

Thursday, March 19

REGISTRATION, 8:00 a.m.–5:00 p.m.

Tampa CC, Ballroom C/D, First Level

EXHIBITS, 10:00 a.m.–5:00 p.m.

Tampa CC, Ballroom C/D, First Level

Nominating Committee (Open)

Tampa CC, Room 4, First Level

10:30 a.m. - 12:30 p.m.

Computer Connection

Tampa CC, Ballroom B, First Level

Digital Pedagogy Posters, 12:15 p.m.–3:00 p.m.

Tampa CC, Ballroom B, First Level

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

Marriott, Florida Ballroom V/VI, Level Two





Opening General Session

Marriott, Grand Ballroom

Level Two

8:30 a.m.–10:00 a.m.

Presiding: Joyce Carter, Program Chair/CCCC Associate Chair, Texas Tech University, Lubbock

Greetings: Local Arrangements Chair, Dianne Donnelly, University of South Florida, Tampa

Douglas Hesse, NCTE President-Elect, University of Denver, CO

Eva Payne, Chemeketa Community College, Corvallis, OR

Scholars for the Dream—2015 Recipients

Cara M. Chang, University of Hawai‘i at Mānoa

Shenika Hankerson, Michigan State University, East Lansing

Erika T. Johnson, Texas Woman’s University, Denton

Ashley L. Newby, Michigan State University, East Lansing

Joy Robinson, Georgia Institute of Technology, Atlanta

Yanira Rodriguez, Syracuse University, NY

Sherita V. Roundtree, The Ohio State University, Columbus

James Chase Sanchez, Texas Christian University, Fort Worth

Rachel Sanchez, Washington State University, Pullman

Dawn N. Hicks Tafari, Winston-Salem State University, NC

For a listing of previous Scholars for the Dream winners, please visit

<http://www.ncte.org/cccc/awards/scholarsforthedream>

Scholars for the Dream Travel Award Committee

Chair: Jessica Barros, Bunker Hill Community College, Charlestown, MA

David Kirkland, Michigan State University, East Lansing

Jaime Armin Mejia, Texas State University, San Marcos

Octavio Pimentel, Texas State University, San Marcos

Sundy Watanabe, University of Utah, Salt Lake City

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—2015 Recipients

Rachel Bloom, University of Kansas, Lawrence
Heather Lindenman, University of Maryland, College Park
Shannon Madden, University of Oklahoma, Norman
Elisabeth L. Miller, University of Wisconsin-Madison

Chairs' Memorial Scholarship Award Committee

Chair: Neal Lerner, Northeastern University, Boston, MA
Charles Bazerman, University of California Santa Barbara
Keith Gilyard, Penn State University, University Park
Rhonda Grego, Midlands Technical College, Columbia, SC
Scott Wible, University of Maryland, College Park

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.

For a listing of previous Chairs' Memorial Scholarship Award winners, please visit <http://www.ncte.org/cccc/awards/chairsscholarship>

Announcement of the 2014-2015 CCCC Research Initiative Recipients

Attitudes, Preferences, and Practices of College Writing Instructors Toward Digital Pedagogy

Rebecca E. Burnett, Rebecca E., Lisa Dusenberry, Andy Frazee, Liz Hutter, and Joy Robinson, Georgia Institute of Technology

Learning Transfer from Metacognition-Enhancing Writing-about-Writing FYC Courses: A Longitudinal Study

Doug Downs and Mark Schlenz, Montana State University

Investigating the Habits of Mind of First-Year Composition Students

Peter H. Khost, Stony Brook University

Writing in the workplace: An investigation of job requirements and expectations for professional writers

Clair Lauer, Eva Brumberger, and Mark Hannah, Arizona State University

Working Class Literacy: Archives, Academic Discourse, and the Achievement of Meta-Cognitive Academic Literacy Skills

Steve Parks, Jessica Pauszek, and Tony Scott, Syracuse University; William Thelin, University of Akron; Deborah Mutnick, Long Island University; and Jennifer Harding, London Metropolitan University

