites, narrow views of’ education, and lack of wise leadership. (Worley 6–7)

But, for Mills, most unacceptable of all were the rates of illiteracy in the state: One in every seven adults over 20 was unable to read and write, a figure in stark contrast with the rates in other so-called “free” states, most conspicuously, Connecticut, New Hampshire, and Massachusetts, which set the standard of literacy for the time. (Worley 25–26)

Given this state of affairs, Mills observes,

There is but one way to secure good schools, and that is to pay for them.
. . . Awaken the public mind and consecrate it on the question, “Am I not

interested in the proper education of all that are socially and politically connected to me”? (Worley 29).

Mills seems so sure of the answer to that question, although it should be stated that he was swimming against the current here, as very few states at the time paid for its schools with public money (Worley 19). Still, I’m struck with the apparent certainty of his belief in a connectedness among citizens and that an imperative existed to care for the educational needs of all. From the perspective of our own time, the notion has acquired a degree of poignancy and is expressive of what has been lost.

Here’s a case in point: We flash forward to this headline offered on the blog of Diane Ravitch, whom you may know as a principle architect of George W. Bush’s “No Child Left Behind”, but who has since turned into one of its most caustic critics: “Indianapolis: Farewell to Public Education” (Ravich). “What is happening in Indianapolis is terrifying,” she writes, “if you believe that public education belongs to the public, not to private corporations.” Deemed, through standardized testing, a low performing school and allegedly plagued by financial problems, The Project School, the lone progressive charter school in Indianapolis, was closed in August of 2012, despite fierce resistance from parents and members of the community. Eagerly waiting in the wings to transform the school and the system as a whole, claims Ravitch, are non-public entities dedicated to producing 21st century online learning centers (“The Truth Behind”).

While Ravitch sees a conspiracy or corporate “take-over” of the public schools—here and elsewhere—I wonder whether the lesson from this “Tale of Indiana” and the other that preceded it is much more nuanced and more difficult. I wonder if the answer to Mills’ question has changed and if the very connectedness among citizens assumed by Mills can no longer be counted upon. Indeed, we might well question the construct of the public in the first place, echoing John Dewey’s observations made so long ago, “(T)he public is so bewildered that it cannot find itself” (Dewey). Dewey was referring to the balkanization of communities in the Machine Age, but also anticipating the fragmentation and isolation of the Digital Era. The fact is that while we might be wary of various corporations and foundations for their intrusion into public education—higher education most definitely included—the 800-pound gorilla in the room, as it were, is not the corporate heavy but the spectral public itself, which continues to withdraw its attention and resources from educational matters. If *Inside Higher Ed* informs me, that “In the decade before 2009, total operating expenditures at private research universities grew by an average of \$14,000 per student while those of community colleges grew by only \$1” (Fain), or, close to home, I note that state funding per student for higher education in Massachusetts has dropped nearly 50% since 2000 (“Per Student”), should I not revisit Mills’s question and cringe at the consequences of doing so?

The Not So “Miserable Truth”

This field, our field, that I have gratefully considered my professional home for more than a quarter of a century, has concerned itself through sound scholarship and engaged research with public work. Like the humanities generally, our discipline aims to provide the means by which to determine who we are and where we belong. These goals have a clear and significant public purpose, a public purpose which serves as a foundational principle in our field.

Yet more work remains to be done, given the obstacles before us. This is a momentous time for public education and for literacy instruction that seeks to provide public empowerment. I liken it in some ways to the pivotal year of 1976, the year when Mina Shaughnessy gave a talk entitled “The Miserable Truth” in front of writing supervisors at CUNY. New York City’s dire financial crisis—near bankruptcy—prompted wholesale retrenchment of many departments in the system, including the basic writing program that Shaughnessy had been instrumental in leading. Open admissions was clearly being challenged: the writing was on the wall.

We face similar challenges, challenges which require our recommitment as a discipline to literacy education for all. Any attempt by this organization to make the case for public re-engagement with higher education must begin with our own pledge to recommit ourselves to the importance of literacy instruction at all levels, from basic writer to graduate student. That means investing our own time, our own energy, and our own expertise not only in preparing graduate students to teach composition and rhetoric in a variety of settings, but also to reinvest in first-year composition and basic writing courses ourselves and to assist, through meaningful mentoring, the contingent faculty who currently teach the bulk of those courses. To put it more bluntly: whether we teach at a community college or university, public or private institution, we need to embrace the opportunity to teach all student writers, especially inexperienced writers, whose stories we need to hear. And we need to provide the much needed support for those many part-time faculty who assist us in this important task. Their stories matter, too.

Back in ’76, despite the many challenges and trials, Shaughnessy asserted her belief that the “lion got out of the cage before the gates were shut” (112). All that was learned about the teaching of writing will stay and be the basis of new knowledge. All that these new students experienced will make them hunger for more. These students will not tolerate a return to the inequalities of the past. Nor should we.

Works Cited

- Dewey, John. *The Public and Its Problems: An Essay in Political Inquiry*. Ed. Melvin L. Rogers. University Park: Pennsylvania State UP, 1984. Kindle.
- Fain, Paul. “Equity Gap Widens.” *Inside Higher Ed*. 23 May 2013. Web. 10 July 2013
- “Per Student Support for Massachusetts Public Higher Education FY 2000–FY 2012.” *PHENOM*. n.d. Web. 9 July 2013.

- Ravitch, Diane. "Indianapolis: Farewell to Public Education." 18 Feb. 2013. Web. 14 June 2013.
- Shaughnessy, Mina P. "The Miserable Truth." *Journal of Basic Writing*. 17.2 (1998). 106–112. Print.
- Worley, Ralph. *Educational Publications of Caleb Mills*. Unpublished Diss. Indiana State Teachers College. 1933. Print.



A Sessions: 10:30–11:45 a.m.

Open Access & Futures: An Undergraduate Researcher Poster Session

JW Marriott, Grand Ballroom Foyer, Third Floor

Chair: Jessie Moore, Elon University, NC

Featured Speaker

Angela Y. Davis

JW Marriott, Grand Ballroom V, Third Floor

Speaker: Angela Y. Davis, Berkeley, CA

Angela Y. Davis is known internationally for her on-going work to combat all forms of oppression in the U.S. and abroad. Over the years she has been active as a student, teacher, writer, scholar, and activist/organizer. She is a living witness to the historical struggles of the contemporary era. Professor Davis's political activism began when she was a youngster in Birmingham, Alabama, and continued through her high school years in New York. But it was not until 1969 that she came to national attention after being removed from her teaching position in the Philosophy Department at UCLA as a result of her social activism and her membership in the Communist Party, USA. In 1970 she was placed on the FBI's Ten Most Wanted List on false charges, and was the subject of an intense police search that drove her underground and culminated in one of the most famous trials in recent U.S. history. During her sixteen-month incarceration, a massive international "Free Angela Davis" campaign was organized, leading to her acquittal in 1972. Professor Davis's long-standing commitment to prisoners' rights dates back to her involvement in the campaign to free the Soledad Brothers, which led to her own arrest and imprisonment. Today she remains an advocate of prison abolition and has developed a powerful critique of racism in the criminal justice system. She is a founding member of Critical Resistance, a national organization dedicated to the dismantling of the prison industrial complex. Internationally, she is affiliated with Sisters Inside, an abolitionist organization based in Queensland, Australia that works in solidarity with women in prison. Like many educators, Professor Davis is especially concerned with the general tendency to devote more resources and attention to the prison system than to educational institutions. Having helped to popularize the notion of a "prison industrial complex," she now urges her audiences to think seriously about the future possibility of a world without prisons and to help forge a 21st century abolitionist movement. During the last twenty-five years, Professor Davis has lectured in all of the fifty United States, as well as in Africa, Europe, the Caribbean, and the former Soviet Union. Her articles and essays have appeared in numerous journals and anthologies, and she is the author of nine books, including *Angela Davis: An Autobiography; Women, Race, and Class; Blues Legacies and Black Feminism: Gertrude "Ma" Rainey, Bessie*



Angela Y. Davis
Berkeley, CA

Smith, and Billie Holiday; *The Angela Y. Davis Reader*; *Are Prisons Obsolete?*; a new edition of *Narrative of the Life of Frederick Douglass*; and *The Meaning of Freedom*. Former California Governor Ronald Reagan once vowed that Angela Davis would never again teach in the University of California system. Today she is Distinguished Professor Emerita in the History of Consciousness and Feminist Studies Departments at the University of California, Santa Cruz. In 1994, she received the distinguished honor of an appointment to the University of California Presidential Chair in African American and Feminist Studies.

Academic Writing

A.01 WAC and WID Reformulated: Alternative Programming, Reading, Writing, and Assessment for Authentic Composition

JW Marriott, Grand Ballroom I, Third Floor

Chair: Hui Wu, University of Texas at Tyler

Speakers: Vi Dutcher, Eastern Mennonite University, Harrisonburg, VA, “Common Writing Rubric and Assessment”

Elizabeth Tasker Davis, Stephen F. Austin State University, Nacogdoches, TX, “The Quest for Authenticity in Composition Practices and Pedagogy”

Hui Wu, University of Texas at Tyler, “Opening English Sources to WAC: Writing about the Disciplines”

Alice Myatt, University of Mississippi, University, “More than Possible: The Benefits of a WID Approach to Writing Studies”

Emily Standridge, University of Texas at Tyler, “Students Analyzing Their Own Texts”

Basic Writing

A.02 Open Campuses, Open Futures: Creatively Re-Building an Effective Basic Writing Program

JW Marriott, Room 101, First Floor

Chair: Heather Hummel, University of Arkansas at Little Rock

Speakers: Heather Hummel, University of Arkansas at Little Rock

Mary Ellen Kubit, University of Arkansas at Little Rock

Sue Bowling, University of Arkansas at Little Rock

Jennifer Atkins-Gordeeva, University of Arkansas at Little Rock

Joanne Liebman Matson, University of Arkansas at Little Rock

Community, Civic & Public

A.03 Claiming the Past to Open Our Future: Language and Rhetoric of Idle No More

JW Marriott, Room 206, Second Floor

Chair: Joyce Rain Anderson, Bridgewater State University, MA

Speakers: Amanda Morris, Kutztown University, PA, “Creative Resistance: Idle No More Combats a 500-Year-Old Cultural Debt”

Joyce Rain Anderson, Bridgewater State University, MA, “Joining the Round Dance: Rhetorical Indigenous Bodies of Protest”

Kenlea Pebbles, Central Michigan University, Mount Pleasant, “Whose Right?: A Linguistic Study of Competing Rights in Idle No More”

Community, Civic & Public

A.04 Complicating Digital Citizenship: Research, Education, and Engagement

JW Marriott, Grand Ballroom II, Third Floor

Chair: Michael Pennell, University of Kentucky, Lexington

Speakers: Michael Pennell, University of Kentucky, Lexington, “Complicated and Conflicted Data Collection Points: Capturing Digital Citizenship”

Timothy R. Amidon, University of Rhode Island, Kingston, “The Cyber Intelligence Sharing and Protection Act (CISPA): How Might ‘Reasonable’ Threats to Privacy Impact Digital Citizenship?”

Joannah Portman Daley, University of Rhode Island, Kingston, “Public Achievement through Digital Citizenship: Possibilities for Education and Research”

Krysten Manke, University of Rhode Island, Kingston, “Public Achievement through Digital Citizenship: Possibilities for Education and Research”

J.C. Lee, University of Rhode Island, Kingston, “Complicating Digital Citizens’ Credibility: Experiential Knowledge and Self-Instruction in Digital Citizenry”

Jeremiah Dyehouse, University of Rhode Island, Kingston, “John Dewey, Horace Mann, and Historical and Conceptual Frameworks for Understanding Digital Citizenship”

Community, Civic & Public

A.05 Critical Access, Deep Democracy, and Personal Agency

JW Marriott, Room 301, Third Floor

Chair: Joyce Malek, University of Cincinnati, OH

Speakers: Alli Hammond, University of Cincinnati, OH, “Opening Pandora’s Box: When Multimodal Assignments Border on Dangerous”

Maria Sclafani, University of Colorado at Boulder, “A Campus Body Poli-

tic: The Relationship between Open Access and Protests on College Campuses”

Donna LeCourt, University of Massachusetts-Amherst, “Redesigning Text for Participatory Action: Critical Access and the Problem of the Public in Digital Pedagogy”

Tom Kerr, Ithaca College, Syracuse, NY, “Slacktivism, Activism, and Open Access Pedagogy”

Community, Civic & Public

A.06 From Persuasion to Participation: Interactive Media and Shifting Paradigms for Writing Studies

JW Marriott, Room 302, Third Floor

Chair: Deborah Brown, University of Central Oklahoma, Oklahoma City

Speakers: Erin Brock, Miami University of Ohio, Oxford, “Civic Engagement Online, in the Classroom: Digital Petitions and Designing Participation”

Kathleen Coffey, Miami University of Ohio, Oxford, “Designing for Interactivity: Mobile Technology and Civic Engagement”

Jonathan Bradshaw, Miami University of Ohio, Oxford, “Information Age Appalachia: Perspectives on Usability, Interface Design, and Enabling Public Participation”

Community, Civic & Public

A.07 Open Sources Serving the Education Community on the Mexican-American Border

JW Marriott, Room 303, Third Floor

Chair: Gordon Lee, Lee College, Baytown, TX

Speakers: Kay Mooy, University of Texas at El Paso

Diana Talamantes-Mooy, Socorro Independent School District, El Paso, TX

Bruce Mooy, Socorro Independent School District, El Paso, TX

History

A.08 The Rhetoricity of Public Memory: Accessing “the Past” through Museums and Memorials

JW Marriott, Room 102, First Floor

Chair: Frankie Condon, University of Nebraska-Lincoln

Speakers: Lisa Mastrangelo, The College of St. Elizabeth, Morristown, NJ, “Layers of Re(Created) Memory: Accessing Laura Ingalls Wilder”

Wendy Sharer, East Carolina University, Greenville, NC, “Layers of Re(Created) Memory: Accessing Laura Ingalls Wilder”

Jane Hindman, Queensborough Community College, New York, NY, “Description and Disruptions: Native American Students’ Autoethnographic Texts”

continued on next page

Amy Gerald, Winthrop University, Rock Hill, SC, “Disrupting the Politics of Silence: Reinscribing Sarah and Angelina Grimké into Public Memory”

History

A.09 “The things they left behind”: Toward an Object-Oriented History of Composition

JW Marriott, Room 103, First Floor

Chair: Jason Palmeri, Miami University of Ohio, Oxford

Speakers: Jason Palmeri, Miami University of Ohio, Oxford, “Particles and Milkweed Pods: An Ontological History of the Process Movement”

Ben McCorkle, The Ohio State University at Marion, “From Stereoscope to Super 8: Data Visualization, Distant Reading, and Composition History”

Kevine Rutherford, Miami University of Ohio, Oxford, “From Historiography to Ontography: Reassembling Composition History”

Writing Programs

A.10 A Badge of Dichotomous Language: Representing and Employing Assessment in Ambiguous Spaces

JW Marriott, Room 304, Third Floor

Chair: Elizabeth Dennis, East Carolina University, Barton College, Battleboro, NC

Speakers: Judith Fourzan-Rice, University of Texas at El Paso, “Undoing the Bias against Assessment: Creating a Climate of Assessment in the Ambiguous Spaces between Language Dichotomies”

Sarah Brown, DePaul University, Chicago, IL, “The Girl Scout Career Model: Open Badging and Representations of Learning”

Paul Anheier, University of Wisconsin-Stout, “Semi-Automatic Feedback Machine: Employing Modular Comments in Writing-Intensive Classrooms”

Lori De Hertogh, Washington State University, Pullman, “From Theory to Praxis: A Critical Look at Digital Badges for Alternative Assessment in Professional Writing Classrooms”

Information Technologies

A.11 Assessment and Automation: Robograd ers, Automated Essay Scoring (AES) Software, and Gradework

JW Marriott, Room 208, Second Floor

Chair: Aimee Jones, Florida State University, Tallahassee

Speakers: Devon Hackelton, University of California, Riverside, “Across the Grade Divide: An Open Critique of Turnitin’s Grademark Functionality”

Carl Whithaus, University of California, Davis, “Opening the Boxes: How Automated Essay Scoring (AES) Software Works—and Doesn’t”

Daniel Mahala, University of Missouri-Kansas City, “Resisting the Robograder Within: The Drive towards Hyper-Normalized Readers in Writing Assessment”

Theory

A.12 Composing Agriculture and (Post)Industry

JW Marriott, Room 305, Third Floor

Chair: Kristian Stewart, University of Michigan Dearborn

Speakers: Abby Wilkerson, George Washington University, Washington, DC, “Family Farm Rhetoric, Food Justice, and Rhetorical Agency”

Moushumi Biswas, University of Texas at El Paso, “Opening Spaces in Resistance Discourse: A Case Study of Discursive Resistance to Monsanto”

Michael Salvo, Purdue University, West Lafayette, IN, “Writing Postindustrial Futures: Reporting Research from New Manufacturing Sites”

Teaching Writing & Rhetoric

A.13 Composition in/and Digital Humanities: Data, Software, Architecture

JW Marriott, Room 104, First Floor

Chair: Justin Whitney, The University of Utah, Salt Lake City

Speakers: Lindsay Illich, Curry College, Milton, MA, “Primary Sources: Replicable, Aggregable, Data-Driven (RAD) Research in a Writing-About-Writing Composition Course”

Drew Holladay, University of Louisville, KY, “Composition Pedagogy, Critical Literacy, and the Digital Architecture of Institutions”

Caitlan Spronk, Purdue University, West Lafayette, IN, “Programming Composition: Digital Humanities and Big Data”

Brad Herzog, Saginaw Valley State University, MI, “‘Free Speech, not Free Beer’: What the Free Software Movement Can Teach Us about Making Higher Education and Our Professional Knowledge More Accessible”

Information Technologies

A.14 Opening Digital Rhetoric: Beyond Persuasion

JW Marriott, Room 105, First Floor

Chair: Christine Jeansonne, Louisiana State University, Baton Rouge

Speakers: Sergio Figueiredo, Kennesaw State University, GA, “The Means of Perception: Notes Toward a Digitally Specific Rhetoric”

Wendi Sierra, St. John Fisher College, Fairport, NY, “Building the Classroom Landscape: Minecraft in the Composition Classroom”

Scott Reed, Georgia Gwinnett College, Bethlehem, “Gaming, Composition, and the New Memory Work”

Information Technologies

A.15 Opening Gates and Closing Minds: 3 Views of Online Democracy at Work

JW Marriott, Room 106, First Floor

Chair: David Seitz, Wright State University, Dayton, OH

Speakers: Adam Kuchta, Bowling Green State University, OH, “Public Pedagogy, Collective Intelligence, and Digital Culture: Binocular Evaluation of Agency, Resistance, and Control in Electronic LEGO Fan Communities”

Meghan Finley, Cincinnati, OH, “Blogs, Webcomics, and Convergence: Science Popularizations and Evolving Forms of Scientific Discourse”

Stephen Bush, Fairborn, OH, “Behind Wall of Prejudice: How Internet Filter Bubbles Frustrate Agonistic Discourse Online”

Institutional and Professional

A.16 Ain't We Compositionists?: The M.A. Compositionist and Other Adjunct Subjectivities

JW Marriott, Room 107, First Floor

Chair: Charlotte Hyde, Purdue University, Lafayette, IN

Speakers: Gina Hanson, University of Redlands, CA

Maggie Cecil, California State University, San Bernardino

Chloe de los Reyes, California State University, San Bernardino

Institutional and Professional

A.17 By All Available Means: Collaboration, Innovation, and Retention in First-Year Composition Online Learning Environments

JW Marriott, Room 202, Second Floor

Chair: Sherry Rankins-Robertson, University of Arkansas at Little Rock

Speakers: Mark Isbell, University of Arkansas at Little Rock, “More than Recruiting—Methods for Retaining Online Learners”

Joshua Johnson, University of Arkansas at Little Rock, “Using Open-Source Technologies for 21st Century Literacies”

Betty Freeland, University of Arkansas at Little Rock, “New Visions for Preparing Online Teachers and Learners”

Sherry Rankins-Robertson, University of Arkansas at Little Rock, “Partnerships that Drive Curriculum and Faculty Response”

Dona Bailey, University of Arkansas at Little Rock, “Educating Online Educators and Regulating Labor Conditions”

Institutional and Professional

A.18 The WPA Census: What Do The Numbers Tell Us?

JW Marriott, Room 203, Second Floor

Chair: Jill Gladstein, Swarthmore College, PA

Speakers: Jill Gladstein, Swarthmore College, PA, “From Apples to Oranges: Deciding which Variables to Consider when Crafting National and Local Arguments about Writing Program Design”

Dara Regaignon, Pomona College, Claremont, CA, “Local Context, Best Practices, and Big-Picture Empirical Data”

Jennifer Wells, Florida State University, Tallahassee, “Hidden in Plain Sight: What the WOA Census Reveals about Writing Centers and Writing Center Directors”

Brandon Fralix, Bloomfield College, NJ, “MSIs and Basic Writing: An Empirical Examination of Basic Writing Practices at Minority-Serving Institutions”

Institutional and Professional

A.19 Undergraduate Writing: Digital Media and Writing in the Disciplines

JW Marriott, Room 108, First Floor

Chair: Christa Teston, The Ohio State University, Columbus

Speakers: Kathleen Jernquist, U.S. Coast Guard Academy, Foster, RI, “Opening Access: When Writing Centers and Faculty Across Campus Communicate about (the) Composing Identities of Future Colleagues”

Oriana Gatta, Georgia State University, Atlanta, “Open to Question: The Digital Media Program Archive and What’s (Not) Being Said about Pedagogy”

Nicole Galante, State University of New York, Stony Brook, “Open(ing) Fourth Space: Reflective, Communal Teaching and Learning”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

A.20 Critical Junctures: Exploring Different Sites of Learning

JW Marriott, Room 109, First Floor

Chair: Jessica Nastal, University of Wisconsin-Milwaukee

Speakers: Nicole Khoury, American University of Beirut, “Peripheral Participation: Graduate Writing Groups as Rhetorical Spaces for Disciplinary Access”

Rebecca Robinson, Arizona State University, Tempe, “FYC and Metadiscourse: Unlocking Disciplinary Source Codes”

Sunny Hawkins, University of Southern Indiana, Evansville, “Off-Center: Confronting Identity Politics in Secondary/Post-Secondary Writing Center Collaborations”

Oliver Brearey, University of Maryland, College Park, “Advancing the Discussion of Threshold Concepts: Decoding the Disciplines, Critical Junctures, and Students’ Attainment of Rhetorical Awareness”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

A.21 Cultural and Material Rhetorics: Redefining Our Concepts of Rhetoric

JW Marriott, Room 306, Third Floor

Chair: Julia Wagner, Montclair State University, NJ

Speakers: James Knippling, University of Cincinnati, OH, “How Pop Got Punked; The Polyphonic Rhetoric of Popular Music”

Vanessa Sohan, Florida International University, Miami, “Beyond Classroom Walls: Exploring Material/Cultural Rhetorics through Interdisciplinary Partnerships”

Erin Cahill, The Ohio State University, Columbus, “Adding One More ‘C’: An Illustrative Argument for Comics as a Scholarly Medium”

Susanna Engbers, Kendall College of Art and Design, Grand Rapids, MI, “The Promises and Pitfalls of Branding as Ethos”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

A.22 Multimodal Composing: Perspectives from across the Disciplines

JW Marriott, Room 309, Third Floor

Chair: Brent Simoneaux, North Carolina State University, Raleigh

Speakers: Robin Snead, University of North Carolina-Pembroke, “Broadening Cross-Contextual Perspectives on Multimodality”

Brent Simoneaux, North Carolina State University, Raleigh, “Mapping the Landscape of Multimodality”

Keon Pettiway, North Carolina State University, Raleigh, “Defining Multimodality across the Disciplines”

Writing Programs

A.23 Teaching in and through the Classroom

JW Marriott, Room 308, Third Floor

Chair: Jessie Richards, University of Utah, Salt Lake City

Speakers: Donald Jones, University of Hartford, CT, “Teaching Source Citation as the Postmodern Practice of Fair Use”

Cassandra Book, Bellarmine University, Louisville, KY, “The Other C: Integrating Pedagogical Practices from the Disciplines of Composition and Communication into an Introduction to Public Speaking Course”

Veronica House, University of Colorado, Boulder, “Designing and Administering a Vertical Community-Engaged Rhetoric and Composition Curriculum”

Bradley Wiggins, University of Arkansas-Fort Smith, “Composition and Communication (and Communication): A Multi-Disciplinary Approach to a Multi-Modal Future for Composition and Journalism”

Joe Hardin, University of Arkansas-Fort Smith, “Composition and Communication (and Communication): A Multi-disciplinary Approach to a Multi-modal Future for Composition and Journalism”

Theory

A.24 Communicating from China: English Writing and Resisted Code

JW Marriott, Room 310, Third Floor

Chair: Maha Alawdat, Indiana University of Pennsylvania

Speakers: Yue Chen, Purdue University, West Lafayette, IN, “China’s Graduate Students as the New Intellectual Partners in Composition Studies”
Xinqiang Li, Michigan State University, East Lansing, “The Realistic Features of English Writing through Chinese Students’ Eyes—a Pilot Study”

Language

A.25 Investigating Translingual Practices: History, Theory, and Pedagogy

JW Marriott, Room 204, Second Floor

Chair: LuMing Mao, Miami University of Ohio, Oxford

Speakers: LuMing Mao, Miami University of Ohio, Oxford

Weiguo Qu, Fudan University, China, Shanghai

Bo Wang, California State University, Fresno

Respondent: Min-Zhan Lu, University of Louisville, KY

Professional and Technical Writing

A.26 Opening Professional and Technical Writing to Client-Community Engagement

JW Marriott, Room 311, Third Floor

Chair: Geoffrey Clegg, Texas A&M University-Commerce

Speakers: Elisabeth Kramer-Simpson, New Mexico Tech, Socorro, “Technical Communication Internships as Sites of Learning and Knowledge Transformation”

Elizabeth Tomlinson, West Virginia University, Morgantown, “Producing Client Projects in the Business Communication Course by Scaffolding”

Kyle Mattson, University of Central Arkansas, Conway, “Counter-Assemblages: A Model of Advocatory Organizations Working Together”

Research

A.27 Enabling Discourses: Activity Theory and Genre Transfer

JW Marriott, Room 312, Third Floor

Chair: Beverly Moss, The Ohio State University, Columbus

Speakers: Darci Thoune, University of Wisconsin-La Crosse, “As If I Were Writing a Paper: Using Activity Theory to Understand the Genre Uptakes of Writing Assignments”

Bryan Kopp, University of Wisconsin-La Crosse, “As If I Were Writing a Paper: Using Activity Theory to Understand the Genre Uptakes of Writing Assignments”

Brett Griffiths, University of Michigan, Ann Arbor, “Enabling Discourses: How Classroom Interactions Can Position Historically Disadvantaged Students for Success”

Gita DasBender, Seton Hall University, South Orange, NJ, “Multilingual Writers as Legitimate Peripheral Participants: Learning in the Liminal Space”

Research

A.28 First-Year Composition in the 21st Century: Is There Evidence of a Shift to Orality?

Marriott Downtown, Florida Room, First Floor

Chair: Sandra Gollin-Kies, Benedictine University, Lisle, IL

Speakers: Sandra Gollin-Kies, Benedictine University, Lisle, IL, “Markers of ‘Orality’ in Lexical Verb Choice in First-Year Composition”

Daniel Kies, College of DuPage, Glen Ellyn, IL, “The FYC Corpus: An Introduction and Overview, with Preliminary Findings”

Olga Lambert, Benedictine University, Lisle, IL, “A Shift in Personal Pronoun Use over Time in First-Year Composition”

Research

A.29 Shifting the Conversation: Algorithms, Media Multitasking, and Student Engagement

Marriott Downtown, Illinois Room, First Floor

Chair: Elizabeth A. Monske, Northern Michigan University, Marquette

Speakers: Jane Fife, Western Kentucky University, Bowling Green, “Technology and the Scene(s) of Writing: Reassessing the Solitary, the Social, and the Efficient in Our Composing Habits”

Heidi Harris, University of Arkansas at Little Rock, “Shifting the Conversation from ‘Cents’ to ‘Sense’: Using Data regarding Student Satisfaction in Online Courses to Support Student Engagement”

Patricia Portanova, University of New Hampshire, Durham, “Researching the Impact of Access to Technology: A Quasi-Experimental/Multimodal Study of Media Multitasking and Student Writing”

Gustav Verhulsdonck, University of Texas at El Paso, “Algorithms, Symbols, Information: Algorithms as Digital Rhetoric and Procedural Communication”

Teaching Writing & Rhetoric

A.30 Accessing the Creative Spirit in First-Year Composition

Marriott Downtown, Michigan Room, First Floor

Chair: Nolan Chessman, City University of New York Graduate Center, Brooklyn

Speakers: Normandy Sherwood, New York University, Brooklyn, NY, “Holding on, Letting go: Collaborative Creative Writing Technique in the Composition Classroom”

Peter Gray, Queensborough Community College-City University of New York, “The Inexperienced Writer Is Not that Different from Us”

Nolan Chessman, City University of New York Graduate Center, Brooklyn, “Basic Writing as a Happening: Poet-Teachers in the Age of Open Admissions”

Teaching Writing & Rhetoric

A.31 Digitally-Mediated Peer Review in Multimodal Composition Courses: Implications for Writing Pedagogies

JW Marriott, Room 313, Third Floor

Chair: Susan Pagnac, Central College, Pella, IA

Speakers: Erin Zimmerman, Iowa State University, Ames

Kathy Rose, Iowa State University, Ames

Eric York, Iowa State University, Ames

Susan Pagnac, Central College, Pella, IA

Respondent: William Hart-Davidson, Michigan State University, East Lansing

Teaching Writing & Rhetoric

A.32 Exploring New Applications of Arts and Media in the Composition Classroom

Marriott Downtown, Texas Room, First Floor

Chair: Elmar Hashimov, Ball State University, Muncie, IN

Speakers: Elmar Hashimov, Ball State University, Muncie, IN, “Exploring New Applications of Arts and Media in the Composition Classroom”

Bridget Gelms, Miami University of Ohio, Oxford, “Moving Images as Texts: Reading/Writing with/about Film”

Stephanie Hedge, State University of New York at Potsdam, “Music and/as Social Interaction in FYC”

Patrick Clauss, University of Notre Dame, IN, “Ampliative Inferences, The Wire, and The Teaching of Argument”

Teaching Writing & Rhetoric

A.33 Fulfilling the Promise of the Writing Portfolio: Opening Writing Assessment for Student-Writers

JW Marriott, Room 314, Third Floor

Chair: Brian Huot, Kent State University, OH

Speakers: Elliot Knowles, Kent State University, OH
Jeffrey Perry, Indiana University Southeast, New Albany
Curt Greve, Kent State University, OH

Teaching Writing & Rhetoric

A.34 Opening Minds in Open Access Classrooms: Alternate-Reality Gaming as Bakhtinian Pedagogy

JW Marriott, Room 205, Second Floor

Chair: Robert Murdock, University of Cincinnati, Blue Ash College, OH

Speakers: Sonja Andrus, University of Cincinnati, Blue Ash College, OH,
“There’s a Winner Every Time: Grading and Programmatic Assessment
in the ARG Classroom”

Kevin Oberlin, University of Cincinnati, Blue Ash College, OH, “Come
One, Come All: Collaboration in the ARG Classroom”

Robert Murdock, University of Cincinnati, Blue Ash College, OH, “Shap-
ing the Patterns of Play: ARG Course Design”

Theory

**A.35 Genre Evolution, Emergence, and Transfer:
How Important Is Technology?**

JW Marriott, Grand Ballroom VII, Third Floor

Chair: Dylan Dryer, University of Maine, Orono

Speakers: E. Ashley Hall, University of North Carolina, Chapel Hill, “New
Media Personal Essays: A Case of an Emerging Genre”

Jane Danielewicz, University of North Carolina, Chapel Hill, “New Media
Personal Essays: A Case of an Emerging Genre”

Ashley Rose Kelly, North Carolina State University, Raleigh, “Rhetorical
Accommodation and Open Access Publishing”

Carolyn Miller, North Carolina State University, Raleigh, “Revisiting Two
Case Studies of Genre Emergence: Early American Presidential Oratory
and the Environmental Impact Statement”

Teaching Writing & Rhetoric

A.36 Open Access to Multilingual Composition: Case Studies of Teachers and Students

JW Marriott, Room 207, Second Floor

Speakers: Aylin Baris Atilgan, Purdue University, West Lafayette, IN, “Open Dialogue with American Instructors on the Needs of First-Year Composition International Students”

Yu-Shan Fan, Purdue University, West Lafayette, IN, “Open Access to Chinese International Students’ Educational Background in Composing in China”

Laura Gonzales, Michigan State University, Orlando, FL, “Quiet Engagement: The Rhetoric of Silence in Multilingual Composition”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

A.37 The Beautiful Struggle: Futuristic Visions of an Inclusive Academy through Hip Hop, Autoethnography, and Rap-Geniuses

JW Marriott, Grand Ballroom IV, Third Floor

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

Speakers: Marcos Del Hierro, Texas A&M College Station, “Towards a Hip Hop Rhetorics Approach in Rhetoric and Composition”

Catalina Bartlett, Texas A&M University College Station, “‘You Had Me at ‘Open’’: How Autoethnography Bridges the Worlds of Creative Writing, Cultural Rhetorics, and Composition in the College Classroom”

Victor Del Hierro, Michigan State University, East Lansing, “Digital Bombers: Rewriting the Rhetorics of Digital Composition”

Community, Civic & Public

A.38 Open(ing) Wounds: Accessing Trauma in the Classroom and Community

JW Marriott, Grand Ballroom III, Third Floor

Chair: Deborah Coxwell-Teague, Florida State University, Tallahassee

Speakers: Meg Scott-Copses, College of Charleston, SC, “Rupturing Memory: Access and Trauma in At-Risk Communities”

Sarah Blomeley, Belmont University, Nashville, TN, “In Loving Memory: Public Grief and the Future of Mourning in America”

Amy Hodges Hamilton, Belmont University, Nashville, TN, “When Access to the Personal Becomes Pedagogical: Childhood Cancer and the Composition Classroom”

B Sessions: 12:15–1:30 p.m.

Featured Session

The Shame Tree Dead

JW Marriott, Grand Ballroom V, Third Floor



Elaine Richardson

Chair: Rhea Estelle Lathan, Florida State University, Tallahassee, FL

It's a cliché that experience is the best teacher, yet experience is a teacher from whom many fail to learn. This panel features Elaine Richardson discussing her compelling and honest book, "Phd to Phd: How Education Saved My Life". Richardson's "Bio-edu-ography" demonstrates more than simply struggling through freshman English courses at Cleveland State University or having a professor humiliate her writing. Education is how she had to learn who she was and turn that into victory over the shame, which attempts to "mark" women in our culture. Mostly, this panel is about women's literacy. Presenters include real women living in Atlanta, Chicago and Jacksonville. They are women who take our classes, and fill our faculty appointments, but who are deeply aware of their own processes of learning and development; and the obstacles educators' use to shame them. It is not, then, about the literacy of abstract, theoretical women, or of African American women, or even of women who are or have had substance abuse issues—though the women here fall into those categories.

Because much of what we call education is still concerned with passing on conclusions rather than facilitating the process of discovery, this panel facilitates a discussion on what it takes to look at the familiar and then to go on to say "this is not the only possible way" or "this is not how it has to be". Participants will account for circumstances where literacy experiences—negative and positive—are



**Rhea Estelle
Lathan**



Hope Ealey



Rhonda DeShields

converted to wisdom and commitment, and translated to forms whereby they can be an open source of pride not shame. Ultimately this panel will attempt to dismantle the traditional hierarchies of higher education that work against this kind of openness, adhering to the obsolete notion that academics “should” work only with objective fact and without personal involvement.

A multidimensional personality, **Dr. Elaine Richardson (Dr. E)** is living out all of her dreams. She shares her story of recovery from addiction, abuse and sexual exploitation to renowned Professor of Literacy Studies at The Ohio State University, in her urban educational memoir *PHD (Po H# on Dope) to Ph.D.: How Education Saved My Life*. An accomplished vocalist and performer, Dr. E’s forthcoming CD, *Songs For the Struggle* is the musical counterpart to the book. In addition to being a recording artist, educator and author, Dr. E performs a One Woman Show based on excerpts from her book. She speaks and performs around the country to inspire love, hope and empowerment. She began writing songs, after graduating from Cleveland State University in 1993. She earned a Ph.D. in English and Applied Linguistics from Michigan State University in 1996. She has held academic posts at the University of Minnesota, as well as Pennsylvania State University before joining the faculty at The Ohio State University. She is a graduate of the Cleveland Public Schools, East Technical High, Class of 1978. She is a mentor to youth and young scholars and belongs to a network of Hiphop educators, promoting empowered education for social equality.

Speakers:

Elaine Richardson

The Ohio State University, Columbus

Walonza Lee

Hope Ealey

Dekalb Community Service Board, Decatur, GA

Ronda L. DeShields

Veterans Health Administration, Jacksonville, FL

Institutional and Professional

B.01 CopyCats: Open-Source Approaches to Plagiarism

JW, Marriott, Room 101, First Floor

Chair: LauraAnne Carroll-Adler, University of Southern California, Granada Hills

Speakers: Scott Johnson, Oakton Community College, Northbrook, IL, “‘Proprietary (Hard)ware is an Injustice’: BYOD, Mobile Computing, and the Struggle against Control in the College Writing Classroom”

Valerie Seiling Jacobs, Columbia University, Westport, CT, “Beyond Plagiarism: Using Sources Responsibly in an Increasingly Open-Source World”

Shannon Howard, University of Louisville, KY, “‘Please Reblog. Don’t Copy and Paste’: How Tumblr’s Rhetoric Promotes Citation Systems and a They Say/I Say Model of Discourse in Online Spaces”

Stephanie Roach, University of Michigan-Flint, “The Disservice of ‘Just Say No’ Approaches to Plagiarism”

Community, Civic & Public

B.02 An Open World: Transnational Perspectives on Writing and Rhetoric

JW Marriott, Room 301, Third Floor

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

Speakers: Nora McCook, The Ohio State University, Columbus, “Literacy and Human Rights: Access without Autonomous Literacy”

James Daniel, University of Texas at Tyler, “Transnational Communities and the Writing of Love”

Jennifer Nish, University of Kansas, Lawrence, “Interrupting a Revolution: Examining the Transnational Discourse of ‘The Uprising of Women in the Arab World’”

Community, Civic & Public

B.03 Digital Literacy in Rural Lives: Examining the Intersections of Place, Access, and Literate Practice in the Lives of Six Rural Women

JW Marriott, Room 302, Third Floor

Chair: Jennie Vaughn, University of Alabama, Tuscaloosa

Speakers: Allen Harrell, Alabama Southern Community College, Jackson, “Digital Literacy, Access, and the Library: Community-Based Computer Courses as a ‘Gateway’ to Access in Rural Areas”

Amy Dayton, University of Alabama, Tuscaloosa, “Student, Parent, Worker, Writer: The Role of Digital Literacy in Shaping Women’s Identities”
Jennie Vaughn, University of Alabama, Tuscaloosa, “Un-Schooled Digital Literacy: The Role of Self-Taught Digital Literacy in Extracurricular and Professional Lives”

Information Technologies

B.04 Forming Coalitions: Digital Democracies and the Integration of Social Activism

JW Marriott, Room 303, Third Floor

Chair: Jennifer Mallette, University of Arkansas, Fayetteville

Speakers: Kathryn Perry, University of Louisville, KY, “The Social and Pedagogical Significance of Narrative Continuity in the Freedom School Curriculum”

Clarissa Walker, University of Rhode Island, Kingston, “Light as a Rock: The African Diaspora Blogger as a Wielder of ‘Soft Power’”

Dhruba Neupane, University of Waterloo, Kitchener, Ontario, Canada, “Listening to ‘The Digital Third World:’ Probing the Preconditions of Digital Democracy”

Community, Civic & Public

B.05 Opening Up, Opening Out: New Publics, New Futures for Composition’s Public Intellectuals

JW Marriott, Room 102, First Floor

Chair: Rachel Bloom, University of Kansas, Lawrence

Speakers: Susan Meyers, Seattle University, WA, “The Researcher as Public Intellectual: Transnational Ethnography and Political Danger in the Public Sphere”

Frank Farmer, University of Kansas, Lawrence, “The (Counter) Public Intellectual: A Preliminary Sketch”

Star Medzerian, Nova Southeastern University, Ft. Lauderdale, FL, “Scholarship as Intellectual Partnership: Open Access Publishing and the Future’s Public Intellectual”

Paul Butler, University of Houston, TX, “Going Public: Effecting Change through Public Discourse, Innovative Curricula, and Community/Technological Outreach”

Community, Civic & Public

B.06 PROYECTO CARRITO: When the Student Receives an A and the Worker Gets Fired: Disrupting the Political Economy of Translingual Rhetorical Mobility

JW Marriott, Room 304, Third Floor

Chair: Tamera Marko, Emerson College, Boston, MA

Speakers: Ernesto Mario Osorio, Emerson College, Boston, MA, “PROYECTO CARRITO: A Janitor’s Perspective”

Eric Sepenoski, Emerson College, Boston, MA, “PROYECTO CARRITO: An MFA’s and Farmer’s Perspective”

Bianca Padro, Emerson College, Boston, MA, “PROYECTO CARRITO: A Puerto Rican Undergraduate’s Perspective”

Tamera Marko, Emerson College, Boston, MA, “PROYECTO CARRITO: A Trilingual Teacher’s Perspective”

Creative Writing

B.07 Navigating the Online Creative Writing Classroom

JW Marriott, Room 305, Third Floor

Chair: Joseph Rein, University of Wisconsin-River Falls

Speakers: Joseph Rein, University of Wisconsin-River Falls, “Lifting the Digital Curtain: Fostering Persona, Identity, and Authority in the Online Creative Writing Classroom”

Janelle Adsit, State University of New York-Albany, “Giving an Account of Oneself: Teaching Identity Construction and Authorship in Creative Nonfiction and Social Media”

Aviva Cristy, University of Wisconsin-Milwaukee, “Finding Creative Spaces in Online Classrooms”

History

B.08 Higher Learning and Historical Class Bifurcations

JW Marriott, Room 103, First Floor

Chair: Sarah Perrault, University of California Davis

Speakers: Kelly Ritter, University of Illinois at Urbana-Champaign, “Mass Literacies, Mass Inculcation: From Mental Hygiene Films to MOOCs”

M. Karen Powers, Kent State University at Tuscarawas, OH, “‘Brains and Brawn’: The Humanities, Differential Tuition, and the Historical Vocationalism of the Working Class”

Amy Lueck, University of Louisville, KY, “The Mind and Body of Higher Learning: Tracing the Institutional Location of (Gendered) Manual Training in Nineteenth-Century High Schools”

History

B.09 Voices from the Asian/Asian American Caucus: Opening Up Our Disciplinary History and Scholarship

JW Marriott, Room 104, First Floor

Chair: Asao Inoue, California State University, Fresno

Speakers: Jennifer Sano-Franchini, Virginia Tech, Blacksburg, “What Can Asian Eyelids Teach Us about Rhetoric and Writing?: A Culturally Reflexive Framework for Multimodal Representations of Bodies”

Linh Dich, Miami University of Ohio, Oxford, “The United States of Ambivalence: International Students as Sources of Income and Difference”

K. Hyoejin Yoon, West Chester University, PA, “Ruptures, Wounds, Possibilities: Asian/Asian American Disciplinary History and Scholarship”

Terese Guinsatao Monberg, Michigan State University, East Lansing, “Ruptures, Wounds, Possibilities: Asian/Asian American Disciplinary History and Scholarship”

Respondent: Asao Inoue, California State University, Fresno, Fresno

Information Technologies

B.10 Applying the CCCC’s Effective Practices of Online Writing Instruction in the Virtual Classroom

JW Marriott, Room 202, Second Floor

Chair: Jill Heney, Boise State University, ID

Speakers: Jill Heney, Boise State University, ID, “Strategies for Effective and Efficient Feedback to Student Writing Online”

Melissa Keith, Boise State University, ID, “The Training and Ongoing Professional Development of an Online Writing Lab Staff”

Leslie Jewkes, College of Western Idaho, Nampa, “Strategies for Effective and Efficient Feedback to Student Writing Online”

Stephanie Cox, Boise State University, ID, “Blending Migration and Innovation in the Online Writing Classroom”

Jennifer Black, Boise State University, ID, “Blending Migration and Innovation in the Online Writing Classroom”

Information Technologies

B.11 Composition MOOCs and Pedagogy by the Thousands: Reflections on Four Open Education Innovations

JW Marriott, Grand Ballroom VII, Third Floor

Chair: Joe Moxley, University of South Florida, Tampa

Speakers: Joe Moxley, University of South Florida, Tampa, “Writing Commons, the Open-Education Home for Writers”

Karen Head, Georgia Tech, Atlanta, “Composition MOOC: First-Year Composition 2.0”

continued on next page

Rebecca Burnett, Georgia Tech, Atlanta, “Composition MOOC: First-Year Composition 2.0”

Kay Halasek, The Ohio State University, Columbus, “Composition MOOC: Writing II: Rhetorical Composing”

Denise Comer, Duke University, Raleigh, NC, “Composition MOOC 1: English Composition 1: Achieving Expertise”

Theory

B.12 Issues of Accessibility and Technology in the Writing Classroom

JW Marriott, Room 206, Second Floor

Chair: James Truman, Auburn University, AL

Speakers: Lorna Nelson, Central Virginia Community College, Lynchburg, “Using Speech Recognition Software for College Writing”

Thomas Reynolds, Northwestern State University of Louisiana, Natchitoches, “Using Speech Recognition Software for College Writing”

Chad Iwertz, Oregon State University, Corvallis, “Becoming (Dis)abled: Writing Technologies and the Culture of Capability in the Classroom”

Kimberly Elmore, Texas Tech University, Lubbock, “Towards a Rhetorology for Autism Advocacy: Negotiations of Voice and Rhetorical Listening in Public Dialogue”

Janelle Wiess, University of Michigan-Flint, “To AV or not to AV?: Issues of Accessibility in Online Writing Instruction”

Information Technologies

B.13 Open Access and Institutional Technology

JW Marriott, Room 105, First Floor

Chair: Rossina Liu, University of Iowa, Iowa City

Speakers: James Schirmer, University of Michigan-Flint, “Institutionware”
Stuart Selber, The Pennsylvania State University, University Park, “How Accessible Are Campus IT Departments?”

Mary Wendt, Central Michigan University, Mt. Pleasant, “Walking the Walk: The Institutionalization of Digital Literacy”

Information Technologies

B.14 Teaching and Talking in Code: Pedagogical Partnerships with Computer Science

JW Marriott, Grand Ballroom I, Third Floor

Chair: Marika Seigel, Michigan Technological University, Houghton

Speakers: Wei Zhang, Michigan Technological University, Houghton, “The Multifaceted Communication within Citizen Science Collaborations”

Robert Pastel, Michigan Technological University, Houghton, “From Lichens to Linux: Facilitating Collaboration between Technical Communication and Computer Science Courses”

Marika Seigel, Michigan Technological University, Houghton, “From Lichens to Linux: Facilitating Collaboration between Technical Communication and Computer Science Courses”

Leo Ureel II, Michigan Technological University, Houghton, “Digital Literacy for Elders: An Open Online Experience”

Lauren Bowen, Michigan Technological University, Houghton, “Sister Seminars: Multidisciplinary Approaches to Digital Literacy and Design”

Charles Wallace, Michigan Technological University, Houghton, “Online at the Library: Reflections on an Outreach Program”

Information Technologies

B.15 Wikipedia: Discourse, Collaboration, and Sophistic Rhetoric

JW Marriott, Room 208, Second Floor

Chair: Sarah Marshall, Florida State University, Tallahassee

Speakers: Jeff Kirchoff, Millikin University, Decatur, IL, “Wikipedians as Sophists: Doxa, Kairos, and Techne in Wikipedia”

Celeste Berrington, Concordia University Wisconsin, “Contributing to Networked Writing: Communication and Collaboration with the World outside of the Academy”

Melanie Kill, University of Maryland, Washington, DC, “Writing Wikipedia in Class: Specialist Knowledge, Public Audience, and Wikipedian Discourse”

Institutional and Professional

B.16 Composition in the Age of Austerity

JW Marriott, Room 308, Third Floor

Chair: Lil Brannon, University of North Carolina, Charlotte

Speakers: Tom Fox, California State University, Chico

Tony Scott, Syracuse University, NY

Nancy Welch, University of Vermont, Burlington

Institutional and Professional

**B.17 Opening Communities of Discourse and Practice:
Using Professional Learning Communities to Support
Contingent Faculty**

JW Marriott, Room 106, First Floor

Chair: Judith Livingston, Columbus State University, GA

Speakers: Judith Livingston, Columbus State University, GA

Whitney Hachinsky, Columbus State University, GA

Erinn Bentley, Columbus State University, GA

Institutional and Professional

**B.18 Opening Up the Faculty Club: Educating New Teachers
for 21st Century Change**

JW Marriott, Room 306, Third Floor

Chair: Dominic DelliCarpini, York College of Pennsylvania

Speakers: Cindy Crimmins, York College of Pennsylvania, “Opening Up
the Faculty Club: Engaging New Faculty in Ongoing Pedagogical Dis-
cussions”

Margaret Twigg, American University, Washington, DC, “Opening Up the
Faculty Club: Transitioning from Queer Student to Teacher Queering the
Composition Classroom”

Janet Auten, American University, Washington, DC, “Opening Up the Fac-
ulty Club: Making Sense of Teaching for Future Faculty”

Respondent: Dominic DelliCarpini, York College of Pennsylvania

Institutional and Professional

**B.19 Unten(ur)able Positions: Re-Theorizing WPA's from the
Margins**

JW Marriott, Room 107, First Floor

Chair: Talinn Phillips, Ohio University, Athens

Speakers: Talinn Phillips, Ohio University, Athens

Paul Shovlin, State University of New York-Binghamton

Megan Titus, Rider University, Lawrence, NJ

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

B.20 Accessing Disability Studies, Relationally

JW Marriott, Room 312, Third Floor

Chair: Jay Dolmage, University of Waterloo, Ontario, Canada

Speakers: Julie Jung, Illinois State University, Normal, “Interdependency
as an Ethic for Intellectual Work”

Hilary Selznick, Illinois State University, Normal, “Re-Imagining Access
in Bureaucratic Technical Communication and Institutional Practices”

Stephanie Kerschbaum, University of Delaware, Newark, “Opening up Disability Studies: Notes on Inclusion and Credibility”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

B.21 Rewriting Rhetorical Scripts: Literate and Gendered Identities

JW Marriott, Room 108, First Floor

Chair: Lindee Owens, University of Central Florida, Orlando

Speakers: Vandana Gavaskar, Elizabeth City State University, NC, “Open Gendered and Racial Identities in Web 2.0: Rhetoric in the Age of Open Source Intelligence, Data Mining, and Crowd Sourcing”

Jen Almjeld, James Madison University, Harrisonburg, VA, “Rhetorics of Girlhood and Why Writing Teachers Should Care”

Cynthia Ryan, University of Alabama at Birmingham, “Crafting Identities: Re-Imagining Labor through the Self-Employed Women’s Association in Gujarat, India”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

B.22 The Art of Indigenous Rhetorics: Survivance, Ecology, and Pedagogy

JW Marriott, Room 109, First Floor

Chair: Indra Mukhopadhyay, University of Southern California, Los Angeles

Speakers: Leigh Ann Dunning, Indiana University of Pennsylvania, “The Great Tree of Peace: Haudenosaunee Rhetoric Past, Present, and Future”

Wesley Dunning, Indiana University of Pennsylvania, “Nizipuhwahsin: Indigenous Rhetoric from North Central Montana”

Rachel Griffio, Indiana University of Pennsylvania, “Resisting the 中 (Center): Indigenous Rhetoric in Southwest China”

Theory

B.23 Politics of Language and Culture in Spanish Communities

JW Marriott, Room 309, Third Floor

Chair: Cong Zhang, Purdue University, West Lafayette, IN

Speakers: Denise Valdes, Syracuse University, NY, “Spanglish, Composition Studies, and the Addition of Latino/a Voices”

Kim Hensley Owens, Wakefield, RI, “Unboxing Education: Addressing the Issue of Tucson’s Banned Mexican American Studies Program from a Comp-Rhet Perspective”

Janine Butler, East Carolina University, Greenville, “Encouraging Writers’ Metalinguistic Awareness of Their Three Languages: Using American Sign Language and Spanish to Write in English”

Professional and Technical Writing

B.24 Blue-Collar CraftsMan: Revealing the Value Gained through Unofficial Factory Floor Writing

JW Marriott, Room 310, Third Floor

Chair: Connie Mick

Speakers: Elena Garcia, Utah Valley University, Orem, “Writing as Expression of Craft Knowledge”

Guadalupe Garcia, Post Cereals, Battle Creek, MI, “Leaving Something Behind”

Professional and Technical Writing

B.25 The Ethics of Visuals: From Illustrations to Information Design

JW Marriott, Room 313, Third Floor

Chair: Derek Ross, Auburn University, AL

Speakers: Laura Palmer, Southern Polytechnic State University, Marietta, GA

Kathryn Northcut, Missouri University of Science and Technology, Rolla

Karen Schriver, KSA Communication Design & Research, Oakmont, PA

Derek Ross, Auburn University, AL

Research

B.26 Queering the Gendered and Marginal Discourses of Composition Studies: Perspectives on Vulnerability, Craft, and “Habits of Mind”

JW Marriott, Room 311, Third Floor

Chair: Tanya Robertson, The University of Texas at El Paso

Speakers: Dalel Serda, College of the Mainland, Texas City, TX, “Annotating Marginal Discourse: Fostering Metacognitive ‘Habits of Mind’ in Community College Hispanic Females”

Zarah Moeggenberg, Northern Michigan University, Marquette, “Queering the Writing Prompt: Effects on Craft in Asking Students to Claim Queer/‘Other’”

Steve Smith, University of Louisville, KY, “Listening in on Gendered Discourse: Vulnerability as a Desirable Trait in Peer Review”

Sonya Green, Lipscomb University, Nashville, TN, “Listening in on Gendered Discourse: Vulnerability as a Desirable Trait in Peer Review”

Teaching Writing & Rhetoric

B.27 The Composition of Art, Comedy, and Dance

Marriott Downtown, Florida Room, First Floor

Chair: Patrick W. Berry, Syracuse University, New York, NY

Speakers: Kristyne Bradford, Western Illinois University, Macomb, “The Making of Knowledge in Art: Case Studies of Fiber Artists”

Robert Beshere, South University, Greensboro, NC, “‘Yes, And’ Pedagogy: The Intersection of First-Year Composition and Improv Comedy”

Molly Daniel, Florida State University, Tallahassee, “The Body and New Media: The Dancing Body as Media”

Teaching Writing & Rhetoric

B.28 Affordances and Constraints of Open Access: Learning Composition in Online Environments

JW Marriott, Room 314, Third Floor

Chair: Alaina Feltenberger Beaver, University of Colorado, Boulder

Speakers: Dalyn Luedtke, Norwich University, Northfield, VT, “Rethinking the (Student-Centered) Classroom: Reasons to Open Up Online Spaces in Physical Environments”

Amy Bertken, University of Colorado, Boulder, “Scientific Composition and Digital Tools: Towards an Open Access Future”

Allison Carr Waechter, University of Colorado, Boulder, “Business Writers and the Branding of Online Learning”

Alaina Feltenberger Beaver, University of Colorado, Boulder, “Innovative Collaborative Support: New Research on an Online Multiliteracy Center”

Teaching Writing & Rhetoric

B.29 Counter-Standardization: Opening the English Language, Queering Writing, and New Teacher Preparation

Marriott Downtown, Illinois Room, First Floor

Chair: Dianna Shank, Southwestern Illinois College, Belleville

Speakers: Julie Amberg, York College of Pennsylvania, “Going beyond the Standard: Preparing Students for the Multi-English Workplace”

Deborah Vause, York College of Pennsylvania, “Going beyond the Standard: Preparing Students for the Multi-English Workplace”

Gareth Hadyk-DeLodder, University of Florida, Gainesville, “Towards a Rhetoric of Collapse: Marking a Place for Queer Theory in Florida Standardized Writing”

Teaching Writing & Rhetoric

B.30 Critical Disability Pedagogies: Hacking the Curriculum, Rewriting Spaces

JW Marriott, Room 203, Second Floor

Chair: Margaret Price, Spelman College, Decatur, GA

Speakers: Allison Hitt, Syracuse University, NY, “Dis/Ability as Inquiry: Hacking the Fixed Curriculum”

Anna Hensley, Syracuse University, NY, “Critical Disability Pedagogy and Writing Assessment”

Justin McCoy, University of West Florida, Pensacola, “Remixing Institutional Spaces, Re-Enabling Student Writers”

Bre Garrett, University of West Florida, Pensacola, “Remixing Institutional Spaces, Re-Enabling Student Writers”

Teaching Writing & Rhetoric

B.31 From Hula to Hei: Indigenizing English Instruction at Hawai‘i Community College

Marriott Downtown, Michigan Room, First Floor

Chair: Robyn Gartner, Hawai‘i Community College, Hilo

Speakers: Pele Kaio, Hawai‘i Community College, Hilo

Rebecca Jacobs, Hawai‘i Community College, Hilo

Robyn Gartner, Hawai‘i Community College, Hilo

Teaching Writing & Rhetoric

B.32 Hybrid Pedagogies: HYC Formats, Asynchronous Peer Review, and Open Collaboration

Marriott Downtown, Texas Room, First Floor

Chair: Brian Stone, Southern Illinois University, Carbondale

Speakers: Robin Fowler, University Of Michigan, Ann Arbor, “Moving Student Conversations Online: The Benefits of Online Chat for Student Team Design Negotiations”

Stephanie Sheffield, University Of Michigan, Ann Arbor, “Moving Student Conversations Online: The Benefits of Online Chat for Student Team Design Negotiations”

Aly Schweigert, Ball State University, Muncie, IN, “Online Peer Review in the FYC Course: Case Studies Assessing Student Perceptions of Asynchronous Peer Review”

Daniel Singer, University of Colorado, Boulder, “Hybrid Courses and the Future of First-Year Composition in the American University: Mistakes of a First-Year HYC Instructor”

Teaching Writing & Rhetoric

B.33 “Metamorphosis Hurts”: Racial Identity Narratives, White Consumption of Hip Hop, and Agency in Student Writing

JW Marriott, Room 204, Second Floor

Chair: Gabriel Cutrufello, Swarthmore College, Philadelphia, PA

Speakers: Sophie Bell, St. John’s University, Queens, NY, “Open Season: Racial Identity Narratives in a Composition Classroom”

Bronwyn T. Williams, University of Louisville, KY, “Metamorphosis Hurts: The Tensions of Pedagogy, Emotion, and Student Agency”

Teaching Writing & Rhetoric

B.34 Multimodal and Multigenre Writing in Classrooms: Critical Engagements

JW Marriott, Room 205, Second Floor

Chair: Ryan Skinnell, University of North Texas, Corinth

Speakers: Ryan Trauman, University of Louisville, KY, “Digital Storytelling: Narrative Techniques for Non-Narrative Arguments in the First-Year Writing Classroom”

Nicola Wilson Clasby, Iowa State University, Cedar Falls, “‘Totally (Un) Wired’: Media Abstinence and Creative Resistance in the Writing Classroom”

Lisa Lebduska, Wheaton College, Norton, MA, “Using Dynamic Criteria Mapping to Open Discussions about a First-Year Writing Requirement in a Digital World”

Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA, “Remix, Rewrite, Re-Cite: Responsible Practices for Teaching Multimodal and Multi-Genre Writing”

Teaching Writing & Rhetoric

B.35 Teaching Digital Communications in Adult-oriented College Classrooms: Digital Immigrant Students and Teachers Learning Together

JW Marriott, Grand Ballroom II, Second Floor

Chair: Sonia Feder-Lewis, Saint Mary’s University of Minnesota, Saint Paul

Speakers: Barbara Gleason, City College of New York, Brooklyn, “Digital Writing, Learning, and Communicating: Graduate Student Blogging and Learning in ‘Basic Writing Theory and Pedagogy’”

Christine Photinos, National University, San Diego, Carlsbad, CA, “‘Social’ Tools in Online Writing Courses: Challenges and Opportunities for Adult Learners”

continued on next page

Kimme Nuckles, IWU, Warner University, SNHU, UMUC, MI, “Digital Immigrant Faculty Navigating Online Instruction: Teachers as Learners”
Cynthia (Cindy) Gomez, Hodges University, Ft. Myers, FL, “Adult Learners and Online Writing Courses: Reducing Anxiety and Encouraging Success”

Sonia Feder-Lewis, Saint Mary’s University of Minnesota, Saint Paul, “Not Just Another Bubble Comment: Academic Legitimacy, Adult Learners, and the Power of GoogleDocs for Peer Review in Online Classes”

Academic Writing

B.36 New Media, Pop Culture, and Testifying in Academic Discourse

JW Marriott, Room 207, Second Floor

Speakers: Rebecca Borah, University of Cincinnati, OH, “Inquiring Monsters: Using Fan Culture to Throw Open the Gates of Academic Discourse”

Sarah Etlinger, Rock Valley College, Milwaukee, WI, “Open Situations: Reassessing the Rhetorical Situation for the New Media Classroom”

Michelle Holley, University of Cincinnati, OH, “Putting on James Brown’s Cape in the World of Academic Gowns: Testifying in the Classroom and on the Page to Enter the Discourse of the Academy”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

B.38 Precarious Pedagogies: Embodied Performance in the Writing Classroom

JW Marriott, Grand Ballroom IV, Third Floor

Chair: David Riche, Louisiana State University, Baton Rouge

Speakers: Vicki Davis, Louisiana State University, Baton Rouge, “Using Performative Pedagogies to Break the Cycle of Negative Writing Attitudes, Part 1”

David Riche, Louisiana State University, Baton Rouge, “Using Performative Pedagogies to Break the Cycle of Negative Writing Attitudes, Part 2”

Anna West, Louisiana State University, Baton Rouge, “Give Writing a Body that Moves: Using Boalian Methods in the Writing Classroom, Part 1”

Penelope Dane, Louisiana State University, Baton Rouge, “Give Writing a Body that Moves: Using Boalian Methods in the Writing Classroom, Part 2”

Cara Jones, Towson University, MD, “Decomposing the Able-Bodied Classroom: Disability and Kinesthetic Knowledge Production in the Writing Classroom”

C Sessions: 1:45–3:00 p.m.

