

Saturday, March 21

REGISTRATION, 8:00 a.m.–1:00 p.m.

Tampa CC, Ballroom C/D, First Level

Exhibits, 10:00 a.m.–1:00 p.m.

Tampa CC, Ballroom C/D, First Level

Computer Connection

Tampa CC, Ballroom B, First Level

Meet the CCCC Committees, 9:30 a.m.–10:30 a.m.

Tampa CC, Ballroom B, First Level

Movie Screening: *Nontraditional*, 9:30 a.m.–12:15 p.m.

Marriott, Florida Ballroom VI, Level Two
(Sponsored by the Veterans Task Force)

Meet the CCCC Policy Analysts, 10:45 a.m.–11:30 a.m.

Tampa CC, Ballroom B, First Level

Making and Sharing Knowledge, 11:30 a.m.–1:00 p.m.

Tampa CC, Ballroom B, First Level

A Discussion about the 2022 CCCC Vision Statement, 1:00 p.m.–2:00 p.m.

Tampa CC, Ballroom A, First Level

TWO-YEAR COLLEGE SATURDAY PROGRAM

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

TWO-YEAR COLLEGE ENGLISH ASSOCIATION ANNUAL BREAKFAST AND AWARDS

Grand Ballroom F, First 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: 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
 Meg O'Rourke, Norco and Fullerton College, CA
 Howard Tinberg, Bristol Community College, Fall River, MA
 Sterling Warner, Evergreen Valley College, San Jose, CA

Previous Award Winners

- 2014 Brianna Boyington, "4 Types of People Who Benefit from Community Colleges," *US News and Report: College Compass*, January 29, 2014.
 Honorable Mention: Tom Snyder, "Community Colleges Support Entrepreneurs," *The Huffington Post*, March 18, 2014.
- 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"

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
Judy Angona, Ocean County College, Tom's River, NJ
Sravani Banerjee, Evergreen Valley College, San Jose, CA

Previous Award Winners

- 2014** **Reaching Across Borders**
"Writers' Community"
Aims Community College, Greeley, CO
Enhancing Developmental Education
"Publishing in Developmental Writing"
Helena College/University of Montana
Fostering Student Success
"Developing a Writing Across the Curriculum Program for a Two-Year
Nursing College"
The Christ College of Nursing and Health Sciences, Cincinnati, OH
Enhancing Literature and Cultural Arts
"Writers@Work"
Chattanooga State Community College, TN
- 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 Reform”

Passaic County Community College, Paterson, NJ

2011 Reaching Across Borders

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

Johnson & Wales University, Providence, RI

Honorable Mention

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

Madison Area Technical College, WI

Honorable Mention

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

Zane State College, Zanesville, OH)

Fostering Student Success

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

Howard Community College, Columbia, MD

Honorable Mention

“Basic Writing/English 100”

Whatcom Community College, Bellingham, WA)

Enhancing Developmental Education

Honorable Mention

“Rural Comp”

Abraham Baldwin Agricultural College, Tifton, GA

2010 Enhancing Developmental Education

“The Accelerated Learning Program (ALP)”

Community College of Baltimore County, Baltimore, Maryland

Honorable Mention

“Portfolio Assessment and Mentoring Program”

Camden County College, Blackwood, New Jersey

2009 Category 1: Reaching Across Borders

“Writing in the Disciplines”

Montgomery College, Takoma Park, MD

“SLCC Community Writing Center”

Salt Lake Community College, Salt Lake City, UT

Honorable Mention

“Ready or Not Writing”

Minnesota State Community and Technical College, Fergus Falls, MN

Special Acknowledgment/Most Unique Initiative

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

State Fair Community College, Sedalia, MO

Category 2: Fostering Student Success

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

College of DuPage, Glen Ellyn, IL

Honorable Mention

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

Century College, White Bear Lake, MN

Category 3: Enhancing Developmental Education

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

Kingsborough Community College, Brooklyn, NY

Honorable Mention

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

Front Range Community College, Westminster, CO

Category 4: Enhancing Literature and Cultural Arts

No Entries



Concurrent Sessions Presented by Two-Year College Faculty

- L.01 Christian Bednar, North Shore Community College, Danvers, MA, “Danvers Theory, Context, Practice: On Developing and Implementing a Rhetorically-Oriented Basic Writing Program at a Public, Open-Access, Community College”
- L.01 Jeremy Branstad, North Shore Community College, Danvers, MA, “Danvers Theory, Context, Practice: On Developing and Implementing a Rhetorically-Oriented Basic Writing Program at a Public, Open-Access, Community College”
- M.05 Farah Habib, Bristol Community College, Fall River, MA, “Risks and Rewards of Writing Narrative Non-Fiction: Lessons for Composition Courses”
- M.17 Jennifer Maloy, Queensborough Community College, NY, “A Tale of Two Placements: Generation 1.5 Students in ESL and NSE Writing Classes”
- M.17 Kerstin Petersen, State University of New York, Binghamton, “The Challenges of a First-Year Writing Classroom Including Monolingual and Bilingual Speakers”



Saturday, 7:00–8:00 a.m.

CCCC ANNUAL BUSINESS/TOWN MEETING AND CONCURRENT SESSIONS



ANNUAL BUSINESS/TOWN MEETING

Marriott, Grand Ballroom E, Level Two

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: Adam J. Banks, University of Kentucky, Lexington

CCCC Associate Chair: Joyce Locke Carter, Texas Tech University, Lubbock

CCCC Assistant Chair: Linda Adler-Kassner, University of California, Santa Barbara

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

CCCC Secretary: Dominic DelliCarpini, York College of Pennsylvania

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

CCCC 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

Marriott, Meeting Room 5, Level Two
9:00 a.m.–5:00 p.m.

L Sessions: 9:30–10:45 a.m.

Meet Your CCCC Committees

What are the CCCC Committees? They are the heart of action at the CCCC. It is because of committees that we have position statements, award programs, and even the conference itself. We have nearly 20 committees that deal with issues like language, globalization, diversity, intellectual property, assessment, women in the profession, and more. Come talk to your committee members; you can also do some preliminary research on the committees' activities at www.ncte.org/cccc/committees.

Tampa CC, Ballroom B, First Level
9:30–10:30 p.m.