Surveying the Status of the Multi-major Professional Writing Course in U.S. Institutions of Higher Education

Sarah Read, DePaul University, and Michael Michaud, Rhode Island College

Faculty Identity Construction Through Language

Molly Scanlon, Claire Lutkewitte, Juliette Kitchens, and Allison Brimmer, Nova Southeastern University

Digital Media Academy: Designing Responsive Structures of Graduate Student Professionalization

Mary P. Sheridan, Rachel Gramer, and Megan Faver Hartline, University of Louisville

A Critical Approach to Academic Literacies in Latin America: A Multiple-Case Study

Lina Marcela Trigos Carrillo, University of Missouri

Research Writing in Education: A Genre-based Study of Four Disciplines

Anneke van Enk, Anthony Paré, Catherine Broom, Deirdre Kelly, Claudia Ruitenbergh, and Jennifer Vadeboncoeur, University of British Columbia

Blended Stretch Writing at Arizona State University

James E. Wermers, Susan Naomi Bernstein, Shillana Sanchez, Karen Dwyer, and Connie J. Bracewell, Arizona State University

Investigating the Impact of First-Year Composition: A Comparative Study on One Campus

Laura Wilder and Robert Yagelski, University at Albany

The Transfer of Transfer Project: Extending the Teaching for Transfer Writing Curriculum into Four Sites and Multiple Courses

Kathleen Blake Yancey and Erin Workman, Florida State University; Matthew Davis, University of Massachusetts Boston; Liane Robertson, William Paterson University of New Jersey; and Kara Taczak, University of Denver

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.

Sharon Crowley, winner of the 2015 CCCC Exemplar Award, will speak.

Exemplar Award Committee

Chair: Duane Roen, Arizona State University, Tempe
David Bartholomae, University of Pittsburgh, PA
Michael Day, Northern Illinois University, DeKalb
Gesa Kirsch, Bentley University, Waltham, MA
Sondra Perl, Lehman College, Bronx, NY

For a listing of previous Exemplar Award winners, please visit
<http://www.ncte.org/cccc/awards/exemplar>



Chair's Address

Thursday, 8:30–10:00 a.m.

Ain't No Walls Behind the Sky, Baby! Funk, Flight, and Freedom



Adam Banks
University of
Kentucky
Lexington

When I think of CCCC as an organization, and of the many names we use to describe our intellectual work, I imagine Captain Sisko peering over the Promenade on Star Trek's Deep Space Nine, looking at the interaction of all kinds of human and extraterrestrial life, and thinking about what it means to be charged with the mission of providing and running the hub that stands as the way station at the edge of an incomprehensible vastness of as yet unexplored space. As an organization, we are a hub for many disparate, yet related academic pursuits. As an academic discipline that refuses to be disciplined, we have long used gateway metaphors to describe our role in the university; we serve as the hub, or transit station that has the potential to touch every student as they make their way in academic work, no matter what

disciplines or areas of study they might explore. We have long thought about what it means to be a hub for the intellectual work our students do, inside and outside academic walls. We think intensely and attentively about what it means to prepare students to write and communicate in academic and workplace settings. We have a long history of thinking together about writing and communication as keys to our students' intellectual freedom and internal yearnings. We have also begun to think as carefully about what it means for students to be able to communicate thoughtfully in various kinds of community engaged work.

But what would it mean to become that kind of hub and network for the rest of the academy and for the publics and communities we serve off campus? Despite the political and budgetary pressures on higher education in general; despite the uncertainties of how our colleges and universities will respond to this uncertain climate; despite our desires to demonstrate our excellence and rich intellectual history; despite the unjust labor conditions constraining so many of our faculty and programs; despite the injustices contaminating the worlds of so many of our students, we find ourselves at a moment when we are freer than we have ever been to fly on to places we have never been, to re-vision who we are and the work we are here to do.