Featured Speaker

Ken Crews

JW Marriott, Grand Ballroom V, Third Floor

Speaker: Ken Crews

Kenneth Crews joined Columbia University in January 2008 as founding director of the Copyright Advisory Office (CAO). For more than twenty years, Dr. Crews has focused much of his research, policymaking, and teaching on copyright issues. He has published widely on the topic, and he is a frequent speaker at universities and meetings throughout the world. In 2008 he completed a study for the World Intellectual Property Organization (an agency of the United Nations), analyzing copyright statutes applicable to libraries in the laws of more than 150 countries.



Ken Crews

Featured Session

Information Technologies

C.09 Occupying Hacktivism and Social Change

Marriott Downtown, Florida Room, First Floor

Chair:

Naomi Silver, University of Michigan, Ann Arbor

Speakers:

Rebecca Hallman

University of Houston, TX, “Occupying Physical and Online Space(s): An Analysis of the TFsUnite Community at the University of Houston”

Kara Poe Alexander

Baylor University, Waco, TX, “Students as Sponsors of Social Change: How Digital Technologies Enable Literacy Sponsorship in Service-Learning Settings”

Tabetha Adkins

Texas A&M University-Commerce, “‘Expect Us’: Hacktivism toward a World of Open Access and the Ethics of Anonymous”

Featured Session

Teaching Writing & Rhetoric

C.26 More than Robo-Graders: Responding to Student Writers to Encourage Habits of Mind

JW Marriott, Grand Ballroom VI, Second Floor

Chair:

Nancy Sommers

Harvard University, Boston, MA

Discussion Leaders:

Chris Anson

North Carolina State University, Raleigh

Nancy Sommers

Harvard University, Boston, MA

Howard Tinberg

Bristol Community College, Fall River, MA

Academic Writing

C.01 Unification, Epistemic Moves, and Human Subjects

JW Marriott, Room 301, Third Floor

Chair: Cheryl H. Duffy, Fort Hays State University, Hays, KS

Speakers: Christopher Garcia, University of Guam, “Beyond Academia in FYC Research Learning: Open Access and the Protection of Human (Subjects)”

John Mauk, Miami University of Ohio, Oxford, “Curricular Dark Matter: A Case for Teaching Epistemic Moves”

Carolyn Towles, Liberty University, Lynchburg, VA, “Shifting from a Small Intimate Writing Classroom to a Large Lecture Model: Transforming the Multiple Approach Method to a Unified Academic Writing Method”

Community, Civic & Public

C.02 Between Oppositional Social Movement and Dominant Practice: The Ambivalent Location of Open Source

JW Marriott, Room 302, Third Floor

Chair: Antonio Ceraso, DePaul University, Chicago, IL

Speakers: Antonio Ceraso, DePaul University, Chicago, IL

Stephen Schneider, University of Louisville, KY

Jeff Pruchnic, Wayne State University, Detroit, MI

Teaching Writing & Rhetoric

C.03 Open Access Composing Processes

JW Marriott, Room 303, Third Floor

Chair: Sandra Dent, Stark State College, North Canton, OH

Speakers: Esther Solis Al-Tabaa, University of Texas at El Paso, “Multiple Modes of Learning: Online Open Source Content”

Joshua Welsh, Central Washington University, Ellensburg, “The Client in the Crowd: Partnering with Open Source Software Communities in Technical Writing Classes”

Josephine Walwema, Oakland University, Rochester, MI, “Digital Notebooks: Composing with Open Access”

History

C.04 Accessing Asian American Rhetoric: Identity through Ethnicity, Culture, and Construction

JW Marriott, Room 304, Third Floor

Chair: Daphne Desser, University of Hawai'i, Honolulu

Speakers: Edward Lee, University of Hawai'i at Manoa, "Race, Identity, and Discourse in Asian American Rhetoric"

Ashley Fukutomi, University of Hawai'i at Manoa, "Asian vs. Not Asian: Problematizing Current Definitions of Asian American Rhetoric"

Kira Yamashita, University of Hawai'i at Manoa, "Toward a Hawai'i-Specific Definition of Asian American Rhetoric: Identity Construction in the Rhetorical Practices of Japanese Americans in Hawai'i"

History

C.05 In the Nature of Remembering, Recollecting the Past to Invent the Future

JW, Marriott, Room 101, First Floor

Chair: Thomas P. Miller, University of Arizona, Tucson

Speakers: Linda Ferreira-Buckley, University of Texas at Austin

Thomas P. Miller, University of Arizona, Tucson

Lester Faigley, University of Texas, Austin

History

C.06 Opening Access: Women Working across Domestic and Professional Spaces

JW Marriott, Room 102, First Floor

Chair: Risa Applegarth, University of North Carolina Greensboro

Speakers: David Gold, University of Michigan, Ann Arbor, "More Than a Feeling: Women in the Elocution and Expression Movement"

Jessica Enoch, University of Maryland, College Park, "Domestic Experiments: Accessing the Science Lab through Spatial Rhetorics"

Risa Applegarth, University of North Carolina, Greensboro, "Rhetorical Training in Business and Professional Women's Clubs"

Sarah Hallenbeck, University of North Carolina, Wilmington, "Patenting Feminine Ingenuity in Late Nineteenth-Century America"

Information Technologies

C.07 Empowering Students to Grapple with Identity Formation and Surveillance in Digital Environments

JW Marriott, Room 107, First Floor

Chair: Estee Beck, Bowling Green State University, OH

Speakers: Colleen Reilly, University of North Carolina, Wilmington, “Accepting the Terms? Developing A Critical Awareness of Digital Surveillance”

Estee Beck, Bowling Green State University, OH, “Unveiling Our Invisible Digital Identities: An Analysis of Internet Surveillance”

Gerald Jackson, University of South Carolina, Columbia, “Composing Digital Identity: Mediation, Archive, and the Protocol of Control”

Information Technologies

C.08 MOOCing Back to School: A Roundtable of Professors as Students in Massive Online Open Courses

JW Marriott, Grand Ballroom I, Third Floor

Chair: Steven Krause, Eastern Michigan University, Ypsilanti

Speakers: Drew Loewe, St. Edwards University, Austin, TX, “Another MOOC in the Wall, Part II: Hey, Teachers, (Don’t) Leave Them Kids Alone”

Elizabeth Losh, University of California, San Diego, “Telepresence, Ubiquity, and Mess”

Judy Arzt, University of Saint Joseph, Bloomfield, CT, “MOOCs: A Global Collaborative Community”

Jane Lasarenko, Slippery Rock University, New Castle, PA, “Put ‘em Together and What Have You Got? Bibbity-Bobbity-?”

Steven Krause, Eastern Michigan University, Ypsilanti, “Alone in a Crowd”
Alexander Reid, University at Buffalo, NY

Information Technologies

C.10 Opening Up: How Information Technologies Alter Composition Research Methodologies

JW Marriott, Grand Ballroom II, Third Floor

Chair: Derek Mueller, Eastern Michigan University, Ypsilanti

Speakers: Timothy Laquintano, Lafayette College, Easton, PA, “What Happens When We Abandon Participant Anonymity in Internet Writing Research?”

Quinn Warnick, Virginia Tech, Blacksburg, “Writing in Public about Public Writing: When Research Participants Become Respondents”

Benjamin Miller, City University of New York Graduate Center, Bronx, “Privacy and Provided Datasets: Making Fair Use of the Dissertations and Thesis Archive”

Amanda Licastro, The Graduate Center, City University of New York, NY, “Crowdsourced Compositions: Exploring the Power of Folksonomic Narratives and Social Filtering”

Brian McNely, University of Kentucky, Lexington, “Practical Activity, Visual Methods, and Representational Complexity”

Information Technologies

C.11 Tools to Collect With: Zotero, Pinterest, and Evernote

JW Marriott, Room 305, Third Floor

Chair: Marlene Hendricks, North Carolina A&T State University, Greensboro

Speakers: Matthew Kelly, University of Pittsburgh, PA, “Accessing Ideology: Navigating Interface Design and University Policy in Reference Management Software”

Janah Adams, Gardner-Webb University, Boiling Springs, NC, “Digital Daybooking with Evernote”

Denise Landrum-Geyer, Southwestern Oklahoma State University, Weatherford, “Performing on Pinterest: A Platform for Open and Public Invention Practices”

Institutional and Professional

C.12 Con Job: Stories of Adjunct and Contingent Labor

JW Marriott, Grand Ballroom VII, Third Floor

Chair: Megan Fulwiler, The College of Saint Rose, Albany, NY

Speakers: Megan Fulwiler, The College of Saint Rose, Albany, NY

Jennifer Marlow, The College of Saint Rose, Albany, NY

Respondents: William Thelin, University of Akron, OH

Seth Kahn, West Chester University of Pennsylvania

Gail Hawisher, University of Illinois at Urbana-Champaign

Institutional and Professional

C.13 Toward Authentic Student Learning Assessment in General Education: Encouraging Metacognition through Faculty Development, Quantitative Reasoning, and E-Portfolios

JW Marriott, Grand Ballroom III, Third Floor

Chair: Paul Hanstedt, Roanoke College, Lexington, VA

Speakers: Dominic DelliCarpini, York College of Pennsylvania, PA, “Recovering the ‘Teaching’ in Teaching and Learning: Enhancing Faculty Metacognition through General Education Assessment and Reform”

Patrick Bahls, University of North Carolina, Asheville, “Toward Authentic Assessment of Authentic Learning: Measuring Quantitative Literacy through Reflective Writing”

Paul Hanstedt, Roanoke College, Lexington, VA, “E-Portfolios, Metacognitive Writing, and the ‘Whole Student’”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

C.14 Across Cultures, Across Disciplines: Literacy and Identity

JW Marriott, Room 103, First Floor

Speakers: Christina Fisanick, California University of Pennsylvania, “Accessing Appalachia: Exploring Cross-Disciplinary Approaches to Composition and Rhetoric Studies”

Amanda Funk, Kutztown University of Pennsylvania, “Transparent Native America: A Reflection on Vulnerability, Resiliency, and Authenticity in Rhetorical Indian Territory”

William DeGenaro, The University of Michigan, Dearborn, “Freire in the Arab World”

Elizabeth B. Lang, The University of Texas at El Paso, “Opening Community Access to College Composition Topics and Theories: An Urban Hispanic-Serving Institution’s Persistence Project”

Institutional and Professional

C.15 Whose Responsibility Is It, Anyway? Preparing Future Faculty in Rhetoric and Composition

JW Marriott, Room 104, First Floor

Chair: Cynthia Selfe, The Ohio State University, Columbus

Speakers: Joyce Neff, Old Dominion University, Norfolk, VA, “Preparing Future Faculty from a Distance: Rethinking Traditional Delivery of Doctoral Education”

Amy Kimme Hea, University of Arizona, Tucson, “Knowledge-Production in Rhetoric and Composition: An Inquiry into Rhetoric and Composition’s Role in Preparing Graduate Students to Intervene in the Discourses and Practices of Education”

Kristine Blair, Bowling Green State University, OH, “Sharing the Responsibility: Multimodal Composing in the Doctoral Curriculum”

Respondent: Cheri Spiegel, Northern Virginia Community College, Alexandria

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

C.16 Ludic(rous?) Pedagogy: The Promises and Pitfalls of Gamifying the Composition Classroom

JW Marriott, Room 105, First Floor

Chair: Danielle Roach, Old Dominion University, Norfolk, VA

Speakers: Megan McKittrick, Old Dominion University, Norfolk, VA

Matt Beale, Old Dominion University, Norfolk, VA

Danielle Roach, Old Dominion University, Norfolk, VA

Kevin Moberly, Old Dominion University, Norfolk, VA

Kris Purzycki, University of Wisconsin-Milwaukee

Language

C.17 Still “Talkin’ that Talk”: Access Granted to Open Conversations about Home Language, Pedagogy, and Technology

JW Marriott, Room 202, Second Floor

Chair: Michelle Robinson, The University of Alabama, Tuscaloosa

Speakers: Syreeta Lyons-Burns, The University of Alabama, Tuscaloosa, “Open Access to Language: Affirming Linguistic Spaces through Multimodal Composition”

Khirsten Echols, The University of Alabama, Tuscaloosa, “Real Talk: Opening the Composition Classroom to Language Diversity and Afrocentric Teaching Practices”

Kedra James, North Carolina Wesleyan College, Rocky Mount, “Don’t Delete Yo’ Tweets: The Future of African American English in Digital Environments”

Professional and Technical Writing

C.18 New Points of Access: Integrating Theoretical Frameworks for Teaching Technical Communication

JW Marriott, Room 203, Second Floor

Chair: Michelle Eble, East Carolina University, Greenville, NC

Speakers: Flourice W. Richardson, Illinois State University, Normal, “Black Feminist Pedagogical Approaches: Re-Imagining Technical Communication as a Tool for Social Justice”

Gracemarie Mike, Purdue University, West Lafayette, IN, “A Grounded-Theory Approach to Diversity in Technical Communication”

Erin A. Frost, East Carolina University, Greenville, NC, “Teaching from an Apparent Feminist Body”

Respondent: Matthew Cox, East Carolina University, Greenville, NC

Research

C.19 Reframing Open Access as a Ground for Embedded Information Literacy Instruction

Marriott Downtown, Indiana Ballroom E, First Floor

Co-Chairs: Nancy DeJoy, Michigan State University, East Lansing

Joyce Meier, Michigan State University, East Lansing

Speakers: Jill Morningstar, Michigan State University, East Lansing

Brian Holcomb, Michigan State University, East Lansing

Rachel Minkin, Michigan State University, East Lansing

Sara Miller, Michigan State University, East Lansing

Luanna Prevost, Michigan State University, East Lansing

Benjamin Oberdick, Michigan State University, East Lansing

Research

C.20 Writing Ideologies and New Media: Writing Relationships in Fantasy Sports Leagues, NaNoWriMo, I F*cking LOVE Science, and Other Mediated Writing Communities

JW Marriott, Room 204, Second Floor

Chair: Sally Chandler, Kean University, Union, NJ

Speakers: Luis Diaz III, Kean University, Union, NJ, “Gratuitous Pictures of Yourself: Validation through Likes, Comments, and Reblogs”

Willmaria Miranda, Kean University, Union, NJ, “The Author Is Dead, Long Live the Authors: Writer-Ship, Writing Groups, and Composing Electronic Literature”

Joe Palinsky, Kean University, Union, NJ

Nicole Dreeste, Kean University, Union, NJ, “NaNoWriMo: Product-Centered Writing for a Deadline”

Robyn Orr, Kean University, Union, NJ, “Trash Talking, Alter Egos and Disposable Writing in the Quasi-Community of Fantasy Sports”

Sally Chandler, Kean University, Union, NJ

Teaching Writing & Rhetoric

C.21 Access Denied: Opening the Online Community by Rethinking and Revising Our Discussions with Students

JW Marriott, Room 106, First Floor

Chair: Jessie Borgman, Western Michigan University, Kalamazoo

Speakers: Jessie Borgman, Western Michigan University, Kalamazoo, “Luring Student Interaction and Fostering a Sense of Community in the Online Writing Classroom”

Casey McArdle, Michigan State University, East Lansing, “Mobile Learning Just Keeps on Running: Renegotiating Online Writing Spaces for Students Away from Big Brother”

Alicia Rasley, University of Maryland University College/Ivy Tech, Indianapolis, IN, “Feedback Format and Tone for Online Writing Centers”

Dani Weber, University of Pittsburgh Bradford, “Hello, Mr. Chips: Maximizing Student Engagement and Response to Online Feedback”

Teaching Writing & Rhetoric

C.22 College Readiness, Web Writing, and First-Year Composition: Opening Access in the Transition from High School to College Writing

JW Marriott, Room 108, First Floor

Chair: Patrick Thomas, University of Dayton, OH

Speakers: Christine Olding, University of Dayton, OH, “Digital Writing about Music: A Thematic Bridge from High School to College Writing”

Bryan Bardine, University of Dayton, OH, “Writing about Writing on the Web: A Headbanger’s Approach to Bridging High School and College Composition”

Molly Bardine, Chaminade Julianne Catholic High School, Dayton, OH, “Web Writing and Social Justice: Utilizing Forms of Argument and Research in Web Writing to Develop College Readiness”

Research

C.23 The Ties That Bind: Embroidered Protest, Substance Abuse, and Unending Burkean Conversations about Alcohol

JW Marriott, Room 205, Second Floor

Chair: Rhea Estelle Lathan, Florida State University, Tallahassee

Speakers: Maureen Daly Goggin, Arizona State University, Tempe, “Yearning for Greater Transparency and Freedom from Fear: Embroidered Protests on Deaths and Disappearances from the ‘War on Drugs’ in Mexico”

Mark Williams, California State University, Long Beach, “Open to Change: Burke’s Spells for Unending Conversations about Alcohol”

Teaching Writing & Rhetoric

C.24 Ain’t No Future in Frontin: Black Language, Survivance, Polyculturalism, and White Racial Narratives TODAY!

JW Marriott, Room 208, Second Floor

Chair: Marion Wolfe, The Ohio State University, Columbus

Speakers: Jessica Barros, Ithaca College, NY, “‘Don’t Front You Know I Got Cha Opin’: Gettin Opin with Students in Predominately White Institutions on Critical of Black Investigations on Languages in the Mainstream while Teaching from African-Centered Perspective on Black Language and White Privilege”

Meagan Rodgers, University of Science and Arts of Oklahoma, Oklahoma City, “The Pedagogical Role of White Racial Narrative”

Elena Shvidko, Purdue University, West Lafayette, IN, “Celebrating Cultural Diversity through Writing Projects”

Reanae McNeal, Texas Woman’s University, Denton, “Rhetorics of Survivance: African Native American Art as an Act of Resistance”

Teaching Writing & Rhetoric

C.25 Literate Arts: Autoethnography and Composition

JW Marriott, Room 109, First Floor

Chair: Suresh Canagarajah, The Pennsylvania State University, University Park

Speakers: Michael MacDonald, University of Michigan-Dearborn, “Disclosing Hope: Autoethnography and Refugee Narratives in the Writing Classroom”

Casey O’Brien, University of Wisconsin-Milwaukee, “Passionate Detachments: Ethics of Personal Narratives in a Feminist Research Writing Classroom”

Shereen Inayatulla, York College, City University of New York, NY, “Crafting Automythnography”

Teaching Writing & Rhetoric

C.27 Open Invitations: Integrating Improvisational Action into Writing Pedagogies

Marriott Downtown, Illinois Room, First Floor

Chair: Lauren Esposito, State University of New York, Stony Brook

Speakers: Daniel J. Weinstein, Indiana University of Pennsylvania, “‘Getting It’ Together: L’Atelier d’écriture as Fountainhead of Academic Prose”

David Stacey, Humboldt State University, Arcata, CA, “The Round Black Table and the Writing Classroom as Jazz Combo Jam Session”

Lauren Esposito, State University of New York, Stony Brook, “Active Invention through Improvisational Acting”

Teaching Writing & Rhetoric

C.28 Writing-about-Writing as a Pedagogy of Transparency

JW Marriott, Grand Ballroom IV, Third Floor

Chair: Doug Downs, Montana State University, Bozeman

Speakers: Scott Warnock, Drexel University, Philadelphia, PA, “Sharing in Digital Teaching: Writing-about-Writing, Transparency, and Teaching Writing Online”

Doug Downs, Montana State University, Bozeman, “Radical Transparency: Opening Rhetorical Systems through Truth-Telling in WAW Courses”

I. Moriah McCracken, St. Edward’s University, Austin, TX, “Programmatic Transparency in a Local, Open, Online Course (LOOC)”

Teaching Writing & Rhetoric

C.29 Opening the Social Rhetoric of Gender: Challenging Masculinized Logos, Neutralized Teaching, and Typical Writing Bodies

JW Marriott, Grand Ballroom X, Third Floor

Chair: Daniel Cryer, University of New Mexico, Albuquerque

Speakers: Jessica Kaiser, Purdue University, West Lafayette, IN, “A Re(en)vis(ion)ed Future: Creating a Conscientious Vulnerability”

Catherine DeLazzerro, Teachers College, Columbia University, New York, NY, “Atypical Embodiment as a Lens for Teaching and Assessing Writing”

Ellen Gianakis, Teachers College, Columbia University, New York, NY, “Atypical Embodiment as a Lens for Teaching and Assessing Writing”

Michael Kovacs, Teachers College, Columbia University, New York, NY, “Atypical Embodiment as a Lens for Teaching and Assessing Writing”

Tiffany Touma, Teachers College, Columbia University, New York, NY, “Atypical Embodiment as a Lens for Teaching and Assessing Writing”

Molly Bradley, Teachers College, Columbia University, New York, NY, “Atypical Embodiment as a Lens for Teaching and Assessing Writing”

Melanie Lee, University of Southern Indiana, Evansville, “Re(Image)ining Rhetoric in Composition”

Gary Vaughn, University of Cincinnati, OH, “Reading *Brokeback Mountain* and *Jarhead* in Composition Classes: Constructing Open Spaces out of Contested Spaces”

Theory

C.30 Agency in Rhetorical and Metaphorical Discourses of Contention

Marriott Downtown, Texas Room, First Floor

Chair: Deidre Garriott, University of Tennessee, Knoxville

Speakers: Annie Kelvie, University of Illinois at Urbana-Champaign, “Sacred Genres Performing Gender: Biblical Paratexts and Literacy Practices”

Rachel Wolford, University of Minnesota, Duluth, “Agency in the Rhetorical Situation: What We Can Learn from the Dan Savage/Brian Brown Dinner Table Debate on Gay Marriage”

Gregory Wilson, Iowa State University, Ames, “Agency in the Rhetorical Situation: What We Can Learn from the Dan Savage/Brian Brown Dinner Table Debate on Gay Marriage”

Jason Markins, Syracuse University, NY, “Metaphors of Competition, Domination, and Rape: When Sports Rhetoric Underlies Power Relationships in the Composition Classroom”

Lana Oweidat, Ohio University, Athens, “Subverting the Western Gaze: An Appeal for an Un/Veiled Rhetoric”

Teaching Writing & Rhetoric

C.31 Opening the Writing Classroom to Intellectual Risk

JW Marriott, Room 309, Third Floor

Chair: Alexis Teagarden, Carnegie Mellon University, Pittsburgh, PA

Speakers: Carolyn Commer, Carnegie Mellon University, Pittsburgh, PA,

“Open to Audacity: the Place of Intellectual Risk in Prof/Tech Writing”

Ana Cooke, Carnegie Mellon University, Pittsburgh, PA, “Open to ‘Non-sense’: Conventions and Risk-Taking in First-Year Writing”

Justin Mando, Carnegie Mellon University, Pittsburgh, PA, “An Open Inquiry: Intellectual Risk Goes Abroad”

Alexis Teagarden, Carnegie Mellon University, Pittsburgh, PA, “An Open Question: How Do We Define Intellectual Risk in the Writing Classroom”

Theory

C.32 Complexities of Poetic Production and Rhetorical Velocity in the Age of Author Integrity

JW Marriott, Room 310, Third Floor

Chair: Robert Gilmore, University of Denver, CO

Speakers: Amy England, Lander University, Greenwood, SC, “When Worlds Collide: Established and Emerging Models of Secondary Source Availability and Citation”

Julie Platt, University of Arkansas at Monticello, “Poets Composing Spaces: Poetic Production in a Digital Age”

Gina Giardina, Wright State University, Dayton, OH, “Redefining Ownership: Signifying(g) in Nella Larsen’s *Quicksand*”

Theory

C.33 Disability, Access, and Visibility

JW Marriott, Room 308, Third Floor

Chair: Emily Cooney, Arizona State University, Tempe

Speakers: Robert Danberg, Binghamton University, NY, “In Space There Is No Up or Down, Only In or Out: On Writing with a Learning Disability”

Nancy Reichert, Southern Polytechnic State University, Marietta, GA, “The Invisible Academician: Opening Access to the Disabled Faculty Member”

Shannon Walters, Temple University, Philadelphia, PA, “Accessing Mindfulness: Disability, Difference and the Writing Process”

John Allen, Milwaukee Area Technical College, WI, “Disinterested in Disability?: Openness, Access, and Intellectual Disability”

Theory

**C.34 Rupture Networks and the Visual Rhetoric of Dissent:
Opening Access**

JW Marriott, Room 311, Third Floor

Chair: Lynn Lewis, Oklahoma State University, Norman

Speakers: Lynn Lewis, Oklahoma State University, Norman, “The Casual Cop and the Pepper Spray: Rupture Networks and Internet Memes as Means to Resistance”

Rachel Jackson, University of Oklahoma, Norman, “Raising a Red Flag: Rupture Networks, Visual Resistance, and Local History”

Bryan I. Jones, Oklahoma State University, Stillwater, “Masking Mischief: Rupture Networks, Alternative Rhetoric, and the V Mask”

Community, Civic & Public

**C.35 Slam Poetry, Street Performance, and Food Justices:
The Rhetorics of Civic Engagement**

JW Marriott, Room 312, Third Floor

Chair: Diana Shaffer, Independent Scholar, Dallas, TX

Speakers: Daphne Desser, University of Hawaii, Honolulu, “Youth Speaks: Slam Poetry as Civic Engagement”

Anne Rosenthal, Oglethorpe University, Atlanta, GA, “Cultivating Our Field for a Green Future: The Civic Rhetoric(s) of Food Justice Movements”

Academic Writing

**C.36 Collaborative Academic Writing: Wikis, Graduate Peer
Tutoring, and the Graduate Writing Center**

JW Marriott, Room 306, Third Floor

Chair: Mary Marley, Middle Tennessee State University, Murfreesboro

Speakers: Sarah Summers, The Pennsylvania State University, University Park, “Accessing Expertise: Experience and Insecurity in the Graduate Writing Center”

Katrina Bell, Southern Illinois University, Carbondale, “Collaborative Writing In and Out of the Writing Center: Graduate Student Peer Tutoring”

Jonathan Deane, Rutgers-Camden, Richard Stockton College, Lawrenceville, NJ, “It Worked! WikiDan61 Accepted My Changes!: Wikipedia in the Semester-Long Project”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

C.37 Access to Textural Practice: Hybrid Genres, Reciprocity, and Interdisciplinarity

JW Marriott, Room 206, Second Floor

Speakers: Shreelina Ghosh, Michigan State University, East Lansing, “Mediated Pedagogies of Opening-Concept Classrooms: An Interdisciplinary Approach to Online Composition Pedagogy”

Chad Wickman, Auburn University, AL, “Making Composition Visible: Disciplinary Reciprocity and the Promise of Open Access”

Andrew Karr, University of Wisconsin-Marathon County, “Is FYW Necessary as a Source Code in WAC Anymore? A Comparison of English and Biology “

Carla Sarr, University of Cincinnati, OH, “Opening Argument to Student Experience: Hybrid Genres in First-Year Composition”

Community, Civic & Public

C.38 Beyond Making a Difference: Responsible Assessment of Community Engagement

JW Marriott, Room 314, Third Floor

Chair: Steve Parks, Syracuse University, NY

Speakers: Ben Kuebrich, Syracuse University, NY, “Tracking Texts That Do Not Sit: Assessing Circulation in Community Publishing”

Paul Feigenbaum, Florida International University, Miami, “Reinventing Community Literacy in Light of the “Academic Responsibility Gap””

Jessica Pauszek, Syracuse University, NY, “Negotiating Community-Minded Writing Assessment”

Respondent: Deborah Mutnick, Long Island University, NY

Research

C.39 Change!: Increasing the Popularity of Writing Programs

JW Marriott, Room 207, Second Floor

Chair: Xiaobo Wang, Georgia State University, Atlanta

Speakers: J. Blake Scott, University of Central Florida, Orlando, “The Roles of Rhetoric in Upper-Division Writing Programs”

Matthew Heard, University of North Texas, Denton, “Design Reconsidered: What Curriculum Designers Can Learn From Visual Design”

Chalet Seidel, Westfield State University, MA, “Disciplinary Indiscretions: Open Relationships in Multi-Focus Writing Programs”

D Sessions: 3:15–4:30 p.m.

Featured Session

Dana Williams and Joanne Gabbin
Speaking to Mari Evan's Work and Legacy
JW Marriott, Grand Ballroom V, Third Floor

Chair: Maryemma Graham, Kansas University, Lawrence

Dana A. Williams is Professor of African American Literature and Chair of the Department of English at Howard University. She earned her B.A. in English from Grambling State University in Grambling, LA in 1993, her M.A. in 1995 from Howard University, and her Ph.D. in African American Literature from Howard University in 1998. Before returning to Howard University as a faculty member in 2003, Williams completed a Ford Foundation postdoctoral fellowship at Northwestern University (Evanston, IL) in the departments of English and Afro-American Studies and taught at Louisiana State University (Baton Rouge, LA) in the Department of English for four years. During the 2008-09 academic year, she was a visiting faculty fellow at Duke University at the John Hope Franklin Humanities Institute. She assumed the chairmanship of the Department of English in 2009.

She is the author of *Contemporary African American Female Playwrights: An Annotated Bibliography* (Greenwood 1999), co-edited of *August Wilson and Black Aesthetics* (Palgrave-MacMillan, 2004) with Sandra G. Shannon; editor *African American Humor, Irony, and Satire: Ishmael Reed, Satirically Speaking* (Cambridge Scholars, 2007); *Conversations with Leon Forrest* (UP of Mississippi, 2007); and *Contemporary African American Fiction: New Critical Essays* (Ohio State UP, 2009) and author of *In the Light of Likeness—Transformed: The Literary Art of Leon Forrest* (Ohio State UP, 2005). She has published articles in *CLA Journal*, *African American Review*, *Bulletin of Bibliography*, *Langston Hughes Review*, *Zora Neale Hurston Forum*, *Studies in American Fiction*, *International Journal of the Humanities*, *Profession*, *ADE Bulletin*, and *PMLA*.



Dana A. Williams
Howard University



Joanne V. Gabbin
James Madison
University

Williams is president of the executive committee of the Associated Departments of English, the largest national organization of English departments in American colleges and universities; program chair and president-elect of the College Language Association, the oldest and largest professional organization for African American and African Diaspora faculty of English and World Languages; and president-elect of the executive committee for the Modern Language Association's Black American Literature and Culture Division.

Joanne V. Gabbin is the Executive Director of the Furious Flower Poetry Center and Professor of English at James Madison University. She is author of *Sterling A. Brown: Building the Black Aesthetic Tradition*, which was published in a new edition by the University Press of Virginia in 1994, and a children's book, *I Bet She Called Me Sugar Plum* (2004). She is also the editor of *The Furious Flowering of African American Poetry* (1999), *Furious Flower: African American Poetry from the Black Arts Movement to the Present* (2004), *Mourning Katrina: A Poetic Response to Tragedy* (2009) and *Shaping Memories: Reflections of African American Women Writers* (2009).

As director of the Furious Flower Poetry Center, Gabbin has organized two international conferences for the critical exploration of African American Poetry. The first, *Furious Flower: A Revolution in African American Poetry* held in 1994 with Gwendolyn Brooks, gathered 35 acclaimed poets to James Madison University in the first conference of its kind. The second, *Furious Flower: Regenerating the Black Poetic Tradition* brought together more than 50 nationally and internationally renowned poets in 2004.

A dedicated teacher and scholar, she has received numerous awards for excellence in teaching, scholarship and leadership. Among them are the College Language Association Creative Scholarship Award for her book *Sterling A. Brown* (1986), the James Madison University Faculty Women's Caucus and Women's Resource Network Award for Scholarship (1988), the Outstanding Faculty Award, Virginia State Council of Higher Education (1993), the Provost Award for Excellence (2004), the JMU Distinguished Faculty Award (2005), induction in the Literary Hall of Fame at Chicago State University in 2005, and the 2007 Woman of Distinction Award.

Gabbin is also the founder and organizer of the Wintergreen Women Writers' Collective, which meets every year in Wintergreen, Virginia to promote scholarship in African American literature. She serves on the board of the Virginia Foundation for the Humanities, and she is a member or former board member of twenty-five professional and service organizations.

She received a B.A. in English from Morgan State College in 1967, a M.A. in English from the University of Chicago in 1970, and the Ph.D. in English Language and Literature from the University of Chicago in 1980.

Theory Featured Session

**D.33 Soul, Open and Free: Transformative
Possibilities in Black Female and Queer Embodied
Rhetoric and Praxis**

JW Marriott, Room 314, Third Floor

Chair:

Gwendolyn Pough

Syracuse University, NY

Speakers:

LaToya Sawyer

Syracuse University, NY, “‘The Booty Don’t Lie’: Black Women’s Use of the Body and Play to Demonstrate Rhetorical Agency”

Seth Davis

Syracuse University, NY, “Reading Shade: Writing a Queer Black Rhetoric”

Blair Smith

Syracuse University, NY, “Educating from the Margins: Embodying Feminism, Performance Pedagogy, and Queer of Color Praxis”

Academic Writing

D.01 The LILAC Project: Opening and Furthering Faculty and Student Dialogues about Information Literacy

JW Marriott, Room 105, First Floor

Chair: Katt Blackwell-Starnes, Georgia Southern University, Statesboro

Speakers: Katt Blackwell-Starnes, Georgia Southern University, Statesboro, “Opening Research Dialogues: LILAC and the Multi-Institutional Study”

Leigh Ann Williams, Georgia Southern University, Statesboro, “Opening Classroom Dialogues: LILAC Videos and the Teaching of Research”

Janice Walker, Georgia Southern University, Statesboro, “Opening Findings: Updated LILAC Findings and Open Access Resources”

Community, Civic & Public

D.02 Building a Community Writing Center: An Experiment in Collaboration, Community, and Multiliteracy to Create Access and Legibility for Both Writers and Centers

JW Marriott, Room 106, First Floor

Chair: Sara Littlejohn, University of North Carolina at Greensboro

Speakers: Shana Scudder, University of North Carolina at Greensboro, “Collaborating as Insiders in the Community Writing Center: Working Together to Work with the Community”

Kathleen Leuschen, University of North Carolina at Greensboro, “Collaborating as Insiders in the Community Writing Center: Working Together to Work with the Community”

Jennifer Whitaker, University of North Carolina at Greensboro, “Writing Center Community Outreach and Assessment: A Surprising Collaboration”

Sara Littlejohn, University of North Carolina at Greensboro, “Writing Center Community Outreach and Assessment: A Surprising Collaboration”

Community, Civic & Public

D.03 Opening Latin@ Rhetorics: Examining Exclusionary Underpinnings of Openness in U.S. Political and Academic Spaces

JW Marriott, Room 101, First Floor

Chair: Jaime Mejia, Texas State University, San Marcos

Speakers: Sonia Christine Arellano, University of Arizona, Tucson, “‘Merican Privatization and Public Responsibility: Analyzing How Neoliberal Rhetoric Supports the Privatization of Illegalized Immigrant Detention in Arizona”

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Jose Cortez, University of Arizona, Tucson, “Theoretical Challenges to Latin@ Rhetorics: Creative Resistance for Composition”

Ana Milena Ribero, University of Arizona, Tucson, “The American Dream(ers): Liberal Rhetoric and the False Promise of Opportunity for Undocumented Students”

Creative Writing

D.04 Permission to Write: Teachers, Writing, and the Effects of Volition

JW Marriott, Grand Ballroom VI, Third Floor

Chair: Chris Anson, North Carolina State University, Raleigh

Speakers: Kathleen Blake Yancey, Florida State University, Tallahassee, “The Influence of Design: Writing Coming into View”

Nancy Sommers, Harvard University, Boston, MA, “Arranging the Alphabet: A Teaching Narrative”

Doug Hesse, University of Denver, CO, “Writing in Place: 33 Explorations of DeWitt, Normal, Denver”

History

D.05 The Persistence of Memory: Remapping the Future of Composition Studies by Charting Writing Histories at One Rural Texas University

JW Marriott, Room 102, First Floor

Chair: Shannon Carter, Texas A&M University-Commerce

Speakers: Geoffrey Clegg, Texas A&M University-Commerce, “Quantum Echoes: How the Archives, Interdisciplinary Composition, and a Forward-Thinking Professor Reshaped Graduate Level Writing”

Bill Lancaster, Texas A&M University-Commerce, “Agency in Alternatives: The Student Voice in Underground Newspapers at East Texas State University, 1989–1996”

Melissa Nivens, Texas A&M University-Commerce, “Domestic Literacy: Open Reflections from the Home Management House”

Susie Warley, Texas A&M University-Commerce, “‘Transcending the fin de siècle Chaos of Comp-landia’ with Fulkerson’s Enduring Focus on the Argument”

Respondents: Kelly Ritter, University of Illinois at Urbana-Champaign

David Gold, University of Michigan, Ann Arbor

Information Technologies

D.06 Building an Open Professional Network through Twitter Chats: Teaching, Learning, and Co-Mentoring on Twitter

JW Marriott, Grand Ballroom I, Third Floor

Co-Chairs: Lee Skallerup Bessette, Morehead State University, KY

Trent Kays, University of Minnesota, Minneapolis

Speakers: Traci Gardner, Virginia Tech, Blacksburg, “Practical How-to’s and Extending the Practice to the Classroom”

Mary Chayko, Rutgers University, East Brunswick, NJ, “Social Media, Twitter Chats, and Community”

Judy Arzt, University of Saint Joseph, Bloomfield, CT, “Digital Landscapes and Cross Pollination: Collaborating across Grade Levels and Disciplines”

Rozlyn Linder, Douglas County School District, Douglasville, GA, “Collaborating across Disciplines and Grade Levels”

Michael Day, Northern Illinois University, DeKalb, “Tapping the Living Database, Redux: The Historical Context through IRC and MOO Chats”

Respondent: Gretchen Rumohr-Voskuil, Aquinas College, Grand Rapids, MI

Information Technologies

D.07 Markdown, Coding, and Technology in the Composition Classroom

JW Marriott, Room 301, Third Floor

Speakers: Chen Chen, Towson University, MD, “Smart Phone Applications: A New Pedagogical Tool in Writing Courses”

Rajendra Panthee, The University of Texas at El Paso, “Empowering Periphery Writing Students through Web Interface Re/Design in a Cross-Cultural Digital Contact Zone”

Derek Van Ittersum, Kent State University, OH, “Processing Writers’ Workflows: Examining the Role of Computers in Composing”

Information Technologies

D.08 Reimagining Composition: Using Chat, Tweets, and Assistive Technology to Enhance Student Writing

JW Marriott, Room 107, First Floor

Chair: Melinda Knight, Montclair State University, NJ

Speakers: Nikki Wittenburg, Montclair State University, NJ

Julie Candio Sekel, Montclair State University, NJ

Janet Dengel, Montclair State University, NJ

Theory

D.09 Sounding New Media

JW Marriott, Room 108, First Floor

Chair: Paul Lynch, St. Louis University, MO

Speakers: Kati Fargo Ahern, Long Island University, C.W. Post, Oyster Bay, NY, “Making Sonic Rhetorics Available in a Technology-Free Classroom”

Judith Szerdahelyi, Western Kentucky University, Bowling Green, “Open-Source Video and Screen-Recording Technologies for Writing Instruction: Multimodal Standards for Online Course Delivery”

Amy Riordan, Salina Area Technical College, KS, “‘Colorful Sounds’: Making Aural’s Felt Meanings Apparent through Remediation”

Thomas Sura, West Virginia University, Morgantown, “New Media Task Forces: A Method for Developing Pedagogies for Composing in Digital Environments”

Information Technologies

D.10 The Writing Studio Ten Years Later: How an Open-Access Learning Environment Confronts the Corporate LMS

JW Marriott, Grand Ballroom II, Third Floor

Chair: Mike Palmquist, Colorado State University, Fort Collins

Speakers: Andrea Beaudin, Texas Tech University, Lubbock, “Why the LMS Matters: Participatory Design for the Composing Community”

Lynda Haas, University of California, Irvine, “Using the Writing Studio to Meet WPA Student Learning Outcomes”

Jaya Dubey, University of California, Irvine, “How the Writing Studio Became a Home for a Freeway Flyer”

Will Hochman, Southern Connecticut State University, New Haven, “How I Learned to Sustain Creative Pedagogy with Independent Technology”

Mike Palmquist, Colorado State University, Fort Collins, “Supporting Student Writers in the Act of Composing: The Origins and Guiding Instructional Metaphor of an Open-Access LMS”

Writing Programs

D.11 Writing Out in an Open Source World for Creative Writers, Journals, and Writing Programs

Marriott Downtown, Florida Room, First Floor

Chair: Emily Isaacs, Montclair State University, NJ

Speakers: Erin Dietel-McLaughlin, University of Notre Dame, IN, “The Future of Fresh Writing: Developing a Multimedia Journal in a First-Year Writing Program”

Mark Bentley, Middle Tennessee State University, Murfreesboro, “Writing Out in the Open: Developing an Open-Source Creative Writing Platform”

Brandon Hardy, Middle Tennessee State University, Murfreesboro, “Writing Out in the Open: Developing an Open-Source Creative Writing Platform”

Keith Dorwick, The University of Louisiana at Lafayette, “Why the Journal I Edit Is and Isn’t Open Source”

Institutional and Professional

D.12 Further Interrogating “Citizenship” as a Key Term in Writing Scholarship, Programs, and Policies

JW Marriott, Room 109, First Floor

Chair: Steve Lamos, University of Colorado, Boulder

Speakers: Al Harahap, University of Arizona, Tucson, “Conditional Admission: College Composition as Homeland Security Agent”

Genevieve Garcia de Mueller, University of New Mexico, Albuquerque, “Multilingual Writers and the Ruling Voice: Constructions of Race, Ethnicity, and Citizenship in the DREAM Act”

Sarah Powers, University of California, Davis, “Agency and Isolation: Examining the Role of Adjuncts as Institutional Outsiders”

Brian Hendrickson, University of New Mexico, Albuquerque, “Technocrats vs. Citizens in WAC/WID Scholarship, Design, Assessment, and Mission Alignment”

Institutional and Professional

D.13 Opening Up the English Major: A Rhetorical Approach to Re-Uniting the Humanities

JW Marriott, Room 302, Third Floor

Chair: Erika Lindemann, University of North Carolina, Chapel Hill

Speakers: Christina McDonald, Virginia Military Institute, Lexington, “Fieldwork in the English Major: Opening Doors for Civic Participation”

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Emily Miller, Virginia Military Institute, Lexington, “An Alternative Model: An English Major Centered on Rhetoric”

Erika Lindemann, University of North Carolina, Chapel Hill, “An Introduction: Imagining an English Major”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

D.14 All up in Your Face: Subverting the Traditional Stereotyping of Eastern Rhetoric’s Indirectness vs. Western Rhetoric’s Directness

JW Marriott, Room 103, First Floor

Chair: Yunye Yu, Georgia State University, Atlanta

Speakers: Meng Yu, Georgia State University, Atlanta

Lin Dong, Georgia State University, Atlanta

Yunye Yu, Georgia State University, Atlanta

Xiaobo Wang, Georgia State University, Atlanta

George Pullman, Georgia State University, Atlanta

Baotong Gu, Georgia State University, Atlanta

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

D.15 Indigenous Decolonial Conversations across Disciplines

JW Marriott, Room 104, First Floor

Chair: Kimberli Lee, Northeastern State University, Tahlequah, OK

Speakers: Malea Powell, Michigan State University, East Lansing, “Making American Indian Rhetorics: Native Women Artists in Indiana”

Andrea Riley-Mukavetz, Bowling Green State University, OH, “Listening to Our Relations: Mapping Michigan Indian Rhetorical History”

Kyle Mays, University of Illinois at Urbana-Champaign, “Indigenous Activism, Indigenous Rhetoric: Indigenous Women’s Rhetoric as a Decolonial Practice in Postwar Detroit”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

D.16 Raiz Up to Heal Historical Trauma: Indigenous Approaches to Spatial Praxis and Object-Oriented Digital Rhetorics

JW Marriott, Room 202, Second Floor

Chair: Casie Cobos, Illinois State University, Normal

Speakers: IshKote Nene, Raiz Up, Detroit, MI

Gabriela Raquel Ríos, University of Central Florida, Orlando

Casie Cobos, Illinois State University, Normal

Language

D.17 Access to Openness: Local and Global Futures and the Translingual Approach

Marriott Downtown, Illinois Room, First Floor

Chair: David Martins, Rochester Institute of Technology, NY

Speakers: Linda Rubel, Rochester Institute of Technology, NY, “On the Margins: Deaf/Hard of Hearing Writers in the Translingual Approach”

Rose Marie Toscano, Rochester Institute of Technology, NY, “Openness: Hearing and Deaf/Hard of Hearing Peer Group Interactions”

Dianna Winslow, Rochester Institute of Technology, NY, “From Classroom to Program: A Teacher/WPA’s Role in Shifting Attitudes toward Non-Standard Englishes”

Language

D.18 Translingualism and Transmodalism in Practice

JW Marriott, Room 203, Second Floor

Chair: Dylan Dryer, University of Maine, Orono

Speakers: Hem Paudel, University of Louisville, KY, “Mediations of Translingual and Transmodal Practices on Online Forums”

Tika Lamsal, University of Louisville, KY, “Negotiating Differences through Translingual and Transmodal Literate Practices”

Scott Wible, University of Maryland, University Park, “Language Policy and Translingual Writing in U.S. Health Care Agencies”

Jerry Lee, University of Arizona, Tucson, “Beyond English as Access to Western Modernity: Translingual Practice in Transnational Linguistic Landscapes”

Professional and Technical Writing

D.19 Openness, Distributed Work, and Rhetorical Conflict

Marriott Downtown, Michigan Room, First Floor

Chair: Joanna Paull, Lakeland Community College, Kirtland, OH

Speakers: Brian Ballentine, West Virginia University, Morgantown, “Opening Up Distributed Writing: Mapping the Work of Symbolic-Analytic Workers”

Michael Charlton, Missouri Western State University, Savannah, “Writing with the Door Closed: Propriety Information and Professional Writing Students in the Age of Open Source”

Research

D.20 Opening Borders: Tracing Multilingual and Multimodal Literacy Practices across Local and Global Contexts

JW Marriott, Room 204, Second Floor

Chair: Christiane K. Donahue, Dartmouth and Université de Lille III, Northfield, VT

Speakers: Sonja Wang, Michigan State University, East Lansing, “Remixing Cultures, Texts, and Languages: The Emergent Meaning-Making Processes of Chinese Students in a Digital Text”

Xiaoye You, The Pennsylvania State University, University Park, “Code Meshing Chinese and English: Studying Multilingual Writing in Global Contexts”

Steven Fraiberg, Michigan State University, East Lansing, “Reweaving Multilingual Practices: Tracing Chinese International Students’ Construction of Comics in the Composition Classroom”

Respondent: Christiane K. Donahue, Dartmouth and Université de Lille III, Northfield, VT

Teaching Writing & Rhetoric

D.21 (Do)n’t Go There: Conceptualizing Multimodality as an Access Point for Controversy

JW Marriott, Room 303, Third Floor

Chair: Leigh Graziano, Florida State University, Tallahassee

Speakers: Leigh Graziano, Florida State University, Tallahassee, “‘Video Killed the Radio Star’: Towards a Multimodal Model of Rhetorical Theory”

Rachael Zeleny, University of Delaware, Newark, “(Photographic) Shots Heard Round the World: Controversial Magazine Covers, Visual Rhetoric, and FYC”

Jennifer Hewardine, Southern Illinois University, Carbondale, “Diverse Students, Diverse Rhetorics: Visualizing Equality through Multimodal Communication”

Erik Ellis, Stanford University, CA, “Dancing Reapers, Mean Vegetables, and Existential Umbrellas: How Picture Books Can Open the Door to (Complex) Multimodal Composition”

Teaching Writing & Rhetoric

D.22 Ecology of Place in Globalized Space: Open Access, the Networked World, and the Future of Writing Studies

JW Marriott, Room 205, Second Floor

Chair: Peter Goggin, Arizona State University, Tempe

Speakers: Amy Propen, University of California, Santa Barbara, “Engendering a Sense of Place in the First-Year Writing Classroom”

Cynthia Haller, York College/City University of New York, Yonkers, “Ecology of Place: Information Habitats in Digital Environments”

Gesa E. Kirsch, Bentley University, Waltham, MA, “Ecologies of Place: The Importance of Place and Community in a Networked World”

Peter Goggin, Arizona State University, Tempe, “Environmental Rhetoric, Ecologies of Place, and Futures of Writing Studies”

Teaching Writing & Rhetoric

D.23 Fail Better, Teach Better: Making Use of Failure in the Composition Classroom

JW Marriott, Room 206, Second Floor

Chair: Steve Himmer, Emerson College, Boston, MA

Speakers: Katie Vagnino, University of Wisconsin, Eau Claire, “Pick Yourself Up, Dust Yourself Off, and Start All Over Again”