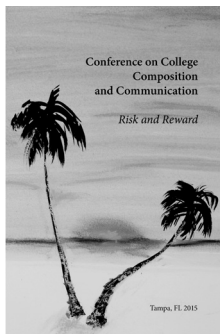
FILM SCREENING

Nontraditional

Marriott, Florida Ballroom VI, Second Level

9:30 a.m.–12:15 p.m.

Sponsored by: The CCCC Task for on Veterans



Basic Writing

L.01 Rethinking Basic Writing: New Ideas and Perspectives

This panel addresses contemporary issues in basic writing.

Tampa CC, Room 1, First Level

Chair: LauraAnne Carroll-Adler, University of Southern California, Los Angeles

Speakers: Christian Bednar, North Shore Community College, Danvers, MA, “Theory, Context, Practice: On Developing and Implementing a Rhetorically-Oriented Basic Writing Program at a Public, Open-Access, Community College”

Jeremy Branstad, North Shore Community College, Danvers, MA, “Theory, Context, Practice: On Developing and Implementing a Rhetorically-Oriented Basic Writing Program at a Public, Open-Access, Community College”

Joyce Inman, University of Southern Mississippi, Hattiesburg, “Queering the Thirdspace of Composition”

Margaret Hamper, University of Wisconsin-Madison, “From ‘Hostile Mental Children’ to ‘Strangers in a Strange World’: Basic Writers in the Looking Glass from 1969 to 2013”

Community, Civic & Public

L.02 Forceful Rhetoric, Violent Exclusions: The Ethical Risks of (Trans)National Rhetorical Alliances

Bridging transnational and public rhetoric, we examine three cases across borders when violence and rhetoric combine to sustain injustice.

Tampa CC, Room 3, First Level

Chair: Timothy R. Dougherty, West Chester University, PA

Speakers: Rachael Shapiro, Syracuse University, NY, “Advocating for Others: Flattened Narratives and Failed Alliances”

Timothy R. Dougherty, West Chester University, PA, “Skirmishing and Settling: The Exclusions of Moral Violence in The Irish World, 1874–1877”

Tamara Bassam Issak, Syracuse University, NY, “Gitmo, the Muslim Male, and Torture: A Transnational Feminist Reading”

Respondent: Jennifer Wingard, University of Houston, TX

Community, Civic & Public

L.03 Circulate, Amplify, and ‘Selfia’: Digital Moments of Risk and Identity Production

Digital circulation, amplification, and risk.

Tampa CC, Room 5, First Level

Chair: Dev Bose, University of Arizona, Tucson

Speakers: Steven Kapica, Northeastern University, Boston, MA, “‘Accept or Reject’: Obscene Art, Digital Circulation, and Kairos”

Jennifer Nish, American University of Beirut, Lebanon, “The Risky Genre of the ‘Selfie’: Creativity and Conformity in Public Performances of Identity”

Kerri Hauman, Transylvania University, Lexington, KY, “Feminist Rhetoric in Digital Spaces: Considering Risks and Rewards via Visibility and Amplification”

Community, Civic & Public

L.04 The Risks and Rewards of Feminist Methodology in Community-Based Learning and Research

Feminist research methodology manifests in community-based writing/research. Is it being practiced effectively in these spaces?

Tampa CC, Room 7, First Level

Chair: Molly Scanlon, Nova Southeastern University, Fort Lauderdale, FL

Speakers: Megan O’Neill, Virginia Tech, Blacksburg

Allison Brimmer, Nova Southeastern University, Fort Lauderdale, FL

Kelly Concannon, Nova Southeastern University, Fort Lauderdale, FL

Molly Scanlon, Nova Southeastern University, Fort Lauderdale, FL

L.05 Mutha Werk: The Risk, the Struggle, the Tools of Saving and Honoring Black Women’s Lives

This panel lays bare the risks, rhetorics, and realities of being a Black woman.

Marriott, Meeting Room 1, Level Two

Chair: Elaine Richardson, The Ohio State University, Columbus

Speakers: Carmen Kynard, St. John’s University, NY

Ersula Ore, Arizona State University, Phoenix

Gwendolyn Pough, Syracuse University, NY

Information Technologies

L.06 Rewarding Visual Creativity through Production Mode Risks: Using Infographics and Comics to Teach Visual Literacy and Creativity

Our panel attempts to see what affordances exist in teaching production of infographics and comics.

Tampa CC, Room 9, First Level

Chair: Robert Watkins, Iowa State University, Ames

Speakers: Jim Haendiges, Dixie State College of Utah, St. George

Curtis Newbold, Westminster College, Salt Lake City, UT

Robert Watkins, Iowa State University, Ames

Information Technologies

L.07 The Machines Are Reading Our Texts!: Authorship and Life on the Digital Margins

Writing for machines and life in the marginalia.

Tampa CC, Room 10, First Level

Chair: Candace Epps-Robertson, Michigan State University, East Lansing

Speakers: Chris Gerben, Stanford University, CA, “A Graveyard of Words: Authorship, Ownership, and Abandoned Lives of Online Writing”

Jeff Naftzinger, Florida State University, Tallahassee, “Life on the Margins: A Case Study of Digital Marginalia in Kathleen Fitzpatrick’s Planned Obsolescence”

Heather Lang, Florida State University, Tallahassee, “Life on the Margins: A Case Study of Digital Marginalia in Kathleen Fitzpatrick’s Planned Obsolescence”

Kristin Ravel, University of Wisconsin-Milwaukee, “How (and Why) to Write for Machines”

Information Technologies

L.08 Risks and Rewards of Teaching Writing on a Global Stage: Wikipedia Collaborations, Under-Representations, and Lingering Doubts

The speakers in this presentation discuss the risks and rewards for composition students engaged in Wikipedia writing projects.

Tampa CC, Room 11, First Level

Chair: Matthew Vetter, Ohio University, Athens

Speakers: Robert Cummings, University of Mississippi, “A Longitudinal Review of Wikipedia in the Composition Classroom”

Frances Di Lauro, University of Sydney, Australia, “Transformations in Students’ Experience of Writing with Wikipedia”

Matthew Vetter, Ohio University, Athens, “Making the Local Global: Cultural-Critical Student Projects in Wikipedia”

Institutional and Professional

L.09 Risks and Rewards of University-Wide Professional Development on Teaching Writing

We explore professional development initiatives designed to promote a campus-wide cultural shift in practices of teaching writing.