In this year's Chair's Address, "Ain't No Walls Behind the Sky, Baby! Funk, Flight

and Futuristic Visions,” I will travel a little through time and space to join Captain Sisko on the DS9 Promenade to look from a different vantage point at the work we do for our students, for our colleagues in other disciplines across the academy, for higher education generally, and for communities we have a chance to build with and serve outside our walls. The address will challenge us to be explorers in this moment rather than to be content to stay home and do what we know we do well—to “fly on and reach for the stars” as funkateer Bootsie Collins encourages us to do. The talk will also identify some specific challenges we must address, and will encourage us to experiment, play, and even fail in our response to these challenges in order for us to drop our limits and fly on to become something different than we have ever been.

Adam J. Banks is Professor of Writing, Rhetoric, and Digital Studies at the University of Kentucky. He is the author of *Digital Griots and Race*, *Rhetoric and Technology: Searching for Higher Ground*.



Nominating Committee (Open)

Tampa CC, Room 4, First Level
10:30 a.m.–12:30 p.m.

A Sessions: 10:30–11:45 a.m.

Dialogs on Key Issues

Dialog on Cross-Generational Perspectives

Brings together CCCC members to share their perspectives on the historical and evolving nature of cross-generational networks, institutional and geographical contexts, and work–life balance for professional development and growth.

Tampa CC, Ballroom A, First Level

Moderators: Louise Wetherbee Phelps, Old Dominion University
Christine Tulley, The University of Findlay

Speakers: Cheryl Glenn, The Pennsylvania State University
Erika Lindemann, University of North Carolina, Chapel Hill
Renee Moreno, California State University, Northridge
Donnie Johnson Sackey, Wayne State University

Open Access & Futures: An Undergraduate Research Poster Session

JW Marriott, Grand Ballroom Foyer, Third Floor



Advanced Writing

A.01 The Selfie Project: Risk-Taking in First-Year Sociology Research and Writing

In a 1st year sociology course, we collaborated to integrate student selfies and online writing into a research paper assignment.

Marriott, Florida Ballroom II, Level Two

Chair: Boba Samuels, Wilfrid Laurier University, Waterloo, Ontario, Canada

Speakers: Stefan Todoroff, Wilfrid Laurier University, Waterloo, Ontario, Canada

Jordana Garbati, Wilfrid Laurier University, Waterloo, Ontario, Canada

Anne Kelly, Wilfrid Laurier University, Waterloo, Ontario, Canada

Kimberly Ellis-Hale, Wilfrid Laurier University, Waterloo, Ontario, Canada

Boba Samuels, Wilfrid Laurier University, Waterloo, Ontario, Canada

Basic Writing

A.02 Prolonging the ALP Effect: A Multi-Pronged Approach to Co-Requisite Enrollment for Developmental Writing Students

Three professors discuss ways to prolong ALP's effect on basic writers with self-placement, study skills, and tutoring.

Marriott, Florida Ballroom III, Level Two

Chair: Nora Beerline, Rhodes State College, Lima, OH

Speakers: John Fallon, Rhodes State College, Lima, OH

Jacob King, Rhodes State College, Lima, OH

Nora Beerline, Rhodes State College, Lima, OH, "Co-Enrollment or Co-Dependence?: Compensating for ALP's Unhealthy Tendencies"

Community, Civic & Public

A.03 Gender, Service, Support, and Storytelling: The Risks and Rewards of Telling a Woman's War Story

Explores key discourses surrounding contributions and constraints female veterans face and challenges moving from combat to campus.

Marriott, Meeting Room 10, Level Three

Chair: D. Alexis Hart, Allegheny College, Meadville, PA

Speakers: Mariana Grohowski, Bowling Green State University, OH, "Inclusive Interviewing: Sensitive Strategies and Modalities"

- Brian Hauser, Clarkson University, Potsdam, NY, “Telling the Nontraditional Story: Female Combat Veterans in the Classroom”
- Lydia Wilkes, Indiana University, Bloomington, “More than ‘Tits and Ass’: Metonymy, Personhood, and Female Military-Veteran Identity in Kayla Williams’ Iraq War Memoirs”
- Kathryn Broyles, American Military University, Bartlett, TN, “Reinscribing, Resisting, and Reclaiming Gender”
- Christina Xydias, Clarkson University, Potsdam, NY, “Telling the Non-traditional Story: Female Combat Veterans in the Classroom”
- Respondent:** D. Alexis Hart, Allegheny College, Meadville, PA

Community, Civic & Public

A.04 The Risks of Engagement: Infrastructures of Place-Based Pedagogy in Urban Midwestern Contexts

We develop an ethical community-based pedagogy by engaging with history, place, and narrative to generate critical reflectiveness.