Pamela DeGregorio, Emerson College, Boston, MA, “Failure as an Inroad to Revision: Redefining Success in the Composition Classroom”

Melanie S. Smith, Boston University, Boston, “Quieting the Critic: Affirming What We Already Know”

Miranda Roberson, Emerson College, Boston, MA, “Researching Failure in the Composition Classroom”

Steve Himmer, Emerson College, Boston, MA, “Exuberantly Deficient: Getting It Wrong to Get It Right”

Teaching Writing & Rhetoric

D.24 Gaming Composition: Comics, Fan-Fic, and Games in and beyond the Curriculum

JW Marriott, Room 208, Second Floor

Chair: Heather Bruce, University of Montana, Missoula

Speakers: Mick Howard, Middle Tennessee State University, Murfreesboro, “Teaching Multimodal Rhetoric with Webcomics in First-Year Composition”

Marshall Kitchens, Oakland University, Rochester, MI, “Video Game Theory and Design”

Teaching Writing & Rhetoric

**D.25 Minding Access, Out of the Darkness, Into the Light:
Exclusions, Conflicts, the Mind and the Body**

JW Marriott, Grand Ballroom IV, Third Floor

Chair: Brenda Brueggemann, University of Louisville, KY

Speakers: Craig A. Meyer, Ohio University, Athens, “Conflicting Access and Accessing Conflicts: Ending the Game by Enabling Disability Pedagogy”

Dale Katherine Ireland, The Graduate Center, City University of New York, NY, “Spacetime Remix: When Accesses Engage”

Patricia Dunn, State University of New York, Stony Brook, “‘Open Access’ and ‘Access for Disability’: Conflicts, Intersections, Transformations”

Respondent: Margaret Price, Spelman College, Decatur, GA

Teaching Writing & Rhetoric

**D.26 (Re)Opening the Ditto Device: DIY Publishing as Crafting
Agency**

JW Marriott, Room 304, Third Floor

Chair: Becky Morrison, Virginia Tech, Blacksburg

Speakers: Jason Luther, Syracuse University, NY, “DIY Publishing and Pedagogies of Experiential Circulation”

Becky Morrison, Virginia Tech, Blacksburg, “Using Multi-Modal Composition in a First-Year Writing Classroom: A Study of ‘At-Risk’ Students’ Developing Identities”

Jana Rosinski, Eastern Michigan University, Ypsilanti, “Cut, Copy, and Compose: DIY Publishing and Rhetorical Ecologies of Materiality”

Teaching Writing & Rhetoric

**D.27 The Gamification of the Composition Class: Course
Design, Rubric Design, Text Design**

JW Marriott, Room 305, Third Floor

Chair: Carmella Braniger, Millikin University, Decatur, IL

Speakers: Ethan Jordan, Bowling Green State University, OH, “Opening the Rule System: Remixing the Procedural Rhetoric of Video Games”

Bobby Kuechenmeister, Lindenwood University, Saint Charles, MO, “Multimodal Writing Assessment: Student Motivation, Rubrics, and Accessibility”

Matthew Newcomb, State University of New York, New Paltz, “Assessment, Motivation, and the Gamification of the Composition Class”

Teaching Writing & Rhetoric

D.28 Teaching Community in the Two-Year College: Successful Group Work Online and in the Classroom

JW Marriott, Room 308, Third Floor

Chair: Sarah Z. Johnson, Madison Area Technical College, Brooklyn, WI

Speakers: Sarah Z. Johnson, Madison Area Technical College, Brooklyn, WI

Amy Edwards Patterson, Moraine Park Technical College, Beaver Dam, WI
Eva Payne, Chemeketa Community College, Salem, OR

Teaching Writing & Rhetoric

D.29 Writing the Zombie Apocalypse

Marriott Downtown, Texas Room, First Floor

Chair: J. Christian Tatu, Lafayette College, Easton, PA

Speakers: Aydé Enriquez-Loya, Fayetteville State University, NC, “Writing to Survive the Zombie Apocalypse: Decolonial Technical Communication Pedagogies”

Stephanie Wheeler, Texas A&M University, College Station, “Disability, Composition, and the Walking Dead: Toward an Anti-Ableist Writing Pedagogy”

Brendan Riley, Columbia College, Chicago, IL, “The Zombie Method: How the Apocalypse Taught Me to Be a Better Writer”

J. Christian Tatu, Lafayette College, Easton, PA, “Writing the Zombie Apocalypse”

Theory

D.30 A Strategic Type of “Plagiarism”: Rhetorical Velocity and Open Composition

JW Marriott, Room 312, Third Floor

Chair: Jim Ridolfo, University of Kentucky, Lexington

Speakers: Amy Anderson, University of Kentucky, Lexington, “Logos that Move: The Starbucks Mermaid and the Nike Swoosh”

Craig Crowder, University of Kentucky, Lexington, “When I Become Plural: Blurring Boundaries with Rhetorical Velocity”

Jason Kahler, Saginaw Valley State University, MI, “At the Speed of Tweets: Twitter in First-Year Composition”

Theory

D.31 Between Open and Closed, Queer Possibility

JW Marriott, Room 306, Third Floor

Chair: Lydia McDermott, Whitman College, Walla Walla, WA

Speakers: Lydia McDermott, Whitman College, Walla Walla, WA, “Lives Ajar: When Queer Opening Leads to Trans Closing”

Hillery Glasby, Ohio University, Athens, “Wide Open: Ecological Rhetorical Queer Activism”

Sherrie Gradin, Ohio University, Athens, “Slammed Shut: Strategic Queer Closeting”

Theory

D.32 Jewish Rhetorics, Alternative Traditions

Marriott Downtown, Indiana Ballroom E, First Floor

Chair: Michael Bernard-Donals, University of Wisconsin-Madison

Speakers: Patricia Bizzell, College of the Holy Cross, Worcester, MA, “Talmud and/as Argument”

Janice Fernheimer, University of Kentucky, Lexington, “Writing across Traditions: Making a Space for Jewish and Cross-Cultural Rhetorics”

David Bleich, University of Rochester, NY, “Commentary, Orality, and Literacy”

Michael Bernard-Donals, University of Wisconsin-Madison, “Writing (and) the Jewish Body”

Andrea Greenbaum, Barry University, Miami Shores, FL, “Engaging in Tikun Olam: Repairing the World through Peace Studies’ Projects”

Respondent: Deborah H. Holdstein, Columbia College, Chicago, IL

Theory

D.34 Theorizing Networked Rhetoric

JW Marriott, Room 309, Third Floor

Chair: Ian Barnard, Chapman University

Speakers: Ben Fink, University of Minnesota, Minneapolis, “The Big Limit Situation: What ‘Neoliberalism’ Is (Actually), How It’s Shaped, How We Do Writing (Badly), and What We Can (and Must!) Do about It”

Robert (Robin) Brown, University of Minnesota, Minneapolis, “The Big Limit Situation: What ‘Neoliberalism’ Is (Actually), How It’s Shaped, How We Do Writing (Badly), and What We Can (and Must!) Do about It”

Jeffrey Maxson, Rowan University, Glassboro, NJ, “Networking Composition Theory and Practice, from Berlin to Potlatch”

Daniel Keller, The Ohio State University at Newark, “Theorizing Reading in a Culture of Acceleration”

Gina Gibbs, California State University Chico, “The Networked Classroom”

Writing Programs

D.35 Acknowledging Difference: Revamping First-Year Composition, Developmental Writing, and Assessment

JW Marriott, Room 310, Third Floor

Chair: Sharon Gallagher, Pennsylvania State University, Erie-Behrend

Speakers: Nicholas Behm, Elmhurst College, IL, “Racialized Assessment: The Linguistic Architecture of Whiteness in the National Assessment of Educational Progress”

Kimberly Harrison, Florida International University, Miami, “Recognizing Multilingualism as the Norm: Re-Envisioning First-Year Composition at a Hispanic-Serving Institution”

Julie Swedin, Yakima Valley Community College, WA, “An Open Pathway for Developmental Writers: One Model for Accelerated Learning at a Hispanic-Serving Institution”

Carolyn Calhoun-Dillahunt, Yakima Valley Community College, WA, “An Open Pathway for Developmental Writers: One Model for Accelerated Learning at a Hispanic-Serving Institution”

Shannon Hopkins, Yakima Valley Community College, WA, “An Open Pathway for Developmental Writers: One Model for Accelerated Learning at a Hispanic-Serving Institution”

Writing Programs

D.36 Digital Empowerment for Civic and Community Engagement

JW Marriott, Room 311, Third Floor

Chair: Nick Carbone, Bedford/St. Martins, New York, NY

Speakers: James Baker, University of the Incarnate Word, San Antonio, TX, “Digital Grammar: Accessing the Potential and Overcoming the Limitations of Learning Management Systems in the Task of Administering and Assessing Multi-Section Courses”

Elise Verzosa Hurley, Illinois State University, Normal, “Visual Design in Community Contexts: An Opening for Civic Engagement and Professional and Technical Communication”

Phillip Bratta, Michigan State University, East Lansing, “Empowering Students: Transformation of Experience through Critical Autoethnography and Digital Writing”

Information Technologies

D.37 “Don’t Sweat the Techne?”, or Opening Access to Technological Literacies in Composition Courses

JW Marriott, Room 313, Third Floor

Chair: Andrea Osteen-Chinn, Mesa Community College, AZ

Speakers: Kevin Brock, University of South Carolina, Columbia, “Against NCTE’s OWI Effective Principle 2 on Technology as Not-Writing”

Jennifer Ware, Michigan State University, East Lansing, “Programmer-Journalists, Technological Literacy and Composition! Oh, My!”

Christian Smith, University of South Carolina, Columbia, “A Place for Machine Scoring in Assessment Ecologies”

Teaching Writing & Rhetoric

D.38 Opening Disability Narratives: New Models for Self-Determination and Multimodal Practices in Classrooms

JW Marriott, Room 207, Second Floor

Chair: Glen Southergill, Clemson University, SC

Speakers: Bess Fox, Marymount University, Washington, DC, “Disability Studies in the Multimodal Classroom”

Mary Glavan, Carnegie Mellon University, Pittsburgh, PA, “Re-Writing Transition: Expanding the Boundaries of ‘Service Provider’ in Secondary Education”

Emily Ferris, Carnegie Mellon University, Pittsburgh, PA, “Re-Writing Transition: Expanding the Boundaries of ‘Service Provider’ in Secondary Education”

E Sessions: 4:45–6:00 p.m.

Featured Speakers

Regan Sommer McCoy

Lynnee D. Bonner

The Mixtape Museum: Preserving Analog in a Digital Era

JW Marriott, Grand Ballroom V, Third Floor

The Mixtape Museum (MXM) is an archive project dedicated to advancing public understanding and appreciation of the art, history, technique, and impact mixtapes have made around the world. While encouraging the research of mixtapes as records of time, place and situation, it also examines the individuals that have helped to shape their existence.

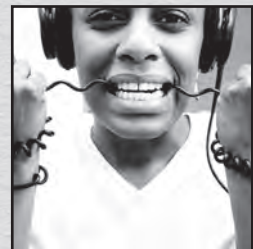
The introductions of analog recording media, i.e. compact cassette made it possible to store, duplicate, and manipulate how we interacted with music. The MXM aims to uncover how DJs used this medium to create mixtapes that would eventually change the landscape of the music industry. Little research has been specifically devoted to the intellectual history of these DJ produced recordings and their artifactual qualities and many of these analog recordings are deteriorating and must be reformatted to ensure their existence for study and pleasure.

In this session, Sommer will take the listener through her journey to encourage the use of these recordings to document history and to achieve systematic preservation in the DJ community.

Lynnee Denise is a cultural producer and independent scholar who uses turntables and scholarship to create forums exploring and celebrating Afro-Diasporic electronic music. Her work is informed and inspired by social and political movements, gender studies, and Black science fiction. Lynnee is the founder of WildSeed Cultural Group an organization whose mission, “entertainment with a thesis,” is driven by a desire to incorporate the nontraditional elements of literature, cultural criticism and ethnomusicology into the New York, Atlanta and South African music scene. Through an interdisciplinary approach such as podcasts and lectures, she explores the migration of Black cultural products, people and ideas. In 2013, lynnee denise partnered with Spelman College as the first DJ



**Regan
Sommer McCoy**



Lynnee D. Bonner

to present independent scholarship through a seminar series titled: HYPERLINK “<http://www.insidespelman.com/?p=6543>” \t “_blank” Music, Migration and Movement.

Featured Session

E.30 Opening Technical Communication to Discussions of Race and Ethnicity: A Conversation between Scholars in Technical Communication and Rhetoric and Composition

JW Marriott, Grand Ballroom VII, Second Floor

Chair:

Cynthia Selfe

The Ohio State University, Columbus

Speakers:

Cruz Medina

Santa Clara University, CA, “Tweeting Collaborative Identity: Race, ICTs, and Performing Latinidad”

Octavio Pimentel

Texas State University, San Marcos, “Taqueros, Luchadores, y los Brits: U.S. Racial Rhetorics and Its Global Influence”

Miriam F. Williams, Texas State University, San Marcos, “A Review of Emerging Research in Intercultural Technical Communication”

Natasha Jones

University of New Mexico, Albuquerque, “The Importance of Ethnographic Research in Activist Networks”

Basic Writing

E.01 Accessing an Existing Opening for Student Learning: Using Writing Center Mentors in the Classroom and on Facebook

JW Marriott, Room 105, First Floor

Chair: Heather Jordan, Bowling Green State University, OH

Speakers: Heather Jordan, Bowling Green State University, OH, “Facebook as Online Writing Space”

J. Clevenger, Bowling Green State University, OH, “The Possible Role of Writing Centers in Classroom Instruction”

Susan Cruea, Bowling Green State University, OH, “Gaining Retention toward Degree Completion”

Basic Writing

E.02 Accounting for Technologies in Basic Writing, Writing Centers, and in MOOCs

JW Marriott, Room 106, First Floor

Chair: Stephen McElroy, Florida State University, Tallahassee

Speakers: Phillip Bode, New Mexico State University, Las Cruces, “Quantitative Research on Computer Technologies in Writing Centers”

Hope Parisi, Kingsborough Community College/ City University of New York, Brooklyn, “Sharing Students across Studio-Based Landscapes: New Tensions and Possibilities in Basic Writing”

Meredith Singleton, University of Cincinnati, OH, “MOOCs and Basic Writing: The MOOC as a Non-traditional Course Textbook”

Community, Civic & Public

E.04 Crossing Over Colonized Borders: Open Archives, Political Activism, and Composition Studies in the Digital Age

JW Marriott, Room 102, First Floor

Chair: Steve Parks, Syracuse University, NY

Speakers: Nancy Welch, University of Vermont, Burlington, “The Globalized Living Room”

Ellen Cushman, Michigan State University, East Lansing, “The Cherokee Nation: Digitizing and De-Colonializing the Archives”

Jonathan Alexander, University of California, Irvine, “The Irvine 11: Palestine, Israel, and Student Activism”

Steve Parks, Syracuse University, NY, “Writing beyond the Curriculum: The Arab Spring, Digital Archives, and the Activist Writing Classroom”

Respondent: Dala Ghandour, Activist in Arab Spring, Syracuse, NY

Community, Civic & Public

E.05 Open-Sourcing Democracy: Pathocentric Partnerships, Civic/Corporate Duty, and a Rhetoric of Information Technology

JW Marriott, Room 107, First Floor

Chair: G. Bret Bowers, University of Arkansas-Fort Smith

Speakers: G. Bret Bowers, University of Arkansas-Fort Smith, “Hacking the Discipline—iSchools, Composition, and Disciplinarity”

Kellan Deardorff, Bowling Green University, OH, “The Citizen Rhetor Circa 2014: Propaganda and Pedagogy Four Years after Citizens United vs. Federal Election Committee”

Amir Hassan, Miami University, Oxford, OH, “Rising to the Challenge of Pathocentrism: Using YouTube to Respond to Propaganda”

Community, Civic & Public

E.06 Writing in the Service of Change: Activism, Critical Consciousness, and the Working Class

JW Marriott, Room 108, First Floor

Chair: Jennifer Enoch, Florida State University, Tallahassee

Speakers: Maria Conti, Kent State University, OH, “Opening Up to Interdisciplinarity in Service-Learning: Effective Student Transformations in Critical Consciousness”

Ashley Burns, North Carolina State University, Raleigh, “From the Individual to the Universal: The Relative Ease and Importance of Incorporating Social Justice in the First-Year Writing Classroom”

Megan Hall, North Carolina State University, Raleigh, “From the Individual to the Universal: The Relative Ease and Importance of Incorporating Social Justice in the First-Year Writing Classroom”

Lindsey Fenner, University of Wisconsin, Eau Claire, “The People’s Writing, the People’s Culture: Workers’ Education and Meridel Le Sueur’s *Praxis of Writing for the Working Class*”

Sarah Finn, University of Massachusetts Amherst, “Student Writing for Social Change: Campus Activism and Classroom Transformation”

Information Technologies

E.08 From Free Play to Fair Use: Examining Pedagogies, Complexities, and Challenges of Integrating Multimodal Compositions in the Classroom

JW Marriott, Room 109, First Floor

Chair: Lisa Litterio, Bridgewater State University, MA

Speakers: Barbara Lewis, Rensselaer Polytechnic Institute, Troy, NY, “Transformations? Writing Centers’ Move toward the Multimodal”

Jason Custer, Florida State University, Tallahassee, “Free Play: Shifting to Sustainable Practices for Video Games in Composition Pedagogy”

Lisa Litterio, Bridgewater State University, MA, “Creative Citing: Using Multimodal Compositions as Platforms for Fair Use Practices and Engaging Pedagogies”

Information Technologies

E.09 Futures for Composition and Communication: Opening Research and Teaching to Issues of E-Waste and E-Justice

JW Marriott, Grand Ballroom III, Third Floor

Chair: Shawn Apostel, Bellarmine University, Louisville, KY

Speakers: Kristi Apostel, Smarthinking, Inc., Louisville, KY, “Mobile Devices, Eco Challenges: Finding Second Life outside the Classroom”

H. Lewis Ulman, The Ohio State University, Columbus, “Composing Horizons of Care, Engagement, and Collaboration”

Shannon Madden, University of Oklahoma, Norman, “E-Waste, Wireless Writing Ecologies, and Futures for Ecomposition”

Dickie Selfe, The Ohio State University, Columbus, “Exploring Local E-Waste Policies and Practices”

Theory

E.10 Multiliteracies at HBCUs

JW Marriott, Room 207, Second Floor

Chair: Ashley Humphries, Florida State University, Tallahassee

Speakers: Abigail Scheg, Elizabeth City State University, NC, “Examining Codeswitching Multiliteracies at an HBCU”

Virginia Bouie, Joliet Junior College, IL, “Thinking Black, but Writing White: Lost in Translation”

Jenna Miller, Elizabeth City State University, NC, “Creating a Digital Advocate at an HBCU: Establishing the QEP Writing Studio Website at Elizabeth City State University”

Information Technologies

E.11 Open Axes: Identities, Technologies, and Pedagogies at Play

JW Marriott, Room 202, Second Floor

Chair: Jan Rune Holmevik, Clemson University, SC

Speakers: Patricia Fancher, Clemson University, SC, “Anatomy of a Gamer: Defining Bodies in Pedagogies of Play”

Lauren Woolbright, Clemson University, SC, “Gender(ed) Games: Play as Pedagogy”

Steven Katz, Clemson University, SC, “Open Media, ‘Personal Customization,’ and Fabrication: Playing Virtual Ethics”

Jan Rune Holmevik, Clemson University, SC, “Open | Writing | Spaces”

Information Technologies

E.12 Out in the Open: Exploring Mobile Phone Pedagogies and Everyday Composing Practices

JW Marriott, Room 203, Second Floor

Chair: Ehren Pflugfelder, Oregon State University, Corvallis

Speakers: Ehren Pflugfelder, Oregon State University, Corvallis, “Our Phones, Ourselves: Questioning our Mobile Writing Lives”

Robert Calton, Southern Illinois University, Carbondale, “The Emergence of Open Source Writing Instruction in Mobile Environments”

Randall Monty, University of Texas-Pan American, “Cell Phones, Social Media, and Transnational Space”

Information Technologies

E.13 The Future Will Be Open Access: Economics and Materiality of Links and Code

JW Marriott, Room 301, Third Floor

Chair: Christine Maddox Martorana, Florida State University, Tallahassee

Speakers: Elizabeth Chamberlain, University of Louisville, KY, “Hyperlink Economics: Online Argument and Affordances of the Link Economy”

Jimmy Butts, Wake Forest, Winston-Salem, NC, “Will Apocalyptic Writing be Open Access?”

Michael Black, University of Illinois at Urbana-Champaign, “Pinning Down the Materiality of Open Source Software: A Brief History of Mozilla Firefox”

Information Technologies

E.14 Wireless Women: Gender and Access in the “Wide Open” Web

JW Marriott, Room 302, Third Floor

Chair: Liz Lane, Purdue University, West Lafayette, IN

Speakers: Daniel Liddle, Purdue University, West Lafayette, IN

Liz Lane, Purdue University, West Lafayette, IN

Carrie Grant, Purdue University, West Lafayette, IN

Institutional and Professional

E.15 Academic Endogamy: A Roundtable Conversation between Dual-Career Academic Couples

JW Marriott, Grand Ballroom II, Third Floor

Chair: Heather Springer, Washington State University, Pullman

Roundtable Leaders: Christopher Blankenship, Emporia State University, KS, “Trailing Spouse: Cultivating Separate Academic Identities”

Anne Canavan, Emporia State University, KS, “Trailing Spouse: Cultivating Separate Academic Identities”

Russ Henderson, East Central College, Washington, MO, “‘I don’t know where my husband is’: Maintaining Academic Autonomy in Separate Departments”

Sue Henderson, East Central College, Washington, MO, “‘I don’t know where my husband is’: Maintaining Academic Autonomy in Separate Departments”

Elizabeth Deis, Hampden-Sydney College, VA, “Two Bodies, One Position: Negotiating a Job Share at a Small Liberal Arts College”

Lowell Frye, Hampden-Sydney College, VA, “Two Bodies, One Position: Negotiating a Job Share at a Small Liberal Arts College”

Brent House, California University of Pennsylvania, “Choosing the Right Spouse: An Academic and Personal Journey”

Renae House, Venango College of Clarion University, Grove City, PA, “Choosing the Right Spouse: An Academic and Personal Journey”

Institutional and Professional

E.16 Gender, Labor, and the Service Economy in Writing and English Studies: Rewarding and Revaluing Service

JW Marriott, Grand Ballroom I, Third Floor

Chair: Eileen Schell, Syracuse University, NY

Speakers: Michelle Payne, Boise State University, ID, “Administration, Emotional Labor, and Gendered Discourses of Power: A Feminist Chair’s Mission to Make Service Matter”

Jennifer Heinert, University of Wisconsin-Washington County, “Gender and the Service Economy in Community Colleges: Assessing and Valuing Service”

Cassandra Phillips, University of Wisconsin-Waukesha, “Gender and the Service Economy in Community Colleges: Assessing and Valuing Service”

Respondent: Eileen Schell, Syracuse University, NY

Institutional and Professional

E.17 Polymorphic Frames of Pre-Tenure WPAs: Eight Accounts of Hybridity and Pronoia

Marriott Downtown, Indiana Ballroom E, First Floor

Chair: Derek Mueller, Eastern Michigan University, Ypsilanti

Speakers: Matt Dowell, Le Moyne College, Syracuse, NY, “Getting Up to Speed Quickly: The Untenured WPA and Curricular Change”

Rik Hunter, University of Tennessee at Chattanooga, “Teaching the Teachers: Designing a FYW Curriculum for Non-Writing Specialists”

Kate Pantelides, University of South Florida, Tampa, “Why Won’t This Thing Open? Negotiating New WPA Identity”

Kristine Kellejian, University of Washington-Bothell, “Flight of the Bumblebee: Creating a Writing Program at an Interdisciplinary University”

Mike Garcia, Georgia Regents University, Augusta, “Everything’s a Moving Target: WPA Work in the Midst of Comprehensive Institutional Change”

Laura Davies, United States Air Force Academy, Colorado Springs, CO, “Boots on the Ground: Negotiating Military Contexts as a Civilian WPA”

Derek Mueller, Eastern Michigan University, Ypsilanti, “Assembling Handles for Divergent Grasps”

Alanna Frost, University of Alabama, Huntsville, “Axis and Allies: Strategies for Untenured WPAs”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

E.18 Composition and Communication: Looking Forward, Looking Back

JW Marriott, Room 104, First Floor

Chair: Roxanne Mountford, University of Kentucky, Lexington

Speakers: William Keith, University of Wisconsin-Milwaukee
Roxanne Mountford, University of Kentucky, Lexington

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

E.19 Critical Creativity, (Re)Design, and (Re)Sourcing: Hacking the Body Politic

JW Marriott, Room 204, Second Floor

Chair: Mary Ann Cain, Indiana University Purdue University, Fort Wayne

Speakers: Mary Ann Cain, Indiana University Purdue University, Fort Wayne, “Making It Up and Passing It On: The Legacy of Dr. Margaret Burroughs”

George Kalamaras, Indiana University Purdue University, Fort Wayne, “Walking through the Door of Language in Writing a Poem: The Practice of the Outside”

Sally Griffin, University of North Carolina, Charlotte, “Using the Spiritual to Disrupt Corporate Logic and Lift the Body”

Lil Brannon, University of North Carolina, Charlotte, “Improvisation and Disruptions of the Body Politic”

Theory

E.20 Open Dialogue: Gender Identities, The Sciences and Feminist Pedagogy

JW Marriott, Room 306, Third Floor

Chair: Jessica Restaino, Montclair State University, NJ

Speakers: Mara Holt, Ohio University, Athens, “Differences Within: From Consensus to Multivalent Identities in Feminist Pedagogy”

James Briggs, California State University, Los Angeles, “Consilient Knowledge: Pedagogical Strategies for More Open Dialogue between the Sciences and the Humanities regarding Gender and Sexuality”

Juan Mendoza, California State University, Los Angeles, “Consilient Knowledge: Pedagogical Strategies for More Open Dialogue between the Sciences and the Humanities regarding Gender and Sexuality”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

E.21 Opening Textbooks, Opening Possibilities: A Writing Program-Academic Library Collaboration

JW Marriott, Room 303, Third Floor

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

Speakers: Fiona Harris-Ramsby, University of Utah, Salt Lake City, “Beyond the Textbook: Writing Program/Library Connections and Possibilities”

Darby Fanning, University of Utah, Salt Lake City, “Supporting Research in First-Year Writing: Library Coordination and Student Access”

Jay Jordan, University of Utah, Salt Lake City, “Administration to Authorship: Leveraging Local Program Resources for an In-House Textbook”

Language

E.22 Towards the Translingual Classroom: Investigating Multilingual Writers’ Expectations, Experiences, and Aspirations

JW Marriott, Room 101, First Floor

Chair: Chris Gallagher, Northeastern University, Boston, MA

Speakers: Neal Lerner, Northeastern University, Boston, MA, “Understanding Difference: Results from a Study of the Expectations and Experiences of Multilingual Writers”

Kristi Girdharry, Northeastern University, Boston, MA, “Moving from Quantitative to Qualitative Methods to Investigate Multilingual Writers’ Experiences”

Michael Dedek, Northeastern University, Boston, MA, “Piloting a Translingual Approach: Case Studies from a First-Year Translingual Writing Course”

Jonathan Benda, Northeastern University, Boston, MA, “Diversity at a Globalizing University: The Institutional Context for a Study of Multilingual Writers”

Professional and Technical Writing

E.23 Rhetorical Futures in Workplaces and Industry

JW Marriott, Room 304, Third Floor

Chair: Josh Mehler, Florida State University, Tallahassee

Speakers: Aaron Toscano, University of North Carolina, Charlotte, “Outsourcing Technical Writing: Multiple Technical Writing Futures”

Laurence Jose, Grand Valley State University, Grand Rapids, MI, “Opening Professional Writing Genres to the Global Context: Resumes as Contact Zones”

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Robert Irish, University of Toronto, Ontario, Canada, “Understanding the Rhetorical Sources of Disagreement among Engineers”

Jennifer Marciniak, University of Louisville, KY, “Brokering Literacy Work: Education, Fracking, and Workforce Recruitment Strategies”

Research

E.24 Open(ing) Sources, Access, and the Future in Data-Driven Research: Three Problems for the Field

JW Marriott, Room 305, Third Floor

Chair: Sharon McGee, Southern Illinois University, Edwardsville

Speakers: Pamela Takayoshi, Kent State University, OH, “Open(ing) the Future in Data-Driven Research: Seeing Research Rhetorically”

Sharon McGee, Southern Illinois University, Edwardsville, “Open(ing) Sources in Data-Driven Research: Eliminating Barriers”

Joanne Addison, University of Colorado Denver, “Open(ing) Access in Data-Driven Research: Revising Our Practices”

Research

E.25 Shaming, Blaming, and Gaming: Rhetoric and Violence in Contemporary American Culture

JW Marriott, Room 309, Third Floor

Chair: Beth Huber, Western Carolina University, Cullowhee, NC

Speakers: Daniel Reardon, Missouri University of Science and Technology, Rolla, “Dialogic, Ludonarrative, and Identity: Metalanguage and Detached Self in the Rhetoric of Gaming Violence”

Marsha Lee Baker, Western Carolina University, Cullowhee, NC, “Media, Memory, and Mass Murderers”

Beth Huber, Western Carolina University, Cullowhee, NC, “Praise the Lord and Pass the Ammunition: Civil-Religious Rhetoric and the Debate Over Guns”

Teaching Writing & Rhetoric

E.26 Citizenship across the Curriculum: A Cross-Disciplinary Approach to Constructing Community

JW Marriott, Room 310, Third Floor

Chair: Sarah Pike, Texas Christian University, Fort Worth

Speakers: Sharon Harris, Texas Christian University, Fort Worth, “Opening a Connection between Science and Humanities in the Composition Classroom”

Breanna Kreimeyer, Iowa State University, Ames, “Citizen-Scientists: Enacting Agency through Public Science Communication Projects”

Denise Tillery, University of Nevada, Las Vegas, “Citizen Expertise on Social Media: Scientific and Technical Discourse on Facebook”

Sarah Pike, Texas Christian University, Fort Worth, “From Campus to Cosmopolitan Citizens: Composing the Spheres of Citizenship”

Teaching Writing & Rhetoric

E.27 Feedback and Student Writing: From FYC to Graduate Classrooms to Machine Scoring

JW Marriott, Room 314, Third Floor

Chair: Joseph Farago-Spencer, California State University, San Bernardino

Speakers: Hidy Basta, Antioch University, Seattle, “‘They Hate/Love My Work’: Graduate Students’ Emotional Response to Feedback and Its Role in the Revision Process”

William Hart-Davidson, Michigan State University, East Lansing, “Making A Nuanced Evidence-Based Argument against Machine Scoring of Student Writing”

Jennifer Gray, College of Coastal Georgia, Brunswick, “Sourcing Student Feedback to Sculpt Effective yet Enjoyable (GASP!) Assignments”

Teaching Writing & Rhetoric

E.28 It’s Not Our Mentors’ World: Transformations in Composition Pedagogies, 2000 to Today

JW Marriott, Grand Ballroom VI, Second Floor

Chair: Amy Rupiper Taggart, North Dakota State University, Fargo

Speakers: Krista Kennedy, Syracuse University, NY, “Collaborative Writing: Print to Digital”

Amy Rupiper Taggart, North Dakota State University, Fargo, “Defining Composition Pedagog(y)(ies)”

Eli Goldblatt, Temple University, Philadelphia, PA, “Teaching and Learning through Community/University Partnerships”

Rebecca Powell, New Mexico State University, Las Cruces, “Hidden in Plain Sight: De/Reconstructing Expressivism”

Laura Micciche, University of Cincinnati, OH, “What’s Feminist about Pedagogy?”

H. Brooke Hessler, Oklahoma City University, OK, “Digital Humanities and Multimodal Composition as Quasi-Emergent Pedagogies”

Chris Thaiss, University of California Davis, “WAC/WID: Five Filaments of Growth”

Christine Farris, Indiana University, Bloomington, “Reconfiguring the Use of Literature in Writing Courses”

Amy Devitt, University of Kansas, Lawrence, “Taking Genre Outside”

Teaching Writing & Rhetoric

E.29 Opening Access between Veterans, Civilians, Higher Education, and Communities

JW Marriott, Room 103, First Floor

Chair: Sarah Franco, University of New Hampshire, Portsmouth

Speakers: Roger Thompson, Virginia Military Institute, Lexington, “Accessing Training, Opening Dialogue: Helping Writing Faculty Know More about Who Student Veterans Are”

D. Alexis Hart, Allegheny College, Meadville, PA, “Accessing Training, Opening Dialogue: Helping Writing Faculty Know More about Who Student Veterans Are”

Travis Martin, University of Kentucky, Richmond, “After Action Review: Writing Veterans into Higher Education and the Community”

Mariana Grohowski, Bowling Green State University, OH, “The Pragmatics to Opening Access: Collaborative, Digital, and Communal”

Sarah Franco, University of New Hampshire, Portsmouth, “Responding to Wartime Narratives: Opening Conversations between Student Veterans and Writing Instructors”

Teaching Writing & Rhetoric

E.31 Resistance Is Futile? Questioning MOOCs, Cyborgs, and Composition’s Future

JW Marriott, Room 205, Second Floor

Chair: Andrew Blake, DESU

Speakers: Janel Bloch, Northern Kentucky University, Newport, “Experiencing MOOCs from a Student’s Viewpoint: Potentials and Possible Pitfalls of Massive Open Online Courses with a Writing Component”

Anne Ernest, Washington State University, Pullman, “Missed Objectives or Cutting-Edge?: A Writing Instructor’s Analysis of an English 101 MOOC”

Drew Kopp, Rowan University, Glassboro, NJ, “The Digital Enkyklios Paideia: MOOCs and the 21st Century Renaissance Cyborg”

Jason Lovvorn, Belmont University, Nashville, TN, “Open Sourcing the College Composition Teacher: Using MOOCs for Professional Development and Pedagogical Improvement”

Teaching Writing & Rhetoric

E.32 Three’s a Charm: Strategies for Responding to Multimodal Student Work as a Teacher, a Tutor, and a Peer

JW Marriott, Room 311, Third Floor

Chair: Candice Welhausen, University of Delaware, Newark

Speakers: Candice Welhausen, University of Delaware, Newark, “Reading, Writing, and Responding: Using Peer Review to Guide Revision of Multimodal Texts”

Joe Turner, University of Delaware, Newark, “Adapting Rubrics across Modes and Media”

Barb Lutz, University of Delaware, Newark, “Training Writing Center Tutors for Multimodal Consultations”

Theory

E.33 Places, Spaces, Bodies, Publics

JW Marriott, Room 308, Third Floor

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

Speakers: Liza Potts, Michigan State University, East Lansing, “Spaces of/as Participatory Memory”

Danielle Nicole DeVoss, Michigan State University, East Lansing, “Civic Disobedience: Graffiti as Rhetorical Tactic”

Katie Manthey, Michigan State University, East Lansing, “Everyday Bodies: Theorizing Dress as Rhetorical Action”

Theory

E.34 Refusing to Adapt: Negotiating Resistance to Textual and Visual Censorship

JW Marriott, Room 312, Third Floor

Chair: Dora Ramirez-Dhoore, Boise State University, ID

Speakers: Dora Ramirez-Dhoore, Boise State University, ID, “Dolores del Río’s Censorship and Filmic Identity in 1940’s Cinema”

Ana Isabel Roncero Bellido, Illinois State University, Normal, “Code Meshing, Testimonio, and the Mestiza Consciousness: Tactics of Survival”

Monica Brown, Boise State University, ID, “Black Radical Thought: W.E.B. Du Bois, Censorship, and White Privilege”

Theory

E.35 Spaces of Invention: The Museum, the Collection, the Screen

JW Marriott, Room 313, Third Floor

Chair: Susan H. Delagrange, The Ohio State University, Columbus

Speakers: Susan H. Delagrange, The Ohio State University, Columbus, “13 ways (and Counting): Speculative Design and a Visual Canon of Invention”

Elizabeth Weiser, The Ohio State University, Columbus, “A Museum Isn’t a House, It’s an Idea in Debate”

Nan Johnson, The Ohio State University, Columbus, “Collecting Rhetorical Culture”

Information Technologies

E.36 Audience, Citizenship, and Literacies in an Expanding Web

JW Marriott, Room 208, Second Floor

Chair: Kathy Hall, Mt. San Antonio College, Walnut, CA

Speakers: Joshua Paiz, Purdue University, West Lafayette, IN, “Expanding Audiences for Online Writing Labs: OWLs in the English as a Foreign Language Context”

Edward Helfers, The George Washington University, Washington, DC, “Let the Grammar Games Begin: Evaluating (and Envisioning) Computer-Assisted L2 Sentence-Level Instruction”

Keshab Acharya, Michigan Technological University, Houghton, “E-literacy for Senior Citizens: Motivation, Technology Design, and New Public Sphere”

Geoffrey Middlebrook, University of Southern California, Los Angeles, “Digital Citizenship: Leveraging the Web for Experiential Learning”

Academic Writing

E.37 Appropriation, Attribution, Plagiarism: Laying Open the Complex Codes of Textuality

Marriott Downtown, Texas Room, First Floor

Chair: Susan Delaney, Ithaca College, NY

Speakers: Mary Lourdes Silva, Ithaca College, NY, “Looking for Transfer: The Generic Discursive Resources and Rhetorical Strategies of Citation Use”

Susan Delaney, Ithaca College, NY, “Analyzing Plagiarism, Foregrounding Complexity: Meta-awareness and Source Integration”

Carolyn Ostrander, Syracuse University, NY, “Read-Shifting, Read-Mixing, Read-Meshing: Complex Literacy as Linguistic Agility”

Hillory Oakes, Bates College, Lewiston, ME, “Not an Open and Shut Case: The Need for Nuance in Academic Integrity Policies”

Institutional and Professional

E.38 Transformations, Design, and Redesign: Iterating Composition and Communication Futures at a Liberal-Professional University

Marriott Downtown, Florida Room, First Floor

Chair: David Rogers, Philadelphia University, PA

Speakers: David Rogers, Philadelphia University, PA

Stacey Van Dahm, Philadelphia University, PA

Katie Gindlesparger, Philadelphia University, PA

Valerie Hanson, Philadelphia University, PA

Information Technologies

E.40 A Journey toward Open-Access Multimedia Writing Support: A Quest for the Excelsior College OWL

Marriott Downtown, Michigan Room, First Floor

Chair: Crystal Sands, Excelsior College, Albany, NY

Speakers: Deborah Chapin, University at Albany, NY

Andrea Dardello, Howard Community College, MD

Crystal Sands, Excelsior College, Albany, NY

Special Interest Groups

6:30–7:30 p.m.

Community, Civic & Public

TSIG.01 2014 CCCC Community Literacy, Service-Learning, and Public Rhetorics SIG

JW Marriott, Room 313, Third Floor

Co-Chairs: Allen Brizee, Loyola University, Chicago, IL
Cindy Mooty, Oakland University, Rochester, MI

Basic Writing

TSIG.02 2014 Council on Basic Writing SIG

JW Marriott, Room 314, Third Floor

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

Community, Civic & Public

TSIG.03 Appalachian Rhetoric, Composition, and Literacy

JW Marriott, Room 308, Third Floor

Co-Chairs: Krista Bryson, The Ohio State University, Columbus
Sara Webb-Sunderhaus, Indiana University Purdue University, Fort Wayne

Professional and Technical Writing

TSIG.04 EngiComm: Communication in the Engineering Curriculum SIG

JW Marriott, Room 104,, First Floor

Co-Chairs: Mya Poe, The Pennsylvania State University, University Park
Neal Lerner, Northeastern University, Boston, MA
Stephen Bucher, University of Southern California, Viterbi School of Engineering, Los Angeles
Rob Irish, University of Toronto, Ontario, Canada

Institutional and Professional

TSIG.05 Faculty Development and Composition

JW Marriott, Room 105, First Floor

Chair: Claire Lamonica, Illinois State University, Normal

Theory

TSIG.06 Kenneth Burke Society at CCCC

JW Marriott, Room 106, First Floor

Chair: Ethan Sproat, Utah Valley University, Orem

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

TSIG.07 Klal Rhetoric: Jewish Rhetorics and Composition SIG

JW Marriott, Room 107, First Floor

Chair: Janice Fernheimer, University of Kentucky, Lexington

Language

TSIG.08 Language, Linguistics, and Writing

JW Marriott, Room 108, First Floor

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

Professional and Technical Writing

TSIG.09 Medical Rhetoricians

JW Marriott, Room 109, First Floor

Chair: Barbara Heifferon, Louisiana State University, Baton Rouge

History

TSIG.10 National Archives of Composition and Rhetoric

JW Marriott, Room 302, Third Floor

Co-Chairs: Robert Schwegler, University of Rhode Island, Kingston
O. Brian Kaufman, Quinebaug Valley Community College, Danielson, CT

Teaching Writing & Rhetoric

TSIG.11 Progressive Approaches to Grammar, Punctuation, and Usage

JW Marriott, Room 303, Third Floor

Chair: Joseph Salvatore, The New School, Jackson Heights, NY

Institutional and Professional

**TSIG.12 Retired and Retiring Faculty in Rhetoric/Composition/
Writing SIG**

JW Marriott, Room 304, Third Floor

Chair: Erika Lindemann, University of North Carolina, Chapel Hill

History

**TSIG.13 Rhetoric's Histories: Traditions, Theories, Pedagogies,
and Practices**

JW Marriott, Room 305, Third Floor

Chair: Lois Agnew, Syracuse University, NY

Language

**TSIG.14 Second Language Writing Standing Group: New Direc-
tions for Second Language Writing at the CCCC**

JW Marriott, Room 306, Third Floor

Co-Chairs: Steve Simpson, New Mexico Tech, Socorro
Todd Ruecker, University of New Mexico, Albuquerque

Institutional and Professional

TSIG.15 Standing Group on Disability Studies

JW Marriott, Room 309, Third Floor

Chair: Amy Vidali, University of Colorado, Denver
Community, Civic & Public

TSIG.16 Teaching in Prison: Pedagogy, Research, and Literacies

JW Marriott, Room 310, Third Floor

Co-Chairs: Laura Rogers, Albany College of Pharmacy and Health Sci-
ences, NY
Phyllis Hastings, Saginaw Valley State University, MI

Teaching Writing & Rhetoric

TSIG.17 The Role of Reading in Composition Studies

JW Marriott, Room 311, Third Floor

Co-Chairs: Nancy A. Benson, University of Massachusetts, Dartmouth
Debrah Huffman, Indiana University Purdue University, Fort Wayne

Writing Programs

TSIG.18 Untenured Writing Program Administrators

JW Marriott, Room 204, Second Floor

Chair: Thomas Sura, West Virginia University, Morgantown

Institutional and Professional

TSIG.19 Women's Network

JW Marriott, Room 205, Second Floor

Chair: Heather Adams, University of Alaska, Anchorage

Teaching Writing & Rhetoric

TSIG.20 Writing about Writing: FYC as Introduction to Writing Studies

JW Marriott, Room 206, Second Floor

Co-Chairs: Barbara Bird, Taylor University, Upland, IN
Rebecca Babcock, University of Texas, Permian Basin, Odessa

Teaching Writing & Rhetoric

TSIG.21 Zen and the Art of English Teacher Maintenance

JW Marriott, Room 203, Second Floor

Co-Chairs: Irene Papoulis, Trinity College, Hartford, CT
Sharon Marshall, St. John's University, New York, NY

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

TSIG.22 Cognition and Writing: 'A Conversation with John Hayes: Contemporary Perspectives on Cognitive Science and Writing'

JW Marriott, Room 312, Third Floor

Co-Chairs: J. Michael Rifenburg, University of North Georgia, Gainesville
Patricia Portanova, University of New Hampshire, Durham

Thursday Evening Events

Scholars for the Dream Reception

JW Marriott, Grand Ballroom IV, Third Floor

6:00 p.m.–7:00 p.m.

AA

JW Marriott, Room 301, Third Floor

8:00 p.m.–10:00 p.m.

ALANON

JW Marriott, Room 302, Third Floor

8:00 p.m.–10:00 p.m.

Friday, March 21

REGISTRATION 8:00 a.m.–5:00 p.m.

JW Marriott, Griffin Hall, Second Floor

EXHIBITS 9:00 a.m.–5:00 p.m.

JW Marriott, Griffin Hall, Second Floor

Computer Connection/Digital Posters

JW Marriott, Grand Ballroom Foyer, Third Floor

TYCA Editorial Board Meeting

JW Marriott, Grand Ballroom IX, Third Floor

7:30 a.m.–8:30 a.m.

Nominating Committee

JW Marriott, Room 307, Third Floor

9:30 a.m.–11:30 a.m.

F Sessions: 8:00–9:15 a.m.

Academic Writing

F.01 Collaboration Unbound: Expanding Partnerships between Teachers, Students, and Scholars

JW Marriott, Room 101, First Floor

Chair: Kate Vieira, University of Wisconsin-Madison

Speakers: Anna Floch, University of Wisconsin-Madison, “Collaboration among Scholars: Reimagining the Function of Single Authorship in the Field”

Stephanie Larson, University of Wisconsin-Madison, “Collaboration among Students: Re-evaluating Multimodal Composing and Researching through Board Gaming”

Annika Konrad, University of Wisconsin-Madison, “Collaboration among Graduate-Student Teachers: Using Partnerships to Challenge the Limits of A Pre-Determined Writing Curriculum”

Respondent: Kate Vieira, University of Wisconsin-Madison

Academic Writing

F.02 Opening up Disciplinary Discourses: Revealing Instability, Heterogeneity, and Cross-Disciplinarity in WAC/WID

JW Marriott, Room 102, First Floor

Chair: Amelia Herb, Massachusetts Institute of Technology, Cambridge

Speakers: Zak Lancaster, Wake Forest University, Winston-Salem, NC, “‘Studenting’ vs. Disciplinary Enculturation: Examining Cross-Disciplinary Patterns of Stance in Student Coursework Genres in Three WID Courses “

Andrea Olinger, University of Illinois at Urbana-Champaign, “Fixity and Flux in ‘Writing Style’ in Psychology”

Amelia Herb, Massachusetts Institute of Technology, Cambridge, “Heterogeneous Discourses: Tracing the ‘Science’ in Library and Information Science”

Basic Writing

F.03 Hacking the Mainframe: Empowering Basic Writers Enrolled in Gateway Courses

Marriott Downtown, Florida Room, First Floor

Chair: Joy Barber, City College Montana State University, Bozeman

Speakers: Christopher Janus, Seminole State College, Sanford, FL, “One Size Doesn’t Fit All: A Case against the Managerial Developmental Writing Instructor”

Caitlin Carle, University of Washington-Tacoma, “‘Why Am I in This Class?’ Reimagining Authority in a FYC Class for Non-First Year Students”

Joy Barber, City College Montana State University, Bozeman, “Makeshift Developmental Redesign: Working with a Modified SLA in FYC”

Community, Civic & Public

F.04 Barack Obama’s Significance for Composition and Communication: An Open Question

JW Marriott, Room 109, First Floor

Chair: Ira Allen, Indiana University Bloomington, OR

Speakers: Matt Davis, University of Massachusetts, Boston, “Teaching the Election, Teaching the Debates”

Elizabeth Flynn, Michigan Technological University, Houghton, “Obama and Feminist Rhetoric”

Ira Allen, Indiana University Bloomington, OR, “Why Obama Is Bad for Rhetoric”

Nicole Ashanti McFarlane, Fayetteville State University, NC, “How Obama Is Good for Rhetoric: But I Ain’t Even Say Anything Yet (. . . Lemme Hear You Make Some Noise)”

Research

F.05 Multilingual Realities: Citizenship, Literacy, and Intercultural Writing Class

Marriott Downtown, Illinois Room, First Floor

Chair: Natalie Dorfeld, Florida Institute of Technology, Melbourne

Speakers: Maria Pilar Milagros Garcia, Koç University, Sariyer, Istanbul, “Assessing Knowledge Negotiations through Activities that Incorporate Social Media in an Intercultural Writing Class”

Emily Simnitt, Boise State/Indiana University of Pennsylvania, ID, “Opening Composition and Communities to Translingual Practice: Using Cultural Negotiation and Translation to Improve Early Childhood Literacy and Build on Student Multi-Competencies”

Shui-yin Sharon Yam, University of Wisconsin-Madison, “How Open Trade Policies Concretize National Identities: A Case Study of Hong Kong and China”

Community, Civic & Public

F.06 The Politics of Digital Literacies: Perspectives on the Personal, the Marginal, and the Public

JW Marriott, Room 301, Third Floor

Chair: Barbara Filippidis, St. Edward's University, Austin, TX

Speakers: Tara Propper, University of Pittsburgh, PA, "Opening Up the Public: A Genealogy of Periodical Culture from Print to Digital"

Deborah Kuzawa, The Ohio State University, Columbus, "The Personal is Academic: The Digital Archive of Literacy Narratives"

History

F.07 . . . And the Archival Walls Came Tumbling Down—21st Century Historiography: Opening Histories, Sharing Revisions, and Democratizing Texts

JW Marriott, Room 202, Second Floor

Chair: Joy Karega, University of Louisville, KY

Speakers: Philip Blackmon, Alabama State University, Montgomery, "Where Is Open Access When You Need It?"