Tampa CC, Room 12, First Level

Chair: Wendy Sharer, East Carolina University, Greenville

- Speakers:** Christina Bethel, East Carolina University, Greenville, “A Shifting Professional Development Landscape from a Queered ‘Pre’-Professional Perspective”
- Kerri Flinchbaugh, East Carolina University, Greenville, “Somebody’s Pet Project? Creating Meaningful Writing and Learning Communities”
- Tracy Ann Morse, East Carolina University, Greenville, “Using Professional Development Opportunities to Achieve Harmony”
- Wendy Sharer, East Carolina University, Greenville, “Fostering Collaborative Professional Development through a Writing Liaisons Program”

Institutional and Professional

L.10 Mentoring and Training: A Critical Time for Graduate Students

Panel looks at the mentorship and training of graduate students.

Tampa CC, Room 13, First Level

Chair: Bill Doyle, University of Tampa, FL

Speakers: Rachel Yeatts, University of North Texas, Denton, “Embedding a Mentoring Culture through Writing Program Administration”

Mike Bunn, University of Southern California, Los Angeles, “Transitioning from ‘Training’ to ‘Mentoring’: Fostering Collaboration with Graduate Student Instructors”

Ken Gillam, Missouri State University, Springfield, “Ethical Citizenship, Phronesis, and Modern Relativism in Graduate Teaching Assistant Training”

Innovation and Taking Risks

L.11 Twenty-Five Years after the “Troubles at Texas”: Learning from Linda Brodkey and the Risks of Writing Pedagogy

This panel reflects on writing pedagogy 25 years after the “Troubles at Texas,” Linda Brodkey’s censorship case at UT Austin.

Tampa CC, Room 14, First Level

Chair: Paul Butler, University of Houston, TX

Speakers: Tyler Branson, Texas Christian University, Fort Worth, “Dangerous Documents: ‘Writing about Difference’ and Risk-Taking in Rhetoric and Composition”

David Bleich, University of Rochester, NY, “University Censorship of the Teaching of Language”

Libby Allison, Texas State University, San Marcos, “The Risk of Teaching Writing in Context: The Lost Rewards of Writing about Difference”

Mary Boland, California State University, San Bernardino, “‘A Hero Ain’t Nothin’ but a Sandwich’: What We Risk When We Call Linda Brodkey a Hero”

Respondent: Shelli Fowler, Virginia Tech, Blacksburg

Innovation and Taking Risks

L.12 Digitization and Its Discontents

Presenters consider pedagogical potential and professional consequences of digital assignments, courses, and scholarship.

Tampa CC, Room 15, First Level

Chair: Rochelle (Shelley) Rodrigo, Old Dominion University, Norfolk, VA

Speakers: Cassandra Bishop, Southern Illinois University, Carbondale, “‘Possimible’ to Probable: Digital Rhetoric in the Technical Writing Classroom and the Video Résumé”

Emily Yasonia, California State University, Los Angeles, “The Storying Wyvernwood Project: Using Digital Archiving to Teach Composition and Rhetoric”

Michael Neal, Florida State University, Tallahassee, “Risking Digital Writing and Research: Blending the Familiar with the Unfamiliar in Digital Scholarship and Teaching”

Innovation and Taking Risks

L.13 Building Interdisciplinarity through Critical Thinking Assessment: A Report from Five Disciplines

Faculty from five disciplines reflect on promises/pitfalls of redesigning courses on common, unique critical thinking instruments.

Tampa CC, Room 16, First Level

Chair: Steven Pearlman, University of Saint Joseph, West Hartford, CT

Speakers: Doreen Soldato, University of Saint Joseph, West Hartford, CT

Andrea Levy, University of Saint Joseph, West Hartford, CT

Irene Reed, University of Saint Joseph, West Hartford, CT

Jennifer Cote, University of Saint Joseph, West Hartford, CT

David Carillo, University of Saint Joseph, West Hartford, CT

Steven Pearlman, University of Saint Joseph, West Hartford, CT

Language

L.14 Translation as Writing, Writing as Translation

Argues for seeing translation as a specific form of writing and a model for writing in composition teaching and scholarship.

Tampa CC, Room 18, First Level

Chair: Bruce Horner, University of Louisville, KY

Speakers: Bruce Horner, University of Louisville, KY, “Translating Writing, (Re)Writing Translation”

Christiane K. Donahue, Dartmouth and Université de Lille III, VT, “Words for Other Words and the Nature of Composing”

Nancy Bou Ayash, University of Washington, Seattle, “(Re)Writing as Critical Translation: Reflections on the Concrete Labor of Translingual Meaning-Making”

Laura Tetreault, University of Louisville, KY, “Translation as Negotiation: Theorizing the Translation Process in Composition”

Language

L.15 Making Space for Multilingual Risk-Taking: Authenticating Teacher and Student Experience in Technical and Digital Environments

A consideration of multilingual student engagement and success in terms of digital composition, technical writing, and narrative.

Tampa CC, Room 19, First Level

Chair: Kiernan Julia, Michigan State University, East Lansing

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

Heather Stone, University of Utah, Salt Lake City

Jeffrey Moore, Bowling Green State University, OH

Ellen Cushman, Michigan State University, East Lansing

Kiernan Julia, Michigan State University, East Lansing

Language

L.16 Risky Business: Responding to Different Composing Practices

Risks and rewards in developing different approaches toward composing.

Tampa CC, Room 20, First Level

Chair: Jennifer Eidum Zinchuk, University of Washington, Seattle

Speakers: Kedra James, North Carolina Wesleyan College, Rocky Mount,

“Risky Business: Grading African American English in First-Year Writing Students’ Essays”

Helena Hall, University of Illinois at Springfield, “Taking a Risk: Using Indirect Feedback in the ESL Graduate Composition Classroom”

Professional and Technical Writing

L.17 Dangerous Writing: Addressing Multicultural and “Other” Risky Topics

This panel discusses dangerous topics like multiculturalism, postmodern theory, and “other” risky topics.