Marriott, Meeting Room 1, Level Two

Chair: Gesa E. Kirsch, Bentley University, Waltham, MA

Speakers: Elizabeth Rohan, University of Michigan-Dearborn, “America’s Historical University Settlement Culture as a Blueprint for Contemporary Place-Based Pedagogy”

David Sheridan, Michigan State University, East Lansing, “The Risks and Rewards of Storytelling in the Motor City”

John Monberg, Michigan State University, East Lansing, “Risks and Rewards of Writing Civil Society”

History

A.05 Microhistories of Composition Studies: The Risks and Rewards

This session applies the methods of microhistory to three events in composition’s past.

Marriott, Meeting Room 11, Level Three

Chair: Bruce McComiskey, University of Alabama at Birmingham

Speakers: Nancy Myers, University of North Carolina at Greensboro, “A Microhistory of the Internal Workings of the Harvard English Faculty between the 1870s and 1890s”

James Zebroski, University of Houston, TX, “Teaching Grammar to Improve Student Writing? Revising the Bateman-Zidonis Report of 1966”

Bruce McComiskey, University of Alabama at Birmingham, “Writing the (Micro)History of Composition Studies”

History

A.06 The Emergence of Global Rhetorics: From Local to Cosmopolitan

This panel will focus on Jewish, Jesuit, and Buddhist rhetorics. Respondents will add Afro-Caribbean and Chinese traditions.

Marriott, Florida Ballroom V, Level Two

Chair: Cinthia Gannett, Fairfield University, CT

Speakers: Kurt Spellmeyer, Rutgers University, New Brunswick, NJ,
“Buddhist Rhetoric in East Asia”

Deborah H. Holdstein, Columbia College Chicago, IL, “Global Diaspora
as Assimilation: Jewish-to-Jesuit Rhetoric and its Implications for
Composition”

John Brereton, University of Massachusetts, Boston, “Global Rhetoric and
the Jesuits: A Four-Hundred-Year Tradition”

Michael Bernard-Donals, University of Wisconsin-Madison, “Jewish
Rhetorics and/as Global Rhetoric”

Respondent: LuMing Mao, Miami University, OH

Victor Villanueva, Washington State University, Pullman

Information Technologies

A.07 Massive Risk, Massive Reward: What We Learned about Teaching and Composing by Offering a MOOC

Conveys how developing and teaching a writing MOOC have impacted our views on pedagogy, collaboration, and composition.

Tampa CC, Room 15, First Level

Chair: Kaitlin Clinnin, The Ohio State University, Columbus

Speakers: Cindy Selfe, The Ohio State University, Columbus

Ben McCorkle, The Ohio State University at Marion

Scott DeWitt, The Ohio State University, Columbus

Kay Halasek, The Ohio State University, Columbus

Kaitlin Clinnin, The Ohio State University, Columbus

Respondent: Jennifer Michaels, The Ohio State University, Columbus

Information Technologies

A.08 Composing Identities: Risks and Rewards of Social Class and Gender Performance in Online Spaces

Gender performance in online communities where sexed body, e.g. reproduction, motherhood, and gender identity, is explored in writing.