Joy Karega, University of Louisville, KY, "By Any Means Necessary: Towards a Radical Democratization of Historiographic Work on Black Rhetorics and Literate Practices"

Michelle Bachelor Robinson, The University of Alabama, Tuscaloosa, "A 21st Century Collaboration with 19th Century Sources: Revisioning and Democratizing Big Brother's Historical Texts"

Leah DiNatale, the University of Alabama, Tuscaloosa, "A 21st Century Collaboration with 19th Century Sources: Revisioning and Democratizing Big Brother's Historical Texts:"

Information Technologies

F.08 An Open Architecture: Inscribing Social Media, Play, Collaboration, and Real Audiences into First-Year Writing Courses"

JW Marriott, Room 103, First Floor

Chair: Susan Ghiaciuc, James Madison University, Harrisonburg, VA

Speakers: Cathryn Molloy, James Madison University, Harrisonburg, VA, "Beyond Digital Divides: Open Architecture and Web Authoring for Students Slated as Content Consumers"

Sarah O'Connor, James Madison University, Harrisonburg, VA, "An Invitation to Play: Students' Creative Responses to Multimedia Composing and Choice"

Sean McCarthy, James Madison University, Harrisonburg, VA, "Embeddable Objects, Narrative Flows: The Agency of Social Media Platforms in the First-Year Classroom"

Susan Ghiaciuc, James Madison University, Harrisonburg, VA, “Relationships in Flux: Exploring Interpersonal Dynamics and Sponsors of Literacy in Experimental Course Designs”

Information Technologies

F.09 Gaming, MOOCs, and Constructivist Habits of Mind

JW Marriott, Room 104, First Floor

Chair:

Speakers: Kyle Bohunicky, University of Florida, Gainesville, “Writing Limits: The Problem of Open-Play in Ecomposition and Videogames”

Sherry Jones, University of Colorado, Denver, “Composition on a New Scale: Game Studies in the Key of Massive Open Online Composition”

Phill Alexander, Miami University, Oxford, OH, “Questioning the MOOC’s MO: What Massively Multiplayer Online Role-Playing Games Have to Tell Us about the Massive Open Online Course”

Maureen Fitzpatrick, Johnson County Community College, Overland Park, KS, “Ignite and Play—Thinking in a Gaming Habit of Mind”

Information Technologies

F.10 Online Writing Instruction (OWI) Principles and Effective Practices: Year One—Institutional Matters

JW Marriott, Room 203, Second Floor

Chair: Diane Martinez, Western Carolina University, Cullowhee, NC

Speakers: Sushil Oswal, University of Washington, Tacoma

Diane Martinez, Western Carolina University, Cullowhee, NC

Leslie Olsen, Bellevue University, Everett, WA

Beth Hewett, University of Maryland University College, Adelphi, MD

Information Technologies

F.11 Personal Disclosures, Trust, and Openness

Marriott Downtown, Michigan Room, First Floor

Chair:

Speakers: Rachael Jordan, California State University, Channel Islands, “Johnny Depp’s Eyeliner: Using Tumblr to Teach and Rewrite Sexual Literac(ies)”

Abigail Bakke, University of Minnesota, Minneapolis, “Complicating Openness: Trust and Disclosure in Medical Social Networks”

Rob McAlear, University of Tulsa, OK, “The Effects of Open Records on Professorial and Administrative Communication”

Kaitlin Marks-Dubbs, University of Illinois at Urbana-Champaign, “‘Coming Out’ from the Medial Gaze: An Examination of Policies and Practices in Emerging Social Media”

Institutional and Professional

F.12 Assessment, Integrated Student Services, and Curricular Change: Forging the Trifecta of Student Development

Marriott Downtown, Texas Room, First Floor

Chair: Joseph Paszek, Wayne State University, Detroit, MI

Speakers: Jule Wallis, Wayne State University, Detroit, MI

Joseph Paszek, Wayne State University, Detroit, MI

Amy Metcalf, Wayne State University, Detroit, MI

Institutional and Professional

F.13 Revisiting Laramie: Considering the Past, Present, and Future Working Conditions of the Wyoming Resolution a Quarter-Century Later

JW Marriott, Room 206, Second Floor

Chair: Risa P. Gorelick, Research Network Forum, Summit, NJ

Speakers: Jennifer Kunka, Francis Marion University, Florence, SC, “Data That Means Something: A Cross-Institutional Quantitative Study of Writing Center Efficacy”

Michael Pemberton, Georgia Southern University, Statesboro, “Data That Means Something: A Cross-Institutional Quantitative Study of Writing Center Efficacy”

Randall McClure, Miami University, FL, “A Case Study Revisited: How a Data-Rich Statement Could Have Saved the Day”

Risa P. Gorelick, Research Network Forum, Summit, NJ, “Open | (Source) Can of Worms: The Wyoming Resolution’s Failure to Impact the Research Network Forum”

Dayna Goldstein, Georgia Southern University, Statesboro, “Theorizing the Statement: Quantitative Loci and Research on Working Conditions”

Institutional and Professional

F.14 Violence of Assessment: Theoretical and Practical Considerations

JW Marriott, Room 302, Third Floor

Chair: Nicole Warwick, University of California, Santa Barbara

Speakers: Jennifer K. Johnson, University of California, Santa Barbara, “‘This Paper is Terrible!’: The Role of Assessment in Damaging Students Self-Efficacy”

Nicole Warwick, University of California, Santa Barbara, “A Case (Study) of Violence in Assessment: The Exit Writing Exam at One California State University”

Josh Lederman, Wellesley College, Somerville, MA, “Validation as Critical Inquiry into the Often Invisible Violence of Assessment”

Ronit Sarig, California State University, Northridge, “The Damage of MOOCs: The Irresponsibility Involved in Self and Peer Assessment”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

F.15 Meaning-Making in the Disciplines: Writing for Science, Math, Business, and Nursing

JW Marriott, Room 303, Third Floor

Chair: Chester St. H. Mills, SUNO

Speakers: Jiajia He, University of International Business and Economics, Beijing, “Empowering Students to Explore the World We Live In—Scaffolding Meaningful Inquiries in a Business Writing Class”

Megan Bardolph, University of Louisville, KY, “Rhetorical Problem-Solving and Transfer of Learning in College Algebra and FYC”

Leslie Atkins, California State University, Chico, “Composition in Scientific Inquiry: SeuratSpots, Disco Balls, and the Making of Meaning in Science”

Kim Jaxon, California State University, Chico, “Composition in Scientific Inquiry: SeuratSpots, Disco Balls, and the Making of Meaning in Science”

Language

F.16 In Terms of Being ‘Open’: Reframing the Terms of Cross-Language Engagement

JW Marriott, Room 105, First Floor

Chair: Beatrice Quarshie Smith, Michigan Technological University, Houghton

Speakers: Nancy DeJoy, Michigan State University, East Lansing

Beatrice Quarshie Smith, Michigan Technological University, Houghton

Ronald Strickland, Michigan Technological University, Houghton

Language

F.17 The “Translingual Turn” in Rhetoric and Composition: Bridging the Divide between Theories and Practices

JW Marriott, Room 106, First Floor

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

Speakers: Jonathan Hall, York College, City University of New York, “Overcoming Barriers to Faculty Multicompetence: Why Writing Teachers Need to Develop Literacies in Multiple Languages (and What Prevents Them from Doing So)”

Ghanashyam Sharma, Stony Brook University, NY, “Translating Success: Academic Transition Narratives of Multilingual Students as Teaching Tools in the Writing Classroom”

Shawna Shapiro, Middlebury College, VT, “The Discourse of Linguistic Diversity in and around Composition: Mapping Rhetoric, Policy, and Practice”

Research

F.18 Access and the Digital Exhibit: Revelations, Alterations, Surprises, and Critiques

JW Marriott, Room 204, Second Floor

Chair: Tarez Samra Graban, The Florida State University, Tallahassee

Speakers: Clancy Ratliff, University of Louisiana at Lafayette

Tarez Samra Graban, Florida State University, Tallahassee

Shirley Rose, Arizona State University, Tempe

Alexis Ramsey, Eckerd College, St. Petersburg, FL

Doreen Piano, University of New Orleans, LA

Research

F.19 Global Healthscapes: Beyond Articulated Identity Action Research

JW Marriott, Room 107, First Floor

Chair: Christine Photinos, NU

Speakers: Andrew Mara, North Dakota State University, Fargo, “Global Healthscapes and Body Documents: Articulated Identities as a Method”

Amy Williams, University of Utah, Park City, “Imagining Method in Community Literacy: Beyond Action Research”

Fredrik deBoer, Purdue University, West Lafayette, IN, “Opening the Methods: Statistical Hands and Rhetorical Hearts”

Research

F.20 Teaching for Transfer: Opening Opportunities for Student Success in Writing across Contexts

JW Marriott, Grand Ballroom VI, Third Floor

Chair: Liane Robertson, William Paterson University, Wayne, NJ

Speakers: Jessie Moore, Elon University, NC

Kara Taczak, University of Denver, CO

Liane Robertson, William Paterson University, Wayne, NJ

Respondent: Kathleen Blake Yancey, Florida State University, Tallahassee

*Teaching Writing & Rhetoric***F.21 Accessing Writing: Approaches to Prompts and Free-Writing in Classrooms**

JW Marriott, Grand Ballroom IV, Third Floor

Chair: Kamal Belmihoub, Purdue University, West Lafayette, IN

Speakers: Katrina Dunbar, Illinois State University, Bloomington, “Reclaiming Free-Writing in Computer-Mediated Technical Writing Classrooms”

Kimberly Robinson Neary, Los Angeles City College, Huntington Beach, CA, “Accessing the Rhetoric of Writing Prompts: Hacking the Source Code”

Dawn Formo, California State University, San Marcos, “Accessing the Rhetoric of Writing Prompts: Hacking the Source Code”

Jessie Dubreuil, Colorado College, Colorado Springs, “Making the Academic Network Accessible: The Function of Writing Prompts in a First-Year Experience Course”

Traci Freeman, Colorado College, Colorado Springs, “Making the Academic Network Accessible: The Function of Writing Prompts in a First-Year Experience Course”

*Teaching Writing & Rhetoric***F.22 Composing Collaboration: A Meta-Analysis of Collaboration in Multimodal Composition**

JW Marriott, Room 205, Second Floor

Chair: Kara Poe Alexander, Baylor University, Waco, TX

Speakers: Nathan Roberts, Baylor University, Waco, TX

Dustin Morrow, Baylor University, Waco, TX, “Collaborating in Multiple Dimensions: Principles and Processes in Multimodal Design”

Amy Schroeder, Baylor University, Waco, TX, “Face to Face Collaboration: Writing Video Essays Together”

Nicole Bouchard, Baylor University, Waco, TX, “Face to Face Collaboration: Writing Video Essays Together”

*Teaching Writing & Rhetoric***F.23 Hacking the Hidden Curriculum for Open Source Writing: Systemic Functional Linguistics Genre Pedagogy**

JW Marriott, Room 108, First Floor

Chair: Joshua Iddings, Virginia Military Institute, West Lafayette, IN

Speakers: Marshall Klassen, Purdue University, West Lafayette, IN

Benjamin Boche, Purdue University, West Lafayette, IN

Michael Maune, Purdue University, West Lafayette, IN

Teaching Writing & Rhetoric

**F.24 Mindfulness and Contemplation: Open Minds/Bodies/
Writing in Classrooms**

JW Marriott, Room 208, Second Floor

Chair: Megan Keaton, Florida State University, Tallahassee

Speakers: Vicki Tolar Burton, Oregon State University, Corvallis, “Contemplative Pedagogies for Distracted Writers”

Kurt Stavenhagen, Syracuse University, NY, “Mindfulness Classroom Exercises as Inquiry”

Kristin DeMint, Northern Illinois University, DeKalb, “Mindfulness Meditation in the Writing Classroom: Results of a Qualitative Study”

Teaching Writing & Rhetoric

F.25 Pedagogical Fragments, or the Things We Delete

JW Marriott, Room 306, Third Floor

Chair: Jason Palmeri, Miami University, Oxford, OH

Speakers: Devon Ralston, Miami University, Oxford, OH, “Open to Failure”

Jonathan Rylander, Miami University, Oxford, OH, “Letting Pedagogies Bleed”

John Silvestri, Miami University, Oxford, OH, “Spray Painting over Teacher Ethos”

Teaching Writing & Rhetoric

**F.27 Winning Access: Assembling Open Source Networks as
Writing Games**

JW Marriott, Room 314, Third Floor

Chair: Guiseppe Getto, East Carolina University, Greenville, NC

Speakers: Sheryl Ruskiewicz, Oakland University, Rochester, MI, “Winning (beyond) the FYC Writing Game: Opening Writing Networks”

Jack Labriola, Texas Tech University, Lubbock, “From Student to Professional: Role-Playing Writers and Professional Gamers”

Nathan Franklin, Whatcom Community College, Bellingham, WA, “Towards an Object-Oriented Ontology of Gamification: Writing Games, Rules Development, and Critical Success”

Guiseppe Getto, East Carolina University, Greenville, NC, “Towards an Object-Oriented Ontology of Gamification: Writing Games, Rules Development, and Critical Success”

Theory

F.28 Getting Ontological: Opening Writing and Writing Studies to Theorizing What Writing Is

JW Marriott, Room 312, Third Floor

Chair: John Whicker, Ohio University, Athens

Speakers: Sidney I. Dobrin, University of Florida, Gainesville, “Rise of the Machines”

J.A. Rice, Western Kentucky University, Bowling Green, “(Re)Opening the Logos: Toward a New Rhetoric of Writing Theory”

John Whicker, Ohio University, Athens, “Opening Writing(‘s) Material: From Material to Writing”

Theory

F.29 Open Rhetorical Filmmaking: Aesthetics, Ethics, Cognition, and Production

JW Marriott, Grand Ballroom I, Third Floor

Chair: Alexandra Hidalgo, Michigan State University, East Lansing

Speakers: Don Unger, Purdue University, West Lafayette, IN, “Open Ethics: Filmmaking, Field Research, and Feminist Methods in First-Year Composition”

Alexandra Hidalgo, Michigan State University, East Lansing, “Open Filmmaking: A Taxonomy of Rhetoricians’ Film and Video Production”

Bonnie Lenore Kyburz, Lewis University, Romeoville, IL, “Open Aesthetics”

Nathaniel Rivers, Saint Louis University, MO, “Open Invention: This Is Your Brain on Film”

Theory

F.30 Terms of Decolonization: Latinidad and the Study of Writing, Rhetoric, and Literacy

JW Marriott, Grand Ballroom VIII, Third Floor

Chair: Octavio Pimentel, Texas State University San Marcos

Speakers: Iris Ruiz, University of California-Merced, “Post-Racial Ideology and Faculty of Color: A Counter-Story”

Raul Sanchez, University of Florida, Gainesville, “Decolonizing Composition: Good Luck with That”

Respondent: Romeo Garcia, Corpus Christi, TX

Writing Programs

F.31 Breaking the Cycle of Ineffective Research Instruction

JW Marriott, Grand Ballroom III, Third Floor

Chair: Cruz Medina, Santa Clara University, CA

Speakers: Sandra Jamieson, Drew University, Madison, NJ

Tricia Serviss, Auburn University, AL

Beth Daniell, Kennesaw State University, GA

Writing Programs

F.32 Making Change: The Evolution of WAC/WID Programs

JW Marriott, Room 304, Third Floor

Chair: Nneka Osakwe, Albany State University, GA

Speakers: Susanmarie Harrington, University of Vermont, Burlington, “Making Tutor Knowledge Useful: Writing Centers and WID as Partners in Change”

Dominique Zino, City University of New York Graduate Center, New York, NY, “Behind Closed Doors, Creating Open Windows: Evaluating a Hybrid Model for WAC/WID Faculty Development Workshops”

Rachel Holtz, Northeastern Illinois University, Chicago, “The Language of Discourse Community Initiation: A Case Study of Linguistic Repetition in the WAC Writing Center”

Susan Dinitz, University of Vermont, Burlington, “Making Tutor Knowledge Useful: Writing Centers and WID as Partners in Change”

Laura Brady, West Virginia University, Morgantown, “Evolutionary Metaphors for Understanding WAC/WID”

Writing Programs

F.33 The Future Is Wide Open: Professionalizing Undergraduate Writing Majors

JW Marriott, Grand Ballroom II, Third Floor

Chair: Cynthia Martin, James Madison University, Harrisonburg, VA

Speakers: Brooke Covington, James Madison University, Harrisonburg, VA, “Vertical Scaffolding from a Student Perspective”

Cynthia Martin, James Madison University, Harrisonburg, VA, “Expanding Definitions, Forging New Paths”

Erin Lambert Hartman, James Madison University, Harrisonburg, VA, “The Digital Portfolio: Preparing to Enter a Profession”

Karen McDonnell, James Madison University, Harrisonburg, VA, “Language, Law, and Ethics: Learning How to Protect One’s Professional Work (and One’s Behind)”

Lucy Bednar, James Madison University, Harrisonburg, VA, “Language as an Essential Tool of Editing”

Shelley Aley, James Madison University, Harrisonburg, VA, “The Student Researcher-Scholar: Inquiring, Professionalizing”

Heather Comfort, James Madison University, Harrisonburg, VA, “Inducting Students into a Discipline: The Role of the Gateway Course in Writing Majors”

Writing Programs

F.34 Online Practices: Tutors, Writing Centers, and Assessment

JW Marriott, Room 305, Third Floor

Chair: Fiona Glade, University of Baltimore, MD

Speakers: Matthew Pifer, Husson University, Bangor, ME

Matthew Ortoleva, Worcester State University, Shrewsbury, MA, “Giving Undergraduate Students Access to Our Meaning-Making Processes through an Assessment-as-Research Orientation”

Deborah Bertsch, Columbus State Community College, OH, “‘Delicate Negotiations:’ Towards a Discourse of Construction in Asynchronous Online Writing Center Consultations”

Theresa Flynn, Pepperdine University, Malibu, CA, “Why Writers Need Online Writing Tutors: Meeting the Needs of the 21st Century Learner”

Writing Programs

F.35 Writing Center Complexities: Pushing Students to Excel in Their Writing

JW Marriott, Room 309, Third Floor

Chair: Katherine V. Wills, Indiana University Purdue University, Columbus

Speakers: Zuzana Tomas, Eastern Michigan University, Ypsilanti, “Capturing the Complexity of Plagiarism: Writing Center Tutor Perspectives”

Jill Belli, New York City College of Technology, City University of New York, NY, “The Composition of Happiness: Freshman Writers’ Assessment of Well-Being in Higher Education”

Daniel Lawson, Central Michigan University, Mt. Pleasant, “The Rhetorical Construction of Emotion in Writing Center Studies”

History

F.36 Rhetoric, Civic Participation, and Access

JW Marriott, Room 313, Third Floor

Chair: Lois Agnew, Syracuse University, NY

Speakers: Lois Agnew, Syracuse University, NY, “Rhetorical Education and the Complexity of Access”

Glenn McClish, San Diego State University, CA, “‘To Furnish Specimens of Negro Eloquence’: William J. Simmons’s *Men of Mark* as a Late Nineteenth-Century Site of African American Rhetorical Education”

Candace Epps-Robertson, Michigan State University, East Lansing, “Declaim and Debate Today, and ‘Their Voices will Resound in the Halls of Congress’”

Linda Ferreira-Buckley, University of Texas at Austin, “Declaim and Debate Today, and ‘Their Voices will Resound in the Halls of Congress’”

Community, Civic & Public

**F.37 The Politics of Pedagogy in Composition and Rhetoric:
Perspectives on Space, Race, and Embedded Hierarchies**

JW Marriott, Room 310, Third Floor

Chair: Rachel Jackson, University of Oklahoma, Norman

Speakers: Aaron Kerley, University of Cincinnati, Gateway Community College, OH, “Climbing Up: Embedded Hierarchies and a Cross-Institutional Examination of Compositional Pedagogies”

Stephen Whitley, Texas A&M University-Commerce, “‘Dog Whistle’ Rhetoric: Pedagogy and the Not So Hidden Rhetoric of Racism in Modern American Politics”

Ashley Holmes, Georgia State University, Atlanta, “Open Classrooms, Public Sites: Locating a Theory of Public Pedagogy”

Theory

**F.38 Rethinking Difference in Composing Composition:
Language, Translation, Genre, Modality**

Marriott Downtown, Indiana Ballroom E, First Floor

Chair: Min-Zhan Lu, University of Louisville, KY

Speakers: Cynthia Selfe, The Ohio State University, Columbus, “The Disciplining Disposition of Print”

Bruce Horner, University of Louisville, KY, “Rethinking Key Terms for Difference in Composition”

Nancy Bou Ayash, University of Washington, Seattle, “(Re)thinking Translation as Translingual Meaning Making and Writerly Agency”

Juan Guerra, University of Washington, Seattle, “Under Siege: The Necessary Work of Language Insurgents in the Writing Classroom”

Anis Bawarshi, University of Washington, Seattle, “Beyond the Genre Fixation: Teaching Genres as Performances rather than Objects”

Theory

F.39 Using Blogs and Online Tools for Identity Construction and Activism

JW Marriott, Room 311, Third Floor

Chair: Sara Webb-Sunderhaus, Indiana University Purdue University Fort Wayne

Speakers: Ilka Luyt, Queen's University, Battersea, Ontario, Canada, "Shall We Dance? Exploring Gender and Problem-Based Learning in Asynchronous Online First-year Composition Courses"

Rachel Carrales, University of Wisconsin-Madison, "From Birth Plans to 'Mommy' Blogs: How and Why 21st Century Mothers Write"

Kaia Simon, University of Illinois at Urbana-Champaign, "Constellating a Blogging Identity: Using Genre as Rhetorical Resource"

F.40 Opening Closed Narratives, Disrupting Settler Spaces, and Challenging Entrenched Privilege: Settler Colonialism and the Rhetorics of Cultural Access

JW Marriott, Room 207, Second Floor

Chair: Garrett Nichols, Texas A&M University, Seattle, WA

Speakers: Crystal Boston, University of Kansas, Lawrence, "'The Magic Is in the Hole': Predatourism, Hoodoo, and Voodoo Donuts"

Garrett Nichols, Texas A&M University, Seattle, WA, "Even My Nutz Are Red, White, and Blue: Rural Drag and the Settler Rhetorics of White Heteropatriarchy"

Gail MacKay, University of Saskatchewan, Saskatoon, Canada, "Seeking Peace of Mind with Grandfather Buffalo and the Virgin Mary"

Lisa King, University of Tennessee, Knoxville, "Reclaiming These Hills: Cultural Rhetorics, Appalachian Settler Tourism, and Indigenous Self-Representation"

G Sessions: 9:30–10:45 a.m.

Featured Speaker

Derrick Cogburn

**Disability and Development as a Global “Grand Challenge”:
Collaborative Research Opportunities
Around the UN Convention on the Rights of
Persons with Disabilities (CRPD) and the
Post-2015 Development Agenda**

JW Marriott, Grand Ballroom V, Third Floor

On 23 September the United Nations General Assembly organized a special High-Level Meeting on Disability and Development to explore the integration of disability issues into the post-2015 development agenda as the era of the Millennium Development Goals (MDGs) comes to an close. This meeting recognized that, according to the World Bank and World Health Organization, more than a billion people in the world now live with some form of disability (WHO, 2011). Many people believe this number is conservative, and does not take into consideration the increasing number of aging persons that are also experiencing the world with similar needs as persons with disabilities. In this talk, Dr. Cogburn proposes a framework for addressing these issues as a “grand challenge” for the global community; one that integrates governments, international and regional organizations, universities, civil society organizations and the private sector. It is set within the context of the global policy framework engendered by the United Nations Convention on the Rights of Persons with Disabilities (CRPD), with examples from regional policy and implementation frameworks like the UN Economic and Social Commission (ESCAP) strategy to “Make the Right Real” for Persons with Disabilities in the Asia-Pacific Region, known as the Incheon Strategy. Dr. Cogburn will present a case study of one regional (and global response) to this grand challenge led by the Institute on Disability and Public Policy (IDPP) at American University. The IDPP, born as an initiative of The Nippon Foundation, is the world’s first virtual graduate institute focused on disability and development. It takes a cyberlearning approach to build human capacity for persons with disabilities around the world, focused on persons that are deaf and hard of hearing, blind or visually impaired, and/or mobility impaired in the ASEAN region. It has a virtual masters program, and ongoing capacity development initiative, an out-



Derrick Cogburn

reach program, and a collaborative research program. This talk will explain: (1) the background to the IDPP and the information and communication technologies that enable it to create a global accessible cyberlearning environment; (2) the integration of disability issues into the post-2015 development agenda; (3) the comprehensive global, regional, and national policy frameworks driving this new rights-based global environment for persons with disabilities; and will end with (4) a collaborative research agenda to address the “grand challenge” of disability and development.

Featured Session

**G.28 “How I Got Open”: Africana Rhetorics, Literacy,
and Visions for Contemporary Rhetorical Education**

JW Marriott, Room 314, Third Floor

Chair:

David Green

Howard University, Hampton, VA

Speakers:

Collin Craig

St. John’s University, Queens, NY, “Digital Blackness: Student Remixing and “Afrodigitation” of African American Rhetoric”

Kevin Browne

Syracuse University, NY, “The Writer as (an) Open Source: Self-Making and the Contemporary Vernacular Writer”

David Green

Howard University, Hampton, VA, “The Sugar Tongue Slim Theory: A Discussion of Mixtapes, African American Rhetoric, and Multimedia Writing”

Academic Writing

G.01 Cross-Cultural Perspectives on Academic Literacies

JW Marriott, Room 301, Third Floor

Speakers: Roxanna Correa, Universidad Católica de la Santísima Concepción, Santa Barbara, CA, “Teacher’s Comments: Form and Function from Textual Analysis and Rhetorical Context: A Chilean Cast at University Level”

Irem Islim, Bahçeşehir University, Istanbul, “Integrating Web-Quest Tool with EFL Academic Writing Classes to Promote Critical Thinking Skills”

Lina Trigos-Carrillo, University of Missouri-Columbia, “Academic Literacy Practices, Academic Culture and Agency of Latino/a Graduate Students”

Academic Writing

G.02 Rhetoric of Science: Exploring Arguments and Pedagogy within the Field

JW Marriott, Room 101, First Floor

Chair: Peter Vandenberg, DePaul University, Chicago, IL

Speakers: Jonathan White, University of Alberta, Edmonton, Canada, “Preparing for Professional Practice: Reflective Writing Pedagogy, Affect, and Medical Students’ Experiences in Surgery”

Susan Chaudoir, University of Alberta, Edmonton, Canada, “Preparing for Professional Practice: Reflective Writing Pedagogy, Affect, and Medical Students’ Experiences in Surgery”

Heather Graves, University of Alberta, Edmonton, Canada, “Teaching Graduate Students to Write: Exploring the Microstructure of Argument in Science-Based Disciplines”

Josh Beach, University of Texas, San Antonio, “21st Century Literacy and the Rhetoric of Science: Constructing and Debating Knowledge in Multicultural Societies”

Basic Writing

G.03 Histories, Policy, and Power: Complicating Notions of Progress in Basic Writing

JW Marriott, Room 302, Third Floor

Speakers: Pegah Motaleb, San Diego Mesa College, CA, “Coming Up to Acceleration: History, Process, and Progress at Our Community College”

Wendy Smith, San Diego Mesa College, “Coming Up to Acceleration: History, Process, and Progress at Our Community College”

Renee Moreno, California State University, Long Beach, “Power and Policy: A History of Basic Writing in the CSU”

Community, Civic & Public

G.04 Can't We All Just Get Along? The Rhetoric of Ecumenism, Inclusionism, and Dissensus

JW Marriott, Room 102, First Floor

Chair: Beth Daniell, Kennesaw State University, GA

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

Anne Ruggles Gere, University of Michigan, Ann Arbor

Thomas Amorose, Seattle Pacific University, WA

Community, Civic & Public

G.05 Networking Both Ways: What Prison Can Teach Us about Literacy

Marriott Downtown, Indiana Ballroom E, First Floor

Co-Chairs: Steve Parks, Syracuse University, NY

Cory Holding, University of Pittsburgh, PA

Speakers: Patrick Berry, Syracuse University, NY, “Beyond Statistics: Rhetorical Listening and Composition from Prison”

Wendy Hinshaw, Florida Atlantic University, Boca Raton, “Corresponding Pedagogies”

Kathie Klarreich, ArtSpring, Florida City, FL, “Corresponding Pedagogies”

Laura Rogers, Albany College of Pharmacy and Health Sciences, NY, “Writing from the Inside: Creativity, Constraints, and Prison Publication”

Respondents: Kathie Klarreich, ArtSpring, Florida City, FL

Steve Parks, Syracuse University, NY

Creative Writing

G.06 Accessing Little Narratives of Creative Writing

JW Marriott, Room 303, Third Floor

Chair: Nancy Reddy, University of Wisconsin-Madison

Speakers: Nancy Reddy, University of Wisconsin-Madison, “‘Reading as a Writer’: Reading Practices in Creative Writing and Access to Texts”

Brittany Cavallaro, University of Wisconsin-Milwaukee, “Beg, Borrow, Steal: Practicing Imitation in the Creative Writing Classroom”

Mary Fiorenza, University of Wisconsin-Madison, “How and Why To Be a (Creative) Writer and a Writing (Comp) Teacher, according to Wendy Bishop”

History

G.07 Historical Activism: Replaying the Records of Women’s Social Engagement

JW Marriott, Room 105, First Floor

Chair: Jill Lamberton, Wabash College, Crawfordsville, IN

Speakers: Sarah R. Robbins, Texas Christian University, Fort Worth

Jill Lamberton, Wabash College, Crawfordsville, IN

Lisa Shaver, Baylor University, Waco, TX

Information Technologies

G.08 Digital Feminism: Activism, Trolling, and First-Year Writing

JW Marriott, Room 106, First Floor

Chair: Connie Kendall Theado, University of Cincinnati, OH

Speakers: Annika Vorhes, Wright State University, Dayton, OH, “Feminist Spaces: Movement in the First-Year Writing, Digital Classroom”

Melissa Larabee, University of Illinois at Urbana-Champaign, “How Trolling Works: Constructing Boundaries in an Online Feminist Community”

Danielle Williams, Baylor University, Waco, TX, “Strategically Contemplating #FemFuture and Digital Activism”

Information Technologies

G.09 Going Public with E-portfolios: Opening Up Communication and Composition in a Digital Environment that Speaks to the Net Generation

JW Marriott, Room 107, First Floor

Chair: Amy Norkus, Grand Valley State University, Allendale, MI

Speakers: Julie White, Grand Valley State University, Allendale, MI, “Efficiencies in Blending Composition and Communication through the Draft Papers Feature of the DPMS”

Amy Norkus, Grand Valley State University, Allendale, MI, “The Virtual Grading Room: How Open Grading through the DPMS Connects Faculty”

Dauvan Mulally, Grand Valley State University, Allendale, MI, “Speaking the Same Language: Using the DPMS to Connect Digital Immigrants and Digital Natives in the First-Year Writing Classroom”

Information Technologies

G.10 Open Access? Composing Technologies for Disability Accessibility

JW Marriott, Room 306, Third Floor

Chair: Jay Dolmage, University of Waterloo, Ontario, Canada

Speakers: George H. Williams, University South Carolina Upstate, Spartanburg, “Acts and Access, Copyright and Disability Rights”

Jay Dolmage, University of Waterloo, Ontario, Canada, “Disability, Access, and Scholarship”

Melissa Helquist, Texas Tech University, Lubbock, “Open Access Textbooks: Exploiting Audio Potentialities”

Information Technologies

G.11 Time and the Digital Work of Online Writing

JW Marriott, Room 108, First Floor

Chair: Michael Edwards, Washington State University, Pullman

Speakers: Michael Edwards, Washington State University, Pullman, “Recovering the Value of Process through Temporality”

Kerry Clark, Washington State University, Pullman, “The Value of Time in ‘Open’ and ‘Closed’ Learning Spaces”

John Walter, Saint Louis University, MO, “Composing in the Medium of Time”

Institutional and Professional

G.12 Building Partnerships: Articulating Community College to University Transfer

JW Marriott, Room 103, First Floor

Chair: Erika Lindemann, University of North Carolina, Chapel Hill

Speakers: Tracy Ann Morse, East Carolina University, Greenville, NC, “Keeping Lines of Communication Open: Biennial Articulation Conference”

Kim Gunter, Appalachian State University, Boone, NC, “Collaboration for Successful Transfer”

Loreen M. Smith, Isothermal Community College, Spindale, NC, “Restructuring Freshman Composition: The Impact Transfer Articulation Expectations Has Had on the Curriculum Revisions at Isothermal Community College”

Jason DePolo, North Carolina A&T State University, Greensboro, “The Piedmont Composition Alliance: Opening Dialogue toward a (Re-) Articulation of FYC Expectations and Curricula among Universities and Community Colleges”

Institutional and Professional

G.13 Social Entrepreneurism and Sustainability: Writing Centers as Change-Agents within and outside the Academy

JW Marriott, Room 109, First Floor

Chair: Joan Mullin, Illinois State University, Bloomington

Speakers: Sue Mendelsohn, Columbia College, New York, NY, “TED Talks and Superhero Supply Stores: Community Writing Centers’ Lessons in Social Entrepreneurship”

Bradley Hughes, University of Wisconsin-Madison, “Revealing Writing Centers as Change Agents within the Academy”

Joan Mullin, Illinois State University, Bloomington

Institutional and Professional

G.14 WPA-Outcomes Statement Revision for a Multimodal, Digitally Composed World - PART II

JW Marriott, Grand Ballroom IV, Third Floor

Chair: Susanmarie Harrington, University of Vermont, Burlington

Speakers: Dylan Dryer, University of Maine, Orono

J. Elizabeth Clark, LaGuardia Community College, City University of New York, Long Island City, NY

Beth Brunk-Chavez, University of Texas at El Paso

Bump Halbritter, Michigan State University, East Lansing

Darsie Bowden, DePaul University, Chicago, IL

Respondent: Kathleen Blake Yancey, Florida State University, Tallahassee

Language

G.16 Language Inclusion and Support in Transnational Contexts

JW Marriott, Room 206, Second Floor

Chair: Stefan Frazier, San Jose State University, CA

Speakers: Jason Buchanan, Universidad San Ignacio de Loyola, Cedar Rapids, IA, “Exporting English: Culture, Globalization, and Composition in South America”

Hanyang Fu, Grand Valley State University, Grand Rapids, MI, “Attitudes toward China English: Comparing the Views of College English Users in China and the U.S.”

Yue Chen, Purdue University, West Lafayette, IN, “Attitudes toward China English: Comparing the Views of College English Users in China and the U.S.”

Jennifer Haan, University of Dayton, OH, “The Productive Space of Internationalization: Collaboration, Curriculum Development, and a Writing Pedagogy of Inclusion”

Stefan Frazier, San Jose State University, CA, “First-Year Composition Teachers Who Speak English as Their Second Language: A Survey”

Language

G.17 Translingualism in Theory and Practice: Successes and Challenges

JW Marriott, Room 104, First Floor

Chair: Esther Milu, Michigan State University, East Lansing

Speakers: Esther Milu, Michigan State University, East Lansing

April Baker-Bell, Michigan State University, East Lansing

Bonnie Williams, California State University, Fullerton

Respondent: Suresh Canagarajah, The Pennsylvania State University, University Park

Research

G.18 Broadening Access: Reviewer Response, Gender Revision, and Drop-In Writing Centers

JW Marriott, Room 305, Third Floor

Speakers: Talisha Haltiwanger, Purdue University, West Lafayette, IN
“Purposeful Tactics: Writing Workshops in Youth Drop-In Centers”

Elizabeth Geib, Western Illinois University, Macomb, “‘Wait, You’re Not a Grad Student?’ Age and Gender in Writing Center Consulting”

Sam Van Horne, University of Iowa, Ames, “Broadening Access: The Writing Center Conferences and Revision Processes of a Student with a Disability”

Research

G.19 How Do Dual Credit Students Do on College Writing Tasks after They Matriculate at a University? Empirical Data from a Large-Scale Study

JW Marriott, Room 309, Third Floor

Chair: Delys Snyder, Brigham Young University, Provo, UT

Speakers: Brett McInelly, Brigham Young University, Provo, UT, “What Do Dual Credit Students Say about their High School Writing Experience?”

Brian Jackson, Brigham Young University, Provo, UT, “How do Dual Credit Students Do on Subsequent College Writing Tasks? Research Methods and Results of an Empirical Study”

Kristine Hansen, Brigham Young University, Provo, UT, “The Emergence of Dual Credit as the Preferred Option for Taking First-Year Writing before College”

Research

G.20 Technofeminist Writing Research: Online Feminist Community-Building Design, Feminist Grounded Theory, and a Critical Examination of Hegemonic Film Discourse

JW Marriott, Room 310, Third Floor

Chair: Paula Patch, Elon University, NC

Speakers: Kerri Hauman, Transylvania University, Lexington, KY, “A Vision of/for Technofeminist Writing Research: Online Feminist Community-Building, Designs, and Histories”

Amanda Athon, Bowling Green State University, OH, “When Your Collaborator Is Your Participant: Feminist Grounded Theory as a Means to Foster Open Access Research”

Kristie O’Donnell, Texas State University-San Marcos, “The Lion, the Witch, and the Women: A Critical Examination of Film, Discourse, and Changing Hegemonies in Popular Christianity”

Teaching Writing & Rhetoric

G.21 Agency and Identity in Assignments from BW to the Disciplines

JW Marriott, Room 308, Third Floor

Chair: Tara Lockhart, San Francisco State University, CA

Speakers: Barbara Bird, Taylor University, Upland, IN, “Role of Assignments in Seeding Identities: Comparing Basic and Freshman Writers”

Tara Lockhart, San Francisco State University, CA, “Seeding Identities: Assignments from 2YC (Second-Year Composition)”

Mary Soliday, San Francisco State University, CA, “Identity and Assignments in the Disciplines”

Teaching Writing & Rhetoric

G.22 Creative Writing/Creative Teaching: Digital Storytelling, Guerilla Haiku, Poetic Expression

Marriott Downtown, Florida Room, First Floor

Speakers: Kristen Weinzapfel, North Central Texas College, Gainesville, “Letting the Chips Fall Where They May: Teaching the Legacy of John F. Kennedy’s ‘The Purpose of Poetry’”

Jared Sexton, Georgia Southern University, Statesboro, “Stitching Together: Crafting a Digital Storytelling Course from Creative and Technical Threads”

Les Loncharich, Georgia Southern University, Statesboro, “Stitching Together: Crafting a Digital Storytelling Course from Creative and Technical Threads”

Kathryn Douglas, Fairleigh Dickinson University, Madison, NJ, “Poetry Recitation and Chalk Haiku: Redesigning and Reinvigorating Comp Process with Performance and Creative Writing Pedagogy”

Teaching Writing & Rhetoric

G.23 Intercultural Perspectives on Composition in the Globalized Campus

Marriott Downtown, Illinois Room, First Floor

Chair: Tatjana Schell, North Dakota State University, Fargo

Speakers: Juan Li, University of St. Thomas, Saint Paul, MN, “Learning to Write in the Second Language via Critical Thinking: Connecting Writing Assignments to ESL Students’ Multicultural Experiences”

Matthew Warner, North Dakota State University, Fargo, “English is Difficult, and Polymers Are Even More Difficult: Writing Center Consultants as Literacy Brokers for Non-Native English STEM Scholars Seeking Publication”

Massimo Verzella, North Dakota State University, Fargo, “Rediscovering Language through Trans-Atlantic Collaboration: The Translingual Approach from Theory to Classroom Practice”

Tatjana Schell, North Dakota State University, Fargo, “In the Classroom: Non-Native Speaking Instructors Teaching Composition to American Students”

Teaching Writing & Rhetoric

G.24 Open Access and Neurodiversity for 21st Century Classrooms

JW Marriott, Room 311, Third Floor

Chair: Katherine H. Adams, Loyola University, New Orleans, LA

Speakers: Peter Elliott, Anderson University, IN, “Developing Writing Strategies for Students With Learning Disabilities”

Laura Aspinall, Santa Rosa Junior College, CA, “Neurodiversity in the Composition Classroom”

Angela Romagnoli, Santa Rosa Junior College, CA, “Neurodiversity in the Composition Classroom”

Teaching Writing & Rhetoric

G.25 Perspectives and Assignments from Open Classrooms: Podcasting, Multimodality in Activist Rhetoric, Poster Galleries

JW Marriott, Room 312, Third Floor

Speakers: Petger Schaberg, University of Colorado, Boulder, “The Gallery is Open: Composing Student Poster and Propaganda Exhibitions for College Libraries”

Thomas Reynolds, University of Minnesota, Twin Cities, “Open Access and Multimodality: Recovering the Past for Meaningful Participation in the First Year of College Writing”

Patrick Bruch, University of Minnesota, Twin Cities, “Open Access and Multimodality: Recovering the Past for Meaningful Participation in the First Year of College Writing”

Annie Olson, LeTourneau University, Longview, TX, “Embracing Multimodality: Composing through Podcasting”

Barbara Gordon, Elon University, NC, “Multimodal vs. Plain-Text: An Investigation of Student Preference and Process”

Sara Alpert, Elon University, NC, “Multimodal vs. Plain-Text: An Investigation of Student Preference and Process”

Teaching Writing & Rhetoric

G.26 Tackling Teacher Racism in the Composition Classroom

Marriott Downtown, Michigan Room, First Floor

Chair: Todd DeStigter, University of Illinois, Chicago

Speakers: Ingrid Nordstrom, University of Wisconsin-Milwaukee

Megan Sampson, University of Wisconsin-Milwaukee

Stephanie Nook, University of Wisconsin-Milwaukee

Teaching Writing & Rhetoric

G.27 Writing Contested Spaces: Detroit, Occupy Wall Street, and Locally Grown Foods in Hawai'i

Marriott Downtown, Texas Room, First Floor

Speakers: Susan Waldman, Leeward Community College, Pearl City, HI, “Meeting Students Where They Are: Using Local Issues to Focus Writing and Research for a First-Year Composition Course”

Jill McKay Chrobak, Oakland University, Rochester, MI, “Writing Detroit: Contested Space, Contested Knowledge”

Rachel Cantrell, Texas A&M University-Commerce, “Occupy Literacy: Utilizing Occupy Wall Street in the FYC to Illustrate Media Literacy Practices”

*Theory***G.29 Queer | Community: Intersectionality, Inclusion, and Alliance in Queer Rhetorics and Composition**

JW Marriott, Grand Ballroom II, Second Floor

Chair: Garrett Nichols, Texas A&M University, College Station

Speakers: Franny Howes, Virginia Tech, Blacksburg, “Oh Shit, I’m in Grad School Presents: Stop Including Yourself, Stop Including Yourself”

Shannon Wilson, Texas A&M University, College Station, “Fostering Inclusion, Building Community: Servicing the Needs of LGBTQIA Community College Students”

Rebecca Harris, Edison State College-Charlotte Campus, Punta Gorda, FL, “Fostering Inclusion, Building Community: Servicing the Needs of LG-BTQIA Community College Students”

Mark McBeth, John Jay College of Criminal Justice, New York, NY, “Putting the QQ (Queer & Questioning) in LGBT: Tracing the Evolution of CCCC SIG”

Qwo-Li Driskill, Oregon State University, Corvallis, “Unsettling Queer Rhetorics: Indigenous Challenges to the Field”

Jon Wargo, Michigan State University, East Lansing, “Between a Rock and a Safe Space: (Q)ulturally Responsive Pedagogy and Queer Community Building”

Respondents: Eric Pritchard, University of Texas at Austin

*Theory***G.30 The Other Kind of Access: Opening Genres through Disability Theory**

JW Marriott, Room 202, Second Floor

Chair: Jordynn Jack, University of North Carolina, Chapel Hill

Speakers: Jordynn Jack, University of North Carolina, Chapel Hill, “Genres, Access, and Disability in Neuroscience Texts”

Melanie Yergeau, University of Michigan, Ypsilanti, “Writing with Suspect Equipment: On Autism and Genre”

Katie Rose Guest Pryal, University of North Carolina, Chapel Hill, “Bipolar Rhetorics: Using Genre Theory to Reconcile Rhetoric from and Rhetoric about Psychiatric Disability”

Writing Programs

G.31 Colorizing the Writing Center: One Writing Center's Journey to Interrogate “Diversity” and Discourse

JW Marriott, Room 203, Second Floor

Chair: Princess Ikatekit, St. John's University, Queens, NY

Speakers: Pedro Alfonso, St. John's University, Queens, NY

Nancy Alvarez, St. John's University, Queens, NY

Princess Ikatekit, St. John's University, Queens, NY

Writing Programs

G.32 Open Access Curriculum: (Re)Designing a Competency-Based Writing Program

JW Marriott, Room 207, Second Floor

Chair: Holly Hassel, University of Wisconsin Marathon County, Wausau

Speakers: Kristen Seas, University of Wisconsin-Waukesha, “Designing a Writing Curriculum around Rhetorical Competence”

Joanne Giordano, University of Wisconsin Colleges, Wausau, “Using Research on Student Learning as a Framework for Curricular Redesign”

Holly Hassel, University of Wisconsin Marathon County, Wausau, “Situation Competency-Based Composition within National Imperatives”

Writing Programs

G.33 The Stories We Tell: Narratives, Institutional Discourse, and the Public Documents of Writing Centers

JW Marriott, Room 208, Second Floor

Chair: Tammy Conard-Salvo, Purdue University, West Lafayette, IN

Speakers: Tammy Conard-Salvo, Purdue University, West Lafayette, IN

Tristan Abbott, Purdue University, West Lafayette, IN

Stacy Nall, Purdue University, West Lafayette, IN

Writing Programs

G.34 Opening Curriculum, Creating Openings: Transforming a Writing Program after a CWPA Program Evaluation

JW Marriott, Grand Ballroom I, Second Floor

Chair: Magdelyn Helwig, Western Illinois University, Macomb

Speakers: Mahrya Carncross, Western Illinois University, Macomb, “Integrating Research, Technology, and Information Literacies into the Writing Program”

Nicole Hagstrom-Schmidt, Western Illinois University, Macomb, “Negotiating Graduate Student Identities in the Encompassing Transition of Curricular Change”

William Knox, Western Illinois University, Macomb, “Moving to Meaningful Writing Assessment”

Barbara Ashwood, Western Illinois University, Macomb, “Surveying Writing Instruction through Dynamic Criteria Mapping”

Magdelyn Helwig, Western Illinois University, Macomb, “Preparing for the CWPA Consultant-Evaluator Visit”

William Thomson, Western Illinois University, Macomb, “Professional Development In Times of Worsening Institutional Financial Distress or What To Do after Hitting the Iceberg”

Theory

G.35 The Living Nature of Genres

JW Marriott, Room 204, Second Floor

Chair: Anis Bawarshi, University of Washington, Seattle

Speakers: Heather Bastian, The College of St. Scholastica, Duluth, MN

Jennifer LeMesurier, University of Washington, Seattle

Dylan Medina, University of Washington, Seattle

Respondent: Dylan Dryer, University of Maine, Orono

Research

G.37 Opening the Nature of Research: Reordering and Reimagining Access in Archival Research

JW Marriott, Room 313, Third Floor

Chair: Lara Smith-Sitton, Georgia State University, Atlanta, GA

Speakers: Jennifer Clary-Lemon, University of Winnipeg, Manitoba, Canada, “Environments and Open/Spaces: The Influence of Location in Archival Research”

Marta Hess, Georgia State University, Atlanta, “Challenges and Opportunities: Accessibility and Discovery in Public Archives”

Lynne Gaillet, Georgia State University, Atlanta, “Changing the Conversation: Archives as Sites for Meaning-Making”

Lara Smith-Sitton, Georgia State University, Atlanta, GA, “Open Access, Open Sources: Reshaping and Remixing Research Materials”

Information Technologies

G.38 Flipped or Flipped Out? Understanding the Decision-Making behind Pedagogical Integration of Technology and New Media

JW Marriott, Grand BallroomVI, Third Floor

Chair: Barbara Blakely, Iowa State University, Ames

Speakers: Lynn McCool, Iowa State University, Ames, “The Potential of the Flipped Classroom”

Barbara Blakely, Iowa State University, Ames, “Technology Integration by Late-Career Faculty”

Casey White, Iowa State University, Ames, “New Media and Faculty at Four-Year Colleges”

Teaching Writing & Rhetoric

G.39 Ruptures and Closures: Evaluating Correctness, Deviation, and Exaggeration in First-Year Composition

JW Marriott, Grand Ballroom III, Third Floor

Chair: Zachary Beare, University of Nebraska-Lincoln

Speakers: Trevor Meyer, University of South Carolina, Columbia, “Through the City Gates: Classical Paradigms and Modern Problems in Error”

Marcus Meade, University of Nebraska-Lincoln, “The Most Important Project of Our Time: A Nuanced Examination of Hyperbole in First-Year Writing”

Zachary Beare, University of Nebraska-Lincoln, “The Most Important Project of Our Time: A Nuanced Examination of Hyperbole in First-Year Writing”

Stephanie Boone-Mosher, University of South Carolina, Columbia, “‘Stuck in the Life of a Thug’s Mentality’: Composition Instructors’ Resistance to Code-Meshing in Student Texts”

Academic Writing

G.40 Meeting the Needs of L1 and L2 Graduate Student and Post-Doc Writers: From Needs Assessment to Program Development

JW Marriott, Grand Ballroom VIII, Third Floor

Chair: Steve Simpson, New Mexico Tech, Socorro

Speakers: Steve Simpson, New Mexico Tech, Socorro, “A Graduate-Level STEM Communication Fellows Program for L1 and L2 Students at a Science and Engineering University”

Marino Fernandes, University of New Hampshire, Durham, “Reimagining Access: How SLA Scholarship Lightens the Ethical Load in the Writing Center”

Michelle Cox, Dartmouth College, Hanover, NH, “Conducting a Language and Literacy Needs Assessment of International Graduate Students and Post-Docs: One Approach and Preliminary Results”

H Sessions: 11:00 a.m.–12:15 p.m.

Featured Speaker

Robert H. McRuer

George Washington University, Washington, DC

**“A Queer Kind of Recognition:
Academia, Locality, and the State”**

JW Marriott, Grand Ballroom V, Third Floor

Chair: Margaret Price, Spelman College, Decatur, GA

During Fall 2013, CCCC members discussed the question of what it means to hold our convention in Indianapolis, Indiana, where a state amendment banning gay marriage is on the table, and where the state’s criminal code is written in a way that may prevent same-sex couples from even applying for marriage licenses. The significance of this discussion goes beyond the specific situation of Indiana or 2014; it points to important questions for the future of CCCC. What is the best course of action when a scholarly organization attempts to respond to oppressive city or state laws? What are the implications of assuming that “gay marriage” is of principal importance in LGBTQ activism? What happens when we combine “queer” with “institutions” (both of higher learning, and of marriage), and with the state? Ultimately, how might we imagine a more open future for LGBTQ politics in CCCC, and perhaps beyond?



Robert H. McRuer

This session will begin with a talk by Dr. Robert McRuer, which will investigate the question of “the state” on several levels, including questions about both individual US states where CCCC might or might not convene in the futures we are imagining, and also about the larger US state, in its contradictory moment of both “recognizing” certain forms of queerness (through shifting public opinion and laws around marriage) and intensely surveilling others. In the process, McRuer attempts to locate us in a moment of both danger and reinvention—of our priorities, coalitions, and institutions.

Following Dr. McRuer’s talk, attendees will engage in an extended discussion of these issues, moderated by Dr. Margaret Price. Topics may include the

intersectional politics of CCCC location selection, including issues of race, class and disability, as well as sexuality and gender; the recently passed guiding principles on “CCCC Conference Siting and Hostile Legislation”; and questions brought to the floor by members.

Robert McRuer is the author or editor of three books: *Sex and Disability* (Duke UP, 2012; co-edited with Anna Mollow); *Crip Theory: Cultural Signs of Queerness and Disability* (New York UP, 2006); and *The Queer Renaissance: Contemporary American Literature and the Reinvention of Lesbian and Gay Identities* (New York UP, 1997). *Crip Theory* was awarded the Alan Bray Memorial Book Award (2007) from the GL/Q Caucus of the Modern Language Association, and was a finalist for a Lambda Literary Award. With Abby L. Wilkerson in 2003, he co-edited a special double issue of *GLQ: A Journal of Lesbian and Gay Studies*, “Desiring Disability: Queer Theory Meets Disability Studies,” which was awarded the Best Special Issue Award (2004) from the Council of Editors of Learned Journals (CELJ). He is now completing a monograph tentatively titled *Crippling Austerity*.

Margaret Price is the author of *Mad at School: Rhetorics of Mental Disability and Academic Life* (University of Michigan P, 2011), which won the CCCC Outstanding Book Award. She is a member of the LBGTQ Task Force and Committee on Disability Issues in CCCC. Her work, further detailed at <http://margaretprice.wordpress.com>, has appeared in venues including *JAC*, *CCC*, *Kairos* and *Bitch: Feminist Response to Pop Culture*. With Stephanie Kerschbaum, she is now at work on a qualitative study of disability and disclosure in higher education.

Featured Session

**H.07 Sailing Forth into the Four C's:
When CCCC Leaders Were Newcomers**

JW Marriott, Grand Ballroom X, Third Floor

Chair:

Cindy Selfe,

The Ohio State University, Columbus

Speakers:

Erika Lindemann

University of North Carolina, Chapel Hill, “When the Field Was Young . . . and I Was Too”

Akua Duku Anokye

Arizona State University, Tempe, “Talking Brought Me Here”

Duane Roen, Arizona State University, Tempe, “The CCCC Convention: An Annual Mentoring Event”

Respondents:

Victor Villanueva, Washington State University, Pullman

Peter Elbow, University of Massachusetts, Amherst

Featured Session

**H.14 Surviving and Thriving while Working off the
Tenure-Track: Gender, Contingent Labor, and
Writing Instruction in the 21st Century**

JW Marriott, Grand Ballroom II, Second Floor

Chair:

Eileen Schell, Syracuse University, NY

Speakers:

Paula Patch

Elon University, NC, “Who Are You Calling Contingent? Making the Case—and a Place—for Permanent Non-Tenure Track Faculty in Today’s English Department”

Laura Powell

University of Nevada, Las Vegas, “From Perishing to Publishing: Overcoming Barriers to Women Contingent Faculty’s Success”

Valerie Robin

Georgia State University, Atlanta, “Working without a Net: The Traumas of Contingent Labor”

Sherri Craig

Purdue University, West Lafayette, IN, “Tomorrow’s Troubled Transformations: The Graduate Student Transition into Full-Time Faculty”

Paige Talbot

South Seattle Community College, WA, “The Women Will Endure It, and the Men Will Solve It: The Intersection of Power and Gender during Crises in Higher Education”

Academic Writing

H.01 Going to the Source: Rhetorical Approaches to Research-Based Writing

JW Marriott, Room 101, First Floor

Chair: William FitzGerald, Rutgers University, Camden

Speakers: William FitzGerald, Rutgers University, Camden, “Rethinking the Annotated Bibliography as a Research Genre”

Binyomin Abrams, Boston University, MA, “Real Research/Real Genres: Integrating Research-Based Writing into an Introductory Analytical Chemistry Sequence for Majors”

Joe Bizup, Boston University, MA, “BEAM Revisited: Mapping Disciplines, Genres, Practices”

Academic Writing

H.02 STEM and Spectrum Issues in WAC Initiatives

JW Marriott, Room 105, First Floor

Chair: J. Michael Rifenburg, University of North Georgia, Gainesville

Speakers: Cary Moskovitz, Duke University, Durham, NC, “Experts as Readers for STEM Student Writers: Findings from a 3-Year NSF-Sponsored Study”

Pamela Saunders, University of Illinois at Urbana-Champaign, “Composition in a Coded World: A Case Study of Hybrid Writing by a Computer Science Student on the Spectrum”

Steffen Guenzel, University of Central Florida, Orlando, “Moving towards Collaborative Learning in the Chemistry Writing Lab with Help of Disciplinary Writing Consultants”

Basic Writing

H.03 Piloting the Brave New World of Developmental Writing: Co-Requisite Enrollment at a Regional State University

JW Marriott, Room 106, First Floor

Chair: Ellen Barker, Nicholls State University, Thibodaux, LA

Speakers: Ellen Barker, Nicholls State University, Thibodaux, LA, “The Department Chair and Emerging Co-Requisite Developmental Writing Programs”

Scott Banville, Nicholls State University, Thibodaux, LA, “Another Day, Another Meeting: Integrating Developmental Writing into an Existing FYW Program”

Louie Charpentier, Nicholls State University, Thibodaux, LA, “But I’m Just an Adjunct: Teaching Co-Requisite Developmental Writing—Developing Programs, Writers, and Teachers”

Community, Civic & Public

H.04 Caught Open by Service-Learning: Voicing Difficult Stories from the Field

JW Marriott, Grand Ballroom I, Second Floor

Chair: Isabel Baca, University of Texas at El Paso

Speakers: Isabel Baca, University of Texas at El Paso, “Service-Learning: To Tenure or Not To Tenure”

Juan Arturo Muro, AVANCE, El Paso, TX, “Service-Learning: A Risky Business”

Bradford Hinchey, Georgia State University, Atlanta, “In Whose Service, Learning?”