Tampa CC, Room 21, First Level

Chair: Jessie Moore, Elon University, NC

Speakers: Robin Gosser, Auburn University, AL, “The Risks of Dangerous Writing in Technical Communication”

Joseph Bartolotta, University of New Mexico, Albuquerque, “Assessing and Writing about the Myriad of Complex Ethical Issues of Risk and Relationships in Professional Writing Internships”

Gregory Wilson, Texas Tech University, Lubbock, “The Modern Technical Communicator as (Post-Postmodern) Discourse Worker”

Research

L.18 Transfer and Student Agency: The Risk and Rewards of Negotiation

This panel examines the role of student agency in negotiating transfer in basic and first-year writing and WID courses.

Tampa CC, Room 22, First Level

Chair: Ann Shivers-McNair, University of Washington, Seattle

Speakers: Misty Anne Winzenried, University of Washington, Seattle, “Negotiating Writing in the Disciplines: Transfer of Learning, New Majors, and Gateway Courses”

Ann Shivers-McNair, University of Washington, Seattle, “The Shared Labor of Meaning-Making: Peer Review as a Site for Agentive Negotiations across Difference”

Alison Cardinal, University of Washington-Tacoma, “Redefining ‘Failures’ of Transfer as Negotiated Local Practices”

Research

L.19 Medical Imaging and Images: The Visual Culture of Healthcare

This panel employs rhetorical analysis of images produced both within and about the medical and health-related communities.

Tampa CC, Room 23, First Level

Chair: Michael Klein, James Madison University, Harrisonburg, VA

Speakers: Debra Burleson, Baylor University, Waco, TX, “Understanding the Hospitalist Model: Comparing and Contrasting Information through Internal and External Images”

Michael Klein, James Madison University, Harrisonburg, VA, “Mind Reading Made (Un)Easy: Debating fMRI Research and Scholarship”

Research

L.20 Acquiring a Scholar’s Voice: Findings from Two Student Corpora

Discussing the acquisition of hypotaxis, the expansion of nominal groups, and learning strategies based on corpus analyses.

Marriott, Grand Ballroom A, Level Two

Chair: Olga Lambert, Benedictine University, Lisle, IL

Speakers: Daniel Kies, College of DuPage, Glen Ellyn, IL, “The Acquisition of Hypotactic Structures in First-Year Composition”

John Stasinopoulos, College of DuPage, Glen Ellyn, IL, “Using Learner Corpora in the ESL Writing Classroom”

Sandra Gollin-Kies, Benedictine University, Lisle, IL, “Development of Specificity in First-Year Writing through Elaboration of the Nominal Group”

First-Year Composition

L.21 Examining, Valuing, and Applying Theories of Composition in FYC

Theorizes composition using frames of cyborgs, object-oriented ontology, and creative writing.

Marriott, Grand Ballroom B, Level Two

Chair: J. Michael Rifenburg, University of North Georgia, Dahlonega

Speakers: Kevin Rutherford, Miami University, Oxford, OH, “Risky Things: Toward an Object-Oriented Composition Pedagogy”

Alana Baker, East Carolina University, Greenville, “‘Creative’ is Not a Bad Word: The Value of Creative Writing Theory in First-Year Composition”

First-Year Composition

L.22 Researching Controversy: The Rhetorics of Stereotyping, Protest, Art, and Apology

This panel presents four community-based rhetorics that task students to research a range of local to global issues.

Marriott, Grand Ballroom C, Level Two

Chair: Diane Mooney, Ball State University, Muncie, IN

Speakers: Sandra Ross, University of Southern California, Los Angeles
JoAnne Ruvoli, Ball State University, Muncie, IN

Jeff Frawley, Ball State University, Muncie, IN

Diane Mooney, Ball State University, Muncie, IN

First-Year Composition

L.23 Intentions and Revisions: A Workshop in Responding to Student Writers

A workshop in responding to student writers.

Tampa CC, Ballroom A, First Level

Chair: Nancy Sommers, Harvard University, Cambridge, MA

Discussion Leaders: Chris Anson, North Carolina State University, Raleigh

Nancy Sommers, Harvard University, Cambridge, MA

Respondent: Howard Tinberg, Bristol Community College, Fall River, MA

Theory

L.24 Teaching Rhetorical Theory and Analysis: Risks and Rewards

This session examines the challenges and benefits of teaching rhetorical theory and rhetorical analysis in composition classes.

Marriott, Grand Ballroom D, Level Two

Chair: Keith Walters, Portland State University, OR

Speakers: David Jolliffe, University of Arkansas, Fayetteville

Beth Daniell, Kennesaw State University, GA

Roger Cherry, Ohio State University, Columbus

Theory

L.25 Making and Doing: Multimodal Reading and Digital Compositions

Pushes beyond traditional literacy practices to explore the distinct affordances of multimodal texts.

Marriott, Grand Ballroom J, Level Two

Chair: Jeff Rice, University of Kentucky, Lexington

Speakers: Logan Bearden, Florida State University, Tallahassee, “Toward a Theory of Multimodal Reading”

Bonnie Lenore Kyburz, Lewis University, Naperville, IL, “DIY Digital Composing and/as Optimistic Failure”

Yavanna Brownlee, Ohio University, Athens, “The Identity Shop: An Instructor and Student Resource Website to Support Identity Pedagogy in the Composition Classroom”

Writing Programs

L.26 Negotiating Values in Professional Writing Master's Programs

Creatives and Technicals enrolled in same class: balancing programmatic risk in M.S. Professional Writing.

Marriott, Meeting Room 2, Level Two

Chair: Michele Simmons, Miami University of Ohio, Oxford

Speakers: Sarah K. Gunning, Towson University, MD, “Working with Students to Develop a Flexible Program Format”

Elizabeth L. Angeli, Towson University, MD, “Professional Writing Graduate Education and Community Engagement”

Zosha Stuckey, Towson University, MD, “A Disciplinary and Programmatic History of Professional Writing”

Innovation and Taking Risks

L.27 Nothing Personal: Objective/Subjective Scholarship

This panel asks how scholarly work may also be open to the risk of including the personal.

Marriott, Meeting Room 3, Level Two

Chair: Jeff Rice, University of Kentucky, Lexington

Speakers: Brian McNely, University of Kentucky, Lexington, “Objects, Ambience, Autoethnography”

Jackie Grutsch McKinney, Ball State University, Muncie, IN, “Anonymous Subjects”

Jeff Rice, University of Kentucky, Lexington, “Authentic Writing”

Respondent: Doug Hesse, University of Denver, CO

Creative Writing

L.28 Creative Writing in America: Considering the Past, Imagining the Future

This panel imagines bold possibilities for creative writing's future in light of past and present disciplinary challenges.