Marriott, Meeting Room 2, Level Two

Chair: Cindy Tekobbe, Arizona State University-Scottsdale

Speakers: Amber Nicole Pfannenstiel, Arizona State University, Tempe, “Constructing ‘Parenting’ on BabyCenter: Mommy Bloggers vs Celebrities”

Dawn Opel, Arizona State University, Phoenix, “‘Do you see one line or two?’: Home Pregnancy Test Users’ Writing in Online Health Forums as Negotiation of Risk Communication”

Cindy Tekobbe, Arizona State University-Scottsdale, “Asking, Sharing, and Being in Tumblr’s Transgendered Community”

Information Technologies

**A.09 “One Does Not Simply Use Memes to Teach Writing!”
Locating the Rhetoricity of Memes in the History, Theory,
and Technology of Writing Studies**

Cultural discourse, digital artifact, social genre—memes are ideal to teach writing, learn rhetoric, and build community.

Tampa CC, Room 20, First Level

Chair: James Heiman, St. Cloud State University, MN

Speakers: Jack Hennes, Michigan State University, East Lansing

Matt Barton, St. Cloud State University, MN

Rex Veeder, St. Cloud State University, MN

James Heiman, St. Cloud State University, MN

Institutional and Professional

**A.10 Thinking Big on a Small Campus: Innovative Composition
at Regional, Branch, and Satellite Institutions**

Snapshots of WPAs charged with innovative program development at regional/branch campuses plagued by identity and retention crises.

Marriott, Meeting Room 7, Level Two

Chair: Jessie Blackburn, Appalachian State University, Boone, NC

Speakers: Paul Cook, Indiana University-Kokomo, “Notes from the Margins: WAC/WID and the Institutional Politics of Place(ment)”

Heather Bastian, The College of St. Scholastica, Duluth, MN,

“Confronting the Challenges of Blended Graduate Education with a WEC Project”

Polina Chemishanova, University of North Carolina at Pembroke,

“Economies of Place and Power: Lessons from One Regional University’s Writing-Intensive Initiative”

Jessie Blackburn, Appalachian State University, Boone, NC, “Risking Exclusion: WPAs Who Innovate and Differentiate on Isolated Campuses”

Institutional and Professional

A.11 Independent Writing Departments and Programs: Multiple Perspectives (Sponsored by Independent Writing Departments and Programs Standing Group)

Creating an independent writing department or program can be a risk. Three institutions taking that risk report on their rewards.

Marriott, Meeting Room 4, Level Two

Chair: Peter Vandenberg, DePaul University, Chicago, IL (SAC 350)

Speakers: Stephen Monroe, University of Mississippi, University, MS

Elizabeth Deis, Hampden-Sydney College, VA

Lowell Frye, Hampden-Sydney College, VA

Andrea Williams, University of Toronto, Ontario, Canada

Respondent: Barry Maid, Arizona State University, Phoenix

Innovation and Taking Risks

A.12 Taking Risks and Reaping Rewards: Faculty, Students, and WPAs on Multimodality

This presentation explores the perspectives of faculty, students, and WPAs on the risks and rewards of multimodality.

Marriott, Florida Ballroom 1, Level Two

Chair: Ann-Marie Lopez, McMurry University, Abilene, TX

Speakers: Sonja Andrus, University of Cincinnati/Blue Ash College, OH, “Just because Everyone Else Is Doing It . . . Multimodal Programming May Seem Like Risky Business for WPAs”

Christopher Andrews, McMurry University, Abilene, TX, “Why Risk It? Interdisciplinary Faculty on Multimodal Writing”

Ann-Marie Lopez, McMurry University, Abilene, TX, “Writing beyond (the) Margins: Students’ Perceptions of Multimodal Assignments in Composition Classrooms”

Innovation and Taking Risks

A.13 Risky Writing in the STEM Classroom: Exploring the Challenges and Rewards

This panel explores three non-traditional but successful writing pedagogies employed in STEM settings.