Laura Anderson, Georgia State University, Atlanta, “Making Academia Uncomfortable: Service-Learning, Sex Work, and Telling Difficult Stories”

Daliborka Crnkovic, University of Texas at El Paso, “Opening Up in Service-Learning: It’s Not Business, It’s Personal”

Community, Civic & Public

H.05 New Media and New Agency: Redesigning Community-Based Writing

JW Marriott, Room 102, First Floor

Chair: Thomas Deans, University of Connecticut, Storrs

Speakers: Cindy Mooty, Oakland University, Rochester, MI, “Writing as the Community: The Curriculum as a Tool for Prompting Proactive Student Activists”

Joyce Meier, Michigan State University, East Lansing, “Multimodal Goes Global: Assessing a Service-Learning Project”

Stephanie White, University of Wisconsin-Madison, “Community Exigencies, Multimodal Pedagogies”

Allen Brizee, Loyola University, Baltimore, MD, “Agency and Civic Action: WordPress as a Tool for Community Knowledge Work”

Creative Writing

H.06 I Got Cha Open: Integrating the Arts into Composition

JW Marriott, Room 107, First Floor

Chair: Tara Betts, Binghamton University (State University of New York), NY

Speakers: Curtis Crisler, Indiana University (IPFW), Fort Wayne

Ciara Miller, Indiana University Bloomington

Mitchell Douglas, Indiana University-Purdue University, Indianapolis

Tara Betts, Binghamton University (State University of New York), NY

Information Technologies

**H.09 Hacking as Practice, Culture, and Epistemology:
Fostering Creative Inquiry and Advocacy in
Composition Studies**

JW Marriott, Room 108, First Floor

Chair: Joseph Cirio, Florida State University, Tallahassee

Speakers: Heather Lang, Florida State University, Tallahassee, “Hack as Epistemology: Encoding the Work of Composition as a Creative Enterprise”

Jacob Craig, Florida State University, Tallahassee, “Are Anonymous: Engaging Hacktivism in Composition”

Bret Zawilski, Florida State University, Tallahassee, “Hacking Materiality: Open-Source Software and Breaking Limitations”

Information Technologies

**H.10 Open(ing) Technological Access in Digital, Professional,
and Scholarly Spaces**

JW Marriott, Room 109, First Floor

Chair: Jennifer K. Johnson, University of California, Santa Barbara

Speakers: Lehua Ledbetter, Michigan State University, East Lansing, “Seeking Access to YouTube’s Beauty Community”

Amber Buck, College of Staten Island, City University of New York, NY, “Linking In: Access and Professional Digital Identity”

Doug Walls, University of Central Florida, Orlando, “Access(ing), Digital Literacy Narratives, and Professionalization”

Information Technologies

**H.11 Shifting the Conversation: Conceptions of Identity in
Digital Writing Environments**

JW Marriott, Room 103, First Floor

Chair: Alanna Frost, University of Alabama, Huntsville

Speakers: Suzanne Malley, Columbia College, Chicago, IL, “Making Big Room for Small Talk: Tracing Social Connections and the Knowledge Practices of Academic Writing in a Global, Online Writing Classroom”

Pegeen Reichert Powell, Columbia College, Chicago, IL, “Welcome to My Home/Page: Hospitality in Face-to-face and Digital Classrooms”

Kristin Ravel, University of Wisconsin-Milwaukee, “What Face Are We Responding To?: Perceptions of Interface and Identities in Online”

Information Technologies

H.12 Where We're Going We Don't Need Roads: Rethinking "Stretch" FYC Pedagogy in a Hybrid World

JW Marriott, Room 301, Third Floor

Chair: James Wermers, Arizona State University, Phoenix

Speakers: Mark Haunschild, Arizona State University, Phoenix
James Wermers, Arizona State University, Phoenix
Shillana Sanchez, Arizona State University, Phoenix

Institutional and Professional

H.13 Encouraging Student Engagement in Labor Activism though FYC Curricula: A Program-Wide Experiment During Campus Equity Week

JW Marriott, Room 104, First Floor

Chair: Lisa Langstraat, Colorado State University, Fort Collins

Speakers: Maria Maisto, Cuyahoga Community College, Akron, OH
Vani Kannan, Colorado State University, Fort Collins
Adam Mackie, Colorado State University, Fort Collins
Emily Morgan, Colorado State University, Fort Collins
Nancy Henke, Colorado State University, Fort Collins
Lisa Langstraat, Colorado State University, Fort Collins
Sue Doe, Colorado State University, Denver

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

H.15 Archives, Provenance, and Multi-Modal Composing: Refiguring Research in Writing Courses with Special Collections, and Archivists, and Digital Archives

Marriott Downtown, Florida Room, First Floor

Chair: John Miles, Wofford College, Spartanburg, SC

Speakers: Luke Meagher, Wofford College, Spartanburg, SC, "Provenance and Empiricism: Exploring the Archival Universe in Liberal Arts Partnerships"

John Miles, Wofford College, Spartanburg, SC
Kim Rostan, Wofford College, Spartanburg, SC

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

H.16 Places of Arrival: Literacy Acquisition In and Out of School

JW Marriott, Room 302, Third Floor

Speakers: Molly Brayman, University of Cincinnati, OH, “Students as Fans: A Model of Public and Academic Identities in Concert”

Laura Rutland, Gannon University, Erie, PA, “Collaboration and the Shaping of Information Literacy in the Composition Classroom”

Brice Nordquist, Midway College, Louisville, KY, “Following the Creators of College and Career: Three Stories of Mobility and Complexity”

Heather Lindenman, University of Maryland, College Park “Beyond the Academy: Students’ Non-Academic Writing Lives”

Language

H.17 Open Access and a New Visibility for Linguistically Underrepresented Students’ Right/Write to Their Own Languages

JW Marriott, Room 206, Second Floor

Chair: Bonnie Williams, California State University Fullerton

Speakers: Samuel Kamara, Illinois State University, Normal, “World Englishes and Bilingual Creativity: Practices of Sierra Leonean Writers, and Their Implications for Pedagogy and Literacy”

Jennifer Fisch-Ferguson, Graduate Student, Fenton, MI, “Students’ Right to Their Own Language Revisited: Calling for Redefinition of Voice”

Chinyere Uzogara, University of Michigan, Ann Arbor, “Reimagining SR-TOL: Generation 1.5 Students’ Right to House Their Own Languages”

Lami Fofana-Kamara, Michigan State University, East Lansing, MI, “A De/Colonial Second Language Pedagogy: Responding to the New Basic Writers/Writing Exigency”

Professional and Technical Writing

H.18 Citizens and Scientists, Environment and Ethics

JW Marriott, Room 208, Second Floor

Chair: Maureen Mathison, University of Utah, Salt Lake City

Speakers: Maureen Mathison, University of Utah, Salt Lake City, “The Undoing of the Scientist Rhetorician: Environment over Development”

Jean Goodwin, Iowa State University, Ames, “Science Communication Ethics: The Case of the Iowa Climate Letter”

Caroline Gottschalk Druschke, University of Rhode Island, Kingston, “Accountability to Public Stakeholders in Watershed-Based Restoration”

Research

H.19 Collecting, Analyzing, and Talking about Data

JW Marriott, Room 202, Second Floor

Chair: Jason Swarts, North Carolina State University, Raleigh

Speakers: Karen Lunsford, University of California-Santa Barbara, “Building a Research Tradition”

Rebecca Rickly, Texas Tech University, Lubbock, “What To Do with What You’ve Got: Representing Research”

Jo Mackiewicz, Auburn University, AL, “Stats a Good Idea: A Brief Introduction to Useful Statistics for Mixed-Methods Research”

Jason Swarts, North Carolina State University, Raleigh, “The Order in Method: How the Messy World of Writers Becomes Tidy”

Research

H.20 On Methodological Discovery: Opening Research Design to the Instability of Research Sites

JW Marriott, Room 203, Second Floor

Speakers: Kristen Moore, Texas Tech University, Lubbock

Libby Miles, University of Rhode Island, Kingston

Michele Simmons, Miami University of Ohio, Oxford

Patricia Sullivan, Purdue University, West Lafayette, IN

Research

H.21 The Writing Transfer Project: A Cross-Institutional RAD Study of Transfer from General Education Writing to Disciplinary Writing

JW Marriott, Room 204, Second Floor

Chair: Gwen Gorzelsky, Wayne State University, Royal Oak, MI

Speakers: Gwen Gorzelsky, Wayne State University, Royal Oak, MI

Ed Jones, Seton Hall University, South Orange, NJ

Carol Hayes, George Washington University, Washington DC

Dana Driscoll, Oakland University, Rochester, MI

Teaching Writing & Rhetoric

H.22 An Image Is Worth a Thousand Words: Open Access Technology and Reimagined Histories

JW Marriott, Room 205, Second Floor

Speakers: Carolyn Handa, University of Alabama, Tuscaloosa

Matthew Wells, University of Alabama, Tuscaloosa

Stephanie Parker, University of Alabama, Tuscaloosa

Amanda Stevens, University of Alabama, Tuscaloosa

Teaching Writing & Rhetoric

H.23 Digital Writing Classrooms: Wikis as Genre, New Identities, and Anxieties

JW Marriott, Room 207, Second Floor

Chair: Elizabeth Tomlinson, West Virginia University, Morgantown

Speakers: Brittany Cottrill, Grand View University, Des Moines, IA, “A Cyber (Anxiety) Attack: Writing Anxiety in the Digital Writing Classroom”

Brandy Dieterle, University of Central Florida, Orlando, “Digital Communities as Authentic Writing Situations in First-Year Composition”

Christopher Basgier, University of North Dakota, Grand Forks, “Rhetorical Shifts in Advanced Composition: Using Wikis to Promote Genre Knowledge”

Teaching Writing & Rhetoric

H.24 Is Open the Same as ‘Access’? Teaching Writing in the Two-Year College

Marriott Downtown, Illinois Room, First Floor

Chair: Keith Kroll, Kalamazoo Valley Community College, MI

Speakers: Lisa Mahle-Grisez, Sinclair Community College, Beavercreek, OH

Barry Alford, Mid Michigan Community College, Mt. Pleasant

Keith Kroll, Kalamazoo Valley Community College, MI

Teaching Writing & Rhetoric

H.25 Opening FYC to Student Empirical Research: Motivation, Implementation, and Efficacy

Marriott Downtown, Michigan Room, First Floor

Chair: Elizabeth Imafuji, Anderson University, IN

Speakers: Nicki Baker, Ball State University, Muncie, IN, “After the Auto-ethnographic Empirical Research: Longitudinal Course Efficacy”

Ann Burke, University of Michigan, Ann Arbor, “‘Project Experiment’: Inquiry-Driven Learning in First-Year Composition”

Elizabeth Imafuji, Anderson University, IN, “‘I should be able to dive in’: The Importance of FYC Students’ Own Research Interests”

Teaching Writing & Rhetoric

H.26 “Possibility, Transparency, and Equality”: Negotiating Economies of Technology in the Composition Classroom

JW Marriott, Grand Ballroom III, Third Floor

Chair: Wendy Olson, Washington State University, Vancouver

Speakers: Wendy Olson, Washington State University, Vancouver

Sky Wilson, Washington State University, Vancouver

Siskanna Naynaha, Lane Community College, Eugene, OR

Justin Obara, Washington State University, Pullman

Teaching Writing & Rhetoric

H.27 Teaching That Matters: New Materialism Meets Composition Pedagogy

JW Marriott, Room 308, Third Floor

Chair: Cynthia Bateman, University of South Carolina, Columbia

Speakers: Christine Masters Jach, Purdue University, West Lafayette, IN, “Material Methods: Data Visualization and Composition”

Cynthia Bateman, University of South Carolina, Columbia, “Towards a Composition Pedagogy That Matters; Or, Making a Case for a Pedagogy of Diffraction”

John Muckelbauer, University of South Carolina, Columbia, “A New Material Composition”

Theory

H.28 Being Open to Alternative Sources of Knowledge: Influencing Civil Discourse through Chicana Feminism, Affect Theory, and Environmental Justice

Marriott Downtown, Texas Room, First Floor

Chair: Kristi McDuffie, Illinois State University, Bloomington

Speakers: Lisa Phillips, Illinois State University, Bloomington, ““Sensory Wayfinding” and Environmental Justice in Rhetorical Theory Pedagogy”

Melissa Ames, Eastern Illinois University, Charleston, “Exploding Rhetorics of 9/11: Using Affect Theory to Interrogate the Historical Construction of Events”

Kristi McDuffie, Illinois State University, Bloomington, “Utilizing Anzaldúa’s Theory of *Nepantla* to Address White Subjectivities and Resistance”

Theory

H.29 Indigenous Rhetorical Survivance: Opening Ontological Alliances

JW Marriott, Room 303, Third Floor

Chair: Kristin Arola, Washington State University, Pullman

Speakers: Kristin Arola, Washington State University, Pullman

David Grant, University of Northern Iowa, Cedar Falls

Ann Updike, Miami University Ohio, Oxford

Theory

H.30 Queer Theories: Institutional Connections and Problems

JW Marriott, Room 304, Third Floor

Chair: Ann Blakeslee, Eastern Michigan University, Ann Arbor

Speakers: Jessica Mason McFadden, Western Illinois University, Macomb,
“Open Access to Desire: Queering Classrooms to Build Connections”

Maggie Werner, Hobart & William Smith Colleges, Geneva, NY, “Queer +
Pedagogy: A Both/And Approach”

Kendall Gerdes, The University of Texas at Austin, “Rhetorical Theory,
High and Low”

Lindsay Russell, University of Illinois at Urbana-Champaign, “Genre and
Gender: A Case for Trans-Theory in Rhetorical Genre Studies”

Theory

H.31 Transformative Rhetorics of Literacy and Identity in Appalachia

JW Marriott, Room 305, Third Floor

Chair: Kathryn Taylor, Purdue University, West Lafayette, IN

Speakers: Sara Webb-Sunderhaus, Indiana University Purdue University,
Fort Wayne, “Rhetorical Theories of Appalachian Literacies”

Kathryn Taylor, Purdue University, West Lafayette, IN, “Everyday Rhetorics of Urban Appalachia”

Megan Adams, Bowling Green State University, OH, “Building Community in Appalachia through Digital Storytelling”

Krista Bryson, The Ohio State University, Columbus, “Institutional and Activist Rhetorics of Urban Appalachia”

Writing Programs

H.32 Composition as Open Environment

JW Marriott, Grand Ballroom VIII, Third Floor

Co-Chairs: Christina Santana, Arizona State University, Tempe
Barbara Schneider, University of Toledo, OH

Speakers: Paul Wise, University of Toledo, OH

Sheri Benton, University of Toledo, OH

Barbara Schneider, University of Toledo, OH

Anthony Edgington, University of Toledo, OH

Deanna Mascle, Morehead State University, KY

Michelle Miley, Montana State University, Bozeman

Mary Gray, University of Houston, TX

Writing Programs

H.33 Opening Our Eyes: Addressing the Needs of All Students

JW Marriott, Room 306, Third Floor

Chair: Heidi A. Stevenson, Northern Michigan University, Marquette

Speakers: Beth Towle, University of Notre Dame, IN, “Writing Centers and First-Generation College Students”

Jeremy Land, Baylor University, Temple, TX, “Changing our Play: Addressing College Athlete Academic Performance through an Interdisciplinary Approach”

Kathryn Houghton, Michigan State University, East Lansing, “Communicating from the Start: Community-Based Learning in the First-Year Writing Studio”

Kate Fedewa, Michigan State University, East Lansing, “Communicating from the Start: Community-Based Learning in the First-Year Writing Studio”

Marisa Sandoval, University of Arizona, Tucson, “Opening Relationships between Stakeholders at a Writing Center for Student-Athletes: My Role(s) as Negotiator and Tutor”

Writing Programs

H.34 Undergraduate Writing Majors and the Future of Writing Studies

Marriott Downtown, Indiana Ballroom E, First Floor

Chair: Jacob Babb, Indiana University Southeast, New Albany

Speakers: Ralph Wahlstrom, Buffalo State University, NY

T J Geiger, Lamar University, Syracuse, NY

Rory Lee, Florida State University, Tallahassee

Jacob Babb, Indiana University Southeast, New Albany

Respondent: Kathleen Blake Yancey, Florida State University, Tallahassee

Writing Programs

H.35 Opening the Mission: Writing Program Design in Faith-Based Institutions

JW Marriott, Room 314, Second Floor

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

Speakers: Debra Frank Dew, Valparaiso University, IN, “Repurposing Our WPA Work: Women’s Tea as Mission-Appropriate Venue for Change”

Kristine Johnson, Xavier University, Cincinnati, OH, “The Ethics and Pragmatics of Mission-Based Writing Assessment”

Faith Kurtyka, Creighton University, Omaha, NE, “Eloquentia Perfecta on the Ground: Building a Mission-Driven WAC Program”

Theory

H.36 Open Data: Animals, Actants, and Nonhuman Writers

JW Marriott, Room 313, Third Floor

Chair: Sidney I. Dobrin, University of Florida, Gainesville

Speakers: Aaron Beveridge, University of Florida, Gainesville, “Text as Data: Hacking Nonhuman Writers”

Jacob T. Riley, University of Florida, Gainesville, “Big Data: From Human Agents to Posthuman Actants”

Sean Morey, Clemson University, SC, “Fluid Data: Open Loops, Avatars, Sharks”

Teaching Writing & Rhetoric

H.37 Remixing Scholarship, Remixing the Classroom: Opening New Spaces for Teaching and Learning through Video

JW Marriott, Room 312, Third Floor

Chair: Crystal VanKooten, University of Michigan, Ann Arbor

Speakers: Ben Gunsberg, Utah State University, Logan, “Remixing the Sentence”

Steven Engel, University of Michigan, Ann Arbor, “Remixing Scholarship on Plagiarism”

Crystal VanKooten, University of Michigan, Ann Arbor, “Remixing How and Why We Write”

Institutional and Professional

H.38 MA and PhD Program Design: Impact on Graduate Student Success

JW Marriott, Room 309, Third Floor

Speakers: John Dunn, Eastern Michigan University, Ypsilanti, “A Source for Inventing the Future of the Master’s Degree in Writing Studies: An Analysis of Data from the 2012 Program Survey of the Master’s Degree Consortium of Writing Studies Specialists”

Polina Chemishanova, University of North Carolina, Chapel Hill, “The Hidden Minority: Portrait of International Students in Rhetoric and Composition Graduate Programs”

Karen Bishop Morris, Purdue University, Calumet, “Denial Ain’t Just a River in Egypt: The Ecology of the English Master’s and the Moral Imperative to Intervene”

Institutional and Professional

H.39 Collaborating with the Sources Next Door to Open a Future of Authentic Assessment

JW Marriott, Room 310, Third Floor

Chair: Linsey Cuti, Kankakee Community College, IL

Speakers: Becky Nugent, Governors State University, University Park, IL, “Moving toward the Future and Horizontal Alignment”

Laura White, Governors State University, University Park, IL, “Opening Our Assumptions about Writing Instruction”

Linsey Cuti, Kankakee Community College, IL, “Accessing the Path to Co-operative Writing Assessment”

Genevieve Boesen, South Metropolitan Higher Education Consortium, Crete, IL, “Collaborating with the Sources Next Door”

Information Technologies

H.40 Textbooks Unbound: Open Access Publishing and Digital Course Materials

JW Marriott, Room 311, Third Floor

Chair: Jocelyn A. Chadwick, Harvard Graduate School of Education, Cambridge, MA

Speakers: Elizabeth Allan, Oakland University, Rochester, MI, “Is There a (Print) Text in This Class?: The Materiality of Students’ Reading Practices in the Open-Source, E-Textbook Age”

Tonya Ritola, Georgia Gwinnett College, Marietta, “Is There a (Print) Text in This Class?: The Materiality of Students’ Reading Practices in the Open-Source, E-Textbook Age”

Monica Norris, Texas Tech University, Lubbock, “‘But what do they do with it?’: Examining Student and Instructor Use of an E-Handbook through Direct and Indirect Measures”

Susan Lang, Texas Tech University, Lubbock, “‘But what do they do with it?’: Examining Student and Instructor Use of an E-Handbook through Direct and Indirect Measures”

Matthew Balk, Ball State University, Muncie, IN, “Access Denied? Approaches to Open Access Textbooks in First-Year Composition”

Writing Programs

H.41 Institutional Remix: Opening the Doors to Freshmen and Writing Across the GE Curriculum

JW Marriott, Grand Ballroom IV, Second Floor

Chair: Kerri Morris, Governors State University, Flossmoor, IL

Speakers: Kerri Morris, Governors State University, Flossmoor, IL, “Writing about Writing: Serving the Students, the Curriculum, and the Discipline”

Elaine Maimon, Governors State University, Crete, IL, “WAC and the Model 21st Century University”

Matthew Thiele, Governors State, Park Forest, IL, “Embracing Change and Seeking Balance in a New Freshman Writing Curriculum”

Rashidah Jaami` Muhammad, Governors State University, Richton Park, IL, “Transdisciplinary GE: A Model for Open and Involved Scholarship and Learning”

I Sessions: 12:30–1:45 p.m.

Academic Writing

I.01 Models and Concepts for Academic Writing: Rethinking ‘Open’ and ‘Free’

JW Marriott, Room 206, Second Floor

Chair: Laura Davies, United States Air Force Academy, Colorado Springs, CO

Speakers: Elise Takehana, Fitchburg State University, MA, “Open and Collaborative: Research Writing as Online Curatorship”

Scott Geisel, Wright State University, Dayton, OH, “Two Strategies for Student Success: Short, Foundation Assignments, and Enhanced Peer Review and Self-Assessment”

Academic Writing

I.02 The Things They Carry: First-Year Composition and the Quest for Transferability

JW, Marriott, Room 101, First Floor

Chair: Suzanne Lane, Massachusetts Institute of Technology, Cambridge

Speakers: Scott Stevens, University of Redlands, CA, “Change We Can Believe In: Transfer of Learning from Baristas to Biologists”

Brett Flehinger, Harvard University, Cambridge, MA, “‘I Do Not Think It Means What You Think It Means’: High Road Transfer and Writing in Disciplinary Courses”

Suzanne Lane, Massachusetts Institute of Technology, Cambridge, “Transfer across Platforms: Do Any Lessons Transfer from Feedback on an Online Essay Assessment?”

Mary Boland, California State University, San Bernardino, “Passport Pedagogies: Why Packing for the Hinterlands is (Still) Hard”

Basic Writing

I.03 Reframing Reluctance and Resistance

Marriott Downtown, Illinois Room, First Floor

Chair: Jamey Gallagher, Community College of Baltimore County, MD

Speakers: Deirdre McMahon, Drexel University, Philadelphia, PA
Wiley Davi, Bentley University, Waltham, MA

Debonair Oates-Primus, Community College of Philadelphia, PA
Jamey Gallagher, Community College of Baltimore County, MD

Community, Civic & Public

I.04 Discrimination, Racism, and Segregation in Writing Practices, Programs, and Assessment

JW Marriott, Room 102, First Floor

Chair: Aja Martinez, Binghamton University, State University of New York, NY

Speakers: Romeo Garcia, Corpus Christi, Texas, “Discrimination and Racism: From a Student Writer and Writing Instructor of Color”

Lindsey Banister, Syracuse University, NY, “Embodied Experiences of Segregation: A Call for Self-Directed Placement of ‘Remedial’ Student-Writers”

Community, Civic & Public

I.05 Opening the Academy: Access In/Outside Academic Discourse

Marriott Downtown, Illinois Room, First Floor

Chair: Jesse Priest, University of Massachusetts, Amherst

Speakers: Daniel Ehrenfeld, University of Massachusetts, Amherst, “‘Us Against Them’: Pitfalls of Open Access for Publics and Counterpublics”

Jesse Priest, University of Massachusetts, Amherst, “The Academy and its Publics: Cultural Capital and the Literacy Crisis”

Christopher Edwards, University of Massachusetts, Amherst, “Literacy and Citizenship: Education Reform and the Commodification of Literacy”

Courtney Gustafson, University of Massachusetts, Amherst, “The Social Value of Literacy within Incarcerated Populations: Conflicting Definitions of Literacy and Problems of Framing”

Creative Writing

I.06 Openings in Approaches to Teaching Writing with Technology

JW Marriott, Room 207, Second Floor

Chair: LauraAnne Carroll-Adler, University of Southern California, Granada Hills

Speakers: Leah Schweitzer, High Point University, NC, “Everyone’s a Critic: Open Access to Assessment in the Creative Writing Classroom”

Adam Koehler, Manhattan College, The Bronx, NY, “The Total Electric Drama: Creative Writing Studies and the Digital Humanities”

Sarah Harris, Indiana University East, Richmond, “Learning and Light: Open Communities in Creative Writing”

Kainat Abidi, Montclair State University, NJ, “Political Twittoric: The Rhetorical Use of Twitter by the Obama 2012 Presidential Campaign”

Teaching Writing & Rhetoric

I.07 Screed Time: How Does CCCC Get Its Sexy Back?

JW Marriott, Room 301, Third Floor

Chair: Pegeen Reichert Powell, Columbia College Chicago, IL

Speakers: Susan Gebhardt-Burns, Norwalk Community College, CT, “Screed Time: Have We Ourselves Abandoned Audience When Presenting at CCCC?”

Keri Mathis, University of Louisville, KY, “Liminal Spaces: The Marriage of Non-Traditional Students’ Academic/Career/Personal Selves in the Open Access Institution”

Nicole Williams, Bridgewater State University, MA, “Navigating the Spaces in Between: Life as Contingent Faculty”

Information Technologies

I.08 Evolving Curriculum and Research in Digital Literacy

JW Marriott, Room 309, Third Floor

Chair: Michael W. Schwartz, St. Cloud State University, MN

Speakers: Joseph Torok, Wayne State University, Detroit, MI, “What’s My School of Thought? Tracing Intellectual Networks from Dissertation to Publication in Purdue University’s Present-Tense Journal”

Christian Pulver, University of Massachusetts Amherst, “So Flow the Data: Digital Metabolism and the Changing Nature of Writing”

Mary Stewart, University of California, Davis, “Digital Literacy across the Curriculum: A Faculty Survey and Interview Series”

Scott Jones, Indiana University, Kokomo, “You Say You Want an Evolution: Expanding from Writing into a Digital Literacy-Based Curriculum”

Information Technologies

I.09 Massively Open? MOOCs and the Future of Teaching Writing at Scale

JW Marriott, Room 103, First Floor

Speakers: Adam Heidebrink, Rushmore, MN, “Writing on the Cloud: Designing Composition Pedagogy for the Masses”

Mary Hocks, Georgia State University, Atlanta, “The Success of This Course Depends on Your Participation: Composition, Technology, and Finitude in the Age of MOOCs”

Michael Harker, Georgia State University, Atlanta, “The Success of This Course Depends on Your Participation: Composition, Technology, and Finitude in the Age of MOOCs”

Scott DeWitt, The Ohio State University, Columbus, “Massively Optimistic: Scaling Student Engagement”

Lan Vu, Southern Illinois University Carbondale, “An Exploratory Study in Massive Open Online Courses (MOOC) in Composition”

Information Technologies

I.10 Opening the Ivory Gates: How to Work within and around LMS's to Bring Life Back to Learning

JW Marriott, Room 105, First Floor

Chair: Steve Edgehouse, Stark State College, North Canton, OH

Speakers: Jennifer Cunningham, Kent State University at Stark, “Abe Lincoln and a Dog Walk into an LMS. . . : Using Web 2.0 Technology to Approximate Social Presence”

Steve Edgehouse, Stark State College, North Canton, OH, “‘Hacking’ Learning Management Systems through Contemplative Pedagogy and Reflective Practice”

Lauren Garcia-DuPlain, University of Akron, OH, “Wikis, Weebly, and the Wild Wild Web: Replacing the Teacher-Centered LMS with Student-Centered Digital Learning Technologies”

Information Technologies

I.11 Talk and Textuality in the Online Classroom: Notes from an Online Associate's Degree Composition Program

JW Marriott, Room 106, First Floor

Chair: Clay Walker, Wayne State University, Detroit, MI

Speakers: Clay Walker, Wayne State University, Detroit, MI, “Affecting Teacher Authority through Talk and Textuality in Online Classrooms”

Krista Petrosino, Tiffin University, OH, “Merging Talk with Textuality: Online Live Support Centers and Writing Conferences”

Conor Shaw-Draves, Saginaw Valley State University, University Center, MI, “From Moodle to Helix: Developing Talk and Textuality in A Next-Generation LMS”

Information Technologies

I.12 Writing Pedagogy and Social Media after a Decade of Facebook

Marriott Downtown, Michigan Room, First Floor

Chair: Susan Crisafulli, Franklin College, IN

Speakers: Ryan Shepherd, Arizona State University, Tempe, “What's on Your Mind? Composing Practices on Facebook”

Chris Gerben, Stanford University, San Francisco, CA, “Ten Years After ‘Composition in a New Key’: The Life and Death of the Facebook Writer”

Elisabeth Buck, Ball State University, Muncie, IN, “Social Media Pedagogy 2.0: Reassessing Boundaries, Reconceptualizing Literacies”

Ryan McMillan, Middle Tennessee State University, Murfreesboro, “Connecting Outward: Web 2.0 Technologies as a Portal to Culture and Rhetoric”

Institutional and Professional

**I.13 Graduate Students as Professionals and Teachers:
TA Prep, Professionalization, and the Job Market**

JW Marriott, Room 104, First Floor

Chair: Cynthia Gomez, Hodges University, Naples, FL

Speakers: Caroline Dadas, Montclair State University, NJ, “Accessing the Profession: The Locations of the Rhetoric and Composition Job Market”

Lee Bauknight, University of South Carolina, Columbia, “A Grand Opening: Public and Private Transcripts in TA Preparation Programs”

Kristin Kay Winet, University of Arizona, Tucson, “From an Editor’s Perspective: ‘Opening Up’ Our Understanding of Graduate Student Professional Development Positions”

Institutional and Professional

**I.14 The Logistical and Emotional Labor of WPA Work:
Personal Experiences**

JW Marriott, Room 107, First Floor

Speakers: Christy Wenger, Shepherd University, Shepherdstown, WV, “Open Awareness: Mindfulness and the WPA”

Kelli Prejean, Marshall University, Huntington, WV, “Managing Lives: The Mental and Emotional Labor of WPA Work”

Whitney Douglas, Boise State University, ID, “Managing Lives: The Mental and Emotional Labor of WPA Work”

Jonathan Cullick, Northern Kentucky University, Newport, “Opening Our Potential: When the WPA Becomes Chair”

Eberly Mareci, University of California San Diego, “An Anthropological Study of a Writing Program: Making of the Modern World at UCSD”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

**I.15 Beyond Monoculture: Open Source Research in the
University Classroom**

JW Marriott, Room 108, First Floor

Chair: Joyce Inman, University of Southern Mississippi, Hattiesburg

Speakers: Jeffrey Kaufmann, University of Southern Mississippi, Hattiesburg

Martina Sciolino, University of Southern Mississippi, Hattiesburg

Randy Gonzales, University of Southern Mississippi, Hattiesburg

Joyce Inman, University of Southern Mississippi, Hattiesburg

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

I.16 Who Defines Their Rights? Opening and Resisting

Access

JW Marriott, Room 109, First Floor

Chair: Kyle Stedman, Rockford University, IL

Speakers: Cayo Gamber, George Washington University, Washington, DC, “Becoming Citizen Historians: Conducting Public Research with the United States Holocaust Memorial Museum in a First-Year Writing Course”

Regina Fabbro, Monroe Community College, Rochester, NY, “Writing Rights: Global Human Rights Education Initiatives and the Composition Classroom”

Christopher Hazlett, University of Maryland, College Park, “Prison Sentences: A New (Old) Space for Writing Theory, Research, and Pedagogy”

Alison Witte, Trine University, Liberty Center, OH, “‘We just don’t do that here’: Constructing Identity and Ethos through Resisting Access”

Professional and Technical Writing

I.18 Ethics and Accountability in Healthcare Communication

Marriott Downtown, Texas Room, First Floor

Speakers: Christen Rachul, Carleton University, Ottawa, Ontario, Canada, “Obesity, Evidence, and Knowledge Translation: A Multimodal, Genre-Based Analysis of Canada’s Food Guide”

Lora Arduser, University of Cincinnati, OH, “Crowdsourced Medicine: Questions and Implications for Medical Writers”

Susan Rauch, Texas Tech University, Lubbock, “Out of the Classroom, Into the Workplace: Simulation and Assimilation of eHealth Curricula”

Barbi Smyser-Fauble, Illinois State University, Normal, “Technical Communication Composing Practices: Making Ethics Visible”

Research

I.19 Collective Assessment: Writing Assessment, Rhetorical Practice, and Reader Placement Analysis

JW Marriott, Room 302, Third Floor

Chair: Miles Kimball, Texas Tech University, Lubbock

Speakers: Michael Young, La Roche College, Pittsburgh, PA, “The Center Can Hold: Assessment through Communication for the Writing Class, the Department, of the Institution”

Patricia Lynne, Framingham State University, MA, “Opening Expertise: Findings from an Expert Reader Placement Study”

Doug Baldwin, Educational Testing Service, New Hope, PA, “Scoring It Right: Basic Issues in Conducting Large-Scale Online Writing Assessments”

Mathew Gomes, Michigan State University, East Lansing, “Opening Up ‘Validity’: Collective Assessment and Rhetorical Practice”

Research

I.20 “Opening” Conversations: Culture(s) of Assessment, and Assessments of Culture

JW Marriott, Room 303, Third Floor

Chair: Bob Broad, Illinois State University, Normal

Speakers: Kayla Bruce, Illinois State University, Normal, “Finding Identity in Difference: Seeing Race and Culture in Writing Assessment”

Laurenn Jarema, Illinois State University, Normal, “Bridging the Gap: A Call for Incorporating Process in Writing Assessment Theory and Practice”

Matt Felumlee, Heartland Community College, Normal, IL, “Locavore Writing Assessment: Consequences of Standardized and Automated Writing Assessments, and New Strategies for Resistance”

Research

I.21 Tools Matter: Alternative Writing Environments, Visual Literacy, and Rhetorical Listening

JW Marriott, Room 306, Third Floor

Chair: Raúl Sánchez, University of Florida, Gainesville

Speakers: Terese Thonus, University of Kansas, Lawrence, “Writing Center Research Design: Matching Question to Methodology”

Chalice Randazzo, Texas Tech University, Lubbock, “Opening Silences: Rhetorically Listening over Multiple Methods”

Joseph Cunningham, University of Cincinnati, OH, “The Photovoice Essay and the Intersection of Critical Composition and Visual Literacy: An Action Research Study”

Kory Ching, San Francisco State University, CA, “Tools Matter: Narratives of Composing Processes in Alternative Writing Environments”

Teaching Writing & Rhetoric

I.22 Circulating Students' Texts into and out of Classrooms

JW Marriott, Room 308, Third Floor

Speakers: Elizabeth Lowry, Arizona State University, Tempe, “Into the Great Wide Open: Student Blogs and Complications of Genre, Discipline, and Exigence”

Jennifer O'Malley, Florida State University, Tallahassee, “Materiality, Production, and Delivery: Exploring the Circulation of Student Texts in First-Year Composition”

Hank Guelcher, California State University, Long Beach, “Choosing which Sources to Open: The Risks of Student Archival Research of Institutionally Sensitive Topics”

Teaching Writing & Rhetoric

I.23 Empathic Pedagogical Approaches: Introspection, Pathos, and Embodied Action

JW Marriott, Room 310, Third Floor

Chair: Laurie A. Pinkert, Humboldt State University, Arcata, CA

Speakers: Tim Jensen, Oregon State University, Corvallis, “Pathetic Pedagogies: Reimagining the Composition of Pathos, Affect, and Emotion”

Matt McKinney, University of Nevada, Reno, “Know that Feel: An Argument for Teaching Empathy in First-Year Composition”

Nathaniel Street, University of South Carolina, Columbia, “Provocative Textbooks: An Alternative Methodology for Rhetorical Writing”

Lisa Bailey, University of South Carolina, Columbia, “Being Open to Possibilities for Invention through a Pedagogy of Silence”

Teaching Writing & Rhetoric

I.24 Legacies of Undergraduate Research

JW Marriott, Grand Ballroom I, Third Floor

Chair: Jeff Sihman, Marquette University, Milwaukee, WI

Speakers: Enrique Paz, Miami University of Ohio, “Out of the Sandbox, or How I Became an (Undergraduate) Researcher”

Janet Heller, Michigan College English Association, Portage, “Connecting Undergraduate Research and Subsequent Scholarly and Creative Writing”

Justin Hodgson, Indiana University, Bloomington, “Opening Access, Opening Futures: Creative Inquiry, Collaborative Inspiration, and Cultivated Identities”

Geoffrey B. Elliott, Brooklyn, NY, “Play with It”

Edward Hahn, University of Minnesota, Minneapolis, “Tutored Research”

Respondents: Jenn Fishman, Marquette University, Milwaukee, WI

Rebecca Babcock, University of Texas Permian Basin, Odessa, TX

Alyssa-Rae Hug, St. John’s University, New York, NY

Nancy DeJoy, Michigan State University, East Lansing

Teaching Writing & Rhetoric

I.25 Opening Possibilities for Public Digital Composition in Writing Courses

JW Marriott, Room 304, Third Floor

Chair: Laura McGrath, Kennesaw State University, GA

Speakers: Laura McGrath, Kennesaw State University, GA, “Learn, Serve, Communicate: An Environmental Digital Storytelling Project”

Mark Gardner, Kennesaw State University, GA, “Remixing History: A Multimodal Exercise in Composing Public Counterfactual Histories”

Letizia Guglielmo, Kennesaw State University, GA, “Telling the Story of a City: Writing Place Digitally in Atlanta”

Teaching Writing & Rhetoric

I.26 Race/Class/Culture: (Re)Opening the First-Year Classroom

JW Marriott, Room 305, Third Floor

Chair: Ruben Casas, University of Wisconsin-Madison

Speakers: Karen Dillon, Blackburn College, Carlinville, IL, “Using HBO’s The Wire to Open Academic Discourse in Composition”

Naomi Crummey, Blackburn College, Carlinville, IL, “Using HBO’s The Wire to Open Academic Discourse in Composition”

Dianna Shank, Southwestern Illinois College, Belleville, “‘Open’ Conversations on Themed Race FYC Courses”

Itzi Meztli, Slippery Rock University, PA, “The Use of Memoir in Freshman Composition: The Impact of Growing Up in South Texas, Bodega Style, on the First-Year English Classroom”

Teaching Writing & Rhetoric, Information Technologies

I.27 Teaching through Resistance in Online Environments

JW Marriott, Room 311, Third Floor

Speakers: Morgan Chesbro, Kansas State University, Manhattan, “Wait, What?: Opening Digital Education up to the Technology Resistant”

Stephanie Loomis Pappas, Ann Arbor, MI, “Overshare: Adult Learners’ Anxiety and Disinhibition in Online Writing Classrooms”

Theresa (Tess) Evans, Miami University, Oxford, OH, “The Spaces between the Arches: Addressing Patterns of Silence in the Conversation about Online Writing Instruction”

John Reilly, Indiana University of Pennsylvania, “Open Access Authority: How a Co-Constructed Course Architecture Reduces Student Resistance”

Theory

I.28 Bridging Cultures and Modes through Visual Rhetorics

JW Marriott, Room 312, Third Floor

Chair: Clancy Ratliff, University of Louisiana at Lafayette

Speakers: Gary Thompson, Saginaw Valley State University, University Center, MI, “Visual BS”

Dirk Remley, Kent State University, OH, “Opening the Brain to Multimodal Rhetoric: How the Colavita Visual Dominance Effect Can Inform Multimodal Rhetorical Theory and Instruction”

Anita August, Sacred Heart University, Stratford, CT, “Bringing Down the (Disciplinary) House: Visual Culture as the ‘Indiscipline’ between Composition and Communication in Academic Writing”

Theory

I.29 “. . . It’s the Originoo Headz Meetin’ the Originoo Crooks . . .”: 21st Century Literacy Practices Openly Composed on the Spot

JW Marriott, Room 202, Second Floor

Chair: Todd Craig, The College of Staten Island-City University of New York

Speakers: Todd Craig, The College of Staten Island-City University of New York, “. . . It’s the Originoo Headz’: The Rhetoric of the Hip-Hop DJ as 21st Century Live Composer”

Regina Duthely, St. John’s University, Jamaica, NY, “. . . ‘Meetin’ the Originoo Crooks . . .’: Race, Open Access, and Digital Appropriation”

Theory

I.30 Recoding Rhetorics: New Applications of Rhetorical Theory for Emerging Exigencies

JW Marriott, Room 203, Second Floor

Chair: Kevin Eric DePew, Old Dominion University, Norfolk, VA

Speakers: Kevin Eric DePew, Old Dominion University, Norfolk, VA, “Efficient Rhetoric as an Outcome of Political Rhetoric: “Obamacare’s” Effects on Arguments about Adjunct Preparation and Writing Pedagogy”

Jennifer Buckner, Gardner-Webb University, Boiling Springs, NC, “Remediation Rhetorics: A Framework for Situating Digital Aural-Written Composition”

Cheri Spiegel, Northern Virginia Community College, Alexandria, “Give Me Liberty: Guerrilla Rhetoric for Writing Programs and Their Administrators”

Writing Programs

I.31 Access for America’s Emerging Demographic: A Model for Reducing Remediation and Addressing Linguistic Diversity in a Minority-Majority FYC Program

JW Marriott, Room 204, Second Floor

Chair: Bethany Davila, University of New Mexico, Albuquerque

Speakers: Charles Paine, University of New Mexico, Albuquerque, “It Takes a Campus: Developing Partnerships and Support for First-Year Writing Initiatives”

Cristyn Elder, University of New Mexico, Albuquerque, “Going Local: Stretch and Studio Models for America’s Emerging Demographic”

Bethany Davila, University of New Mexico, Albuquerque, “Prep Work: Readyng Teachers for Stretch”

Writing Programs

I.32 “I Can See China From My Window!”: Using Pedagogy and Assessment to Identify Fault Lines between Admissions Criteria and ESL Writing Development

JW Marriott, Room 208, Second Floor

Chair: Rebecca Ingalls, Drexel University, Philadelphia, PA

Speakers: Barbara Hoekje, Drexel University, Philadelphia, PA, “Changing Ecologies, Changing Needs: Understanding the Intricacies of Language Policies and Composition Development”

Lisa Farley, Drexel University, Philadelphia, PA, “What Has to Change? The ESL Coordinator Responds to an Evolving Role”

continued on next page

Karen Nulton, Drexel University, Philadelphia, PA, “Using Assessment as a Flashlight: Exploring the Recesses of Uneven Writing Skills”

Rebecca Ingalls, Drexel University, Philadelphia, PA, “‘These Students Can’t Even Write’: Changing Rhetoric, Reforming the Role of WPA”

Writing Programs

I.33 Opening the WPA Outcomes Statement beyond First-Year Composition

JW Marriott, Grand Ballroom VIII, Third Floor

Chair: Shelley DeBlasis, New Mexico State University Carlsbad

Speakers: Teresa Grettano, University of Scranton, PA, “The WPA OS and Social Media Literacy”

Toni Francis, College of The Bahamas, Nassau, “The WPA OS and Advanced Composition: Critical Literacy, Research Assessment, and Civic Agency”

Shelley DeBlasis, New Mexico State University, Carlsbad, “The WPA OS and Basic Writing: Attending to Affect”

Writing Programs

I.34 Bilingual, L2, and ELL Experiences: Addressing Critical Issues of Diverse Communities

JW Marriott, Room 205, Second Floor

Chair: Michelle Cox, Dartmouth College, NH

Speakers: Julie Nelson Christoph, University of Puget Sound, Tacoma, WA, “Opportunities Lost and Found: Second Language Writing and Writers at a Small Liberal Arts College”

Harris Bras, Purdue University, West Lafayette, IN, “Open Access for L2 Writers in a Time of Globalization”

Lan Wang, State University of New York, NY, “Open to the Possibility of Bilingual Tutoring for ELLs: Rethinking the Tacit ‘English Only’ Principle at Writing Centers”

Rebecca Richards, St. Olaf College, Northfield, MN, “Opening the ELL Composition Classroom: Improving International Student Writing and Uniting Campus Writing Stakeholders”

McKinley Green, St. Olaf College, Northfield, MN, “Opening the ELL Composition Classroom: Improving International Student Writing and Uniting Campus Writing Stakeholders”

*Writing Programs***I.35 Opening the Writing Program to the Whole Campus: Four Innovative Strategies**

JW Marriott, Grand Ballroom VI, Second Floor

Chair: Jeffrey Klausman, Whatcom Community College, Bellingham, WA

Speakers: Jeffrey Klausman, Whatcom Community College, Bellingham, WA, “Opening Up to Placement Alternatives”

Stephen Ruffus, Salt Lake Community College, UT, “Writing as Disciplinary Act: Opening to Faculty Across the Curriculum”

Jeffrey Andelora, Mesa Community College, AZ, “Aligning Basic Writing Curricula with First-Year Composition Outcomes”

Mark Blaauw-Hara, North Central Michigan College, Petoskey, “Opening Up to Occupational Programs”

*Theory***I.36 Opening Ourselves to Love: Rhetoric, Writing, and Communication in 21st Century Argument Culture**

JW Marriott, Grand Ballroom III, Third Floor

Chair: Cheryl Glenn, The Pennsylvania State University, State College

Speakers: Timothy Oleksiak, University of Minnesota, Minneapolis, “Listening, Love, and Belief in the Writing Classroom”

Royal Brevvåxling, Milwaukee Institute of Art and Design, WI, “Radical Love: Toward the Transformation of Everyday Composition, Teaching, and Learning”

Kathleen Livingston, Michigan State University, East Lansing, “Consent as Community Care: For Queers, Feminists, and Other Outlaws within and without Rhet/Comp Trying to Do Right by People and Get Our Work Done”

Respondent: Cheryl Glenn, The Pennsylvania State University, State College

*Research***I.37 Mirrors and Windows: Examining How Open Access Policies and Archival Materials Impact African Americans in Middle America**

JW Marriott, Room 313, Third Floor

Chair: DaMaris Hill, Southern Illinois University-Edwardsville

Speakers: Deborah Dandridge, University of Kansas, Lawrence, “The Kansas Collection and Community”

DaMaris Hill, University of Kentucky Lexington, “The Devil and the Doctor: Archives, Artificial Realities, and the Arts of Narrative in the Digital Age”

Doretha Williams, Black Archives of Mid-America, Kansas City, MO, “The Black Archives of Mid-America”

Information Technologies

I.38 Open Modes, Open Spaces: Multimodal Assignments and Curriculum through the Eyes of Instructor, Instructional Designer, and Writing Center Director

JW Marriott, Room 314, Third Floor

Chair: David Coad, University of California, Davis

Speakers: Kathleen Turner, University of Mississippi, Tupelo, MS, “Click and Mortar: Creating Cultures of Critical Engagement through Multimodality in Writing Center Spaces”

Andrew Davis, University of Mississippi, Oxford, “Open Minds/Open Source: Faculty Development and the Language of Multimodality”

David Coad, University of California, Davis, “Opening the Door to Multimodal Composition: Teaching the Transference of Rhetorical Skills from Social Media to Multimodal Projects”

Information Technologies

I.39 Online Communities and Possibility: Identity Representations and Community as It Relates to the Classroom

JW Marriott, Grand Ballroom II, Third Floor

Chair: Chelsea Swick, Kent State University, OH

Speakers: Sarah Lawrence, Kent State University, OH, “Lines of Communication: Understanding Ethos-Driven Community and Identity”

Madeline Yonker, York College of Pennsylvania, “Comments on Mom Blogs Reveal Restricted Identity-Community Construction in Online Interactions”

Kaitlin Clinnin, The Ohio State University, Columbus, “Creating Multilingual, Multicultural Learning Communities in the MOOC”

Chelsea Swick, Kent State University, OH, “Community-Created Identity Representations: The Real World and the Real Classroom”

Teaching Writing & Rhetoric

I.40 Still “Doing School”: The Rules of Engagement in the Local, Global, and Digital Landscapes of Composition

JW Marriott, Grand Ballroom IV, Third Floor

Chair: Jennifer Trainor, San Francisco State University, CA

Speakers: Jennifer Trainor, San Francisco State University, CA, “The Emotioned Rules of Disengagement”

Kate Navickas, Syracuse University, NY, “Student Interpretations of Assignments: Locating Pedagogical Ideologies”

Catherine Prendergast, University of Illinois at Urbana-Champaign, “We Are the World: Confronting the Global Folksonomy of Composition”

Respondent: Steve Parks, Syracuse University, NY

J Sessions: 2:00–3:15 p.m.

Featured Speakers

Tony Bolden
Jessica Care Moore
Thomas Sayers Ellis

JW Marriott, Grand Ballroom V, Third Floor

Tony Bolden teaches courses on African American literature, music, and cultural studies at The University of Kansas. He is the author of *Afro-Blue: Improvisations in African American Poetry and Culture* (Univ of Illinois Press, 2004) and a collection of essays entitled *The Funk Era and Beyond: New Perspectives on Black Popular Culture* (Palgrave/Macmillan, 2008). Last year, he served as guest editor for a special issue of *American Studies* entitled “The Funk Issue,” a collection articles, poetry, and visual art that focus on funk music. He is currently working on his manuscript, tentatively entitled “Blue Funk: The Kinetic Aesthetic in Black Expressive Culture.”

Jessica Care Moore is an African American poet born in Detroit, on October 28, 1971. Moore first won acclaim as the first poet to ever win the nationally televised Showtime at the Apollo competition 5 times in a row. That same year, she would be filmed for the documentary *SlamNation*. The film followed her and the 1996 Nuyorican Poetry Slam Team as they competed at the 1996 National Poetry Slam. In the book *Words In Your Face: A Guided Tour Through Twenty Years of the New York City Poetry Slam*, author Cristin O’Keefe Aptowicz wrote of Moore’s time in the poetry slam, noting “Her razor-sharp verse confronted and addressed the difficulties of being a black woman and a black poet in a culture that seemed to support neither.”

Thomas Sayers Ellis co-founded The Dark Room Collective (in Cambridge, Massachusetts); and received his M.F.A. from Brown University. He is the author of *The Maverick Room* (2005), which won the John C. Zacharis First Book Award, and a recipient of a Mrs. Giles Whiting Writers’ Award. His poems and photo-



Tony Bolden



Jessica Care Moore



Thomas Sayers Ellis

graphs have appeared in numerous journals and anthologies, including *Callaloo*, *Best American Poetry* (1997, 2001 and 2010), *Grand Street*, *The Baffler*, *Jubilat*, *Tin House*, *Poetry*, and *The Nation*. He is also an Assistant Professor of Writing at Sarah Lawrence College, a faculty member of the Lesley University low-residency M.F.A Program and a Caven Canem faculty member. He lives in Brooklyn, NY and is currently working on *The Go-Go Book: People in the Pocket* in Washington, D.C. A new collection of poetry, *Skin, Inc.*, has just appeared from HYPERLINK “https://www.graywolfpress.org/index.php?page=shop.flypage&product_id=321&category_id=0485aa93fa0558fb1f755721e776984d&option=com_phpshop” Graywolf Press.

Featured Session

**J.01 Open(ing) Conversation:
What Are the Threshold Concepts of Composition?**

Marriott Downtown, Indiana Ballroom E, First Floor

Chair:

Howard Tinberg

Bristol Community College, Fall River, MA

Speakers:

Linda Adler-Kassner

University of California, Santa Barbara, “Defining Threshold Concepts in the Contemporary Policy Climate: Why Now?”

Rebecca Nowacek

Marquette University, Milwaukee, WI, “Threshold Concepts and WAC/Writing Centers”

Elizabeth Wardle

University of Central Florida, Orlando, “Threshold Concepts and First-Year Composition”

Heidi Estrem

Boise State University, ID, “Threshold Concepts and General Education”

John Majewski

University of California, Santa Barbara, “Threshold Concepts and General Education”

Respondents:

Shirley Rose

Arizona State University, Tempe

Chris Anson

North Carolina State University, Raleigh

Liane Robertson

William Paterson University, Wayne, NJ

Kathleen Blake Yancey

Florida State University, Tallahassee

Featured Session

**J.06 Teaching Indigenous, Latina/o, African American,
and Latin American Rhetorical Histories**

JW Marriott, Grand Ballroom I, Third Floor

Chair:

Victor Villanueva

Washington State University, Pullman

Speakers:

Carmen Kynard

St. John's University, NY, "African Diaspora Rhetorics and Literacies in the Classroom"

Aja Y. Martinez

Binghamton University, State University of New York, NY, "Core Coursing Other(ed) Rhetorics: Non-Western Rhetorics and the Histories of Rhetorics Classroom"

Cristina Ramirez

University of Arizona, Tucson, "Un Nuevo Puesto: Uncovering Rhetorical Blindspots to Include Latina Women in the Rhetorical History"

Damian Baca

University of Arizona, Tucson, "Malinche/Malinalli and Rhetorical History"

Respondent: **Jessica Enoch**

University of Maryland, College Park

Basic Writing

J.02 Case Closed? Reopening Case Studies of Basic Writers

JW, Marriott, Room 101, First Floor

Chair: Kevin Roozen, University of Central Florida, Orlando

Speakers: Deborah Mutnick, Long Island University, NY, “In Search of Joe: Returning to a 1990s Study of Basic Writing”

Shannon Carter, Texas A&M University-Commerce, “Six Years Later: Lessons from Eric on Reciprocity, Participation, and Sustainability in Basic Writing Research”

Kevin Roozen, University of Central Florida, Orlando, “Revisiting Charles: Tracing a Lengthy Trajectory of Knotworking”

Sondra Perl, Lehman College, City University of New York, NY, “Re-Examining the Case Study of Tony: Reflections on Research Methods”

Basic Writing

J.03 Writing Identity with Cultural Identities

JW Marriott, Room 301, Third Floor

Chair: Laura Rogers, Albany College of Pharmacy and Health Sciences, NY

Speakers: Linda Ellis, University of Arkansas at Little Rock, “One Woman Writing: A Case Study”

Tristin Hooker, Missouri State University, Branson, “Writing Home: Teaching Rural Basic Writers as an Insider/Outsider in the Ozarks”

Jasna Shannon, Coker College, Hartsville, SC, “Beyond Cultural Sensitivity: Preserving Cultural Identity in the Writing Center”

Community, Civic & Public

J.04 Opening Up, Opening Out : Vulnerability, Identity, and Difference in the Performance of a More Careful Feminist Ethos

JW Marriott, Room 302, Third Floor

Chair: Kelly Concannon Mannise, Nova Southeastern University, Fort Lauderdale, FL

Speakers: Laura Finley, Barry University, Miami, FL, “Speaking Up, Speaking Out: Community-Based Research to Improve Domestic Violence Services and Prevention Efforts”

Kelly Concannon Mannise, Nova Southeastern University, Fort Lauderdale, FL, “Our Hidden Work: Informal Mentoring and the Performance of Feminist Ethos through Literacy Practices”

Creative Writing

J.05 Rethinking Creative and Academic Writing

JW Marriott, Room 303, Third Floor

Chair: Brian Ray, University of Nebraska at Kearney

Speakers: Justin Zyla, University of Nebraska at Kearney

William Morgan, New York University, NY, “Style’s Sensuous Pedagogy: Creative Practice in Academic Writing”

Christine Maddox Martorana, Florida State University, Tallahassee, “Transform, Lasso, Layer, and Crop: Inviting Visually Creative Academic Work from Our Students”

Respondent: Stephanie Vanderslice, University of Central Arkansas, Conway

Information Technologies

J.07 Game-Based Learning for At-Risk Populations

JW Marriott, Room 304, Third Floor

Chair: Jill Morris, Frostburg State University, MD

Speakers: Cathlena Martin, University of Montevallo, AL

Emi Bunner, University of North Carolina, Chapel Hill

Mary Karcher, Wayne State University, Detroit, MI

Jill Morris, Frostburg State University, MD

Information Technologies

J.09 Opportunities for Access in Online Education: Assessing and Comparing a Multimodal Curriculum in Online Versus Face-to-Face Classes

JW Marriott, Room 102, First Floor

Chair: Andrew Bouelle, University of New Mexico, Albuquerque

Speakers: Stephanie Spong, University of New Mexico, Albuquerque

Anna Knutson, University of Michigan, Ann Arbor

Tiffany Bouelle, University of New Mexico, Albuquerque

Information Technologies

J.10 Writing Silence, Reading Voice: Accessing Power through Video Games

JW Marriott, Room 103, First Floor

Chair: Samantha Blackmon, Purdue University, West Lafayette, IN

Speakers: Cody Reimer, Purdue University, West Lafayette, IN, “Systems of Silence, Systems of Voice”

Alex Layne, Purdue University, West Lafayette, IN, “Embedded (In)Equities: The Silencing of Women in Video Game Industry through Workplace Policy”

Samantha Blackmon, Purdue University, West Lafayette, IN, “Seen and Not Heard: Women and the Rhetoric of Silence in Video Games and the Video Game Industry”

Institutional and Professional

J.11 Multilingualism: TA Training and Program Analysis

Marriott Downtown, Florida Room, First Floor

Chair: Jennifer Mallette, University of Arkansas, Little Rock

Speakers: Missy Watson, Syracuse University, NY, “The WPA as Institutional Ethnographer: Mapping Materialities and Uncovering Monolingualist Ideologies”

Carrie Kilfoil, University of Louisville, KY, “The Monolingual Disciplining of Composition Studies: A History of the Language Politics of Doctoral Education in the Field”

Jason Schneider, DePaul University, Chicago, IL, “Composition+/TESOL+: Preparing Composition Instructors for a Multilingual World”

Institutional and Professional

J.12 The Problem of Speaking for/with/as Contingent Faculty: Navigating Networks of Advocacy

JW Marriott, Room 104, First Floor

Chair: Marc Bousquet, Emory University, Atlanta, GA

Speakers: Seth Kahn, West Chester University of Pennsylvania, “From Self-Interest to Shared Interest: Advocating among Tenure-Track Faculty for Contingent Labor Equity”

Tracy Donhardt, Indiana University Purdue University, Indianapolis, “Problems with Organizing in Right-to-Work States”

Bob Samuels, University of California, Los Angeles, “Advocacy in High Places: Working with Government Officials”

Allison Wright, University of Houston, TX, “The Difficulty of Speaking for (or as) Graduate Students”

- Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*
- J.13 Breaking Through and Breaking Open: Re-Engaging Disenfranchised, Underserved Youth in Public Education through Critical, Culturally Responsive Literacy and Language Practices**
- JW Marriott, Room 105, First Floor
- Chair:* Anna Varley, Cardinal Stritch University, Milwaukee, WI
- Speakers:* Tiffany Smith, E.O. Smith High School, Stors-Mansfield, CT, “Culturally Relevant Reading Material and the Written Discourse of African American Males”
- Teaira McMurtry, Cardinal Stritch University, Milwaukee, WI, “On Linguistic Variety and Writing Instruction: Teaching Content-Area Teachers How to Incorporate Writing across the Curriculum with Regard to the Dialects Their Students Speak”
- Anna Varley, Cardinal Stritch University, Milwaukee, WI, “Why Compositionists Need to Know about Literacy and Language Instruction in Public Schooling”
- Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives*
- J.14 Writing as “Friction”: Globalization, Texts, and Movement in Institutional Sites of Writing Exchange**
- JW Marriott, Room 202, Second Floor
- Chair:* Yu-Kyung Kang, University of Illinois at Urbana-Champaign
- Speakers:* Catherine Prendergast, University of Illinois at Urbana-Champaign
- Ligia Mihut, University of Illinois at Urbana-Champaign
- Eileen Lagman, University of Illinois at Urbana-Champaign
- Yu-Kyung Kang, University of Illinois at Urbana-Champaign
- Thomas McNamara, University of Illinois at Urbana-Champaign
- Language*
- J.15 Revisiting the Students’ Right to Their Own Language: Opening New Possibilities for Composition Theory and Pedagogy**
- JW Marriott, Room 203, Second Floor
- Chair:* Staci Perryman-Clark, Western Michigan University, Kalamazoo
- Speakers:* David E. Kirkland, Michigan State University, East Lansing, “City Students and SRTOL: Contextualizing SRTOL for the 21st Century”
- Elaine Richardson, The Ohio State University, Columbus
- Austin Jackson, Michigan State University, East Lansing
- Staci Perryman-Clark, Western Michigan University, Kalamazoo