Marriott, Grand Ballroom H, Level Two

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

Speakers: Stephanie Vanderslice, University of Central Arkansas, Conway, “Composition, Creative Writing and the Shrinking Professoriate”

Rebecca Manery, University of Michigan, Ann Arbor, “Revisiting the Pedagogy and Theory Corral: The Education of the Creative Writing Teacher”

continued on next page

Dianne Donnelly, University of South Florida, Tampa, “Embracing the Learning Paradigm: How Assessment Drives Creative Writing Pedagogy”

Graeme Harper, Oakland University, Rochester, MI, “A 21st-Century Cartography: Mapping the Age of Creative Writing”

Respondent: Joe Moxley, University of South Florida, Tampa



M Sessions: 11:00 a.m.–12:15 p.m.

Meet Your CCCC Policy Analysts

10:45 a.m.–11:30 p.m.

You should meet your state's CCCC policy analyst. Policy Analysts are volunteers who provide CCCC members with analyzed information about state policies. This knowledge helps educators participate in the policymaking process that affects them, their students, their institutions, and their communities. You can meet them in person on Saturday, and take a deeper look at www.ncte.org/policy-analysis-initiative.

Tampa CC, Ballroom B, First Level

Making and Sharing Knowledge

11:30 a.m.–1:00 p.m.

How does our field find good ideas and get them into circulation? This dialog considers the risks and rewards of myriad ways we disseminate our ideas, including through university presses, for-profit publishers, multimodal and conventional journals, and self-publishing.

Speakers: Cynthia Selfe, Computers and Composition Digital Press and Ohio State University

Nick Carbone, Macmillan Education

Wendy Gordon, Pearson

Brigeth Rivera, McGraw-Hill

Jonathan Alexander, *College Composition and Communication* and University of California, Irvine

Kelly Ritter, *College English* and University of Illinois

Josh Shanholtzer, Pittsburgh University Press

David Blakesley, Parlor Press and Clemson University

Marc Bousquet, Emory University

Tampa CC, Ballroom B, First Level

Advanced Writing

M.01 Making the Tacit Explicit: A Risky Yet Rewarding Collaboration with Faculty in the Disciplines

This panel reports on a conversation about writing in the disciplines with a focus on designing explicit writing assignments.

Tampa CC, Room 1, First Level

Chair: Jackie Cason, University of Alaska Anchorage

Speakers: James Rudkin, University of Alaska Anchorage, “Writing Expert Insider Prose: Analysis of Writing Assignments with Disciplinary Faculty”

Patricia Jenkins, University of Alaska Anchorage, “Analyzing and Designing Writing Assignments via Knowledge Domains”

Jackie Cason, University of Alaska Anchorage, “Agents of Integration: Positioning Students to Identify Field-Specific Threshold Concepts That Foster Active Learning”

Basic Writing

M.02 The Power of the Assignments: Developing the Basic Writing Assignment

This panel presents data on creating assignments for basic writers.

Tampa CC, Room 3, First Level

Chair: Joyce Irene Middleton, East Carolina University, Greenville, NC

Speakers: Mary Ellen Kubit, University of Arkansas at Little Rock, “Breaking It Down”

J. Bradley Minnick, University of Arkansas at Little Rock, “Breaking It Down”

Heather Pavletic, Auburn University at Montgomery, AL, “Instituting Instructional Use of Creative Nonfiction in College Level Basic Composition Courses”

Robert Cole, Auburn University at Montgomery, AL, “Instituting Instructional Use of Creative Nonfiction in College-Level Basic Composition Courses”

Adnan Salhi, Henry Ford College, Dearborn, MI, “Remedial Students Beat the Odds with Personal Narratives”

Community, Civic & Public

M.03 Making a Place for Risk: Teaching and Writing Tactics for Destabilizing Space

The panel explores the risks subaltern peoples have taken to rework everyday practices, which offer new pedagogical applications.

Tampa CC, Room 5, First Level

Chair: Ezekiel Choffel, Michigan State University, East Lansing, MI

Speakers: Phillip Bratta, Michigan State University, Lansing, “Making Decolonial Spaces through Activist Ritual and Embodied Writing”
Sam Hamilton, University of Pittsburgh, PA, “Writing ‘Stratagems’ in North American Slave Narratives and Instruction Reconstruction”
Ezekiel Choffel, Michigan State University, East Lansing, “Reconsidering Space: Decolonial Options and Indigenous Considerations in Cartography”

Community, Civic & Public

M.04 Community Identities and Literacy Practices: Culture, Risk, and Resistance

Marginalized communities assert their cultural and literacy practices by engaging multimodal forms.

Tampa CC, Room 7, First Level

Chair: Jessica Philbrook, University of Missouri-Columbia

Speakers: Serkan Gorkemli, University of Connecticut, Stamford, “Literacy on Film: Risks and Rewards of Parental LGBT Activism in Turkey”

Tika Lamsal, University of San Francisco, CA, “Multilingual and Multimodal Literacy Practices of the Bhutanese Refugees in the U.S.”

Rachel Tofteland-Trampe, University of Minnesota, Minneapolis, “Intersections of Networked Learning, Multimodality, and Acculturation in Community Technology Centers”

Creative Writing

M.05 Creative Writing and Composition: Lessons for Teaching and Learning

Creative Writing and Composition Pedagogies have much to learn from one another.

Tampa CC, Room 9, First Level

Chair: Ann Amicucci, University of Colorado, Colorado Springs

Speakers: Farah Habib, Bristol Community College, Fall River, MA, “Risks and Rewards of Writing Narrative Non-Fiction: Lessons for Composition Courses”

Kate Ristau, Independent Scholar, Tigard, OR, “‘Knock-Knock. Who’s there?’ Humorous Approaches to Grammar Instruction”

Maren Anderson, Western Oregon University, Monmouth, “‘Knock-Knock. Who’s there?’ Humorous Approaches to Grammar Instruction”

John Chrisman, University of Central Florida, Daytona Beach, “A Closer Look at Creative Writing Lore: A Composition-Based Research Approach to the Workshop”

Sara Kelm, Baylor University, Waco, TX, “A Dangerous Liaison: Creative Nonfiction and Spiritual Identity in the Composition Classroom”

Information Technologies

M.06 4 R's of Teaching YouTube Composition: Risk, Rhetoric, Reflection, Reward

Using teacher and student reflections to offer YouTube composition pedagogies, from 4 different university and course contexts.