Marriott, Meeting Room 5, Level Two

Chair: Paul Hanstedt, Roanoke College, Lexington, VA

Speakers: Karen Morgan Ivy, New Jersey City University, Jersey,

“Not Just for Numbers Anymore: Practical Applications of Poetry and Prose in the Mathematics Classroom”

Patrick Bahls, University of North Carolina, Asheville, “Not Just for Numbers Anymore: Practical Applications of Poetry and Prose in the Mathematics Classroom”

Stacey Vargas, Virginia Military Institute, Lexington, “Exploring Alternatives in the Teaching of Lab Report Writing: The Portfolio Method”

Innovation and Taking Risks

A.14 Academic Boundaries and Habitual Risk

Building a map when you don’t know where you’re going: Academic Boundaries and Habitual Risk, an interactive session at #4c1

Marriott, Meeting Room 3, Level Two

Chair: Megan Eatman, Clemson University, SC

Speakers: Tekla Hawkins, University of Texas-Austin

Megan Eatman, Clemson University, SC

Megan Gianfagna, University of Texas-Austin

Innovation and Taking Risks

A.15 Teaching through Failure

Three presentations explore how failure is useful for learning.

Marriott, Meeting Room 12, Level Three

Chair: Andrew Blake, Delaware State University, Dover

Speakers: Karen Uehling, Boise State University, ID, “Using iPads in a Senior Seminar for Writing Majors: Words Did Not Come Easily”

Thomas Batt, Maine Maritime Academy, Castine, “‘Loss Aversion’ and the Risks of Revision”

Alicia Brazeau, College of Wooster, OH, “This Might Not End Well: Embracing a ‘Growth’ Attitude toward Failure in Composition”

Innovation and Taking Risks

A.16 Comp’s Got Ninety-Nine Problems, but Racial Equity Ain’t One—The Risky Business of Engaging Racial Equity in Writing Instruction

White privilege in BW shrinks through portfolios and accelerated pedagogies; real equity demands ending privilege in many sites.

Tampa CC, Room 7, First Level

Chair: Kath DeVore, Minneapolis Community and Technical College, MN

Speakers: Renee DeLong, Minneapolis Community and Technical College, MN

Taiyon Coleman, Minneapolis Community and Technical College, MN

Michael Kuhne, Minneapolis Community and Technical College, MN

Kath DeVore, Minneapolis Community and Technical College, MN

Language

A.17 Translating Translingualism: A Contribution and a Critique of the Translanguaging Approach with Translocal Cases

This panel offers a rich description of local and global cases of translanguaging practice and research.

Tampa CC, Room 9, First Level

Chair: Patricia Fancher, Clemson University, SC

Speakers: Sonja Wang, Michigan State University, East Lansing

Kirk Branch, Montana State University, Bozeman

Alanna Frost, University of Alabama-Huntsville

Professional and Technical Writing

A.18 The Networked Rhetorical Situation: 3 Case Studies in Genre Change

Three empirical studies of genre change, presented as evidence of networks acting as situations requiring new social action.

Tampa CC, Room 1, First Level

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

Speakers: Kristyne Bradford, Western Illinois University, Macomb

Stephen Carradini, North Carolina State University, Raleigh

Jason Swarts, North Carolina State University, Raleigh

Research

A.20 Writing Assessment and Research Methodologies

Multimodal online authoring tools, sabermetrics, and scientific approaches explore writing and program assessment.

Tampa CC, Room 5, First Level

Chair: Johanna Phelps-Hillen, University of South Florida, Tampa

Speakers: Bruce Bowles, Florida State University, Tallahassee, “Moneyball Writing Assessment”

Holly Bauer, University of California, San Diego, “Writing Program Assessment and the Risks of Scientism”

Madeleine Picciotto, University of California, San Diego, “Writing Program Assessment and the Risks of Scientism”

Karyn Hollis, Villanova University, PA, “From Risk to Relevance: A Multimodal Interview with Les Perelman, ‘The Man Who Killed the SAT Essay,’ created with SCALAR, Open Source, Online Authoring Tool”

Research

A.21 Literacy in Motion: Researching and Teaching Multiliteracies across Scenes of Writing

Presents three case studies grounded in mobile theories and research methods to explore the practices of writers across space-time.

Marriott, Meeting Room 6, Level Two

Chair: Brice Nordquist, Syracuse University, NY

Speakers: Tom Fox, California State University, Chico
Steven Fraiberg, Michigan State University, East Lansing
Brice Nordquist, Syracuse University, NY

Research

A.22 Responding to Student Writers: Productively Situating Responses to Students and Their Writing

Three data-based studies of the identities and emotional stances writers and teachers adopt in student writing response contexts.