Professional and Technical Writing

J.16 Professional(izing) Scholarship in the Open: Engaging with Libraries to Transform Technical Writing

JW Marriott, Room 106, First Floor

Chair: Michelle Sidler, Auburn University, AL

Speakers: Susan Youngblood, Auburn University, AL

Jaena Alabi, Auburn University, AL

Michelle Sidler, Auburn University, AL

Research

J.17 Conversations on Composition Studies, CCCC, and the Research Network Forum on Composition/Rhetoric: Interrogating the Discipline

JW Marriott, Room 107, First Floor

Chair: Sue Doe, Colorado State University, Fort Collins

Speakers: KT Torrey, Virginia Tech, Blacksburg, “This Is A Story about How To Live As If”

Jessica Slentz, Case Western Reserve University, Cleveland, OH, “Revisiting the ‘CCCC Guidelines for the Ethical Conduct of Research in Composition Studies’: A Call for Renewed Ethical Guidelines in Composition Studies Post-Web 2.0”

Mark Sutton, Kean University, Union, NJ, “The Influence of the Research Network Forum on Composition/Rhetoric Scholarship—Stage 2”

Research

J.18 Opening Up the Small Academic Journal: Questions of Sources, Access, and the Future of Scholarship

JW Marriott, Room 204, Second Floor

Chair: Joonna Trapp, Emory University, Atlanta, GA

Speakers: Paul Puccio, Bloomfield College, NJ, “Re-viewing Scholarly Peer Review”

Brad Peters, Northern Illinois University, Rockford, IL, “Small-Journal Editorship, Open Access, and the New Economies of Knowledge”

Joonna Trapp, Emory University, Atlanta, GA, “Form and Function of the Small Academic Journal—Fixing Past Values and Moving toward the Future”

Research

J.19 What about Bob (Connors)? Opening Up Archival Research through Digital Media

JW Marriott, Room 205, Second Floor

Chair: Katherine Tirabassi, Keene State College, NH

Speakers: Corey McCullough, University of New Hampshire, Durham
Shauna Wight, University of New Hampshire, Durham
Wendy VanDellon, University of New Hampshire, Durham

Respondents: John Brereton, University of Massachusetts Boston
Cynthia Gannett, Fairfield University, CT

Teaching Writing & Rhetoric

J.20 Collaborative Technologies for Classrooms: Google Docs Spelling/Grammar Checkers, Genre Tinkering, and Digital Mentors

JW Marriott, Room 208, Second Floor

Chair: Derek Mueller, Eastern Michigan University, Ypsilanti

Speakers: Stacey Beauregard, California State University, Santa Barbara, “Find Your Mentors”

Danielle Koupf, University of Pittsburgh, PA, “Tinkering in the English Classroom”

Alec Fleschner, Columbus State Community College, OH, “Our Silent Editors: Perceptions and Realities of Spelling and Grammar Checkers by First-Year Writing Students”

Oren Abeles, The University of North Carolina at Chapel Hill, “A Primer on Open Source Writing Exercises; or, How to Start Undoing the Panoptical Classroom”

Teaching Writing & Rhetoric

J.21 Failing to Learn and Learning to Fail

JW Marriott, Room 206, Second Floor

Chair: Asao Inoue, California State University, Fresno

Speakers: Justin Thurman, LaGrange College, GA, “A Safe Place to Fail: Learning How to Lose with Our No-Zero Students”

Allison D. Carr, University of Cincinnati, OH, “Portraits of Failure”

Shane Wood, California State University, Fresno, “Feedback as Failure and the Fatality of Composition”

Respondent: Bruce Horner, University of Louisville, KY

Teaching Writing & Rhetoric

J.22 Machine Assessment of the Essays/Essays of the Machine Assessment: Perspectives on the Role of Machine Grading in the Writing Classroom and Its Potential Effects on Pedagogy, Power, and Politics

Marriott Downtown, Illinois Room, First Floor

Chair: James Heiman, St. Cloud State University, MN

Speakers: Matt Barton, St. Cloud State University, MN, “That Does not Compute!: Lessons Learned/Unlearned from the History and Discourse of Computer-Based Writing Assessment”

James Heiman, St. Cloud State University, MN, “That Does not Compute!: Lessons Learned/Unlearned from the History and Discourse of Computer-Based Writing Assessment”

Jason Tham, St. Cloud State University, MN, “‘Is There a Robot in This Class?’: The Mechanization of Student, Teacher, and Text in the Writing Classroom”

Jack Hennes, St. Cloud State University, MN, “The Techno-Realists’ Manifesto: How I Learned to Live with Machine Grading while Preserving Rhetorical Education in the Writing Classroom”

Teaching Writing & Rhetoric

J.23 Opening Up and Joining In: Exploring Student Engagement as Textual Practice

JW Marriott, Grand Ballroom VI, Third Floor

Chair: Thomas Girshin, Ithaca College, NY

Speakers: Alice Horning, Oakland University, Rochester, MI, “Engaging Students through Reading”

William Condon, Washington State University, Pullman, “Wading In: Inventing Academic Writing through Collaborative Explorations of the Genres”

Ronda Leathers Dively, Southern Illinois University, Carbondale, “Creating ‘Flow’ in FYW: Recognizing and Facilitating Student Engagement”

Thomas Girshin, Ithaca College, NY, “Engagement in Writing about Writing: Attitudes and Practices”

Teaching Writing & Rhetoric

J.24 Researching to Write, Writing to Research: Teaching Information Literacy to First-Year Writing Students

JW Marriott, Room 108, First Floor

Chair: Laura Giovanelli, North Carolina State University, Raleigh

Speakers: Laura Giovanelli, North Carolina State University, Raleigh
Gwendolynne Reid, North Carolina State University, Raleigh
Anne Burke, North Carolina State University, Raleigh

Teaching Writing & Rhetoric

J.25 The Ethics of Assessing Multimodal Student Composition

JW Marriott, Grand Ballroom IV, Third Floor

Chair: Michael Neal, Florida State University, Tallahassee

Speakers: Michael Neal, Florida State University, Tallahassee, “Rhetorical Rationale in Assessing Multimodal Student Composition”

Joseph Cirio, Florida State University, Tallahassee, “Self-Identification in Assessing Multimodal Student Composition”

David Bedsole, Florida State University, Tallahassee, “Design in Assessing Multimodal Student Composition”

Bruce Bowles, Florida State University, Tallahassee, “Agency in Assessing Multimodal Student Composition”

Theory

J.26 Composing Queer, Composing Feminist: Opening Dialogues of Possibility

JW Marriott, Room 305, Third Floor

Chair: Stacey Waite, University of Nebraska, Lincoln

Speakers: Stacey Waite, University of Nebraska, Lincoln, “Something Queer This Way Com(pos)es”

Pamela VanHaitsma, University of Pittsburgh, PA, “Albert Dodd’s ‘queer in the extreme’ Composing, 1836–1839”

Shari Stenberg, University of Nebraska, Lincoln, “What Shame Tells Us: Repurposing Feminized Emotions”

Dahlani Reynolds, Roger Williams University, Bristol, RI, “Flinching at the F Word: Teaching into Student Resistance”

Theory

J.27 Mediations of Memory, Identity, Place, and Movement

JW Marriott, Room 109, First Floor

Speakers: Julia Romberger, Old Dominion University, Norfolk, VA, “Minding Movement: The Argument for the Body in Memoria”

Jason Kalin, DePaul University, Chicago, IL, “Mobile Media and the Mediations of Memory, Identity, & Place”

Jordan Frith, University of North Texas, Denton, “Mobile Media and the Mediations of Memory, Identity, & Place”

Celeste Del Russo, University of Arizona, Tucson, “Rhetorical (Re)Invention: A Pedagogy and Memory Practice for the Rhetoric and Composition Classroom”

Theory

J.28 Rhetorical Ontologies: Writing through Everyday Things

JW Marriott, Room 308, Third Floor

Chair: Scot Barnett, Indiana University, Bloomington

Speakers: Scot Barnett, Indiana University, Bloomington, “On the Way to Rhetorical Realism: Epistemic Rhetoric and the Ontology of Things”

Cydney Alexis, University of Denver, CO, “Material Culture Inquiry and the Composition Classroom: Writing and Researching through Things”

Steven Holmes, George Mason University, Fairfax, VA, “Knack, Craft, and New Media Carpentry”

Casey Boyle, University of Utah, Salt Lake City, “‘Practice Makes Perception’: Speculative Writing as Ontological Practice”

Writing Programs

J.29 Access to a Brighter Future for At-Risk Students: Writing Studies Program Strategies for Increasing Student Success in Composition I

JW Marriott, Room 312, Third Floor

Chair: Tara Hembrough, Southern Illinois University, Carbondale

Speakers: Jason Kirker, Southern Illinois University, Carbondale, “Advantages of the Pilot”

Chris Field, Southern Illinois University, Carbondale, “Drawbacks to the Pilot and Strategies to Address Them”

Jonathan Patterson, Southern Illinois University, Carbondale, “Instructor’s Role in the Pilot”

Tara Hembrough, Southern Illinois University, Carbondale, “Description of the Pilot and Study”

Writing Programs

J.30 Is Going Rogue So Bad? Negotiating Restrictions Placed on Teaching Assistants in First-Year English

JW Marriott, Room 313, Third Floor

Chair: Iris Ruiz, CA

Speakers: Alyssa Crow, University of Utah, Salt Lake City, “Teachers Need Learning Communities, Too”

Megan Boeshart, Texas State University, San Marcos, “Mining for Mentors”

Alexis McGee, Texas State University, San Marcos, “Teaching Assistant Paradox and Practices”

Jose Cano, Texas State University, San Marcos, “Training Teaching Assistants”

Writing Programs

J.31 Opening Up Freshman Comp to the Disciplines: Using Content-Area Faculty in First-Year Writing Seminars

Marriott Downtown, Michigan Room, First Floor

Chair: Kyung-Hee Bae, Rice University, Houston, TX

Speakers: Kyung-Hee Bae, Rice University, Houston, TX

Elizabeth Barre, Rice University, Houston, TX

Tracy Volz, Rice University, Houston, TX

Writing Programs

J.32 Co-Cultural Dis/Ability Discourses: Redefining Access in the Cs

JW Marriott, Room 314, Third Floor

Chair: Michelle Elliott, Texas State University, San Marcos

Speakers: Caroline Richardson, Texas State University, San Marcos, “Monsters, Freaks, and Villains: A Cultural Studies Analysis of the Deformed in ‘Penelope’”

Rebecca Babcock, University of Texas Permian Basin, Odessa, “The Intersection of Writing Centers and Disability Studies”

Nancy Wilson, Texas State University, San Marcos, “Exclusive Inclusivity: Exploring Why Individuals with Disabilities so often Are Not, but Should Be, Included in Diversity Initiatives”

Shaun Bryan, Texas State University, San Marcos, “Queering the Monster: Utilizing Queer and Crip Theory to Reimagine Dis/ability”

Writing Programs

J.33 Opening Up New Writing Partnerships: Broadening Program Reach across the University

JW Marriott, Room 306, Third Floor

Chair: Patti Hanlon-Baker, Stanford University, CA

Speakers: Shay Brawn, Stanford University, CA

Julia Bleakney, Stanford University, CA

Alyssa O’Brien, Stanford University, CA

Christine Alfano, Stanford University, CA

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

J.34 Hemispheric Americas: Opening Rhetorical (Re)sources

JW Marriott, Room 309, Third Floor

Chair: Lance Langdon, University of California-Irvine

Speakers: Steven Alvarez, University of Kentucky, Lexington, “Migrations between Disciplines: Opening Sources of Transnational Literacy Studies across Fields”

Paul Dahlgren, Georgia Southwestern State University, Americus, “Hemispheric Harvard: Opening Old Sources to New Interpretations”

Abraham Romney, Michigan Technological University, Houghton, “Opening Up Standard English through Hemispheric Rhetoric and Composition”

Institutional and Professional

J.35 Open This Box—Rubrics, Machine Grading, and the Case of Automotive Writing Instruction

Marriott Downtown, Texas Room, First Floor

Chair: Tim Donovan, University of North Florida, Jacksonville, FL

Speakers: Linda Howell, University of North Florida, Jacksonville, “The War of the Rubrics: Using Assessment to Build a Writing Program”

Tim Donovan, University of North Florida, Jacksonville, FL, “The Problem of Efficiency concerning The EdX Automated Grading Program”

David Mackinnon, University of North Florida, Jacksonville, “Assessing the Efficiency and Effectiveness of the EdX Automated Grading Program: A Comparative Case Study”

Information Technologies

J.36 Mobile Data, Mobile Selves: Smartphones, Big Data, and the Composition of Authorship

JW Marriott, Room 310, Third Floor

Chair: June Griffin, University of Nebraska-Lincoln

Speakers: Andrew Pilsch, Arizona State University, Phoenix

Jessica Schreyer, University of Dubuque, IA

June Griffin, University of Nebraska-Lincoln

History

J.37 Visual Rhetoric for Political Action

JW Marriott, Grand Ballroom III, Third Floor

Chair: Morris Young, University of Wisconsin-Madison

Speakers: Anne Wheeler, University of Wisconsin-Madison, “Rendering Everyday Life: Tactical Artwork by Interred Japanese American Artists”
Josh Mehler, Florida State University, Tallahassee, “On the Move: Mobility, Multimodal Design, and the Guerrilla Television Movement”

Teaching Writing & Rhetoric

J.38 Shaping the Rhetoric: Disability Accommodation Practices, Letters, and Performances

JW Marriott, Grand Ballroom VIII, Second Floor

Chair: Amy Vidali, University of Colorado, Denver

Speakers: Amy Vidali, University of Colorado, Denver, “Legal Obligations and Rhetorical Failures: How College Faculty Perceive and Use Disability Accommodations Letters”

Tara Wood, University of Oklahoma, Norman, “Writing Accommodations: Student Perspectives on the Limitations of ‘Conventional’ Approaches to Access”

Tana Schiewer, Virginia Tech University, Blacksburg, “Out of Sight, Out of Mind: The Rhetorical Challenges of Invisible Disabilities”

Dev Bose, Iowa State University, Ames, “Mental Disorders in Academia: A Small-Scale Heuristic Study”

K Sessions: 3:30–4:45 p.m.

Featured Session

**K.14 Futuristic Visions, Bold Reimaginings:
The Conciliatory Rhetorical World of
Mesoamerica and Mestizos**

JW Marriott, Grand Ballroom III, Third Floor

Chair:

Andrea A. Lunsford

Stanford University, CA

Speakers:

Jaime Mejia

Texas State University, San Marcos, “From the Florentine Codex to Pocho Lalo Alcaraz: Opening Up Chican@ Rhetorics”

Laura Ellis-Lai

University of Texas at San Antonio, “Ethnographic Research, Cultural Survival Skills, and College Persistence”

Casie Moreland

Arizona State University, Tempe, “Rigoberta Menchu and Written Stories (or Voices) of the Oppressed: Alternative Rhetorics in First-Year Composition”

Monica De Los Santos

Texas State University, San Antonio, “Alternative Chican@ Rhetorics: An Examination of the Rhetorical Devices and Appeals in the Non-Fictional Works of Chican@s”

Featured Session

**K.29 Technologies of Identity and the
Future of Literacy Studies**

JW Marriott, Room 314, Third Floor

Chair:

Jonathan Alexander

University of California, Irvine

Speakers:

Elisabeth Miller

University of Wisconsin-Madison, “Disrupting Literacy through Disability”

Morris Young

University of Wisconsin-Madison, “Open Access: Rewriting Racial Identity as a Technology of Literacy”

Neil Simpkins

University of Wisconsin-Madison, “The ‘Obligatory Transsexual File’: Methods for Researching Transgender Literacy Practices”

Academic Writing

K.01 Opening the Writing Classroom to Play: Using Games to Teach the Argumentative Paper

Marriott Downtown, Florida Room, First Floor

Chair: Diann Baecker, Virginia State University, Petersburg

Speakers: Diann Baecker, Virginia State University, Petersburg, “‘Now, Let me Tell You Why My Idea is the Best’: Using Games to Teach Rhetorical Strategies in Argumentative Writing”

Michael McClure, Virginia State University, Petersburg, “Gaming the Classroom: Using Play to Teach First-Year Writing”

Robert Wieman, Virginia State University, Petersburg, “From Aristotle to Pokemon: The Relationship between Rhetoric and Game Studies”

Basic Writing

K.02 Creative Redesigns for Open Admissions: Increasing Access at Two-Year Colleges

JW Marriott, Room 105, First Floor

Chair: Katie Malcolm, South Seattle Community College, WA

Speakers: Colleen Halverson, University of Wisconsin-Richland, “Students as Subject: Subverting the Work of Remediation on the Two-Year College Campus”

Katie Malcolm, South Seattle Community College, WA, “Hybridizing Accelerated Learning Classes”

Erin Steinke, South Seattle Community College, WA, “The One-Room Schoolhouse: Accelerated Learning for Multi-Level English Classes”

Holly Gilman, South Seattle Community College, WA, “Collisions: The System and Activity of the Two-year College as a Reluctant Means for Creative Redesign”

Community, Civic & Public

K.03 Access without the Internet: Using Literacy to Build Community across Difference

Marriott Downtown, Illinois Room, First Floor

Chair: Christopher Wilkey, Northern Kentucky University, Newport

Speakers: Daniel Cleary, Lorain County Community College, Elyria, OH, “Access behind the Walls: Literacy and Writing in Prison”

Christopher Wilkey, Northern Kentucky University, Newport, “Using Literacy to ‘Go Public’ in a Homeless Shelter”

Bonnie Neumeier, Miami University, Oxford, OH, “Reflective Writing Circles: Compelling Students to Process their Lived Experiences with Crossing Borders”

Community, Civic & Public

K.04 LGBT and Queer Perspectives in Digital Landscapes and Beyond

Marriott Downtown, Michigan Room, First Floor

Chair: Estee Beck, Bowling Green State University, OH

Speakers: Bret Keeling, Northeastern University, Boston, MA, “Queer Pedagogies, Open Access, and the Social Imagination”

Collyn Warner, The University of Alabama, Tuscaloosa, “#Equality: LG-BTQ Activists’ Work in Public Digital Landscapes”

Emily Hooper-Lewis, Arizona State University, Tempe, “Individuals Negotiating Access to Religious Social Goods via Facebook: The United Methodist Church’s Ongoing Debate over LGBTQ Inclusion”

Community, Civic & Public

K.05 Reimagining Popular Culture in an Open Society: Media, Sports, and Advertising

JW Marriott, Room 106, First Floor

Chair: Stephanie Vie, University of Central Florida, Winter Park

Speakers: James Zimmerman, James Madison University, Harrisonburg, VA, “Coach Tony Dungy’s Emancipation: Individuality, Community, and Equality in Sport and Society”

Laura Michael Brown, The Pennsylvania State University, State College, “No One Asked Us: Composition Studies and the Rhetoric of Literacy Crisis in American Popular Journalism”

Sarah Austin, Colorado State University, Denver, “Sex Doesn’t Sell: Using an Advertising Analysis to Advocate for Public Intellectualism in Rhetoric and Composition”

History

K.06 19th Century Women’s Rhetoric: Medicine, Mental Health, Theater, and Elocution

JW Marriott, Room 107, First Floor

Chair: Craig A. Meyer, Ohio University, Athens

Speakers: Paige Banaji, The Ohio State University, Columbus, “Opening Rhetorical Possibilities for Turn-of-the-Century Women: The Elocution Teachings of Henrietta Hovey”

Lisa Suter, University of Tampa, FL, “Catalogs of ‘Women Worthies’ in Nineteenth-Century Rhetorical Dramas: Women’s History and Future Bring Down the (Master’s) House”

Madaline Walter, Benedictine College, Atchison, KS, “Access to the World beyond Walls: Women Writing for an Insane Asylum Newsletter”

Carolyn Skinner, The Ohio State University, Columbus, “Accessing Authoritative Rhetorical Space: The Editorial Writing of Eliza H. Root, M. D.”

Information Technologies

K.07 Addressing Distraction, Fragmentation, and Loss in a Milieu of Speed and Pastiche

JW Marriott, Room 108, First Floor

Chair: Kelli Custer, Western Connecticut State University, Danbury

Speakers: Ben Wetherbee, University of Louisville, KY, “Picking Up the Fragments of the 2012 Election: What Do Memes Mean for Rhetoric?”
Michael Keller, South Dakota State University, Brookings, “Whither Rigor?: The Culture of Distraction and the Crisis of Dispersed Consciousness”

Information Technologies

K.08 Multimodal, Remix, and Hybrid Tactics and Engagement

JW, Marriott, Room 101, First Floor

Speakers: Jayne Moneysmith, Kent State University at Stark, “Building Community through the ‘Flipped Classroom’ Model in Hybrid Courses”
Dustin Edwards, Miami University, Oxford, OH, “Remix as Tactical: The Rhetorical Potential of Reappropriating Oppressive Discourse”
Katie Arosteguy, University of California, Davis, “Going Multimodal in the Advanced Composition Classroom: Students Make New and Exciting Rhetorical Choices”

Information Technologies

K.09 Ownership, Audience, and Genre in Digital Texts

JW Marriott, Room 102, First Floor

Speakers: Alan Clinton, Santa Clara University, CA, “Open-Access Journals and the Question of Specialized Readers”
Janine Morris, University of Cincinnati, OH, “A Genre-Based Approach to Digital Reading”
Jennifer Jacovitch, James Madison University, Harrisonburg, VA, “What Happens If You Publish Student Work Online: An Account of How a Digital Undergraduate Research Network Can Be an Organizing Medium for a Program of Study in Rhetoric, Writing, and Technical Communication”
Charles Lowe, Grand Valley State University, Allendale, MI, “Openness and the Writer/Teacher/Researcher/Author”

Information Technologies

K.10 Technological Interventions, Pedagogical Reinterpretation: Teaching Peer Review, Genre-Based Writing, and Critical information Literacy in Online/Hybrid Education

JW Marriott, Grand Ballroom IV, Third Floor

Chair: Karen Lunsford, University of California-Santa Barbara

Speakers: Paula Gonzalez Alvarez, Pontificia Universidad Catolica de Chile, “On-Line Design as an Opportunity to Rethink Writing Pedagogies: A Case Study in The Pontificia Universidad Catolica de Chile”

Natalia Avila, University of California, Santa Barbara, “On-line Design as an Opportunity to Rethink Writing Pedagogies: A Case Study in The Pontificia Universidad Catolica de Chile”

Charlyne Sarmiento, University of California, Santa Barbara, “Critical Literacy in our Information Age: Remediating Plagiarism”

Lydia Saravia, University of Illinois, Chicago, “Situated Writing through Facebook, Twitter, and Tumblr”

Information Technologies

K.11 You Left Your Knowledge Open: Using Rikiwiki for Collaborative Knowledge-Building in Writing Studies

JW Marriott, Grand Ballroom I, Third Floor

Chair: Michelle Sidler, Auburn University, AL

Speakers: Heather Young, Auburn University, AL

Heath Fowler, Auburn University-Montgomery

Samuel Morris, Auburn University, AL

Shane Ruckstuhl, Auburn University, AL

Kellie Gray, Point University, East Point, GA

Stephen Carradini, North Carolina State University, Raleigh

Institutional and Professional

K.12 Opening the Sources of Collaboration: Building Communities of Students, Constructing Communities of Teachers

JW Marriott, Room 109, First Floor

Speakers: Paul Walker, Murray State University, KY, “Open-Source Assessment and Writing Program Culture”

Misty Evans, Murray State University, KY, “Honors Basic Writing? Opening Access with an Accelerated Program”

Jeff Osborne, Murray State University, KY, “Bridging the Gap with Teachers as Engineers: A Collaboration among University and High-School English Teachers”

Michael Morgan, Murray State University, KY, “Collaborating in the Trenches: Professors as Partners in a Rural High School English Class”

Institutional and Professional

K.13 The Writing Center is Open: Providing Access amid Institutional Pressures

JW Marriott, Room 206, Second Floor

Speakers: Donna Evans, Eastern Oregon University, La Grande, “Planning for Segue: Strategizing the Writing Center’s Dual Online/On-Campus Functions”

Elizabeth Morley, University of Illinois at Urbana-Champaign, “Opening Our Doors to the World”

Danielle Cordaro, University of Mount Union, Akron, OH, “Slash Dance: Performing Multliteracy in the Comp/Comm Center”

Jaclyn Wells, University of Alabama at Birmingham, “Student Perspectives on Enrollment Initiatives and Required Tutoring”

Language

K.15 Breaking through Boundaries of Ascribed Black Identities

JW Marriott, Room 103, First Floor

Speakers: Denise Troutman, Michigan State University, East Lansing, “You Cannot Not Show Respect: Sociolinguistic Constructions of Politeness within the African American Speech Community”

Monique Akassi, Bowie State University, MD, “An Ethnography Study on Rhetorical and Linguistic Accounts of Digital Literacy among Marginalized Students”

Vanessa Rouillon, University of Illinois at Urbana-Champaign, “Sponsoring Literacies, Inventing Ethos: An Early Twentieth-Century African American Lyceum”

Arianna Howard, The Ohio State University, Columbus, “Discourse Practices of a “Cool” Black Girl: Breaking through Boundaries of Ascribed Identity”

Language

K.16 Second Language Writing Transitions and Pedagogies

JW Marriott, Room 202, Second Floor

Chair: Amy Weaver, University of California Santa Cruz

Speakers: Jean-Paul Nadeau, Bristol Community College, Westport, MA, “Straddling the ESL/English Department Divide: Reporting on a Local, Ethnographic Study of Non-Native Speakers’ Writing Development”

Carrie Chang, Tamkang University, New Taipei City, “The Benefits of L2 Peer Response to Reviewers’ Writing”

Rachel Adams Goertel, The Pennsylvania State University, University Park, “Discourse Markers: A Direction toward L2 Communicative Competence in Writing”

Angela Rounsaville, University of Central Florida, Orlando, “Students Becoming ‘Local’: Transitioning Linguistic and Literate Identities across National Contexts”

Professional and Technical Writing

K.17 The Open-Sourcing of Tech Comm: DIY Sites and TC Pedagogy

JW Marriott, Room 203, Second Floor

Chair: Miles Kimball, Texas Tech University, Lubbock

Speakers: Timothy Elliott, Texas Tech, Lubbock, “Using Instructables to Create Authentic Audience-Centered Instruction Sets”

Amelia Chesley, Purdue University, West Lafayette, IN, “Splinters and Shards of Secondary Orality: Digital Authors and Audiences on Pinterest”

Angela Shaffer, Texas Tech University, Lubbock, “Using Instructables to Create Authentic Audience-Centered Instruction Sets”

Miles Kimball, Texas Tech University, Lubbock, “DIY Tech Comm and the Compleat Idiot”

Research

K.18 From Pain to Possibilities: Effective and Efficient Student Feedback in First-Year Composition

JW Marriott, Room 306, Third Floor

Chair: Kathleen Lawson, Oakland University, Rochester, MI

Speakers: Christina Hall, Oakland University, Rochester, MI

Laura Gabrion, Oakland University, Rochester, MI

Jennifer Coon, Oakland University, Rochester, MI

Research

K.19 Roads Less Traveled: Opening New Pathways for Archival Research Methods

JW Marriott, Room 309, Third Floor

Chair: Emma Howes, University of Massachusetts, Amherst

Speakers: Emma Howes, University of Massachusetts, Amherst, “A Dim Candle over a Dark Abyss: Patching Together a History of Appalachian Women’s Literacy in the Carolina Textile Mills”

Anne Bello, University of Massachusetts, Amherst, “Fast Access to Snail Mail: Navigating Abundance in a Traditional Archive”

Teaching Writing & Rhetoric

K.20 21st Century Platforms: Digital Delivery and Civic Engagement

JW Marriott, Room 104, First Floor

Chair: Lee Nickoson, Bowling Green State University, OH

Speakers: April Conway, Bowling Green State University, OH, “Civic Rhetoric and Technology Literacies Effecting Change”

Tina Arduini, Bowling Green State University, OH, “Alternate Endings: Synthesizing Videogame Literacy and Fanfiction to Develop 21st Century Literacies”

Pauline Baird, Bowling Green State University, OH, “Using the Kindle to Engage in Conversational Rhetoric in the College Composition Classroom”

Ken Hayes, Bowling Green State University, OH, “Circling the Progyrnasmata: Using Google + to Contemporize the Progyrnasmata”

Teaching Writing & Rhetoric

K.21 Comics and Multimodal Texts for Rhetorical Education

JW Marriott, Grand Ballroom X, Third Floor

Chair: Brenda Spencer, Ivy Tech Community College, Indianapolis, IN

Speakers: Lee Odell, Rensselaer Polytechnic University, Troy, NY, “Bridging the Gap: Integrating Multimodal Composition into the Writing Class”

Alex Romagnoli, Indiana University of Pennsylvania, “The Products of Process: Utilizing Multimodal Texts in a Composition Course”

Mary Assad, Seven Hills, OH, “Comics and Rhetoric in the First-Year Composition Classroom”

Teaching Writing & Rhetoric

K.22 From Page to Screen: Rhetorical Theory, Text, and Originality in New Media

JW Marriott, Room 204, Second Floor

Chair: Christine Cucciarre, University of Delaware, Newark

Speakers: Joseph Harris, University of Delaware, Newark, “Teaching the Essay in the Digital Age”

Christine Cucciarre, University of Delaware, Newark, “A Digital Humanity: Using Classical Rhetoric in the New Media Classroom”

Teaching Writing & Rhetoric

K.23 Meaning Language and Learning in Transnational Contexts

JW Marriott, Room 301, Third Floor

Speakers: Xueying Wu, Shanghai University, China, “The Urgency of Intercultural Rhetoric”

Xiaobo Wang, Georgia State University, Atlanta, “Calling Attention to Intercultural and Multicultural Literacies: Preparing Students for Transnational Workplaces”

Jianing Liu, Arizona State University, Tempe, “Reinventing the University—in a Second Language”

Yuching Yang, Arizona State University, Tempe, “Reinventing the University—in a Second Language”

Dominic Ashby, Miami University, Oxford, OH, “Opening the Gates of Academic Discourse: Inside-Outside Positionalities as Pedagogy in ESL/EFL Rhetoric and Composition Classrooms”

Teaching Writing & Rhetoric

K.24 Out in the Open: Hooking Up in the Modern, Digital Era

JW Marriott, Room 302, Third Floor

Chair: Stephanie Amada, Michigan State University, East Lansing

Speakers: Siobahn Jones, Michigan State University, East Lansing, “Womanism: Hook Up Culture and Race”

Emily Dallaire, Michigan State University, East Lansing, “Tweets and Texts: The Impact of Virtual Communities on College Students and Relationships”

Brooklyn Pluger, Michigan State University, East Lansing, “Let’s Talk About Hook Ups: The Impact of Hook Up Culture on College Students”

Stephanie Amada, Michigan State University, East Lansing, “Beyond Boundaries: Discussing Sex with Undergrads in the Writing Classroom”

Teaching Writing & Rhetoric

K.25 Resistance in, around, and about Teaching Writing

JW Marriott, Room 205, Second Floor

Speakers: Leslie Werden, Morningside College, Sioux City, IA, “Creative Visions for Overcoming Resistance in Faculty Development”

Jeremy Schnieder, Morningside College, Sioux City, IA, “‘You can’t tell me how to write’: Reconceptualizing Student Resistance”

David Elder, Morningside College, Sioux City, IA, “Resisting the Divide: Where High School and College Writing Meet”

Teaching Writing & Rhetoric

K.26 Virtual Spaces: Classroom Design, Tumblr in FYC, and Blog-Based Pedagogies

JW Marriott, Room 308, Third Floor

Speakers: Jennifer England, New Mexico State University, Las Cruces, “Multimodal and Multiliterate Learning: Using Tumblr in the First-Year Writing Classroom”

Annette Vee, University of Pittsburgh, PA, “Writing in Public: A Survey Study of Blog-Based Pedagogy”

Trey Conatser, The Ohio State University, Columbus, “‘Choices and Constraints’: Codes and Futures of Composition”

Michael Donnelly, Ball State University, Muncie, IN, “Classroom Spaces and Virtual Places: Technology, Writing, Pedagogy”

Theory

K.27 Feminist Ruptures, Feminist Responses: Toward a Deeper Democracy

JW Marriott, Grand Ballroom VI, Third Floor

Chair: Joyce Irene Middleton, East Carolina University, Greenville, NC

Speakers: Joyce Irene Middleton, East Carolina University, Greenville, NC

Shirley Logan, University of Maryland, College Park

Cheryl Glenn, The Pennsylvania State University, State College

Theory

K.28 Neuroscientific Approaches to Writing Pedagogy

JW Marriott, Room 208, Second Floor

Chair: Jordynn Jack, University of North Carolina, Chapel Hill

Speakers: Jacquelyn Bustos, Purdue University, Calumet, IN, “Pedagogical Code-Switching: Navigating Neurodiversity in the First-Year Writing Classroom”

Cynthia-Marie O’Brien, Astoria, NY, “Neuroplasticity’s Lessons for Harnessing the Developmental Capabilities of Beginning Graduate Writers”

Don Bushman, University of North Carolina Wilmington, “Cognition is Action: Bringing Embodied Cognition to the Writing Classroom”

Writing Programs

K.30 Assessment at the Center: Accessing Opportunities for Change

JW Marriott, Room 313, Third Floor

Chair: Lennie Irvin, San Antonio College, TX

Speakers: Erin M. Andersen, City University of New York, NY, “Agents Online: Assessing Access to Transfer in Online Tutoring Initiatives”

Kim Ballard, Western Michigan University, Ypsilanti, “Collaborative Writing Center Assessment = Faculty Education”

Ernie Tscalis, San Antonio College, TX, “The Three-Session Threshold: Opening Access to Student Success through Multiple Tutoring Sessions”

Lennie Irvin, San Antonio College, TX, “The Three-Session Threshold: Opening Access to Student Success through Multiple Tutoring Sessions”

Michael Cripps, University of New England, Portland, ME, “Opening Access for Basic Writers: Assessing a Writing Center-Freshman Composition Partnership”

Writing Programs

K.31 Literacy: Pushing Students to Its Strength

JW Marriott, Room 312, Third Floor

Chair: Christine Murray, Texas A&M University, College Station

Speakers: William Lalicker, West Chester University, PA, “Accessing the Future through Assessment: Translingualism as a Standard for Writing Program Strength”

Julie Kozee, Northwestern State University, Natchitoches, LA, Cartersville, GA, “Early to Read; Early to Rise: The Importance of Literacy in the Future Success of Elementary Students and How the College Writing Classroom Relates”

Justin Grover, Boise State University, ID, “Writing for the Future”

Writing Programs

K.32 Opening Up the Intellectual Work of Teaching Writing: Supporting Pedagogical Growth for Disciplinary Faculty

JW Marriott, Room 311, Third Floor

Chair: Margaret Marshall, Auburn University, AL

Speakers: Margaret Marshall, Auburn University, AL, “Analogous Thinking: Frameworks for Considering Our Work with Faculty”

Laura Elmer, Auburn University, AL, “ePortfolios: An ‘Open’ Future”

Neccee Matthews-Bradshaw, Auburn University, AL, “Connections and Disjunctions: What We’re Learning from Researching Faculty Teaching Writing in the Disciplines”

Respondent: David Weaver, Auburn University, AL

Writing Programs

K.33 Labor, Leadership, and the Professionalization of Peer Tutors

Marriott Downtown, Texas Room, First Floor

Chair: Gregory Adams, University of Nebraska Lincoln

Speakers: Angela Glover, Midland University, Fremont, NE, “Betwixt and Between Professional Leadership”

Michael Kelly, Champlain College, Burlington, VT, “Institutional Literacy and the Professionalization of Peer Tutors”

Gregory Adams, University of Nebraska, Lincoln, “Leadership and Getting the Work Done”

Writing Programs

K.34 Open Source Assessment: Whose Data Is This Anyway?

JW Marriott, Room 310, Third Floor

Chair: Joyce Walker, Illinois State University, Normal

Speakers: Moria Torrington, Illinois State University, Normal, “Databasing: Documenting and Assessing Students’ Existing Literate Activities”

Chereka Dickerson, Illinois State University, Normal, “Toward an Always Open Door Policy: Instructor Participation in a Program-Wide Assessment”

Joyce R. Walker, Illinois State University, Normal, “Promoting Knowledge about Information Fluency: An Evolving Assessment”

Institutional and Professional

K.35 Getting a Job in a Two-Year College

JW Marriott, Room 303, Third Floor

Chair: David Lydic, Austin Community College, TX

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

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

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

Institutional and Professional

**K.36 Publishing in Studies in Writing and Rhetoric:
To All—Whatever Your Institutional Affiliation—
Who Are Interested**

JW Marriott, Grand Ballroom VIII, Third Floor

Chair: Victor Villanueva, Washington State University, Pullman, WA

Speakers: Jay Jordan, University of Utah, Salt Lake City, “One SWR Author”

Deborah H. Holdstein, Columbia College, Chicago, IL, “A Reviewer: One Perspective”

Robin Gosser, Auburn University, AL, “The Electronic Process”

**K.37 Think-Tank for Newcomers Developing Papers and
Sessions for CCCC 2015**

JW Marriott, Grand Ballroom II, Third Floor

Chair: Joonna Trapp, Emory University, Clarkston, GA

Tampa, FL 2015

Marriott Waterfront and Tampa
Convention Center
March 18–21, 2015

**For Program Proposal Deadline
visit**

www.ncte.org/cccc/conv

See You There!!

CCCC Awards/ Recognition Reception

JW Marriott, Grand Ballroom VII,
Third Floor
5:00–6:30 p.m.

Chair: Adam Banks, Program Chair/CCCC Associate Chair, University of Kentucky, Lexington

At this reception we announce the winners of the 2014 Outstanding Book Award, The James Berlin Memorial Outstanding Dissertation Award, The Braddock Award, the Award for Best Article in *TETYC*, the Nell Ann Pickett, and others. Past CCCC Chairs, distinguished guests, and international participants will be recognized. A light reception follows. Please take the time to come celebrate with your colleagues.

AWARDS PRESENTATIONS

OUTSTANDING BOOK AWARD

This award is presented to the author(s) or editor(s) of a book making an outstanding contribution to composition and communication studies. Books are evaluated for scholarship or research and for applicability to the study and teaching of composition and communication.

Outstanding Book Award Committee

Chair: David Jolliffe, University of Arkansas, Fayetteville
Carolyn Calhoun-Dillahunt, Yakima Valley Community College, WA
Marilyn Cooper, Michigan Technological University, Houghton
LuMing Mao, Miami University, Oxford, OH
Shirley Rose, Arizona State University, Tempe

Previous Award Winners

- 2013 Susan H. Delagrange, *Technologies of Wonder: Rhetorical Practice in a Digital World*
Margaret Price, *Mad at School: Rhetorics of Mental Disability and Academic Life*
- 2012 David Fleming, *From Form to Meaning: Freshman Composition and the Long Sixties, 1957-1974*
Bruce Horner, Min-Zhan Lu, and Paul Kei Matsuda, *Cross-Language Relations in Composition*

- 2011 Xiaoye You, *Writing in the Devil's Tongue: A History of English Composition in China*
- 2010 David Gold, *Rhetoric at the Margins: Revising the History of Writing Instruction in American Colleges, 1873-1947*
- 2009 Charles Bazerman, *Handbook of Research on Writing: Society, School, Individual, Text*
John M. Duffy, *Writing from These Roots: Literacy in a Hmong-American Community*

For a listing of winners prior to 2009, please visit <http://www.ncte.org/cccc/awards/oba>

JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD

Renamed to honor James Berlin, this award recognizes a graduate whose dissertation improves the educational process through research or scholarly inquiry or adds to the body of knowledge in composition studies.

Berlin Outstanding Dissertation Award Committee

Chair: Laura Brady, West Virginia University, Morgantown
Elias Dominguez Barajas, University of Arkansas, Fayetteville
Kim Donehower, University of North Dakota, Grand Forks
Jeanne Gunner, Chapman University, Orange, CA
Amy Stornaiuolo, University of Pennsylvania, Philadelphia

Previous Award Winners

- 2013 Heather Brook Adams, "Secrets and Silences: Rhetorics of Unwed Pregnancy Since 1960"
- 2012 Ana Maria Wetzl, "L2 Writing in the L1 Composition Course: A Model for Promoting Linguistic Tolerance"
- 2011 Carolyn J. Fulford, "Writing Across the Curriculum Program Development as Ideological and Rhetorical Practice"
- 2010 Risa Applegarth, "Other Grounds: Popular Genres and the Rhetoric of Anthropology, 1900-1940"
- 2009 Eric D. Turley, "The Scientific Management of Writing and the Residue of Reform"

For a listing of winners prior to 2009, please visit <http://www.ncte.org/cccc/awards/berlin>

THE RICHARD BRADDOCK AWARD

The Richard Braddock Award is presented to the author of the outstanding article on writing or the teaching of writing in the CCCC journal, *College Composition and Communication*, during the year ending December 31 before the annual CCCC spring convention. The award was created to honor the memory of Richard Braddock, University of Iowa. Richard Braddock was an extraordinary person and teacher who touched the lives of many people in ways that this special award established in his name can only suggest.

Braddock Award Committee

Chair: Ellen Cushman, Michigan State University, East Lansing
Carmen Kynard, John Jay College of Criminal Justice, CUNY
Neal Lerner, Northeastern University, Boston, MA
Rebecca Nowacek, Marquette University, Milwaukee, WI
Patrick Sullivan, Manchester Community College, CT

Previous Award Winners

- 2013 Dylan B. Dryer, “At a Mirror, Darkly: The Imagined Undergraduate Writers of Ten Novice Composition Instructors,” February 2012
- 2012 Brandy Nalani McDougall and Georganne Nordstrom, “Ma ka Hana ka ‘Ike (In the Work Is the Knowledge): Kaona as Rhetorical Action,” September 2011
- 2011 Anne-Marie Pedersen, “Negotiating Cultural Identities through Language: Academic English in Jordan,” December 2010
- 2010 Shevaun E. Watson, “Good Will Come of This Evil”: Enslaved Teachers and the Transatlantic Politics of Early Black Literacy,” September 2009
- 2009 Ellen Barton, “Further Contributions from the Ethical Turn in Composition/Rhetoric: Analyzing Ethics in Interaction,” June 2008

For a listing of winners prior to 2009, please visit <http://www.ncte.org/cccc/awards/braddock>

OUTSTANDING DISSERTATION AWARD IN TECHNICAL COMMUNICATION

This award recognizes a dissertation in Technical Communication whose research is original, makes a contribution to the field, uses a sound methodological approach, demonstrates awareness of the existing research in the area studied, and demonstrates an overall high quality of writing.

Outstanding Dissertation Award in Technical Communication Committee

Chair: Stacey Pigg, University of Central Florida, Orlando
Shreelina Ghosh, Dakota State University, Madison, SD
Octavio Pimentel, Texas State University-San Marcos
Jim Ridolfo, University of Kentucky, Lexington
Douglas Walls, University of Central Florida, Orlando

Previous Award Winners

2013 Ehren Pflugfelder
2012 Joy Santee
2011 Colleen Derkatch
2010 Rebekka Andersen
2009 Jonathan Buehl

For a listing of winners prior to 2009, please visit <http://>

TECHNICAL AND SCIENTIFIC COMMUNICATION AWARDS

This award recognizes outstanding books and articles in technical and scientific communication in six categories: Best Book, Best Original Collection of Essays, Best Article Reporting Qualitative or Quantitative Research, Best Article Reporting Historical Research or Textual Studies, Best Article on Philosophy or Theory, and Best Article on Pedagogy or Curriculum.

Technical and Scientific Communication Awards Committee

Chair: Stephen Bernhardt, University of Delaware, Newark
Rebecca Burnett, Georgia Institute of Technology, Atlanta
Laura Gurak, University Of Minnesota, St. Paul
Bruce Maylath, North Dakota State University, Fargo
Elizabeth Tebeaux, Texas A&M University, College Station

Previous Award Winners

2013

Best Book in Technical or Scientific Communication: Huatong Sun, *Cross-cultural technology design: Creating culture-sensitive technology for local users*

Best Original Collection of Essays in Technical or Scientific Communication: Jessica Reyman and Mary Lay Schuster, "Special Issue: Technical Communication and the Law," *Technical Communication Quarterly*

Best Article Reporting Historical Research or Textual Studies in Technical or Scientific Communication: Sarah Read, "The Mundane, Power, and Symmetry: A

Reading of the Field with Dorothy Winsor and the Tradition of Ethnographic Research,” *Technical Communication Quarterly*, 20:4, 2011, 353–383

Best Article Reporting Qualitative or Quantitative Research in Technical or Scientific Communication: Jacob E. McCarthy, Jeffrey T. Grabill, William Hart-Davidson, and Michael McLeod, “Content Management in the Workplace: Community, Context, and a New Way to Organize Writing,” *Journal of Business and Technical Communication*, 25:4, 2011, 367–395

Best Article on Philosophy or Theory of Technical or Scientific Communication: Doug Brent, “Transfer, Transformation, and Rhetorical Knowledge: Insights From Transfer Theory,” *Journal of Business and Technical Communication*, 25:4, 2011, 396–420

Best Article on Pedagogy or Curriculum in Technical or Scientific Communication: Cheryl Ball, “Assessing Scholarly Multimedia: A Rhetorical Genre Studies Approach,” *Technical Communication Quarterly*, 21:1, 2012, 61–77

2012

Best Book in Technical or Scientific Communication: Brad Mehlenbacher, *Instruction and technology: Designs for everyday learning*

Best Original Collection of Essays in Technical or Scientific Communication: Margaret Hundleby and Jo Allen, *Assessment in Technical and Professional Communication*

Best Article Reporting Historical Research or Textual Studies in Technical or Scientific Communication: Edward A. Malone, “‘Chrysler’s ‘Most Beautiful Engineer’: Lucille J. Pieti in the Pillory of Fame.” *Technical Communication Quarterly*, 19:2, 2010, 144–183

Best Article Reporting Qualitative or Quantitative Research in Technical or Scientific Communication: Clay Spinuzzi, “Secret Sauce and Snake Oil: Writing Monthly Reports in a Highly Contingent Environment.” *Written Communication*, 27:4, 2010, 363–409

Best Article on Philosophy or Theory of Technical or Scientific Communication: Jason Swarts, “Recycled Writing: Assembling Actor Networks From Reusable Content.” *Journal of Business and Technical Communication*, 24:2, 2010, 127–163

Best Article on Pedagogy or Curriculum in Technical or Scientific Communication: Natasha Artemeva and Janna Fox, “Awareness Versus Production: Probing Students’ Antecedent Genre Knowledge.” *Journal of Business and Technical Communication*, 24:4, 2010, 476–515

2010

Best Book in Technical or Scientific Communication: Carol Siri Johnson, *The Language of Work: Technical Communication at Lukens Steel, 1810–1925*

Best Original Collection of Essays in Technical or Scientific Communication: Christina Hass, *Written Communication*, Special issue on Writing and Medicine, 26(3–4) July–October 2009, 215–396

Best Article Reporting Historical Research or Textual Studies in Technical or Scientific Communication: Catherine Schryer, Elena Afros, Marcellina Mian, Marlee Spafford, & Lorelei Lingard, “The Trial of the Expert Witness: Negotiating Cred-

ibility in Child Abuse Correspondence,” *Written Communication*, 26(3), July 2009: 215-246

Best Article Reporting Qualitative or Quantitative Research in Technical or Scientific Communication: Christa Teston, “A Grounded Investigation of Genred Guidelines in Cancer Care Deliberations,” *Written Communication*, 26(3), July 2009: 320-348

Best Article on Philosophy or Theory of Technical or Scientific Communication: S. Scott Graham, “Agency and the Rhetoric of Medicine: Biomedical Brain Scans and the Ontology of Fibromyalgia,” *Technical Communication Quarterly*, 18(4), Fall 2009: 376-404

Best Article on Pedagogy or Curriculum in Technical or Scientific Communication: Rachel Spilka, “Practitioner Research Instruction: A Neglected Curricular Area in Technical Communication Undergraduate Programs,” *Journal of Business and Technical Communication*, 23(2), April 2009: 216-237

2009

Best Book in Technical or Scientific Communication: Jason Swarts. *Together with Technology: Writing Review, Enculturation and Technological Mediation*. Amityville, NY: Baywood Publishing Company, Inc. 2008.

Best Original Collection of Essays in Technical or Scientific Communication: No award given.

Best Article Reporting Historical Research or Textual Studies in Technical or Scientific Communication: No award given.

Best Article Reporting Qualitative or Quantitative Research in Technical or Scientific Communication: Stuart Blythe, Jeffrey T. Grabill, & Kirk Riley. “Action Research and Wicked Environmental Problems: Exploring Appropriate Roles for Researchers in Professional Communication,” *Journal of Business and Technical Communication*, 22(3), (July 2008): 272-298.

Best Article on Philosophy or Theory of Technical or Scientific Communication: Jason Swarts. “Information Technologies as Discursive Agents: Methodological Implications for the Empirical Study of Knowledge Work,” *Journal of Technical Writing & Communication*, 38(4), (2008): 301-329.

Best Article on Pedagogy or Curriculum in Technical or Scientific Communication: Deanna P. Dannels & Kelly Norris Martin. “Critiquing Critiques: A Genre Analysis of Feedback Across Novice to Expert Design Studios,” *Journal of Business and Technical Communication*, 22(2), (April 2008): 135-158.

For a listing of winners prior to 2009, please visit <http://www.ncte.org/ccccc/awards/techsci>

WRITING PROGRAM CERTIFICATE OF EXCELLENCE

This award program, established in 2004, honors up to 20 writing programs a year. Programs must successfully demonstrate that their program meets the following criteria: it imaginatively addresses the needs and opportunities of its students, instructors, and locale; offers exemplary ongoing professional development for faculty of

all ranks, including adjunct/contingent faculty; treats contingent faculty respectfully, humanely, and professionally; uses current best practices in the field; uses effective, ongoing assessment and placement procedures; models diversity and/or serves diverse communities; has appropriate class size; and has an administrator (chair, director, coordinator, etc.) with academic credentials in writing.

Writing Program Certificate of Excellence Committee

Chair: William Banks, East Carolina University, Greenville
Lilian Brannon, University of North Carolina at Charlotte
C. Bradley Dilger, Western Illinois University, Macomb
Lauren Fitzgerald, Yeshiva University, New York, NY
Genevieve Garcia de Mueller, University of New Mexico, Albuquerque

Previous Certificate Winners

2012-2013

Emerson College, First-Year Writing Program
John Jay College of Criminal Justice, First-Year Composition Program
Oakland University, Department of Writing and Rhetoric
Pennsylvania State University, Rhetoric and Writing Program
University of California, Santa Barbara, Writing Program
University of Central Florida, First-Year Composition Program
University of Colorado, Boulder, McNeill Writing Program

2011-2012

Appalachian State University, Vertical Writing Curriculum
Montclair State University, First-Year Writing Program
St. Louis Community College, ESL Program
University of Illinois at Urbana-Champaign, Undergraduate Rhetoric Program
University of South Florida, First-Year Writing Composition Program
University of Tennessee, Knoxville, Writing Program
The University of Texas at El Paso, First-Year Composition

2010-2011

Binghamton University, State University of New York, First-Year Writing
University of Connecticut, University Writing Center
Wheaton College, Writing Across the Curriculum Program

2009-2010

Louisiana State University, Communication across the Curriculum Program

2008–2009

North Carolina State University, First-Year Writing Program
University of Massachusetts Amherst, Writing Program
Washington State University, Writing Program

For a listing of winners prior to 2009, please visit <http://www.ncte.org/cccc/awards/writingprogramcert>

CCCC TRIBAL COLLEGE FACULTY FELLOWSHIP

In March 2003, the Conference on College Composition and Communication (CCCC) initiated a new program, the Tribal College Faculty Fellowship Program. The Tribal College Faculty Fellowship offers financial aid to selected faculty members currently working at tribally controlled colleges to attend the CCCC Conference. This year we will be awarding up to four Tribal College Faculty Fellowships in the amount of \$750 each. With this Fellowship, CCCC hopes to create new opportunities for Tribal College Faculty members to become involved in CCCC and for CCCC to carry out its mission of serving as a truly representative national advocate for language and literacy education. Applicants are asked to submit a letter describing who they are as teachers and what they teach at their tribal college, what their research interests are, and what they hope to gain from the experience of attending CCCC (how it could help in their teaching or research). A selection committee including American Indian Caucus members reviews applications for the Tribal College Faculty Fellowship. Fellowships are awarded based on overall quality of the application letter.

Tribal College Faculty Fellowship Committee

Chair: Qwo-Li Driskill, Oregon State University, Corvallis
Rose Gubele, University of Central Missouri, Warrensburg
Angela Haas, Illinois State University, Normal
Lisa King, University of Tennessee-Knoxville
Andrea Riley-Mukavetz, Bowling Green State University, OH

Previous Award Winners

2013 Ahmed Al-Asfour, Jon Kohn
2012 Kate Bertin, Jeanne Sokolowski
2011 Eric Jurgens
2010 Christie Cooke, Jennifer Ann Owens
2009 Sara Knight, Ryan Winn

For a listing of winners prior to 2009, please visit <http://www.ncte.org/cccc/awards/tribalcollegefellow>

CCCC ADVANCEMENT OF KNOWLEDGE AWARD

Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances writing studies.

Advancement of Knowledge Committee

Chair: Patricia Dunn, Stony Brook University, NY
Anis Bawarshi, University of Washington, Seattle
Kelly Pender, Virginia Tech, Blacksburg

Previous Award Winners

2013 Patrick W. Berry, Gail E. Hawisher, and Cynthia L. Selfe, *Transnational Literate Lives in Digital Times*

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

CCCC RESEARCH IMPACT AWARD

Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances the mission of the organization or the needs of the profession.

Research Impact Committee

Chair: Paul Prior, University of Illinois at Urbana-Champaign
Christina Haas, University of Minnesota, Minneapolis
Paul Rogers, George Mason University, Fairfax, VA

Previous Award Winners

2013 Patrick W. Berry, Gail E. Hawisher, and Cynthia L. Selfe, *Transnational Literate Lives in Digital Times*

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

CCCC LUIZ ANTONIO MARCUSCHI TRAVEL AWARDS

Established in 2011, this award provides two \$1,000 travel reimbursement awards to scholars from Mexico, Central, or South America who have papers accepted for presentation at the CCCC Convention. Selection of the winners is made by the CCCC Program Chair and a panel of judges selected from the Stage II program reviewers.

Previous Award Winners

2013 Not awarded

2012 Federico Navarro, Désirée Motta Roth

CCCC GLORIA ANZALDÚA RHETORICIAN AWARD

Established in 2013, this award supports graduate students or first-time presenters whose work participates in the making of meaning out of sexual and gender minority experiences with up to three \$750 awards for travel to the CCCC Convention.

Gloria Anzaldúa Rhetorician Award—2014 Recipients

Kendall Gerdes, The University of Texas at Austin
Jessica Mason McFadden, Western Illinois University
Neil Simpkins, University of Wisconsin-Madison

Gloria Anzaldúa Rhetorician Award Committee

Chair: Jonathan Alexander, University of California, Irvine
Subcommittee Chair: Martha Marinara, University of Central Florida, Orlando
Samantha Blackmon, Purdue University, West Lafayette
Brandon Fralix, Bloomfield College, NJ
Kenton Wilcox, Northwest Missouri State University, Maryville

CCCC LAVENDER RHETORICS AWARD FOR EXCELLENCE IN QUEER SCHOLARSHIP

Established in 2013, this award is presented annually to three works (one book, one article, and one dissertation) published within the past two years that best make queer interventions into the study of composition and rhetoric.