Tampa CC, Room 12, First Floor

Chair: Laurie McMillan, Marywood University, Scranton, PA

Speakers: Adam Perzynski, Case Western Reserve University, Cleveland, OH, “Composing Backwards: Video Challenges to Process Composition Pedagogy”

Daniel Wuebben, University of California, Santa Barbara, “From YouNiversity to Viral EDU: Write Yourself, Broadcast Ideas”

Matthew Boedy, University of South Carolina, Columbia, “Watching the Professional/Student Divide as Students Create Professional Videos for YouTube”

Lindsey Wotanis, Marywood University, Scranton, PA, “Thinking Rhetorically, Composing Messily: YouTube Creator Playbooks and Beyond”

Laurie McMillan, Marywood University, Scranton, PA, “Thinking Rhetorically, Composing Messily: YouTube Creator Playbooks and Beyond”

Mark Pedretti, Case Western Reserve University, Cleveland, OH, “Composing Backwards: Video Challenges to Process Composition Pedagogy”

Innovation and Taking Risks

M.08 The Innovative and Eclectic Legacy of Thomas Newkirk: Teacher, Mentor, Scholar, Reader, Writer

A cross-generational group of scholars explore the implications of the eclectic research and pedagogical work of Thomas Newkirk.

Tampa CC, Room 14, First Level

Co-Chairs: Donna Qualley, Western Washington University, Bellingham

Mike Michaud, Rhode Island College, Kingston

Bronwyn T. Williams, University of Louisville, KY

Speakers: Megan Fulwiler, The College of Saint Rose, Albany, NY, “Responsive Faculty Development: Making Time for Talk”

Cynthia Gannett, Fairfield University, CT, “‘Looking for Trouble’: Tom Newkirk, Agency, Inquiry, and Essaying”

Bruce Ballenger, Boise State University, ID, “Newkirk as Lazarus: Bring Montaigne’s Essay Back from the Dead”

Stephanie Paterson, California State University, Stanislaus, “Athleticism in Mind and Body”

Alexandria Peary, Salem State University, MA, “Revision-as-Invention: How Newkirk Addressed the Age-Old Problem of Superficial Student Revision”

Jim Webber, University of Nevada, Reno, “Pragmatism, Narrative, and Composition Studies”

Respondent: Thomas Newkirk, University of New Hampshire, Durham

Innovation and Taking Risks

M.09 Sound and Ambience: Investigating Thomas Rickert’s Ambient Rhetoric

This panel seeks to build off of Thomas Rickert’s work on ambience, especially the intersection between rhetoric and music.

Tampa CC, Room 10, First Level

Chair: Sean Conrey, Syracuse University, NY

Speakers: Thomas Rickert, Purdue University, West Lafayette, IN

Robert Leston, City University of New York-New York City College of Technology, Brooklyn

Geoffrey Carter, Saginaw Valley State University, University Center, MI

Sean Conrey, Syracuse University, NY

Innovation and Taking Risks

M.10 Listening For Laughter: Revealing the Humorous Subtext of Composition

As fraught with risk as it may seem, considering humor in composition can lead to valuable theoretical and pedagogical insight.

Tampa CC, Room 11, First Level

Chair: Daniel Liddle, Purdue University, West Lafayette, IN

Speakers: Michael Smith, Purdue University, West Lafayette, IN,

“Assigning *The Onion* in Introductory Composition: Who Sides with the Humorist?”

Tony Bushner, Purdue University, West Lafayette, IN, “Trending on Twitter: Contextual Considerations for Digital Rhetoric”

Daniel Liddle, Purdue University, West Lafayette, IN, “Latent Humor: An Examination of How and Why Instructors Use Humorous Texts in First-Year Composition”

Innovation and Taking Risks

M.11 Student Anxiety and the Role of Risk in Academic Writing

This panel advocates the role of productive risk-taking in helping students explore and address their academic writing anxieties.

Tampa CC, Room 15, First Level

Chair: Amber Buck, College of Staten Island, City University of New York, NY

Speakers: Erin Dietel-McLaughlin, University of Notre Dame, South Bend, IN, “Multimedia Writing: Techno-Torment, or Anxiety Anodyne?”

Rebecca Brittenham, Indiana University, South Bend, “Economic Pressure and the Role of Student Employment in Addressing Academic Writing Anxiety”

Kryisia Michael, Graduate Center, City University of New York, NY, “Student Writing and Anxiety: A View from across the Curriculum”

Hildegard Hoeller, City University of New York Graduate Center, NY, “Student Writing and Anxiety: A View from across the Curriculum”

Innovation and Taking Risks

M.12 Pedagogical Risks for Student Investment: Constructing Agency through Voice in First-Year Writing

This panel discussion will investigate student voice and agency in the first-year writing classroom.

Tampa CC, Room 16, First Level

Chair: Tammie M. Kennedy, University of Nebraska at Omaha

Speakers: Amber Rogers, University of Nebraska at Omaha, “Disrupting the Conventional: Critical Engagement with the Anthologized Narrative”

Jessica Thomsen, University of Nebraska at Omaha, “Embodied Voice in Disembodied Academia: A Risk for Agency through Jesuit Educational Values and Critical Pedagogy”

Caitlin Ray, University of Nebraska at Omaha, “‘Transforming the Structure’: Universal Design in Conflict with Critical Pedagogy”

Meg Marquardt, University of Nebraska at Omaha, “The Stories We Tell: Using Informal Pre-Writing to Tackle Complex Topics”

Innovation and Taking Risks

**M.13 (Re)Mediating Authority in Composition Classrooms:
The Unassuming and Unfamiliar**

Can technologies remix Authority and remediate Aura in classrooms?

New forms, new pedagogies, & new collectives #riskandre/words

Tampa CC, Room 18, First Level

Chair: Anastasia Kozak, University of Florida, Gainesville

Speakers: Kendra Hare, University of Florida, Gainesville, “Hypertextualities: From Print to the Holodeck”

Shannon Butts, University of Florida, Gainesville, “Re:Re:Re:Mixing Tautologies and Technologies”

Jacob Greene, University of Florida, Gainesville, “Challenging the Aura of Textual Authority”

Anastasia Kozak, University of Florida, Gainesville, “Departures from the Source: Translation and Digital Media”

Innovation and Taking Risks

**M.14 Cultivating Liminality: Threshold Practices at the
Boundaries of First-Year Composition**

“Cultivating Liminality” explores modes of troublesome learning across four extracurricular sites within the university.