Tampa CC, Room 10, First Level

Chair: Pamela Takayoshi, Kent State University, OH

Speakers: Shannon McKeehen, Kent State University, OH, “Teaching Non-Evaluative Peer Response: A Freirean Teacher-Researcher Perspective”

Nicole Caswell, East Carolina University, Greenville, NC, “Reconsider Emotion: How Emotions Shape Teacher Response to Student Writing”
Pamela Takayoshi, Kent State University, OH, “‘I was sounding like an actual writer’: Writerly Identity in Student-Teacher Conferencing”

Research

A.23 Inventing the Field: Researcher Identity, Dissertations, and Metaphors for Invention

Research reveals the cognitive processes of constructing new researcher identities.

Tampa CC, Room 11, First Level

Chair: John David Harding, Saint Leo University, FL

Speakers: Benjamin Miller, City University of New York Graduate Center, Bronx, “Writing is a _____ Subject: Topic-Modeling Dissertations in Composition/Rhetoric”

Jason Wirtz, Hunter College, New York, NY, “Metaphors for Invention: Accomplished Writers Describe Nonconscious Cognition”

Rachael Cayley, University of Toronto, Ontario, Canada, “Adopting a New Research Identity: Implications for the Writing Process”

First-Year Composition

A.24 Better Breathers are Better Learners

This panel explores connections among mindfulness, meditation, and yoga with writing pedagogy to help strengthen student writing.

Marriott, Meeting Room 8, Level Three

Chair: Asao Inoue, University of Washington Tacoma

Speakers: Emily Beals, California State University, Fresno, “Compassionate Habits: The Implementation of Self-Compassion and Mindfulness Meditation within the Writing Classroom”

Jeremiah Henry, California State University, Fresno, “Piecing Together Peace: A Grammar and Rhetoric of Mindfulness in the Writing Classroom”

Jennifer Consilio, Lewis University, Plainfield, IL, “Transforming Mind, Body and Writing: Incorporating Mindfulness and Yoga into the Writing Classroom”

Respondent: Susan Naomi Bernstein, Arizona State University, Tempe

First-Year Composition

A.25 Breaking Down Barriers: Risks and Rewards of Redesigning FYC Curriculum for the Multilingual Reality

This presentation shares ways we redesigned our FYC curricula to allow students to draw on their cultural and language diversity.

Tampa CC, Room 12, First Level

Chair: Christine Gregory, Florida International University, Miami

Speakers: Kacee Belcher, Florida International University, Miami, “Entering Global Discourse through a Translingual Lens: Helping Students Find Their Voice through a Universal Approach”

Enzu Castellanos, Florida International University, Miami, “Rephrasing the Obvious Questions: Why We Research Ideas instead of Subjects to Push Past the Obvious Answers”

Nick Vagnoni, Florida International University, Miami, “From Risk to Rewards: Engaging Academic Writing Tasks to Sensitize Students to Multilingualism”

Patricia Warman-Cano, Florida International University, Miami, “Problem Solving with Paulo Freire: Promoting Global Citizenship and Improving Critical-Thinking Skills through Themed, Research-Based Projects”

Christine Gregory, Florida International University, Davie, FL, “Redefining the Mainstream: Serving a Multilingual Population through Universal Design”

First-Year Composition

A.26 Taking Risks in Teaching Politics and Ethics in FYC

Lively discussion about teaching dog-whistle rhetoric, risk, and lying in FYC

Tampa CC, Room 13, First Level

Chair: Maxwell Philbrook, University of Missouri, Columbia

Speakers: Stephen Whitley, Collin College, Commerce, TX, “Leap and the Net Will Appear: Examining Dog-Whistle Rhetoric in the First-Year Writing Classroom”

John Hanly, Monmouth University, Frankfort, KY, “Point of No Return?: Rhetoric, Ethics, and Risk in the First-Year Writing Classroom”

Kristen Miller, Tuskegee University, LaGrange, GA, “Composing Lies in Search of Ethos: A Different Sort of Academic Dishonesty”

First-Year Composition

A.27 Game On: Games and Gamification in First-Year Composition

Scholar/Teachers demonstrate the integration of games and gamification into FYC as both objects of study and composition artifacts.