Lavender Rhetorics Award for Excellence in Queer Scholarship Committee

Chair: Jonathan Alexander, University of California, Irvine

Article Award Subcommittee

Subcommittee Chair: Debra Frank Dew, Valparaiso University, IN
Garret Nichols, Bellevue College, WA
T. J. Geiger, Syracuse University, NY

Dissertation Award Subcommittee

Subcommittee Chair: Jacqueline Rhodes, California State University, San Bernardino
Harry Denny, St. John's University, Queens, NY
Michelle Eodice, University of Oklahoma, Norman

CCCC STONEWALL SERVICE AWARD

Established in 2013, this award recognizes members of CCCC/NCTE who have consistently worked to improve the experiences of sexual and gender minorities within the organization and the profession.

Stonewall Service Award Committee

Chair: Jonathan Alexander, University of California, Irvine
Subcommittee Chair: Holly Middleton, High Point University, NC
Harriet Malinowitz, Long Island University, NY
David Wallace, California State University, Long Beach

THE MARK REYNOLDS TETYC BEST ARTICLE AWARD

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

Best Article Award Committee

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

Previous Award Winners

2013 Diana Lin Awad Scrocco
2012 Patrick Sullivan
2011 Ann Del Principe
2010 Holly Hassel and Joanne Baird Giordano
2009 David Martins
2008 Gregory Shafer

NELL ANN PICKETT SERVICE AWARD

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

Nell Ann Pickett Service Award Committee

Chair: Jeff Sommers, West Chester University, PA
Sharon Mitchler, Centralia College, WA
Shelley Rodrigo, Old Dominion University, Norfolk, VA
Justin Jory, Manitou Springs, CO
Teresa Thonney, Columbia Basin College, Pasco, WA

Previous Award Winners

2013 Marilyn Valentino, Loraine County Community College, Elyria, OH
2012 Jeff Sommers, West Chester University, PA
2011 Patrick Sullivan, Manchester Community College, CT
2010 Mike Matthews, Tarrant County College/NW Campus, Fort Worth, TX
2009 Sharon Mitchler, Centralia College, WA
2008 Judith “Jay” Wootten, Kent State University, Salem Campus, Salem, OH

Special Interest Groups

6:30 p.m.–7:30 p.m.

FSIG.01 American Indian Caucus

JW Marriott, Room 102, First Floor

Co-Chairs: Malea Powell, Michigan State University, East Lansing
Joyce Rain Anderson, Bridgewater State University, MA
Resa Crane Bizzaro, Indiana University of Pennsylvania

FSIG.02 Asian/Asian American Caucus

JW Marriott, Room 103, First Floor

Co-Chairs: K. Hyoejin Yoon, West Chester University, PA
Terese Guinsatao Monberg, Michigan State University, East Lansing

FSIG.03 Black Caucus

JW Marriott, Room 104, First Floor

Co-Chairs: Elaine Richardson, The Ohio State University, Columbus
David Kirkland, Michigan State University, East Lansing

FSIG.04 Latino Caucus

JW Marriott, Room 105, First Floor

Co-Chairs: Bobbi Houtchens, San Bernardino, CA
Cristina Kirklighter, Texas A&M University, College Station
Renee Moreno, California State University, Northridge

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

FSIG.05 Queer Caucus

JW, Marriott, Room 101, First Floor

Co-Chairs: Garrett Nichols, Texas A&M University, Seattle, WA
Kimberly Drake, Scripps College, Claremont, CA

Information Technologies

FSIG.06 Best Practices in Online Writing Instruction: Using the CCCC OWI Principles and Effective Practices as a Foundation for Programmatic Arguments

JW Marriott, Room 202, Second Floor

Co-Chairs: Kevin Eric DePew, Old Dominion University, Norfolk, VA
Sushil Oswal, University of Washington, Tacoma

Institutional and Professional

FSIG.07 CCCC Graduate Student SIG

JW Marriott, Room 203, Second Floor

Co-Chairs: Adam Strantz, Purdue University, West Lafayette, IN
Lavinia Hirsu, Indiana University, Bloomington

Teaching Writing & Rhetoric

FSIG.08 Creative Nonfiction Special Interest Group: Opening to Each Other: Mentoring and Creative Nonfiction

JW Marriott, Room 204, Second Floor

Co-Chairs: Melissa Goldthwaite, Saint Joseph's University, Philadelphia, PA
Jenny Spinner, Saint Joseph's University, Philadelphia, PA

Institutional and Professional

FSIG.09 Independent Writing Units

JW Marriott, Room 206, Second Floor

Co-Chairs: Barry Maid, Arizona State University, Tempe
Peter Vandenberg, DePaul University, Chicago, IL
Leslie Werden, Morningside College, Sioux City, IA

Creative Writing

FSIG.10 Intersections in Creative Writing and Composition

JW Marriott, Room 205, Second Floor

Co-Chairs: Benjamin Miller, City University of New York Graduate Center, Bronx, NY
Ben Ristow, Hobart and William Smith Colleges, Ithaca, NY

Institutional and Professional

FSIG.11 Labor Caucus Special Interest Group

JW Marriott, Room 107, Second Floor

Co-Chairs: Amy Lynch-Binieck, Kutztown University, PA
Vandana Gavaskar, Elizabeth City State University, Virginia Beach, VA
Susan Naomi Bernstein, Arizona State University, Tempe
Cathy Spidell, The University of Akron, OH
Seth Kahn, West Chester University of Pennsylvania
Jes Hodgson, University of Missouri-Columbia

Writing Programs

FSIG.12 Meeting of the International Network of Writing-across-the-Curriculum Programs

JW Marriott, Room 301, Third Floor

Chair: Chris Thaiss, University of California, Davis

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

FSIG.13 Play and Game Studies

JW Marriott, Room 302, Third Floor

Co-Chairs: Danielle Roach, Old Dominion University, Norfolk, VA
Kevin Moberly, Old Dominion University, Norfolk, VA

Community, Civic & Public

FSIG.14 Rhetoric and Religious Traditions

JW Marriott, Room 303, Third Floor

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

Professional and Technical Writing

FSIG.15 Science and Writing

JW Marriott, Room 304, Third Floor

Co-Chairs: William FitzGerald, Rutgers Camden, NJ
Jonathan Buehl, The Ohio State University, Columbus

Institutional and Professional

FSIG.16 English Education-Composition Connections

JW Marriott, Room 305, Third Floor

Co-Chairs: Ken Lindblom, Stony Brook University, NY
Elizabeth Brockman, Central Michigan University, Mt. Pleasant
Mark Letcher, Purdue University-Calumet, IN

Teaching Writing & Rhetoric

FSIG.17 Special Interest Group on Composition and Adult Learners (Formerly Teaching Adult Learners in Diverse Settings)

JW Marriott, Room 306, Third Floor

Chair: Sonia Feder-Lewis, Saint Mary's University of Minnesota, Saint Paul

Writing Programs

FSIG.18 Undergraduate Research in Rhetoric and Composition

JW Marriott, Room 309, Third Floor

Chair: Michael Zerbe, York College of Pennsylvania

Writing Programs

FSIG.19 Studio Special Interest Group

Marriott Downtown, Florida Room, First Floor

Chair: Rhonda Grego, Midlands Technical College, Columbia, SC

Institutional and Professional

FSIG.20 The Future of Writing Centers in a Time of Open Educational Transformation: A Special Interest Group Meeting of the International Writing Centers Association

Marriott Downtown, Illinois Room, First Floor

Chair: Kevin Dvorak, Nova Southeastern University, Fort Lauderdale, FL

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

FSIG.21 Transnational Composition Special Interest Group

Marriott Downtown, Michigan Room, First Floor

Chair: Bruce Horner, University of Louisville, KY

Teaching Writing & Rhetoric

FSIG.22 Working-Class Culture and Pedagogy Special Interest Group

Marriott Downtown, Texas Room, First Floor

Co-Chairs: Jennifer Beech, University of Tennessee at Chattanooga
William Thelin, University of Akron, OH

Institutional and Professional

FSIG.23 Writing with Current, Former, and Future Members of the Military

JW Marriott, Room 207, Second Floor

Chair: D. Alexis Hart, Allegheny College, Lexington, VA

Institutional and Professional

**FSIG.24 Publishing in Studies in Writing and Rhetoric: To All—
Whatever Your Institutional Affiliation—Who Are Inter-
ested**

JW Marriott, Grand Ballroom VIII, Third Floor

Co-Chairs: Victor Villanueva, Washington State University, Pullman
Robin Gosser, Auburn University, AL



Friday Evening Events

TYCA Talks

JW Marriott, Grand Ballroom III Third Floor
6:30 p.m.–7:30 p.m.

The Twenty-Seventh Annual Poetry Forum

JW Marriott, Room 106, First Floor
7:30 p.m.–10:30 p.m.

The Poetry Forum: The Twenty-Seventh Annual Exultation of Larks will be held on Friday, 7:30–10:30 p.m. This forum has become a valued annual gathering for CCCC poets and friends of poetry. Those who write should bring original material to read for about five minutes. Those who enjoy the company of poets should come to listen, respond, and share in the pleasures of the occasion. Poet readers should contact Mary Minock (Language and Literature Department, Madonna University, 36600 Schoolcraft Rd., Livonia, MI 48150, mminock@madonna.edu) if they have questions.

AA

JW Marriott, Room 301, Third Floor
8:00 p.m.–10:00 p.m.

ALANON

JW Marriott, Room 302, Third Floor
8:00 p.m.–10:00 p.m.

Saturday, March 22

REGISTRATION, 8:00 a.m.–1:00 p.m.

JW Marriott, Griffin Hall, Second Floor

Exhibits, 10:00 a.m.–1:00 p.m.

JW Marriott, Griffin Hall, Second Floor

Computer Connection/Digital Posters

JW Marriott, Grand Ballroom Foyer, Third Floor

TWO-YEAR COLLEGE SATURDAY PROGRAM

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

TWO-YEAR COLLEGE ENGLISH ASSOCIATION ANNUAL BREAKFAST AND AWARDS

JW Marriott, Grand Ballroom V, Third Floor

7:00 a.m.–8:00 a.m.

Admission is by advance registration only.

TYCA FAME AWARD

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

Winners are to be announced at the TYCA Breakfast.

Fame Award Committee

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

Previous Award Winners

- 2013 Becky Wai-Ling Packard, “Community Colleges Cannot be Overlooked in America’s Quest for New Scientists,” *New York Times*, October 19, 2012.
Honorable Mention #1: Richard Kahlenberg, “Defining Community Colleges Down,” *Chronicle of Higher Education*, July 3, 2012.
Honorable Mention #2: Elizabeth Dorin, “More High School Graduates are Choosing Two-year Colleges,” *The Post Standard*, June 23, 2012.
- 2012 Grace Chen, *Community College Review*, North Carolina State University, Raleigh
- 2011 Zach Miners, US News and World Report, October 7, 2010, “Obama Touts Community Colleges”
- 2010 Scott Jaschik, *Inside Higher Ed*, March 18, 2009, “College College Surge”
- 2009 Dr. Jill Biden, Northern Virginia Community College, VA
Honorable Mention: Peter Schworm, *Boston Globe*, January 21, 2009, “Brush with Destitution Fuels a Desire to Succeed”
- 2008 Gail Mellow, President, LaGuardia Community College, NY

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

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

Winners are to be announced at the TYCA Breakfast.

Outstanding Programs Award Committee

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

Previous Award Winners

2013 No awards were given.

2012 **Reaching Across Borders**
“The Program of Global Distinction”
Howard Community College, Columbia, MD and Community College of
Baltimore County, MD
“Interdisciplinary Service-Learning: Making Connections in Art and Writing
for Community Concerns”
Kenaij Peninsula College, Soldotna, AK
Honorable Mention
“Community College–High School Portfolio Connection”
Northeast Iowa Community College, Peosta
Fostering Student Success
“Increasing Achievement and Program Completion through Curricula Re-
form”
Passaic County Community College, Paterson, NJ

2011 **Reaching Across Borders**
“The College-Level Writing Collaborative-Navigating the Gap”
Johnson & Wales University, Providence, RI
Honorable Mention
“Reaching Across Borders: The Benefits of Blending Full and Part-Time
Faculty”
Madison Area Technical College, WI

Honorable Mention

“Service Learning and Learning Service: Technical Writing Classes Partner with Farmers’ Markets
Zane State College, Zanesville, OH)

Fostering Student Success

“Step UP: Improving Student Success and Retention and Transforming the College Culture”
Howard Community College, Columbia, MD

Honorable Mention

“Basic Writing/English 100”
Whatcom Community College, Bellingham, WA)

Enhancing Developmental Education

Honorable Mention

“Rural Comp”
Abraham Baldwin Agricultural College, Tifton, GA

2010 Enhancing Developmental Education

“The Accelerated Learning Program (ALP)”
Community College of Baltimore County, Baltimore, Maryland

Honorable Mention

“Portfolio Assessment and Mentoring Program”
Camden County College, Blackwood, New Jersey

2009 Category 1: Reaching Across Borders

“Writing in the Disciplines”
Montgomery College, Takoma Park, MD
“SLCC Community Writing Center”
Salt Lake Community College, Salt Lake City, UT

Honorable Mention

“Ready or Not Writing”
Minnesota State Community and Technical College, Fergus Falls, MN

Special Acknowledgment/Most Unique Initiative

“Intercultural Literacy through Reflection: Rural Students Meet the Urban Experience”
State Fair Community College, Sedalia, MO

Category 2: Fostering Student Success

“ESSAI The College of DuPage Anthology of Academic Writing Across the Curriculum”
College of DuPage, Glen Ellyn, IL

Honorable Mention

“Building Community Online: Discussion Boards in a Two-Year College Online Writing Center”
Century College, White Bear Lake, MN

Category 3: Enhancing Developmental Education

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

Kingsborough Community College, Brooklyn, NY

Honorable Mention

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

Front Range Community College, Westminster, CO

Category 4: Enhancing Literature and Cultural Arts

No Entries

2008 Category 1: Reaching across Borders

“The Arts in Ghana with Service Learning”

The Ohio State University Agricultural Technical Institute, Wooster, OH

Honorable Mention

“Washington Online Writing Lab (WOWL)”

Centralia College, WA

Category 2: Fostering Student Success

“YVCC English Department Mid-Program Assessment”

Yakima Valley Community College, WA

Honorable Mention

“Increasing Agency and Collaboration through the Merging of SoTL and Assessment

University of Wisconsin Colleges, Waukesha, WI

Category 3: Enhancing Developmental Education

“Gateway to Success”

Santa Barbara City College, CA

Honorable Mention

“The W.R.I.T.E. Brush-up Course Program”

Nassau Community College, Garden City, NY

Category 4: Enhancing Literature and Cultural Arts

“Writing and Literature Program”

Borough of Manhattan Community College, New York, NY

Honorable Mention

“Women’s Literature Read-In”

Lansing Community College, MI

Concurrent Sessions Presented by Two-Year College Faculty

- M.23 Language Diversity in Diverse Pedagogical Scenes: Negotiating Southern, Reservation, and African American Englishes in the Composition Classroom
- N.03 “Basic Writers,” “College Writers,” and the Open Gate: Accelerated English and First-Year Composition
- N.15 Keeping an Open Mind about Open SUNY: Believing and Doubting SUNY’s Online Learning Initiative
- N.31 Disrupting the Literacy Narrative Assignment with Code Meshing and Rival Perspectives

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



ANNUAL BUSINESS/TOWN MEETING

JW Marriott, Grand Ballrom VI, Third Floor

8:00 a.m.–9:15 a.m.

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

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

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

CCCC Assistant Chair: Joyce Locke Carter, Texas Tech University, Lubbock

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

CCCC Secretary: Dominic DelliCarpini, York College of Pennsylvania

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

CCCC Interim Parliamentarian: Erika Lindemann, University of North Carolina,
Chapel Hill

Established Rules for Conduct of the Annual Business Meeting

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

Procedural Rules Proposed for Adoption at the Annual Business Meeting

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TYCA Executive Committee Meeting

JW Marriott, Grand Ballroom X, Third Floor
9:00 a.m.-5:00 p.m.

L Sessions: 9:30–10:45 a.m.

Featured Session

**L.15 Writing in Virtual, Material, and Mobile Spaces:
Three Studies of Composing with Technology**

JW Marriott, Room 206, Second Floor

Chair:

Stacey Pigg

University of Central Florida, Orlando

Speakers:

Stacey Pigg

University of Central Florida, Orlando, “Student-Driven Collaboration and the Social/Spatial Burden of Mobile Learning”

Jacob Stewart

University of Central Florida, Orlando, “Mapping Virtual Spaces: Google and Affordances for Arrangement of Websites”

Michael Faris

University of Wisconsin-Eau Claire, “Coffee Shop Dissertators: Mobilities, Writing, and Place”

Academic Writing

L.01 Learning and Teaching: Advancing the Way You Write

JW Marriott, Room 101, First Floor

Chair: Ghanashyam Sharma, Stony Brook University, State University of New York, NY

Speakers: Tana Wojczuk, Columbia University, New York, NY, “Teaching Doubt—Beginning Research with an Open Mind”

Wendy Grosskopf, The University of Rhode Island, Kingston, “An Examination of Stasis in Undergraduate Argumentation and Composition Textbooks”

Keith Lloyd, Kent State University, OH, “Inter-Disciplinary Open Sources: Remapping Composition in the Light of India(n) and Multivalent Reasoning”

Luke Redington, Purdue University, West Lafayette, IN, “Stephen Toulmin as an Open Source: Revisiting Our Discipline’s Appropriation of the Theory of the Warrant”

Academic Writing

L.02 Online Eloquence in Open Forums: College Composition as Persuasive Public Writing

JW Marriott, Room 102, First Floor

Chair: Joseph Janangelo, Loyola University, Chicago, IL

Speakers: John Schilb, Indiana University, Bloomington

Joseph Janangelo, Loyola University, Chicago, IL

Sherrie Weller, Loyola University, Chicago, IL

Respondent: Christine Farris, Indiana University, Bloomington

Academic Writing

L.03 Transfer and Transformation: Open Access via Threshold Concepts

JW Marriott, Room 103, First Floor

Chair: Jada Augustine, California State University, Northridge

Speakers: Kenna Barrett, University of Rhode Island, Kingston

J. Michael Rifenburg, University of North Georgia, Gainesville

Andrew Ogilvie, Marymount College, Santa Monica, CA

Irene Clark, California State University, Northridge, “Genre Awareness, Threshold Concepts, and Open Access”

Basic Writing

**L.04 Improving At-Risk Student Learning and Retention:
A Basic Writing Curriculum Redesign**

JW Marriott, Room 104, First Floor

Chair: Dana Driscoll, Oakland University, Rochester, MI

Speakers: Cathy Rorai, Oakland University, Rochester, MI, “Creating Help-Seeking Behaviors in Basic Writing Students”

Lori Alden Ostergaard, Oakland University, Rochester, MI, “Developing Basic Writing Students’ Metacognitive Abilities to Improve Transfer of Learning”

Amanda Laudig, Oakland University, Rochester, MI, “Fostering the Eight Habits of Mind Essential for Success in College Writing”

Basic Writing

**L.05 Teachers and Scholars of Basic Writing: Renewed
Debates over Policy and Practices**

JW Marriott, Room 202, Second Floor

Chair: Joyce Meier, Michigan State University, East Lansing

Speakers: Elizabeth Hollis, Haralson County High School, Tallapoosa, GA, “The Writing Proteus: Opening the Door to a New Definition of Writing Instruction, Assessment, and Understanding”

Kerry Lane, Joliet Junior College, IL, “What Does Hegel’s Dialectic Have To Do with Basic Writing?”

Sugie Goen-Salter, San Francisco State University, CA, “The Future(s) of Open Access: Basic Writing, Educational Policy, and the Debate Over College Remediation”

Community, Civic & Public

L.06 Behind the Walls: Prison, Pedagogy, and Politics

JW Marriott, Room 203, Second Floor

Chair: Abigail Scheg, Elizabeth City State University, NC

Speakers: Chris Earle, University of Wisconsin-Madison, “Rhetorical Education and (In)Ethical Arguments: Responding to the Call of the Incarcerated Other”

Maggie Kainulainen, University of Illinois at Urbana-Champaign, “Practicing Openness in Prison Education: A Collaborative Inquiry into Empathic Pedagogy and the Politics of Compassion in Writing Center Practice”

Judith Harris, University of Winnipeg, Manitoba, Canada, “Opening Access and Futures by Learning Sewing, Catering, and Co-op Literacies: Developing a Social Co-op for Aboriginal Women Transitioning from Prison”

Jaqueline McLeod Rogers, University of Winnipeg, Manitoba, Canada, “Opening Access and Futures by Learning Sewing, Catering, and Co-op Literacies: Developing a Social Co-op for Aboriginal Women Transitioning from Prison”

Community, Civic & Public

L.07 Contemporary Perspectives on Literacy Sponsorship: Communities, Fantasies, and Self

JW Marriott, Room 105, First Floor

Chair: Sundy Louise Watanabe, University of Utah, Salt Lake City

Speakers: Paula Rosinski, Elon University, NC, “Accessing Rhetorical Knowledge: Student Transfer of Writing Strategies between Self-Sponsored Digital Writing and Academic Writing”

Stacy Kastner, Mississippi State University, MS, “‘The Sweetest Rum’: NaNoWriMo as Market-Driven Fantasy and Subsequent/Simultaneous Sponsor of Writer Identity”

Collette Caton, Rochester Institute of Technology, NY, “This Is How We Roll: Women’s Roller Derby Communities as Literacy Sponsors”

Community, Civic & Public

L.08 Janusian Thinking: Swirling Contradictions in Literacy Projects

JW Marriott, Room 204, Second Floor

Chair: Aimee Mapes, University of Arizona, Tucson

Speakers: Katie Silvester, University of Arizona, Tucson, “Negotiating Pathways, Designing Dreams: Community Literacy and Access for Transnational Newcomers”

Brad Jacobson, University of Arizona, Tucson, “Access to Third Space: Adult Learners and Community Literacy Practitioners Meet Digital Storytelling”

Aimee Mapes, University of Arizona, Tucson, “Janusian Thinking: Swirling Contradictions in Literacy Projects”

Anne-Marie Hall, University of Arizona, Tucson, “Open to Change? How About Rupturing Some Literacy Myths?”

Community, Civic & Public

L.09 Perspectives on Militarism and the Composition Classroom

JW Marriott, Room 106, First Floor

Chair: Jason DePolo, North Carolina A&T State University, Greensboro

Speakers: Catherine St. Pierre, The Ohio State University, Columbus and Coastal Carolina Community College, NC, “Military Service and Literacy Sponsoring”

Mitzi Jones, University of Arkansas-Fort Smith, “From the Combat Zone to the Contact Zone: Working with Returning Veterans in the Classroom”

Paul Morris, Pittsburg State University, KS, “Writing Ourselves Whole: What a Recovering Alcoholic Can Teach Veterans about Writing Groups”

Community, Civic & Public

L.10 Writing for Readiness: Opening Access to College through Multilevel Writing Partnerships between University and Non-University Spaces

Marriott Downtown, Florida Room, First Floor

Chair: Susan Gebhardt-Burns, Norwalk Community College, CT

Speakers: Michal Reznizki, University of California, Davis, “Writing Partners and the Bridge between High School and College Writing”

Jennifer Penaflores, Berryville High School, AR, “Creating Community: A College/Career Readiness CAPstone Project for Secondary Level”

Chase Bollig, The Ohio State University, Columbus, “‘Young Scholars’: Accessing the University through Enrollment Outreach”

Creative Writing

L.11 Poetry and Fiction Off the Page: Multimodal Approaches in the Creative Writing Classroom

Marriott Downtown, Illinois Room, First Floor

Chair: Hannah Rule, University of Cincinnati, OH

Speakers: Tessa Mellas, The Ohio State University, Columbus

Matt McBride, The Ohio State University, Columbus

Ruth Williams, William Jewell College, Kansas City, MO

History

L.12 Encountering Places and Countering Spaces: Open-Source Rhetoric in the Civil Rights Movement

JW Marriott, Room 107, First Floor

Chair: Stephen Schneider, University of Louisville, KY

Speakers: Harley Ferris, University of Louisville, KY

Hannah Harrison, University of Texas at Austin

Erin Chandler, University of Alabama, Tuscaloosa

History

L.13 Radical Pedagogy across Historical and Contemporary Contexts

JW Marriott, Room 108, First Floor

Chair: G. Travis Adams, University of Nebraska at Omaha

Speakers: Tim Johnson, University of Wisconsin-Madison, “John R. Commons and the Economic-Organizational Rhetoric of Progressive Education”

Elizabeth Ellis, University of Maryland, Washington, DC, “‘The T. J. Sellers Course For Backward Southern Whites’: Genre and Civil Rights Era Rhetorical History and Education”

Samantha NeCamp, Midway College, Georgetown, KY, “The Effects of Immigration Policy on Literacy Education”

Brandy Scalise, University of Kentucky, Lexington, “Uniting the Tongue and the Heart: Emma Curtis Hopkins’ Radical Pedagogy of the Spirit”

Information Technologies

L.14 POOC and Learn: Using Personal Learning Networks (PLNs) for Enhanced Personal Online Learning

JW Marriott, Room 205, Second Floor

Chair: Kelly Bradbury, College of Staten Island, City University of New York

Speakers: Daniel Schafer, McDaniel College, Westminster, MD, “Taking the POOC to Service Learning”

Paul Muhlhauser, McDaniel College, Westminster, MD, “POOCing Around and Expertising”

Kelly Bradbury, College of Staten Island, City University of New York, “Personal Learning Networks and Intellectualism: Ideologies, Pedagogies, Technologies”

Institutional and Professional

L.17 Negotiating Access: Teacher/Student Mediations in the First-Year Writing Program

JW Marriott, Room 208, Second Floor

Chair: Shannon Madden, University of Oklahoma, Norman

Speakers: Jerry Stinnett, University of Oklahoma, Norman, “Access as Quality Assurance: Teacher/Student Mediations and Surplus Labor Value in the Corporate University”

Sandra Tarabochia, University of Oklahoma, Norman, “WPA as Mediator: Communicative Practices for Negotiating Teacher/Student Conflict”

Christopher Carter, University of Oklahoma, Norman, “A Dialogic Approach to Teacher/Student Conflict: Rhetorical Listening in the First-Year Composition Office”

Institutional and Professional

L.18 The University and Economic Pressures: Contingent Labor and Institutional Models

JW Marriott, Room 308, Third Floor

Speakers: Donna Dunbar-Odom, Texas A&M University-Commerce, “‘A Number in Search of a Model’: Access and the \$10K Degree in Texas”
Steve Lamos, University of Colorado, Boulder, “Teaching Writing, ‘Dwelling Work,’ and the Future of Higher Education in a For-Profit World”
Lucas Johnson, University of Illinois at Chicago, “Promoting Difference to Our Own Deficit: Mina Shaughnessy, the Student-Centered Classroom, and Adjunct Pedagogy”
Scott Campbell, University of Connecticut, Hartford, “Contingency Plans (and Other Adjunct Paradoxes)”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

L.19 Getting Close (by Being Open) to Materiality

JW Marriott, Room 309, Third Floor

Chair: Kristin Prins, University of Wisconsin-Milwaukee
Speakers: Megan McIntyre, University of South Florida, Tampa “#Boston-Help: Dependent Agency and the New Materialists”
Sara DiMaggio, The Pennsylvania State University, State College, “Writing from the Gut: Public Literacy and the Women’s Health Movement”
Kristin Prins, University of Wisconsin-Milwaukee, “But what does that mean for us?: Negotiating Agency in an Agential Materialist World”
Rachael Sullivan, University of Wisconsin-Milwaukee, “Reasserting Thing-Power: Touch Screens and Anti-Materialism”
Respondent: Jamie Skye Bianco, University of Pittsburgh, PA

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

L.20 Open Access?: A Talking Circle on Contemporary Marginalization in Composition

JW Marriott, Room 314, Third Floor

Chair: Rose Gubele, University of Central Missouri, Warrensburg
Speakers: John Grant, Indiana University of Pennsylvania, “Universal Design Applied in conjunction with Mutuality to Accommodate Disability”
Patrick Bizzaro, Indiana University of Pennsylvania, “The (Com)positioning of Creative Writing”
Resa Crane Bizzaro, Indiana University of Pennsylvania, “Retained but Marginalized: Academics of Color and Composition Studies”

Language

L.22 Diversified Design: Exploring Multilingual Responses to a Flexible Writing Classroom

JW Marriott, Room 313, Third Floor

Chair: Susan Miller-Cochran, North Carolina State University, Raleigh

Speakers: Susan Miller-Cochran, North Carolina State University, Raleigh
Dana Gierdowski, North Carolina State University, Raleigh

Language

L.23 Politics of Instruction in Linguistically and Culturally Diverse Classrooms

Marriott Downtown, Michigan Room, First Floor

Chair: Elaine M. Jolayemi, Ivy Tech Community College, Indianapolis, IN

Speakers: Heather Robinson, York College/ City University of New York,
“The Ethics and Economics of Grammar Instruction”

Gretchen Cobb, Indiana University of Pennsylvania, “Opening the Global Linguistic Landscape: Ways to Expand Teacher Awareness of the Habitus of First-Year Students”

Anne Charity-Hudley, The College of William and Mary, Williamsburg, VA, “Keeping the Conversation Open: Secondary and College Educator Teams Support for Students as They Transition Sociolinguistically to College”

Sarah Henderson Lee, Lindenwood University, Saint Charles, MO, “Claiming Their Right to Write: LCD Writers across a Secondary Curriculum”

Language

L.24 Voices from the Field: Monolingual Teachers in Multilingual Writing Classrooms

JW Marriott, Room 109, First Floor

Chair: Tony Scott, Syracuse University, NY

Speakers: Debarati Dutta, University of North Carolina, Charlotte, “Teaching Other People’s Students: Engaging with Multilingual Writers in English-Only Classrooms”

Jan Rieman, University of North Carolina, Charlotte, “From Deficiency to Proficiency: Bringing Multilingual Pedagogy to Life in the Classroom”

Tonya Wertz-Orbaugh, University of North Carolina, Charlotte, “This Is All Well and Good, BUT. . .?”

Research

L.25 Are Writers Whistling Vivaldi? Empirical Research on the Role of Stereotype Threat in First-Year Composition

JW Marriott, Grand Ballroom III, Third Floor

Chair: David Jolliffe, University of Arkansas, Fayetteville

Speakers: Jeffrey Goodman, University of Wisconsin-Eau Claire

Carmen Manning, University of Wisconsin-Eau Claire

Alan Benson, University of Wisconsin-Eau Claire

Shevaun Watson, University of Wisconsin-Eau Claire

Research

L.26 Negotiating Qualitative Research: Confessions, Anxieties, and Strategies from the Field

JW Marriott, Room 312, Third Floor

Chair: Amy Lynch-Binieck, Kutztown University, PA

Speakers: Leslie Seawright, Texas A&M University at Qatar, College Station

Mysti Rudd, Texas A&M University at Qatar, College Station

Nancy Small, Texas A&M at Qatar, Texas Tech University, College Station

Amy Lynch-Binieck, Kutztown University, PA

Respondent: Kathleen Klompfen, California State University Channel Islands, Camarillo

Research

L.27 Teacher-Centered, Context-Dependent: (Re)Opening FYW Instructor Conversations on Research Prompts

JW Marriott, Room 301, Third Floor

Chair: Jacqueline Schiappa, University of Minnesota, Minneapolis

Speakers: Jacqueline Schiappa, University of Minnesota, Minneapolis, “Initial Focus Group Findings and Implications”

Brigitte Mussack, University of Minnesota, Twin Cities, Minneapolis, “Theorizing the Prompt: Shared Values and Assumptions”

Keith Harms, University of Minnesota, Minneapolis, “The Prompt as Mediator in Student-Centered Evaluation”

Teaching Writing & Rhetoric

L.28 Beyond Cures and Punishment: (Re)Imaging Plagiarism

JW Marriott, Room 302, Third Floor

Chair: Sonja Andrus, University of Cincinnati Blue Ash College, OH

Speakers: Ann Biswas, University of Dayton, OH, “How It Feels when Students Plagiarize: The Emotional Labor and Lives of Writing Teachers during the Plagiarism Experience”

Jeff Fitzgerald, University of Washington, Tacoma, “Parting Plagiarism from Plague: Re-Thinking Punitive Reactions towards ‘Impropriety’”

Sara Beam, Rogers State University, Claremore, OK, “Definition Writing, University Documents, and the Plagiarism Conversation”

Teaching Writing & Rhetoric

L.29 Composites of Composition: Heteroglossia, Intertextuality, and the Anxiety of the Soliloquy

JW Marriott, Room 303, Third Floor

Chair: Elizabeth Howells, Armstrong Atlantic State University, Savannah, GA

Speakers: Teresa Winterhalter, Armstrong Atlantic State University, Savannah, GA, “The Writing Instructor as Composite: Daring to Speak in Nods and Winks”

Rachel Bowser, Georgia Gwinnett College, Atlanta, “Darwin, Debating and De-Composing”

Elizabeth Howells, Armstrong Atlantic State University, Savannah, GA, “From Notecards to Evernote, From JStor to Google, from Indirect Sources to Tinyurls: The Composite Nature of Research in the 21st Century”

Teaching Writing & Rhetoric

L.30 Engaged by Identity: First Year Writers Open Up

JW Marriott, Room 304, Third Floor

Chair: Irene Lietz, University of Detroit, Mercy, MI

Speakers: Karyn Sproles, Marietta College, OH, “Bringing Class into Class”

Michael Madson, University of Minnesota, Minneapolis, “Identity as Composition Pedagogy: Digital Ethnographic Approaches to FYC”

Kacie Kiser, Arizona State University, Tempe, “From Longhorn Country to the University: One Rural Student’s Negotiation of Identity in FYC”

Irene Lietz, University of Detroit Mercy, MI, “But when do I cross the street? Roberta’s White Guilt”

Teaching Writing & Rhetoric

L.31 Media Objects: Horror Films, Archival Film, and Mashups as Shared Cultural Texts

JW Marriott, Room 305, Third Floor

Chair: Carie King, Taylor University, Upland, IN

Speakers: Anthony Stagliano, University of South Carolina, Columbia
“Temporal Inventions and Encounters with the Archive: New Compositions, Old Materials”

James Creel, Texas Christian University, Fort Worth, “Dis(re)memberment—Using Horror Film to Cope with National Trauma”

Kristen Miller, Tuskegee University, LaGrange, GA, “Monsters, Aliens, and Terrorists: Pairing Horror Film and Political Ads to Reveal Identification’s Dark Side”

Teaching Writing & Rhetoric

L.32 Opening the Composition Classroom: Multilingual Writers—Revision and New Feedback

JW Marriott, Room 310, Third Floor

Speakers: Brandon Whiting, University of Cincinnati, OH, “Opening Up a Place for L1 Students in L2 Composition Courses”

Thomas Upton, Indiana University Purdue University, Indianapolis, “Teacher Feedback on ESL Composition: How Accessible Is It?”

Estela Ene, Indiana University Purdue University, Indianapolis, “Teacher Feedback on ESL Composition: How Accessible Is It?”

Teaching Writing & Rhetoric

L.33 Public Writing in Private Education: Building Community through Written Discourse

JW Marriott, Room 311, Third Floor

Chair: Jessica Bannon, University of Indianapolis, IN

Speakers: Jessica Bannon, University of Indianapolis, IN

William Dickey, Juniata College, Huntingdon, PA, “‘On the Record’: Creating Community and Controversy through Campus Newspapers”

Hannah Bellwoar, Juniata College, Huntingdon, PA

Teaching Writing & Rhetoric

L.34 The Freshman Interest Group: How Shared Interests Engage and Inspire Students in First-Year Comp

JW Marriott, Room 306, Third Floor

Chair: Jenn Sloggie-Pierce, Old Dominion University, Norfolk, VA

Speakers: Matt Oliver, Old Dominion University, Norfolk, VA, “Making Composition an Institutional Priority: Can Composition Courses Related to Student Interests Increase Student Success and Retention?”

Noah Renn, Old Dominion University, Norfolk, VA, “Writing outside of the Classroom: The Outdoor Adventure-Themed Composition Course”

Jenn Sloggie-Pierce, Old Dominion University, Norfolk, VA, “Reading, Writing, and Exercise: The Personal Fitness-Themed Composition Course”

Theory

L.35 From Print to Digital: Opening Access to the New World

JW Marriott, Grand Ballroom II, Third Floor

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

Speakers: Bill Endres, University of Kentucky, Lexington, “Opening Futures for New Teachers of Composition: Metaphor and the Nudge of Video for Re-Envisioning Writing”

Christina Boyles, Baylor University, Waco, TX, “(Re)writing and (Re)viewing: Using Digital Technology as a Research Tool”

Andrew Rasmussen, Baylor University, Waco, TX, “Mutant and Proud: Exploring the Evolutionary Leap of Digitization”

Theory

L.36 Pharmacon of Digital Exposure: Bernard Stiegler’s Open Access Enlightenment

JW Marriott, Grand Ballroom IV, Third Floor

Chair: Amanda Booher, University of Akron, OH

Speakers: Amanda Booher, University of Akron, OH, “Disability, Digitalization, and (un)Enlightenment”

Brandon Strubberg, Texas Tech University, Lubbock, “Tertiary Interiorizations: Gaming as Digital Transindividuation”

Jason Helms, Texas Christian University, Fort Worth, “Transparency, Pedagogy, Enlightenment: Stiegler’s Radical Call to Teaching Technology”

Matthew Levy, Pacific Lutheran University, Tacoma, WA, “Stiegler and Sloterdijk: Philosophical Engineering vs. Philosophical Attitude”

Theory

L.37 Teaching Aristotle's Rhetoric as Open Source

JW Marriott, Grand Ballroom VIII, Third Floor

Chair: Keith Walters, Portland State University, OR

Speakers: David Jolliffe, University of Arkansas, Fayetteville, "Contemporary Topoi: Starting Points for 21st-Century Argumentation"

Roger Cherry, The Ohio State University, Columbus, "Teaching Aristotle's Notion of Logos"

Beth Daniell, Kennesaw State University, GA, "Ethos, Trust, Audience, and Kairos"

Writing Programs

L.38 Neither Here nor There: Opening the Story of Writing Center Labor

JW Marriott, Room 207, Second Floor

Chair: Jackie Grutsch Mckinney, Ball State University, Muncie, IN

Speakers: Nicole Caswell, East Carolina University, Greenville, NC, "Professionalization through Labor: Directing a Secondary Writing Center within a Boarding School"

Rebecca Jackson, Texas State University, San Marcos, "Laboring for Access (and Money): Directing a Virtual Writing Center in a For-Profit Institution"

Jackie Grutsch McKinney, Ball State University, Muncie, IN, "Laboring against Closure: The Contingent Writing Center (Director)"

M Sessions: 11:00 a.m.–12:15 p.m.

Featured Session

**M.14 iPad Interfacing in the Composition Classroom:
An Engaged Dialogue**

JW Marriott, Room 203, Second Floor

Chair:

Glen Southergill

Clemson University, SC

Speakers:

Jared Colton

Clemson University, SC

Glen Southergill

Clemson University, SC

Discussion Leaders:

Joshua Abboud

University of Kentucky, Lexington

Featured Session

**M.29 Beyond Gold Stars: Making Gamification
Meaningful and Valuable for Students**

Marriott Downtown, Texas Room, First Floor

Speakers:

Kennie Smith

University of Louisville, KY

Robert Terry

Armstrong Atlantic State University, Savannah, GA

Barrie Olson

University of Louisville, KY

Stephen Cohen

University of Louisville, KY

Academic Writing

M.02 The Opening Landscape of Graduate Student Writing in and across Disciplines: Using Data to Align Instructional Practices and Learners' Needs

JW Marriott, Room 102, First Floor

Chair: Karyn Mallett, George Mason University, Fairfax, VA

Speakers: Terry Zawacki, George Mason University, Fairfax, VA, “Dissertation Writing, Writers, and Supervisors across the Disciplines: A Study of Expectations, Challenges, and Supports”

Paul Rogers, George Mason University, Fairfax, VA, “Dissertation Writing, Writers, and Supervisors across the Disciplines: A Study of Expectations, Challenges, and Supports”

Sarah Baker, George Mason University, Fairfax, VA, “Dissertation Writing, Writers, and Supervisors across the Disciplines: A Study of Expectations, Challenges, and Supports”

Karyn Mallett, George Mason University, Fairfax, VA, “Internationalizing Graduate Communication in the Disciplines: An Innovative Approach for Language and Writing Support”

Anna Habib, George Mason University, Fairfax, VA, “Internationalizing Graduate Communication in the Disciplines: An Innovative Approach for Language and Writing Support”

Basic Writing

M.03 A Student-Centered Orientation of Writing Assessment: Student Self-Efficacy in Assessment and Placement

JW Marriott, Room 105, First Floor

Chair: Katrina Miller, University of Nevada, Reno

Speakers: Theresa Walsh, California State University, Sacramento

Katrina Miller, University of Nevada, Reno

Dan Melzer, California State University, Sacramento

Basic Writing

M.04 Lessons Learned: Fits and Starts as We Try to Throw Open Those Gates

JW Marriott, Room 106, First Floor

Chair: Paige Conley, University of Wisconsin-Milwaukee

Speakers: Christopher C. Lyons, University of Wisconsin-Milwaukee

Deborah Siebert, University of Wisconsin-Milwaukee

Sandy Brusin, University of Wisconsin-Milwaukee

Paige Conley, University of Wisconsin-Milwaukee

Basic Writing

M.05 Trauma in and beyond the Classroom: Human Rights, Mutual Aid, and Basic Writing

JW Marriott, Room 103, First Floor

Chair: Susan Naomi Bernstein, Arizona State University, Tempe

Speakers: Aaron Kerley, University of Cincinnati, OH

Susan Naomi Bernstein, Arizona State University, Tempe

Abby Nance, Gardner-Webb University, Boiling Springs, NC

Michael Hill, Henry Ford Community College, Dearborn, MI

Community, Civic & Public

M.06 Closed Public Spaces: Colorblind Writing, Generative Ethos, and Neoliberal Service Learning

JW Marriott, Room 107, First Floor

Chair: Phyllis Ryder, George Washington University, Washington, DC

Speakers: Phyllis Ryder, George Washington University, Washington, DC, “‘Whom do we serve?’ Global Neoliberalism and Local Service- Learning Partnerships”

Tom Do, University of Arizona, Tucson, “Public Discourse of Colorblind Racism”

Irene Jagla, University of Arizona, Tucson, “Theorizing Ethos in Public Writing”

Research, Community, Civic & Public

M.07 Literacy on a Medical Mission: Healthcare Access Deliberation and Medical Literacy Sponsorship

JW Marriott, Room 108, First Floor

Chair: Betsy Hall, Illinois College, Jacksonville

Speakers: L. Elizabeth Mackey, University of Minnesota, Minneapolis, “Knowledge Is Power: Medical Literacy and Competing Sponsorships”

Rachel Bloom, University of Kansas, Lawrence, “Opening Up Multilingual Spaces for Research: Sponsoring Transcultural Literacy on a Medical Mission Trip”

Patrick Thomas, University of Dayton, OH, “‘Informed’ Patients, ‘Informed’ Courses of Action: Researching Healthcare Deliberation in On-line and Face-to-Face Open Access Spaces”

Community, Civic & Public

M.08 Using Rhetorical Ethnography to Study Visual Literacies, Affect, and Civic Action

JW Marriott, Room 109, First Floor

Chair: Candice Rai, University of Washington, Seattle

Speakers: Candice Rai, University of Washington, Seattle, “Private Affects, Online Publics, and Genres of Civic Participation”

Nadya Pittendrigh, University of Illinois at Chicago, “Dispensing with Language”

Megan Marie Bolinder, Northwest Arkansas Community College, Bentonville, “Rhetorical Ethnography and Visual Literacy: Instructing The Future of (Cell Phone) Documentary”

Creative Writing

M.09 Health/Care: Writing about Illness, Healing, and Caregiving

JW Marriott, Room 202, Second Floor

Speakers: Rex Veeder, St. Cloud State University, MN, “Recovering the Miracle of Life, Restoring the Miracle of Living”

Ted Fristrom, Drexel University, Philadelphia, PA, “Better”

Frankie Condon, University of Waterloo, Ontario, Canada, “Writing and Respite: Palliative Narration and Caregiving”

Ann E. Green, Saint Joseph’s University, Philadelphia, PA, “Life Changes in an Instant”

Creative Writing

M.10 Politics of Location: Creatively Writing the Past and Present

JW Marriott, Room 104, First Floor

Speakers: Sara Cooper, University of Houston, TX, “The ACB Collaborative: Tracing the Female Line through the Reclamation of Vernacular Literacies”

Jana Fornario, Texas State-San Marcos, “Shaping the Story: Adapting a Research Heuristic to Work through Dangers ‘Seen, Unseen, and Unforeseen’ in Creative Writing”

Lee Torda, Bridgewater State University, MA, “Writing from Archives: Reclaiming the Past/Re-Imagining the Present”

Mike Sonksen, California State University of Los Angeles, “Urban Composition in the Postmodern Metropolis”

History

M.11 Opening Access to Power: Recovering and Rethorizing Historical Unruly Rhetorics

JW Marriott, Room 206, Second Floor

Chair: Lois Agnew, Syracuse University, NY

Speakers: Joseph Bartolotta, University of New Mexico, Albuquerque, “Opening Literacies, Opening Rhetorics: How an Education Program in a Labor Union Granted and Complicated Access to Its Members”

Nicole Howell, Syracuse University, NY, “Constructing Ethos: Dolores Huerta and the Formation of Ethos”

Timothy R. Dougherty, Syracuse University, NY, “Lost in TransNation: The Limits to Constitutive Nationalism in the Fenian Brotherhood”

Respondent: Nancy Welch, University of Vermont, Burlington

History

M.12 Religious Tensions: Silence and Protest in Public Rhetoric and Educational Spaces

JW Marriott, Room 301, Third Floor

Speakers: Michael Sobiech, University of Louisville, KY, “The Illegitimacy of Roman Catholic Literacy: Nineteenth-Century Religious Conflicts and Contemporary Public Education”

Tiffany Kinney, University of Utah, Salt Lake City, “Screaming Silence: Identifying the Rhetoric of Ex-Mormon Activist Sonia Johnson”

John Belk, Pennsylvania State University, State College, “Aelia Eudokia: An Empress Poet’s Contributions to the Rhetorical Tradition”

Lisa Arnold, American University of Beirut, “‘What sort of affair is this?’ Protest Rhetoric at the Syrian Protestant College, 1880–1910”

History

M.13 The Theme, The Paragraph, and English Language History: Tapping the Origins of Our Assignments and Courses to Enrich Current Pedagogy

JW Marriott, Room 302, Third Floor

Speakers: Alexander Landfair, Columbia University, New York City, NY, “‘What are paragraphs for?’ A Brief History of Paragraphs”

Matthew Nunes, Ohio University, Athens, “‘Where do our assignments come from?’: Theme Writing and its Role in the Development of Writing Assignments in Composition Classes”

Justin Sevenker, University of Pittsburgh, PA, “‘What place has old English philology in our elementary schools?’: Teaching Literacy and the History of English in the Nineteenth-Century U.S. and Today”

Information Technologies

M.15 Shifting Selves: Student Identity and Writing in the Internet Age

JW Marriott, Room 204, Second Floor

Chair: Ashley Evans, University of Wisconsin-Milwaukee

Speakers: Ashley Evans, University of Wisconsin-Milwaukee, “Unsuspected Identities and Rhetoric for New Media”

Jenae Cohn, University of California Davis, “A Deleted Generation: Changing Student Identities in Hybrid Composition Courses”

Aaron Ritzenberg, Columbia University, New York, NY, “Self-Fashioning, Sympathy, and Citizenship in the Digital Age”

Institutional and Professional

M.16 From Preparation to Praxis: Writing Teacher Education and the Challenge of Enactment

JW Marriott, Room 208, Second Floor

Chair: Jeffrey Ringer, University of Tennessee, Knoxville

Speakers: Carolyn Wisniewski, University of Tennessee, Knoxville, “From Reflective Practice to Practical Change: A Proposed Model of Critical Self-Examination for New Teachers”

Emily Cope, University of Tennessee, Knoxville, “Clunky Rhetorical Stuff: Novice Composition Teachers’ Perceptions and Presentations of Rhetoric”

Kirsten Benson, University of Tennessee, Knoxville, “Knowing and Doing: How New Writing Teachers Turn Knowledge into Practice”

Institutional and Professional

M.17 Keeping Rhetoric and Writing in English: Opportunities and Challenges

JW Marriott, Room 303, Third Floor

Chair: Katherine Mack, University of Colorado, Colorado Springs

Speakers: Katherine Mack, University of Colorado, Colorado Springs

Matthew Abraham, University of Arizona, Tucson

Elizabeth Kalbfleisch, Southern Connecticut State University, New Haven

Institutional and Professional

M.18 Open Access Cross-Disciplinary Writing Programs: A Hub for the Academy

JW Marriott, Room 304, Third Floor

Chair: Amy Lannin, University of Missouri, Columbia

Speakers: Amy Lannin, University of Missouri, Columbia

Keri Franklin, Missouri State University, Springfield

Bonita Selting, University of Missouri, Columbia

Institutional and Professional

M.19 To Invoke Is to Define: Examining Invocations of Citizenship in Public Arguments about Post-Secondary Literacy Education

JW Marriott, Room 305, Third Floor

Chair: Jim Webber, University of Nevada, Reno

Speakers: Amy Wan, Queens College, City University of New York

Jim Webber, University of Nevada, Reno

Meghan Sweeney, University of Nevada, Reno

Phillip Goodwin, University of Nevada, Reno

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

M.20 Bridging the Spheres: Juxtaposing Pedagogies from Four Public Research Sites

JW Marriott, Room 306, Third Floor

Chair: Lauren Obermark, University of Missouri-St. Louis

Speakers: Lauren Obermark, University of Missouri-St. Louis

Katherine DeLuca, The Ohio State University, Columbus

Elizabeth Brewer, The Ohio State University, Columbus

William C. Kurlinkus, The Ohio State University, Columbus

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

M.21 Hearing Language: Opening to New Challenges

JW Marriott, Room 205, Second Floor

Chair: Anne Zanzucchi, University of California, Merced

Speakers: Angela Dionisio, Universidade Federal de Pernambuco, Jaboatao dos Guararapes, Brazil, “The Challenges of Writing to and with the Other”

Raymond Oenbring, The College of the Bahamas, Nassau, “College Composition in the English-Speaking Caribbean: First Steps towards a History”

Michelle Comstock, University of Colorado, Denver, “Opening to Sound: Vibrational Ethics and the Sonic Roots of Language”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

M.22 Videocy in the Age of Open Access: The Challenges for Scholarship

JW Marriott, Room 309, Third Floor

Chair: Robert Leston, New York City College of Technology, Brooklyn

Speakers: Robert Leston, New York City College of Technology, Brooklyn, “Listening Over Speaking”

Sarah Arroyo, California State University, Long Beach, “Getting Over Voiceover”

Geoffrey Carter, Saginaw Valley State University, University Center, MI, “Open Access Means Doing More with Video”

Language

M.23 Language Diversity in Diverse Pedagogical Scenes: Negotiating Southern, Reservation, and African American Englishes in the Composition Classroom

JW Marriott, Room 310, Third Floor

Chair: Jason Evans, Prairie State College, Chicago Heights, IL

Speakers: Jason Evans, Prairie State College, Chicago Heights, IL, “The Progressive Pedagogue Considers Educational Self-Determination”

Christie Toth, University of Michigan, Ann Arbor, “Linguistic Diversity in the Tribal College Composition Classroom: Language Shift, Reservation Englishes, and Standard English Ideologies”

Sarah Swofford, University of Michigan, Ann Arbor, “Southern Students in Transition: Language Ideologies, Linguistic Capital, and the Transition to College Writing”

Language

M.24 What Can Students and Writing Teachers Learn from a Careful Linguistic Exploration of Spoken Grammar?