Tampa CC, Room 19, First Level

Chair: Benjamin Stewart, New York University, NY

Speakers: Benjamin Stewart, New York University, NY

Nicole Brown, New York University, NY

William Morgan, New York University, NY

Ethan Youngerman, New York University, NY

Innovation and Taking Risks

**M.15 Chaos and Kairos: Testing Time and Play in Writing
Classrooms, Digital Spaces, and Outcomes Assessment**

Embracing kairos means harnessing chaos, the ever-shifting, ever-crucial context of any given rhetorical situation.

Tampa CC, Room 20, First Level

Chair: Katelyn Burton, University of Rhode Island, Kingston

Speakers: Jamie Remillard, University of Rhode Island, Kingston

Marcy Isabella, University of Rhode Island, Kingston

Katelyn Burton, University of Rhode Island, Kingston

Innovation and Taking Risks

M.16 Making Composition: The Maker Movement, Materiality, Multimodality

Maker Movement and writing: (material) composition, materiality, and multimodality in print and digital environments.

Tampa CC, Room 21, First Floor

Chair: John Walter, Saint Louis University, Washington, D.C.

Speakers: John Sherrill, Purdue University, East Lafayette, IN, “How to Cite Your Robot: Critical Consciousness in Material Composing”

Kristin Arola, Washington State University, Pullman, “Slow Composition: An Indigenous Approach to Making”

John Walter, Saint Louis University, Washington, D.C., “Making and/as Composition”

Language

M.17 New Direction in Translanguaging: From Helping Students to Improving Composing Platforms

Taking translanguaging approaches to engaging multilingual students and to critiquing composing platforms.

Tampa CC, Room 22, First Level

Chair: Clarissa N. West-White, Bethune-Cookman University, Daytona Beach, FL

Speakers: Jennifer Maloy, Queensborough Community College, NY, “A Tale of Two Placements: Generation 1.5 Students in ESL and NSE Writing Classes”

Kerstin Petersen, State University of New York, Binghamton, “The Challenges of a First-Year Writing Classroom including Monolingual and Bilingual Speakers”

Susan Dinitz, University of Vermont, Burlington, “Risking Change for Multicultural Classrooms: Writing Centers and Changing Faculty Attitudes and Practices around Language Diversity”

Susanmarie Harrington, University of Vermont, Burlington, “Risking Change for Multicultural Classrooms: Writing Centers and Changing Faculty Attitudes and Practices around Language Diversity”

Language

M.18 Oral and Non-Prestige Languages in a New Culture of Literacy: Excellence Updated

Original research into non-prestige and oral languages challenges old assumptions for a new culture of literacy.

Tampa CC, Room 23, First Level

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

Speakers: Nichole Stanford, City University of New York Graduate Center, NY, “Decolonizing the Cajun Mind: U.S. Language Myths that Undermine Students’ Rights to Their Own Languages”

Niesha-Anne Green, Lehman College, New York, NY, “The Third-Conscious Space: Linguistic Graft vs. Host Disease”

Robert Danberg, Binghamton University, NY, “The Dialects of Their Nurture: Post-Vernacular Yiddish and the Idea of a Language I Have the Right To”

Peter Elbow (VIA Skype), University of Massachusetts, Amherst, “Excellent Writing and the Linguistic and Rhetorical Power of Vernacular Speech”

Language

M.19 Multilingual Students’ Experiences: Perceptions, Syntheses, and Responses

Understanding multilingual students’ experiences through their perceptions, synthesis, and responses.

Marriott, Meeting Room 2, Level Two

Chair: Julia Romberger, Old Dominion University, Norfolk, VA

Speakers: Alyssa Cavazos, The University of Texas-Pan American, Edinburg, “First-Year Composition Multilingual Students: Perceptions of Language Difference and Academic Writing Experiences”

Ruilan Zhao, The Ohio State University, Columbus, “Understanding Multilingual Students’ Experiences with Academic Synthesis Writing: From a Translingual Approach”

Carolina Pelaez-Morales, Columbus State University, GA, “Faculty Response to the Presence of Multilingual Writers in the Composition Classroom”

Professional and Technical Writing

M.20 Democratizing Medical Data, Writing the Body

Case studies of medical data democratization help us theorize the risks and rewards afforded by new approaches to writing the body.

Marriott, Grand Ballroom A, Level Two

Chair: John Jones, West Virginia University, Morgantown

Speakers: Angela Eng, Old Dominion University, Norfolk, VA,

“‘My Doctor told me I have HPV, what’s next?’: HuffPost Live, Participation, and Empowerment”

Christa Teston, The Ohio State University, Columbus, “Composing Medical Evidence: From FitBits to Saliva Kits”

Catherine Gouge, West Virginia University, Morgantown, “Critical Making: Writing the Body with Wearable Monitoring Technologies”

John Jones, West Virginia University, Morgantown, “Critical Making: Writing the Body with Wearable Monitoring Technologies”

Research

M.21 The Risks and Rewards of Transnational Digital Research: Methodological Challenges and Maneuvers

This panel focuses on ethical and methodological challenges of conducting research in transnational digital spaces.

Marriott, Grand Ballroom B, Level Two

Chair: Kate Mangelsdorf, University of Texas at El Paso

Speakers: Kate Mangelsdorf, University of Texas at El Paso, “Inquiry Practices in Transnational Contexts”

Audrey Cisneros, University of Texas at El Paso, “Micro-Level Movements Matter: Rhetorical Agency and Resistance within the Digital Discourse of Arab Women during the Egyptian Arab Spring”

Sara Large, University of Texas at El Paso, “Globalization and Identity Performance: A Transnational Digital Research Study of Mongolian Youth on Facebook”

Research

M.22 Writing on the Same Page: Exploring Digital Collaboration with Student Co-Researchers

Digital co-research: Giving students agency by researching WITH them to explore digital collaboration on Google, wikis, and more!