Marriott Downtown, Indiana Ballroom E, First Floor

Chair: Peter Elbow, University of Massachusetts, Amherst

Speakers: Peter Elbow, University of Massachusetts, Amherst, “Harvesting Spoken Grammar for Writing”

Natalie Gerber, State University of New York, Fredonia, “Getting American Speech Tunes on the Page”

Tania Kouteva, Heinrich-Heine University, Duesseldorf, Germany, “The Grammar of Spoken Language: A New Theory”

Research

M.25 A Second Wave: Metawriting in the Composition Classroom

JW Marriott, Room 311, Third Floor

Chair: Nicholas Baca, Bowling Green State University, OH

Speakers: Martha Townsend, University of Missouri, Columbia, “The Effect of Metacognition and Kinesthetic Knowledge on Student-Athletes’ Academic Performance”

Dan Bommarito, Arizona State University, Tempe, “Metawriting: Writing-about-Writing Students Write about Their Writing”

Brent Chappelow, Arizona State University, Tempe, “Metawriting: Writing-about-Writing Students Write about Their Writing”

Leslie Akst, St. John’s University, Queens, NY, “It’s Not a Writing Class until Somebody Cries—The Emotional Implications of Critical Pedagogy in the Composition Classroom”

Research

M.26 Open to Debate: Readiness Theories and Student Perceptions of Multimodal Composition

JW Marriott, Room 308, Third Floor

Chair: Bill Martin, Austin Community College, TX

Speakers: Peter Khost, Stony Brook University, NY, “Open to Debate: Research-Based Strategies for Disputing ‘College-Readiness’ in Writing”

Drew Stowe, Clemson University, SC, “Student Perceptions of Multimodal Composition”

Ann Dean, University of Southern Maine, Portland, “Instructor and Student Perspectives on Readiness”

Teaching Writing & Rhetoric

M.27 A Complete Part of a Balanced Digital Literacy!: Remix, Copyright, and Educational Reform in the Composition Classroom

Marriott Downtown, Florida Room, First Floor

Chair: Courtney Hickerson, Texas State University, San Marcos

Speakers: Courtney Hickerson, Texas State University, San Marcos

Eric Nelson, Texas State University, San Marcos

Cynthia Brewer, Texas State University, San Marcos

Teaching Writing & Rhetoric

M.28 Been There, Never Done That; Never Done That, Been There: The Affordances of Networks for Traditional and Digital Expression

Marriott Downtown, Illinois Room, First Floor

Chair: Joshua Hilst, Utah Valley University, Orem

Speakers: Amy Tuttle, Texas Christian University, Forth Worth, “A Quest for Expression: The Expressive Affordances of Video Games”

Joshua Daniel-Wariya, Texas Christian University, Forth Worth, “Rearranging Assessment: The Outcomes of Play”

Joshua Hilst, Utah Valley University, Orem, “Memory of Invention: An Untimely Theory of Rhetorical Memory”

Mark Pepper, Utah Valley University, Orem, “Re-Remembering the Depth of Your Topic: Episodic Memory and the Neuroscience of the Research Paper”

Teaching Writing & Rhetoric

M.30 Corrective Feedback in Second Language Writing: Beliefs and Practices of a Novice Teacher

Marriott Downtown, Michigan Room, First Floor

Chair: Luciana Junqueira Findlay, Georgia State University, Atlanta

Speakers: Caroline Payant, University of Idaho, Moscow

Luciana Junqueira Findlay, Georgia State University, Atlanta

Teaching Writing & Rhetoric

M.31 Imagining New Directions for Directed Self-Placement: Improving Success for Underprepared Writers

JW Marriott, Grand Ballroom II, Third Floor

Chair: April Heaney, University of Wyoming, Laramie

Speakers: Michael Knievel, University of Wyoming, Laramie

Joyce Stewart, University of Wyoming, Laramie

April Heaney, University of Wyoming, Laramie

Teaching Writing & Rhetoric

M.32 No Ordinary Student: Giving the Competent and Complacent Access to Excellence

JW Marriott, Grand Ballroom IV, Third Floor

Chair: Charles Cox, American University, Washington, DC

Speakers: Kelly Joyner, American University, Washington, DC

Charles Cox, American University, Washington, DC

Lacey Wootton, American University, Washington, DC

Cynthia Bair Van Dam, American University, Washington, DC

Teaching Writing & Rhetoric

M.33 Opening Writing about Writing Approaches to Identity

JW Marriott, Grand Ballroom V, Third Floor

Chair: John Whicker, Ohio University, Athens

Speakers: Sarah Einstein, Ohio University, Athens, “Dis/ability and the Writing about Writing Course”

Michael Johnson, Ohio University, Athens, “Cultural Identity Readings and Issues of Instruction in the Writing about Writing Course”

Albert Rouzie, Ohio University, Athens, “Incorporating Cultural Identity Readings into the Writing about Writing Course”

Matthew Vetter, Ohio University, Athens, “Student Responses to Cultural Identity Readings in the Writing about Writing Course”

Yavanna Brownlee, Ohio University, Athens, “An Integrated Identity Pedagogy for Writing about Writing”

Respondent: Doug Downs, Montana State University, Bozeman

Teaching Writing & Rhetoric

M.35 This Ain't Your Father's Formalism: The “Neo-Formalist” Approach to Reading and Research Assignments

JW Marriott, Room 314, Third Floor

Chair: Edward Comstock, American University, Washington, DC

Speakers: Alex Hodges, American University, Washington, DC, “The Practice of Information Literacy Instruction: Connecting Pedagogy to the Lenses”

Edward Comstock, American University, Washington, DC, “Foucault's Kairos and the Rhetorical Subject”

Alison Thomas, American University, Washington, DC, “The ‘Taking an Approach’ Approach: Assignments that Rethink Reading and Research”

Theory

M.36 In and Out of the Discipline: Extracurricular Effects on Composition

JW Marriott, Room 312, Third Floor

Speakers: Joseph P. Weakland, University of Florida, Gainesville, “Augmented Realities: Composition Studies and Speculative Technogenesis”

Anna Rita Napoleone, University of Massachusetts, Amherst, “Class Affect in Teaching Associates' Narratives: Affective Relations to Classed Discourses”

Ryan Skinnell, University of North Texas, Denton, “Revisiting Historical Methodologies: Macro-, Micro-, and Genitive Histories”

Theory

M.37 Queer, Slut, and Straight Rhetoric: Opening Up Gendered Language

JW Marriott, Room 313, Third Floor

Chair: Laurie McMillan, Marywood University, Scranton, PA

Speakers: Jean Bessette, University of Vermont, Burlington, “‘Straight’ Feminism vs. the Lavender Herring: Exploring Rhetorical Constructions of Heteronormativity”

Gae Lyn Henderson, Utah Valley University, Orem, “Implications of Transgender Identity: Dysphoria in Regulated Health Care and Education”

Laurie McMillan, Marywood University, Scranton, PA, “Defining ‘Sluts’: Limbaugh and the Reformed Whores”

Writing Programs

M.38 Camping in the Disciplines: The Theory, Practice, and Assessment of Multidisciplinary Graduate Writing Camps

JW Marriott, Room 207, Second Floor

Chair: Matthew Capdevielle, University of Notre Dame, IN

Speakers: Kara Donnelly, University of Notre Dame, IN, “Graduate Students as Writers: The Effect of Writing Camps on Strategies, Attitudes, and Self-Efficacy”

Matthew Capdevielle, University of Notre Dame, IN, “Why Camp?: Theoretical Foundations of Graduate Level Writing Camps”

Gretchen Busl, University of Notre Dame, IN, “Measuring Impact: An Institution-Wide Analysis of Graduate Writing Camps”

Writing Programs

M.39 The Student Writing Group Project

JW Marriott, Grand Ballroom I, Third Floor

Chair: Harriet Malinowitz, Long Island University-Brooklyn

Speakers: Janina Perez, Long Island University-Brooklyn

Micah Savaglio, Long Island University-Brooklyn

Tiani Kennedy, Long Island University-Brooklyn

Harriet Malinowitz, Long Island University-Brooklyn

N Sessions: 12:30–1:45 p.m.

Academic Writing

N.01 Empirical Studies of Academic Writing

JW, Marriott, Room 101, First Floor

Chair: Kathryn Byrne, Johnson County Community College

Speakers: Roger Graves, University of Alberta, Edmonton, Canada, “Genre by Numbers: A Data-Driven Description of Academic Discourse”

Jessica Calhoun, California State University, Long Beach, “Bridging Identity Gaps: Understanding How Students Navigate Writing across the Disciplines”

Academic Writing

N.02 Toward a Rhetorical Literacy Narrative: Re-Opening a Dead Genre

JW Marriott, Room 102, First Floor

Chair: Angela Sowa, University of Denver, CO

Speakers: L.P. Picard, University of Denver, CO, “Write as I Say, Not as I Do”

David Daniels, University of Denver, CO, “Why Students Can’t Write (about Themselves)”

Rodney Herring, University of Denver, CO, “Problematizing the Literacy Narrative as an Assignment”

Basic Writing

N.03 “Basic Writers,” “College Writers,” and the Open Gate: Accelerated English and First-Year Composition

JW Marriott, Room 103, First Floor

Chair: Michael Kuhne, Minneapolis Community and Technical College, MN

Speakers: Darren Wieland, Minneapolis Community and Technical College, MN, “Accelerated English and Assessment”

Jane Leach, Minneapolis Community and Technical College, MN, “Interactional Inquiry in a Faculty Blog: Asking Questions and Finding Answers in an Evolving Accelerated English Pedagogy”

Michael Kuhne, Minneapolis Community and Technical College, MN, “Errors and Expectations—How Accelerated English Challenges Basic Writing Assumptions”

Basic Writing

N.04 Reopening Futures: Empowering Basic Writers through a Writing Fellow Program

JW Marriott, Room 105, First Floor

Speakers: Angela Schaefer, Shippensburg University, PA
Laura Kownacki, Shippensburg University, PA
Nicole Koenig, Shippensburg University, PA
Jessica Johnson, Shippensburg University, PA
Abigail Brumback, Shippensburg University, PA
Sheila Sidelilnger, Shippensburg University, PA
Karen Johnson, Shippensburg University, PA

Community, Civic & Public

N.05 Accessing Place: Exploring Participation Structures across Three Communities

JW Marriott, Room 106, First Floor

Chair: Allison Reynolds, University of Florida, Gainesville
Speakers: Elizabeth Savoy, Kennesaw State University, GA, “Power, Partnerships, and Failure: Lessons from a Community-Based Writing Project”
Ruben Casas, University of Wisconsin-Madison, “The Town I Live In: Alternative Access, Alternative Futures”
Jason Peters, University of Rhode Island, Providence, “Tierra Contaminada: Contaminated Ground and Access to Place”

Theory

N.06 Communicating/Imaging Bodies

JW Marriott, Room 107, First Floor

Speakers: Angela Laflen, Marist College, Poughkeepsie, NY, “The Rhetoric of Risk in Body Imaging Discourse”
Susan Sample, University of Utah, Salt Lake City, “Dying Bodies as Kairotic Sites for Suturing Rhetorical Theories of Silence and Material Rhetoric”
Jessica Eberhard, University of South Florida, St. Petersburg, “Complex Networks, but Closed Systems: Medical Communication and Material Ethics”

Community, Civic & Public

**N.07 Implementing, Framing, and Connecting
Cross-Institutional Assessment Strategies of
Applied Literacy Outreach**

JW Marriott, Room 206, Second Floor

Chair: David Marquard, The University of North Carolina at Pembroke

Speakers: Teagan Decker, The University of North Carolina at Pembroke
Scott Hicks, The University of North Carolina at Pembroke
David Marquard, The University of North Carolina at Pembroke

Community, Civic & Public

**N.08 Smoothing Over Scientific Uncertainties: Edutainment
Access; and Rhetorics of Identity and Science**

JW Marriott, Room 301, Third Floor

Chair: Timothy Oleksiak, University of Minnesota, Minneapolis

Speakers: Todd Snyder, Siena College, Loudonville, NY, “Spatial Rhetorics of Identity: Hip-Hop’s Impact on Working-Class Appalachian College Students”

Carol Reeves, Butler University, Indianapolis, IN, “I’m Gonna Spit a Rhyme: African American Rhetoric of Science and the Atrazine War”

Stacey Snyder, University of West Georgia, Carrollton, “Edutaining Research Assignments”

Community, Civic & Public

**N.09 Virtuous Enactments: Reclaiming a Discourse for
Composition Studies**

JW Marriott, Room 104, First Floor

Chair: John Duffy, University of Notre Dame, IN

Speakers: Lisa Zimmerelli, Loyola University Maryland, Baltimore, “Centering Virtue: A Service-Learning Writing Center Model”

Asao Inoue, California State University, Fresno, “A Pedagogy of Compassion: Teaching Writing as Labors in the Service of Others”

John Duffy, University of Notre Dame, IN, “Reclaiming Virtue: A Discourse for Composition Studies”

Respondent: Paul Minifee, San Diego State University, CA

Creative Writing

N.10 Perspectives on the Use of Creative Nonfiction in the Teaching of Writing

JW Marriott, Room 302, Third Floor

Speakers: Thomas Allbaugh, Azusa Pacific University, CA, “Opening to the Creative and Professional: Deepening a Writing in the Disciplines Course for Teachers through Autobiography”

Laura Tetreault, University of Louisville, KY, “Rethinking Creative Nonfiction as Alternative Intellectual Inquiry”

Crystal Fodrey, University of Arizona, Tucson, “Open to Invention: Locating Dominant Ideologies in Creative Nonfiction Pedagogical Discourse”

History

N.11 19th and 20th Century Sites as New Lenses on Disciplinary Service, Ecology, and Collaboration

JW Marriott, Room 303, Third Floor

Chair: Linh Dich, Miami University, Middletown, OH

Speakers: Katherine Fredlund, Indiana State University, Bloomington, “Open Archives: Learning About Collaboration from Historical Practices”

David Hudson, University of Wisconsin-Madison, “Unsettling Composition’s Ethos of Service at Chicago’s Firman House”

Nathan Shepley, University of Houston, TX, “Beyond College and Composition: Ecologizing Composition’s Early Twentieth-Century History in One Urban Location”

History

N.12 Open Table: A Dialogue on the Historical Significance of Three Chicago Women Rhetors

JW Marriott, Room 304, Third Floor

Chair: Bridget O’Rourke, Elmhurst College, IL

Speakers: Lanette Grate, University of Central Arkansas, Conway, “Jane Addams: Futuristic Visions and Shifting Rhetorical Paradigms”

Bridget O’Rourke, Elmhurst College, IL, “‘I Came a Stranger’: Hull-House and the Construction of Rhetorical Citizenship”

Julie Bokser, DePaul University, Chicago, IL, “‘Gracefully and Delicately Veiled’: The Rhetoric of Bertha Palmer”

History

N.13 Rewriting Histories and Institutional Practices

JW Marriott, Room 202, Second Floor

Chair: Susan Carlton, Bowling Green State University, OH

Speakers: John Logie, University of Minnesota, Minneapolis, “Open and Shut: A Critical Genealogy of NCTE’s Publication Policies”

Lance Cummings, Miami University of Ohio, Oxford, “The Archival Interface: Exploring Usability in Public Archives”

Elizabeth Vogel, Arcadia University, Glenside, PA, “Cracking Open WAC: Using Memory, Mapping, and Archival Research to Re-Imagine WAC’s History”

Rachel Collins, Arcadia University, Glenside, PA, “Cracking Open WAC: Using Memory, Mapping, and Archival Research to Re-Imagine WAC’s History”

Information Technologies

N.14 Women’s Languages and Representations

JW Marriott, Room 108, First Floor

Chair: Simone Billings, Santa Clara University, CA

Speakers: Cristy Beemer, University of New Hampshire, Durham, “Virtual Hugs and Pocket Pals: The Language of Online Breast Cancer Support”

Sarah Moseley, Old Dominion University, Norfolk, VA, “Remembering Women Firefighters: The Impact of Historical Representation on the Fire Department’s Future”

Information Technologies

N.15 Keeping an Open Mind about Open SUNY: Believing and Doubting SUNY’s Online Learning Initiative

JW Marriott, Room 203, Second Floor

Chair: Cynthia Eaton, Suffolk County Community College, Selden, NY

Speakers: Cynthia Eaton, Suffolk County Community College, Selden, NY

Tina Good, Suffolk County Community College, Selden, NY

Leanne Warshauer, Suffolk County Community College, Selden, NY

Information Technologies

N.16 Transformational Ownership: Creating and Navigating Ownership in the Design of a Departmental Online Composition Course

JW Marriott, Room 109, First Floor

Chair: Jacqueline Preston, Utah Valley University, Salt Lake City

Speakers: Jamie Littlefield, Utah Valley University, Orem, UT

Deborah Marrott, Utah Valley University, Orem

Scott Manning, Utah Valley University, Orem

Jacqueline Preston, Utah Valley University, Salt Lake City

Institutional and Professional

N.17 FYC: Student Placement, Voices, and Choices

JW Marriott, Room 305, Third Floor

Chair: Sharon Burns, Clermont College, University of Cincinnati, OH

Speakers: Susan North, University of Tennessee at Chattanooga, “Open Choices/Appropriate Choices:Refining Directed Self-Placement”

Virginia Anderson, Indiana University Southeast, New Albany, “‘The Teacher Will Show Me How’: Student Hopes, Teacher Plans, and the Public Understanding of College Writing Courses”

Tim Taylor, Eastern Illinois University, Charleston, “Chaotic Data and Wicked Problems—A WPA In Search of a Placement Method”

Megan O’Neill, Virginia Tech, Blacksburg, “Opening Avenues of Collaboration: New Convergences of First-Year Composition and First-Year Experiences”

Institutional and Professional

N.18 Making Our Teaching Practices and Campuses Open and Accessible

JW Marriott, Room 306, Third Floor

Speakers: Andrew Lucchesi, Graduate Center, City University of New York, NY, “Disability Services Providers and Writing Program Administrators: Forging New Partnerships to Foster Programmatic Access”

Bryna Siegel Finer, Indiana University of Pennsylvania, “Opening our File Drawers: An Argument for Transparency in Writing Program Administration”

Lauren Hall, University of Pittsburgh, PA, “Opening Evaluating Teaching: The Debate on Publishing Course Evaluations”

Institutional and Professional

N.19 Open to Possibilities: Institutional Identity and the Non-Tenure Track Writing Professor

JW Marriott, Grand Ballroom IV, Third Floor

Chair: David Tomkins, University of Southern California, Los Angeles

Speakers: David Tomkins, University of Southern California, Los Angeles, “Curriculum Design, Institutional Relevance, and the Non-Tenure Track Writing Professor”

Indra Mukhopadhyay, University of Southern California, Los Angeles, “Discovering our Professional Identities: Writing Professor and NTT Faculty”

James Condon, University of Southern California, Los Angeles, “What Composition Can Teach Us: Disciplinary Struggle as Professional Paradigm”

Institutional and Professional

N.20 Yet More Legislative Crap to Deal With: Reflecting on Placement and Public Acts

JW Marriott, Room 308, Third Floor

Chair: Heidi Estrem, Boise State University, ID

Speakers: Samantha Sturman, Boise State University, ID

Rita Malenczyk, Eastern Connecticut State University, Willimantic

Lauren Rosenberg, Eastern Connecticut State University, Willimantic

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

N.21 Crossing Thresholds: Perceptions, Processes, and Practices

JW Marriott, Room 309, Third Floor

Chair:

Speakers: Jamie White-Farnham, University of Wisconsin-Superior, “Access to Prior Learning Assessment: A Rhetorical Problem for Faculty and Students”

Liana Odrlic, University of Wisconsin-Milwaukee, “When We Say Composition and Communication: Using SoTL to Examine Writing Students’ Perceptions of ‘the 4th C’ in a Composition Classroom”

Allison Harl, Ferrum College, VA, “Crossing the Thresholds: Writing Transfer in First-Year Composition”

Amy Zenger, American University of Beirut, Lebanon, “Open to Complex Expressions of ‘The Local’: Defining Writing Center Practices”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

N.22 Listening to Voice and Body: New Paths to Understanding Self and Others

JW Marriott, Room 310, Third Floor

Chair: Brenda Refael, University of Cincinnati, Blue Ash College, OH

Speakers: Kerrie Carsey, York College of Pennsylvania, “Composition and Communication: Toward an Interdisciplinary Pedagogy”

Heidi Stevenson, Northern Michigan University, Marquette, “Thoughtful Movement and Embodied Thoughts: Healing the Mind/Body Rupture with a Yoga/Composition Hybrid Course”

Airlie Rose, University of Massachusetts, Amherst, “When Voice Is Not a Metaphor”

Interdisciplinary, Multidisciplinary, and Cross-Contextual Perspectives

N.23 What Are They Teaching in High School?: College Readiness and Transitions

JW Marriott, Room 311, Third Floor

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

Speakers: Lucy Arnold, The University of North Carolina at Charlotte, “The Power Dynamics of Representation: A Textual Analysis of the Portrayal of Secondary School Teachers in Composition Publications”

Victoria Hollis, Birmingham Education Foundation, AL, “Will Write for Work: A Case for Composition Relevancy Models regarding At-Risk, Urban Youth, College-Readiness and Transitional Post-Secondary Programs”

Melissa Dennihy, Nesconset, NY, “‘Forget What You Learned in High School!’: Bridging the Space between High School and College Educators”

Language

N.24 Opening a Multilingual Writing Space

JW Marriott, Room 204, Second Floor

Chair: Charles Donate, Florida International University, Miami

Speakers: Jeanette Garcia, Florida International University, Miami, “The Languages of Conferencing and Access to Literacy”

Glenn Hutchinson, Florida International University, Miami, “Conversations in Spanglish and Mandarin”

Paula Gillespie, Florida International University, Miami, “The Video Project: Reflections on Multilingual Tutoring”

Language

N.25 Translingual Histories and Dispositions

JW Marriott, Room 314, Third Floor

Speakers: Fang Yu Liao, Indiana University of Pennsylvania, “Resisting Chinese Names: An Analysis of Monaneng’s Poetic Rhetoric”

Amber Engelson, University of Denver, CO, “Opening Up the First-Year Research Project: Re-Framing Academic Inquiry as a Local-Global, Public Endeavor”

Thomas Lavelle, Stockholm School of Economics, Sweden, “Translingual Dispositions: Theorizing Practice to Facilitate Comparative Research”

Libby Anthony, Kutztown University, PA, “Origins of Translingualism and Discussions about Linguistic Diversity in College English, 1939–1950”

Professional and Technical Writing

N.26 The Center Outside: Writing Center Pedagogy Adapted for Business and Technical Consulting

Marriott Downtown, Florida Room, First Floor

Chair: Margaret Ervin, West Chester University, PA

Speakers: Jon Wallace, Princeton University, NJ

Emiline Buhler, James Madison University, Harrisonburg, VA

Margaret Ervin, West Chester University, PA

Research

N.27 Cultural Expectations, the Institution, and Motherhood Rhetorics: Examining Links between Professional and Maternal Identity Construction

Marriott Downtown, Illinois Room, First Floor

Chair: Sarah R. Spangler, Old Dominion University, Norfolk, VA

Speakers: Sarah R. Spangler, Old Dominion University, Norfolk, VA

Jamie Henthorn, Old Dominion University, Norfolk, VA

April Cobos, Old Dominion University, Norfolk, VA

Research

N.28 Researching Genre across Contexts: Implications for Crucial Transitions

JW Marriott, Grand Ballroom III, Third Floor

Chair: Brenda Rinard, University of California, Davis

Speakers: Brenda Rinard, University of California, Davis

Kathryn Evans, Bridgewater State University, MA

Brian Larson, University of Minnesota, Minneapolis

Lee-Ann Breuch, University of Minnesota-Twin Cities

Teaching Writing & Rhetoric

N.29 “Beginning again and again”: New Media/“Old” Tools, A Panel Installation

Marriott Downtown, Michigan Room, First Floor

Chair: Erica Kaufman, Bard College, Annandale-on-Hudson, NY

Speakers: Tyler Schmidt, Lehman College, City University of New York, “When Writing Brakes”

Alice Lesnick, Bryn Mawr College, PA, “Fast and Slow at the Same Time: Writing in Place as a Class Visits Zagar’s Magic Gardens”

Erica Kaufman, Bard College, Annandale-on-Hudson, NY, “Composition Gone Digital”

Teaching Writing & Rhetoric

N.30 Clearing the Path Choked with Rabbit Brush: Faith-Based Identities as Sources for Critical Thought in the Composition Classroom

Marriott Downtown, Texas Room, First Floor

Chair: Melissa Faulkner, Cedarville University, OH

Speakers: Cynthia Messer, Cedarville University, OH, “Promoting the Conversation about Religious Identity: Faith-Based Narratives as a Path—Not Obstruction—to Critical Thought”

Heather Hill, Cedarville University, OH, “Rhetorical Disconnect: Bridging the Gap between Faith and Composition”

Melissa Faulkner, Cedarville University, OH, “Conversion Stories in the Metanoic Classroom: Consubstantiating Secular and Sacred Ways of Knowing”

Teaching Writing & Rhetoric

N.31 Disrupting the Literacy Narrative Assignment with Code Meshing and Rival Perspectives

JW Marriott, Room 313, Third Floor

Chair: Nancy Mack, Wright State University, Dayton, OH

Speakers: Stephanie Thompson, Miami University, Oxford, OH, “Bridging ESL and Academic English: Opening Literacy Narratives to Code Meshing”

Dani Eller, Wright State University, Dayton, OH, “Rivaling Literacy Narratives: Negotiating a Place for Working-Class Students”

Nancy Mack, Wright State University, Dayton, OH, “Repurposing the Literacy Narrative for Marginalized Students: Providing Opportunities for Critique”

Teaching Writing & Rhetoric

N.32 Interpretations and Interactions: Creating Opportunities for Critical Reflection on the Social Development of Language through Literacy Narratives and Literacy Event Analyses in the Democratic Writing Classroom

JW Marriott, Grand Ballroom II, Third Floor

Chair: Karen Shea, Johnson and Wales University, Portsmouth, RI

Speakers: Anicca Cox, North Dartmouth, MA

Karen Shea, Johnson and Wales University, Portsmouth, RI

Nancy A. Benson, University of Massachusetts, Dartmouth

Teaching Writing & Rhetoric

N.33 Professional Creep: Ethics and Economics in Writing Classes

JW Marriott, Room 205, Second Floor

Chair: Patrick McHugh, University of California, Santa Barbara

Speakers: Patrick McHugh, University of California, Santa Barbara, “Ethics and Doubt: Pedagogical Professionalism in Writing Courses”

Olivia Walling, University of California, Santa Barbara, “Qualitative versus Quantitative Research Methods or the Ethics of Critical Thinking in the Writing Course”

Randi Browning, University of California, Santa Barbara, “First-Year Writers and Ethical Issues: Opportunities, Challenges, Benefits, and Lessons”

Teaching Writing & Rhetoric

N.34 Ruptured Narratives and the Opening of the Composition Classroom

JW Marriott, Room 312, Third Floor

Speakers: Mary Fratini, University of South Carolina, Columbia

Erin Cromer, Purdue University, West Lafayette, IN

Karen Gocsik, University of California, San Diego, “Liberation from Narrative: Teaching Composition as Mash-Up”

Theory

N.35 Conversations on Race and Ethnicity in not so Black and White Genre Mixes

JW Marriott, Room 208, Second Floor

Speakers: Kyle Boggs, University of Arizona, Tucson, “Toward a Discourse on Recreational Colonialism: Spaces of Leisure and Whiteness at the Arizona Snowbowl Ski Resort”

Michael Dimmick, University of Wisconsin-Madison, “Spaces of Radical Openness: Comic Books, Rhetorical Presence, and African American Community”

Susan Popham, University of Memphis, TN, “Dismantling the Code: The Rhetoric of African-American Genre Mixing”

Jeremy Carnes, Ball State University, Muncie, IN, “Conversations on Race and Ethnicity in the First-Year Composition Classroom”

Theory

N.36 Never Mind Geoffrey Sirc: A Tribute Panel

Marriott Downtown, Indiana Ballroom E, First Floor

Chair: Jenny Rice, University of Kentucky, Lexington

Speakers: Byron Hawk, University of South Carolina, Columbia, “Stomp Box Logic”

Victor Vitanza, Clemson University, SC, “Forgetting?”

Jeff Rice, University of Kentucky, Lexington, “I am Sirc”

Cynthia Haynes, Clemson University, SC, “Stainlessness, or Fracking Composition”

Thomas Rickert, Purdue University, West Lafayette, IN, “The Work-Around: Composition on the Dark Side of the Moog”

Jenny Rice, University of Kentucky, Lexington, “Cracked Open: Sirc’s Imperfect Composition”

Respondent: Geoffrey Sirc, University of Minnesota, Minneapolis

Theory

N.37 Re-Claiming “Expressivism”: A Critical Conversation

JW Marriott, Grand Ballroom I, Third Floor

Co-Chairs: Lizbeth Bryant, Purdue University, West Lafayette, IN

Nancy Mack, Wright State University, Dayton, OH

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

Roundtable Leaders: Lea Povozaev, Kent State University, OH

Chris Warnick, College of Charleston, SC

Scott Wagar, Miami University, Oxford, OH

Roseanne Gatto, St John’s University, Queens, NY

Maja Wilson, University of Maine, Orono

Derek Owens, St. John’s University, Queens, NY

Patricia Boyd, Arizona State University, Tempe

Dan Collins, Manhattan College, New York, NY

David Seitz, Wright State University, Dayton, OH

Writing Programs

N.38 Changing Demographics: Acknowledging and Respecting Difference

JW Marriott, Grand Ballroom V, Third Floor

Chair: Daylanne Markwardt, University of Southern California, Los Angeles

Speakers: Z. Z. Lehmberg, Northern Michigan University, Marquette, “Learning from Each Other: Native and Non-Native English Speaking Students Writing Together”

Emily Kaney, Northern Michigan University, Marquette, “Learning from Each Other: Native and Non-Native English Speaking Students Writing Together”

Heidi Rosenberg, George Williams College of Aurora University, Williams Bay, WI, “Beyond ‘One-Size-Fits All’: Designing an Online Writing Lab for Non-Traditional Students”

Mandy Macklin, California State University, Northridge, “(Re)Imagining First-Year Access to English: A Case Study”



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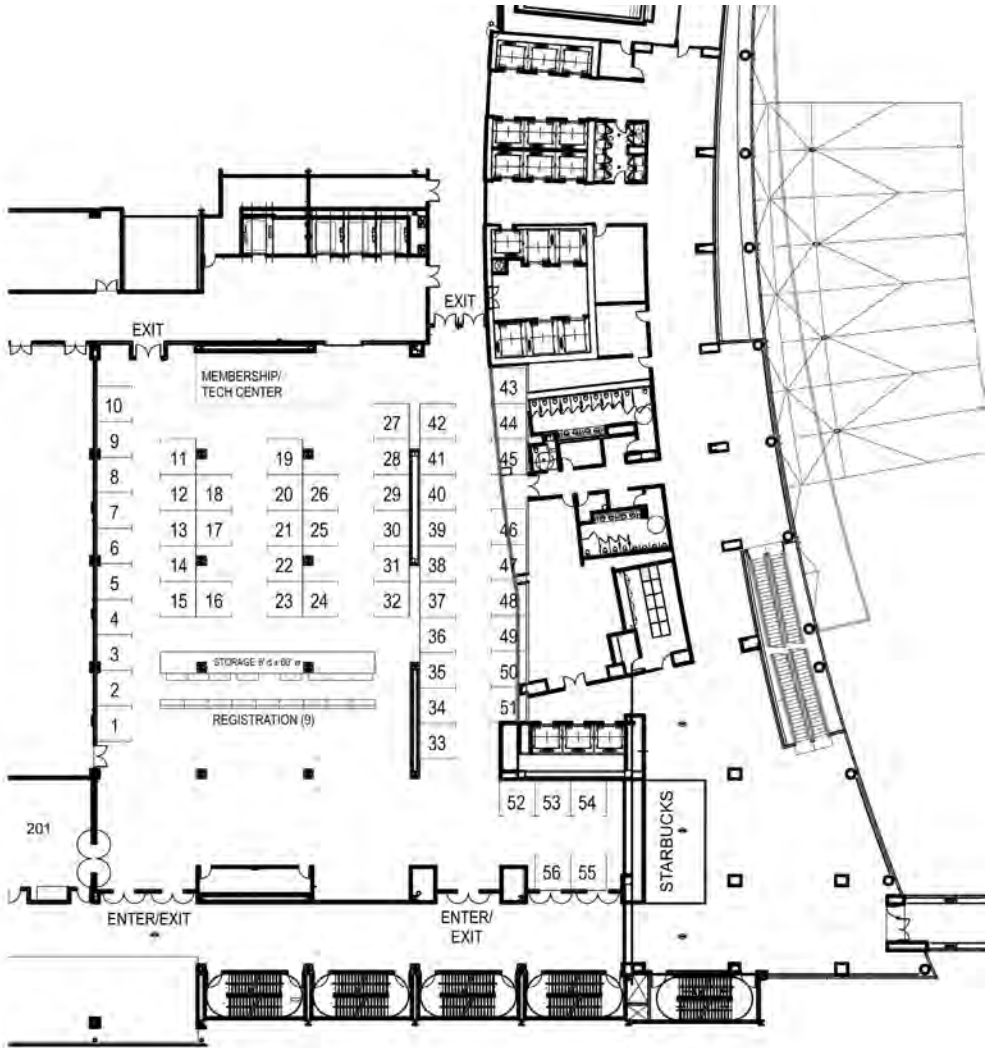
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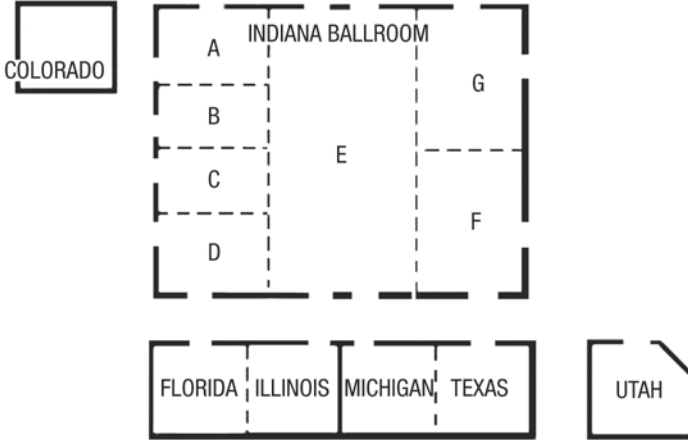
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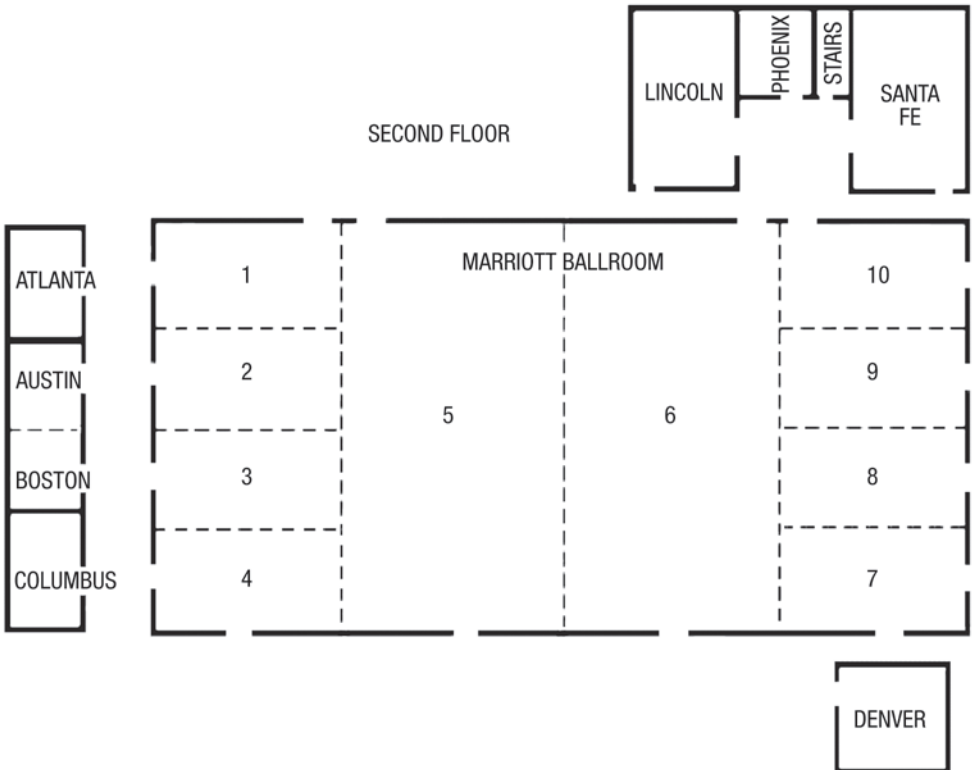


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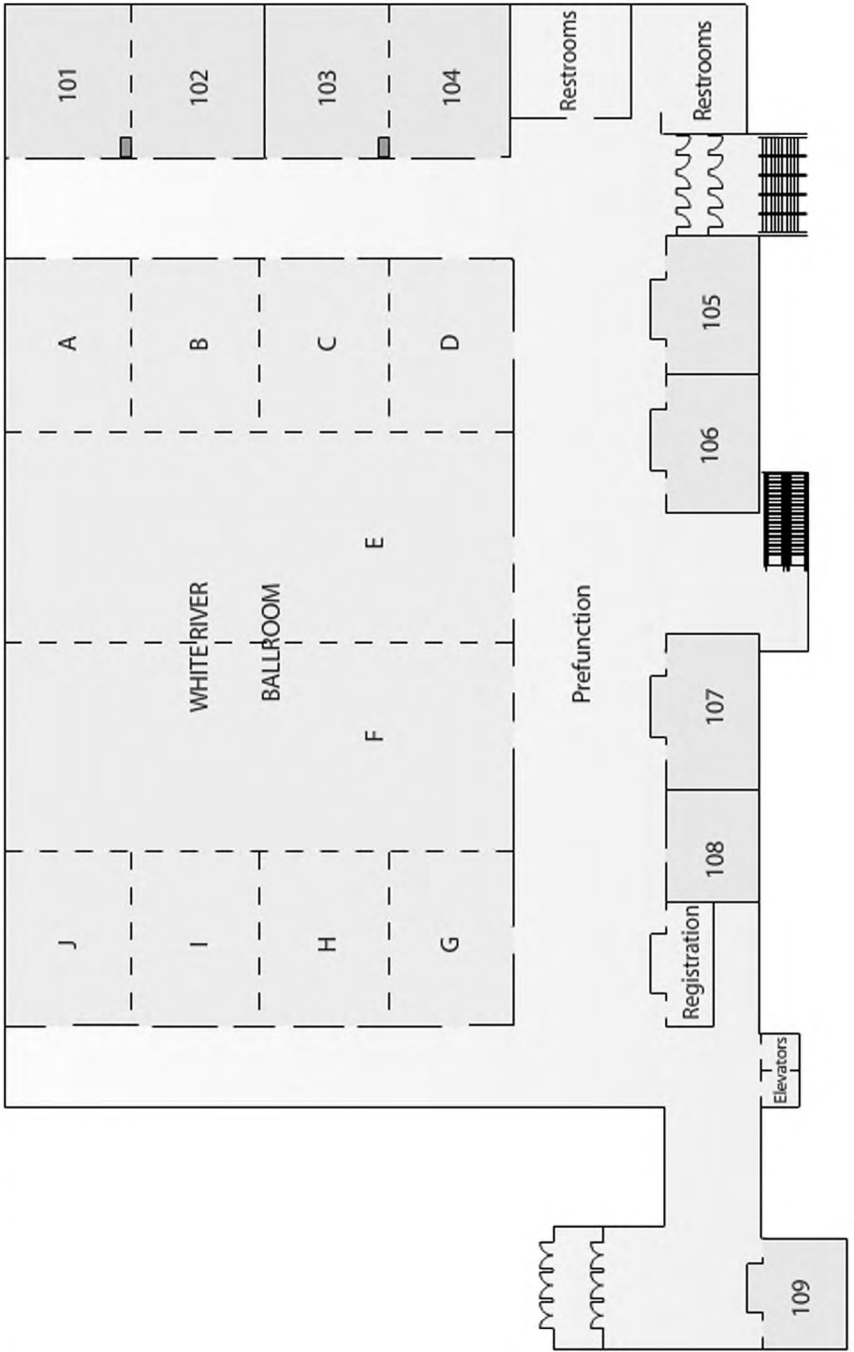
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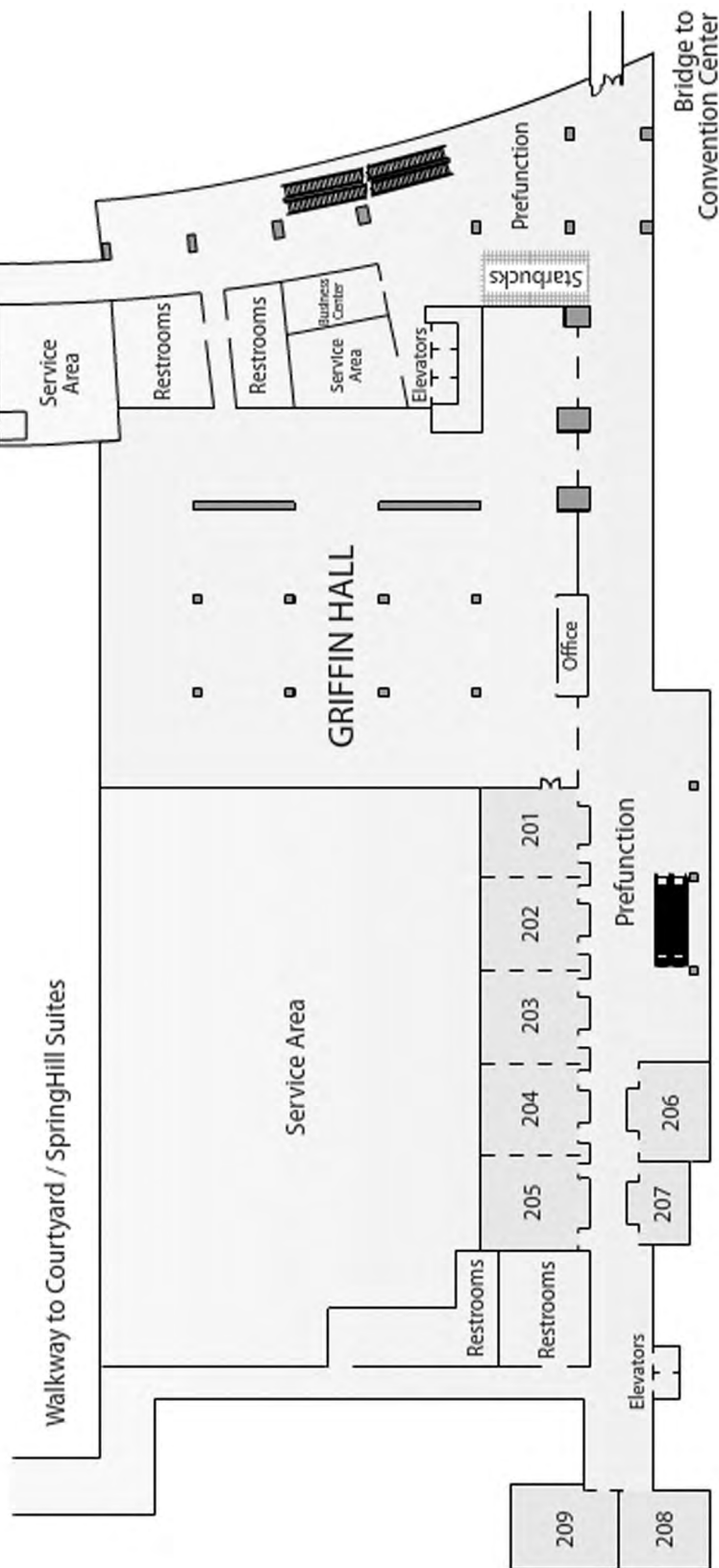


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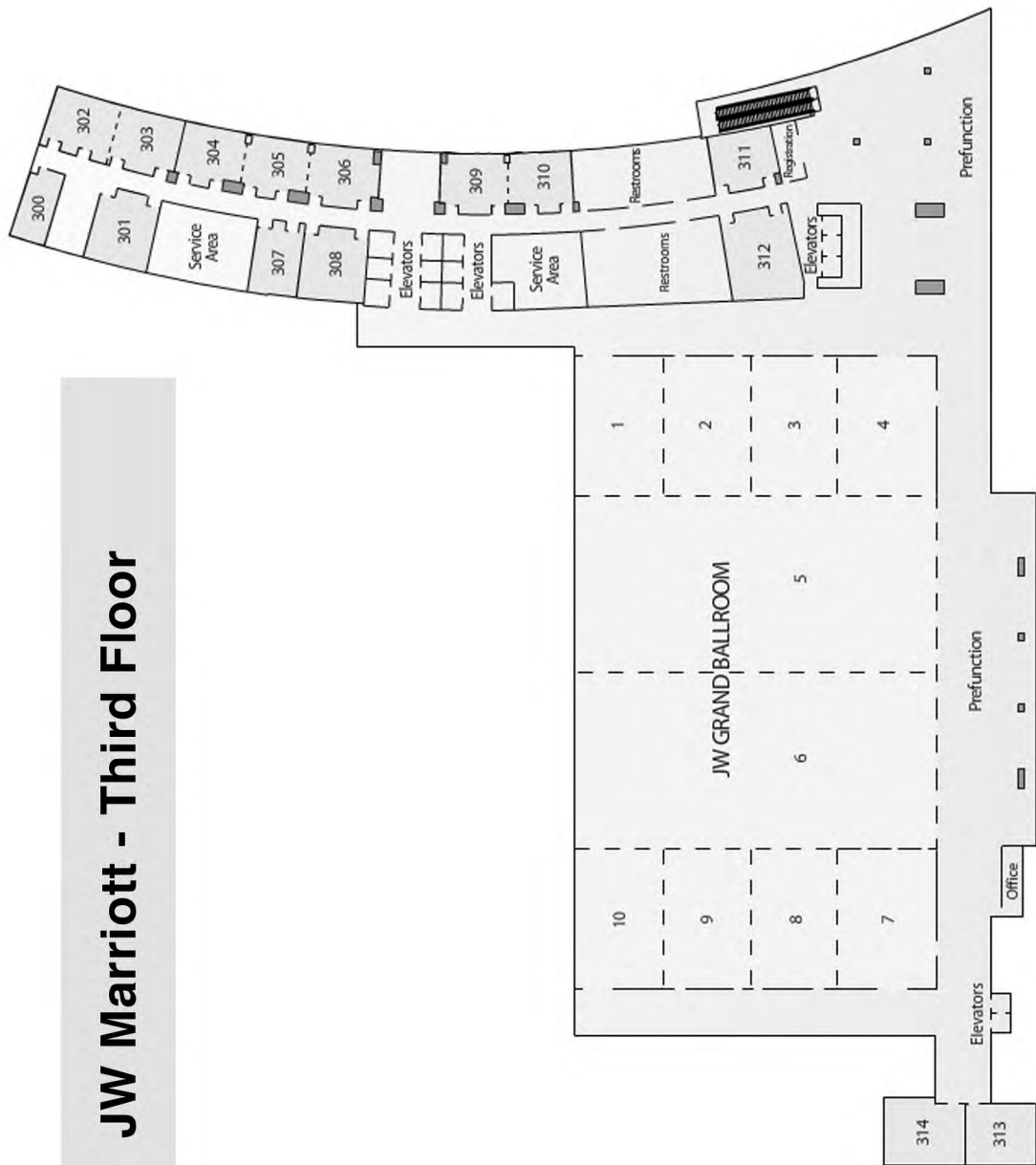


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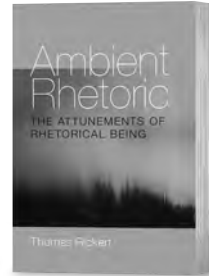
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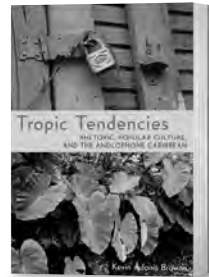


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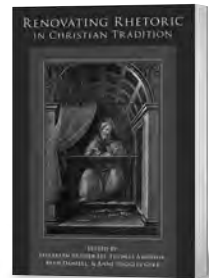
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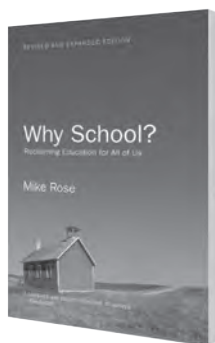
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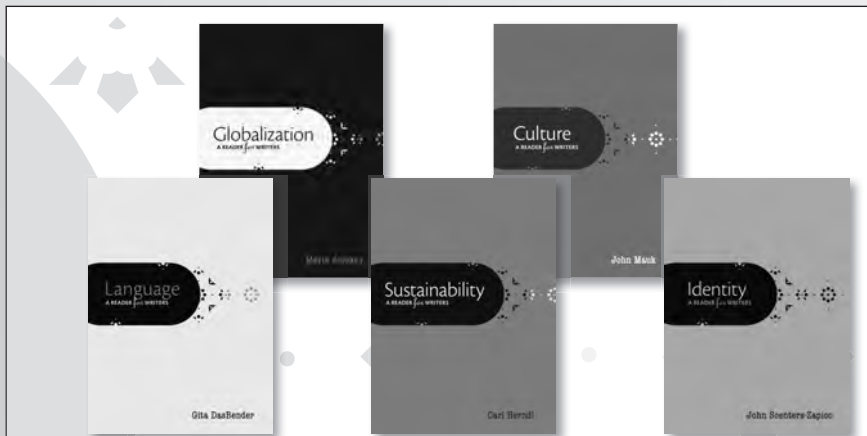


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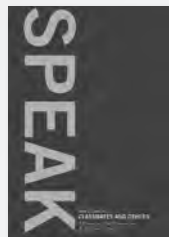
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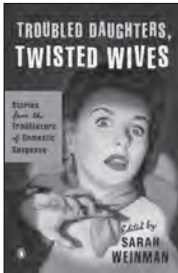
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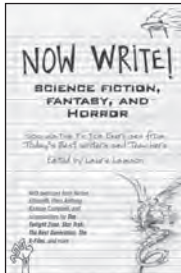
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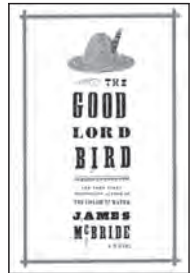
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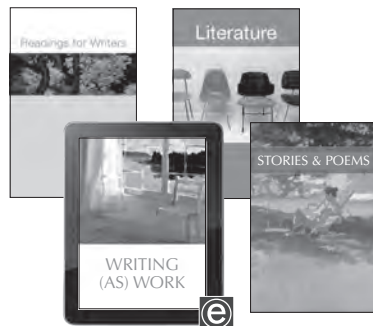
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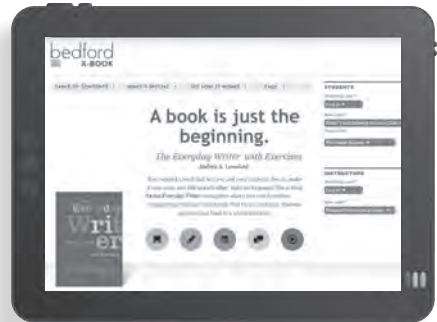
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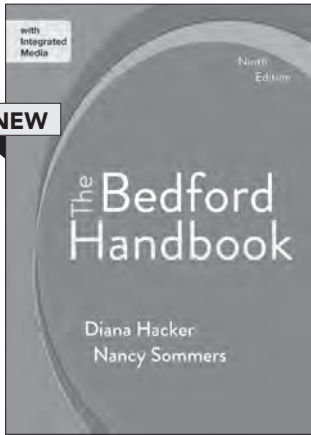
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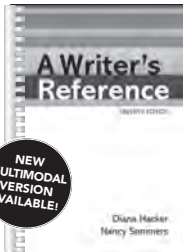
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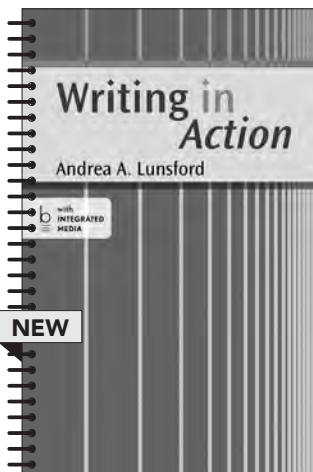
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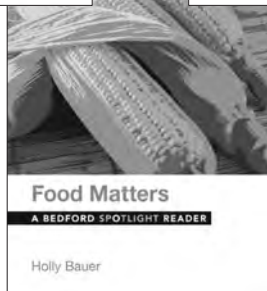
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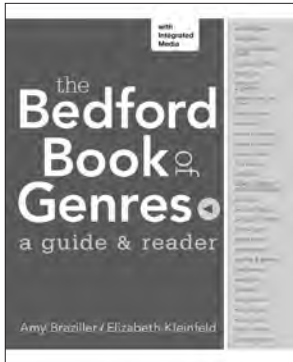
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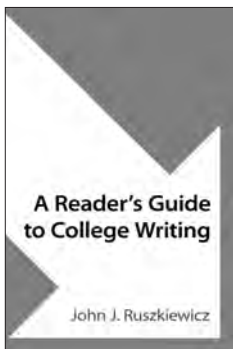
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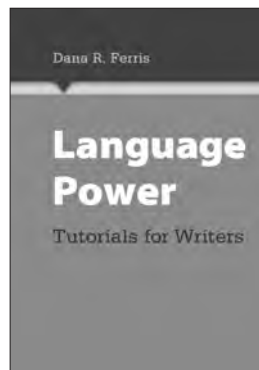
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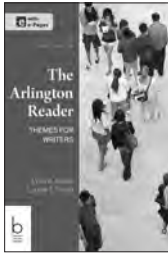
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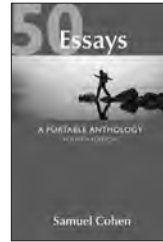
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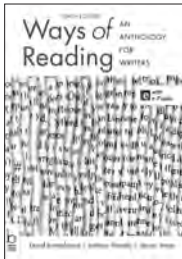
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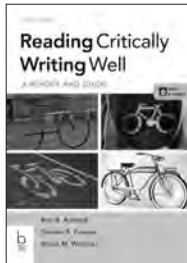
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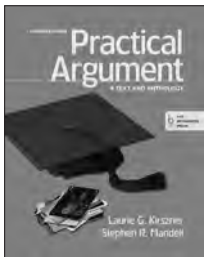


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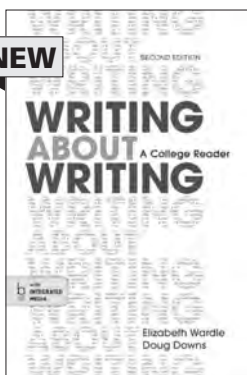


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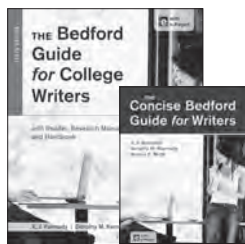
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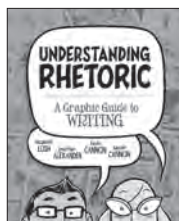
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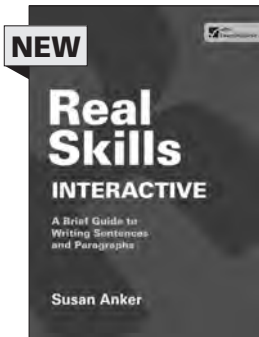
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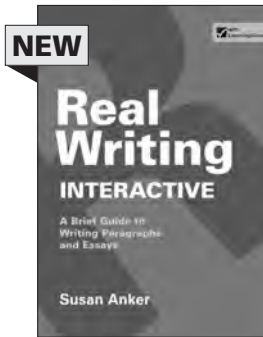
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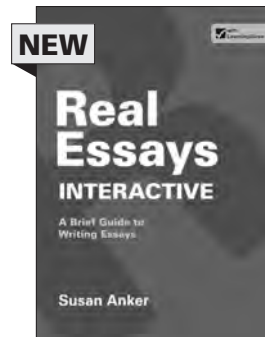
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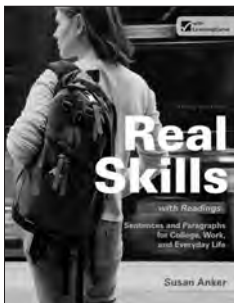


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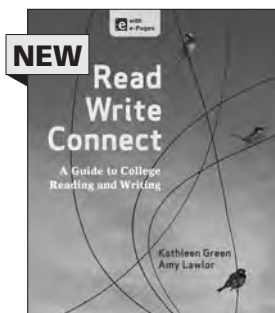


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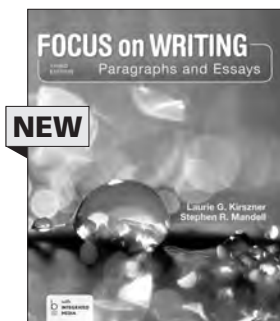
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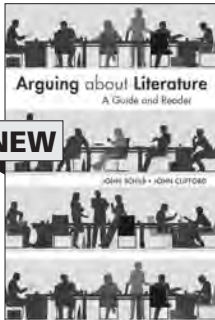
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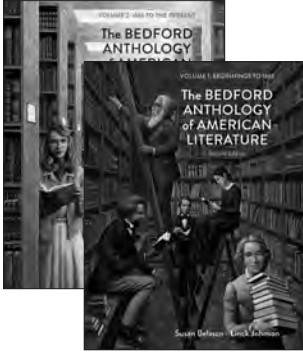
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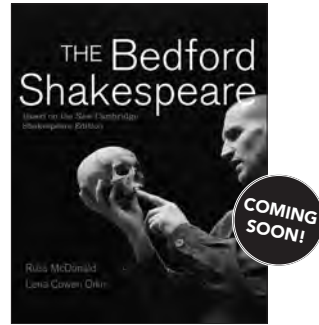
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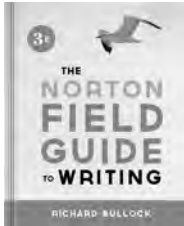
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Letter–number combinations after names indicate sessions.

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- W All day workshop
- AW Afternoon worksop
- TSIG Thursday Special Interest Group
- FSI Friday Special Interest Group
- WE Wednesday Event
- FSP Featured Speaker
- FSN Featured Session
- RNF Research Network Forum
- QRN Qualitative Research Network
- IP Intellectual Property Caucus
- CWS Coalition of Women Scholars
- RFP Rhetoricians for Peace

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Blewett, Kelly, RNF.1
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Boehr, Christiane, RNF.1
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Bogart, Ben, RNF.1
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Bokser, Julie, N.12
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Brock, Kevin, D.37
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Campbell, Lauren, RNF.1
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