Marriott, Grand Ballroom C, Level Two

Chair: Angela Sheets, Illinois State University, Normal

- Speakers:** Julie Bates, Illinois State University, Normal, “Investigating the Wiki as a Virtual Learning Space in the Writing Classroom”
Sarah Dwyer, Valdosta State University, GA, “Examining the Use of Google Docs for Collaborative Writing, Revision, and Reflection in a Professional Writing Class”
Angela Sheets, Illinois State University, Normal, “Exploring Collaborative Platforms in an Online Writing Research Course”

Research

M.23 Minor, Middle, Major: Zooming In and Out on Writing Assessment Research

Data analysis and findings reports from different aspects of the writing assessment scene in three different studies.

Marriott, Grand Ballroom D, Level Two

Chair: William Morris, Kent State University, OH

Speakers: Elliot Knowles, Kent State University, OH

Curt Greve, Kent State University, OH

William Morris, Kent State University, OH, “What Makes a Field: Surveying Writing Assessment Corpus”

Respondent: Brian Huot, Kent State University, OH

First-Year Composition

M.24 Transfer, Metacognition, and Revision: Teaching the Writing Process with Digital and Visual Technologies

This panel offers three perspectives on teaching process using digital and visual tools.

Marriott, Grand Ballroom J, Level Two

Chair: Jennifer Forsthoefel, Georgia State University, Atlanta

Speakers: Erin Workman, Florida State University, Tallahassee,

“Teaching for Transfer: Using Visual Mapping Exercises to Scaffold Prior and New Knowledge Integration”

William Christian, Westfield State University, MA, “Risking Revision through Writing and Photography”

Joseph Harris, University of Delaware, Newark, “Revision 2.0”

Theory

M.25 Accommodating Access: the Theory, Practice, and Pitfalls of Accommodation in Composition and Beyond

By unpacking the rhetorics of accommodation, this panel analyzes how these rhetorics materialize in the writing classroom.

Marriott, Grand Ballroom H, Level Two

Chair: Brenda Brueggemann, University of Louisville, KY

Speakers: Bonnie Tucker, University of Michigan, Ann Arbor, “Disability Rhetoric: When Technology Is Confused with Social Justice”

Chad Iwertz, The Ohio State University, Columbus, “Pedagogies of ‘Independent Living’: Bodily Agency in Disability Rights Activism and the Writing Classroom”

James Hammond, University of Michigan, Ann Arbor, “Counter-Eugenics in the Composition Classroom: Towards a Universal Design of Writing Assessment”

Ruth Osorio, University of Maryland, College Park, Washington, D.C., “The Syllabus Accessibility Statement as a Space to Rethink, Reimagine, and Reconfigure Normativity and Learning”

Writing Programs

M.26 The Hand that Feeds: Textbooks, Publishers, and Us

Examines how composition textbooks are currently shaping the field financially, materially, ideologically, and intellectually.

Marriott, Grand Ballroom G, Level Two

Chair: Jenny Rice, University of Kentucky, Lexington

Speakers: Nate Kreuter, Western Carolina University, Cullowhee, NC, “Writing Textbooks: Resisting or Facilitating the Instrumentalization of the University?”

Trish Roberts-Miller, University of Texas at Austin, “Pushback on Seeing Textbooks as Scholarship: Why the ‘Textbooks As Scholarship’ Argument Doesn’t Work”

Joe Moxley, University of South Florida, Tampa, “Assuming Agency: The Advantages of Publishing Our Own Books and Developing Our Own Learning Management Tools”

Jenny Rice, University of Kentucky, Lexington, “Sponsors of Composition”

Institutional and Professional

**M.27 The Risks and Rewards of Motherhood in the Academy:
Making Various Perspectives Visible**

This roundtable presents multiple views on motherhood in academia: pregnancy, adoption/fostering, parenting as graduate students.

Marriott, Meeting Room 1, Level Two

Chair: April Baker-Bell, Michigan State University, East Lansing

Speakers: April Baker-Bell, Michigan State University, East Lansing,

“‘Hmmm . . . so you can have it all, huh?’: A Black Woman’s
Perspective on Negotiating Motherhood and Graduate School”

Alma Villanueva, Texas A&M University, College Station, “Mama Grad
Student: Maneuvering between and beyond Eurowestern Feminism and
Neoliberal Postfeminism”

Jennifer Sano-Franchini, Virginia Tech, Blacksburg, “Motherhood in
Transition: From the PhD to the Job Market to the Tenure Track”

Trixie Smith, Michigan State University, East Lansing, “Heteronormativity
and Classism in and around the University: Whose ‘extra-curricular’ is
it?”

Andrea Riley-Mukavetz, Bowling Green State University, OH, “Making
the Baby Bump (In)Visible within the Institution: Stories from a
2nd-year TT Faculty Member”

LaToya Sawyer, Syracuse University, NY, “My Sister’s Keeper: Black
Feminist Theory and Praxis as Resources for Scholar-Mothers”

Respondent: Staci Perryman-Clark, Western Michigan University,
Kalamazoo

A Discussion about the 2022 CCCC Vision Statement

1:00–2:00 p.m.

What will our organization look like in 2022? Where is our organization headed? What actions do we need to take to achieve that vision? This discussion will consider the CCCC Strategic Governance Vision Statement of November 2012:

By 2022, CCCC will be a clear, trusted public voice for the teaching and learning of writing, composition, rhetoric, and literacy in all higher education contexts. We will advocate for a broad definition of writing (including composition, digital production, and diverse language practices) that emphasizes its value as a human activity that empowers individuals and communities to shape their worlds. We will be the leading voice in public discussions about what it means to be an effective writer and to deliver quality writing instruction. We will provide conditions under which teachers and scholars can discuss, build, and practice sustainable, relevant, and ethical models of teaching and learning. We will encourage and support a wide and vibrant range of scholarship at the leading edge of knowledge about writing, composition, rhetoric, and literacy. To support this work, CCCC will enhance participation by members who represent a diversity of races, cultures, languages, identities, institutions, and institutional roles.

Speakers: Linda Adler-Kassner, University of California, Santa Barbara

Adam Banks, University of Kentucky, Lexington

Malea Powell, Michigan State University

Howard Tinberg, Bristol Community College, Fall River, MA

Moderator: Joyce Carter, Texas Tech University

Tampa CC, Ballroom A, First Level