Tampa CC, Room 14, First Level

Chair: Summer Dickinson, Indiana University of Pennsylvania

Speakers: Scott Lasley, University of Louisville, KY, “Roleplaying inside Arguments: Replay Value and Video Games in the First-Year Composition Class”

Lee Hibbard, University of Alabama in Huntsville, “Battling with Monsters: Genre-Based Gamification in the Composition Classroom”

Skye Roberson, Arkansas State University, Jonesboro, “Go Boldly Forth!: Fusing Live-Action RolePlaying into First-Year Composition”

Sheryl Ruszkiewicz, Oakland University, Rochester, MI, “It’s Dangerous to Go Alone! Take This: The Risks and Rewards of Games and Gamification in FYC”

Theory

A.28 Felt Sense 2.0: Writing with the Body in a Digital World

A participatory inquiry into notions of the body and composing processes as these relate to the creation of new media projects.

Marriott, Florida Ballroom VI, Level Two

Chair: Sondra Perl, Lehman College, City University of New York, Bronx

Speakers: Hilarie Ashton, Graduate Center, City University of New York, NY, “Valuing Silence”

continued on next page

Nolan Chessman, Graduate Center, City University of New York, NY,
“Valuing Silence”

Robert Greco, Graduate Center, City University of New York, NY, “To
Boldly Fail: Space and Exploration in Digital Composing”

Erin M. Andersen, Graduate Center, City University of New York, NY,
“To Boldly Fail: Space and Exploration in Digital Composing”

Anna-Alexis Larsson, City University of New York, Graduate Center, NY,
“Voicing the Digitally-Attuned Body”

Sean Molloy, Hunter College, City University of New York, NY, “Voicing
the Digitally-Attuned Body”

Sondra Perl, Lehman College, City University of New York, Bronx,
“Composing in the Here and Now”

Theory

A.29 Rhetorics of Augmented Reality

This panel argues for the rhetorical engagement with Augmented Reality,
offering new rhetorical and pedagogical approaches.

Tampa CC, Room 23, First Level

Chair: Sean Morey, Clemson University, SC

Speakers: John Tinnell, University of Colorado Denver, “Augmenting
Denver: Augmented Reality Composition in Community Contexts”

Scot Barnett, Indiana University, Bloomington, “Everting Rhetoric:
Augmented Reality as Rhetorical Theory”

Sean Morey, Clemson University, SC, “Abducting Reality: Risks and
Rewards”

Theory

A.30 Queering the Ear: Queer Riffs on Rhetoric and Listening

“Queering the Ear” riffs on queer approaches to listening that amplify new
chords for rhet/comp theory and pedagogy.

Tampa CC, Room 19, First Level

Chair: Krista Ratcliffe, Marquette University, Milwaukee, WI

Speakers: Kendall Gerdes, The University of Texas at Austin, “A Rhetoric
of Queer Style”

Devon Kehler, University of Arizona, Tucson, “Resonant Rhetorics: Queer
Calibrations of Listening”

Timothy Oleksiak, Bloomsburg University, Minneapolis, MN, “Listening
Language as Queer Compositional Practice”

Respondent: Krista Ratcliffe, Marquette University, Milwaukee, WI

Theory

A.31 After “The Epistemic Music of Rhetoric”: Risks and Rewards Teaching Non/Object(ive), Dis/Sonic, E/Lectronic, Re/Embodied Sounds

This panel explores through pedagogical performances several dimensions of scholarship in “the episonic music of rhetoric.”

Marriott, Florida Ballroom IV, Level Two

Chair: Steven Katz, Clemson University, SC

Speakers: Michael Utley, Clemson University, SC, “Re-Writing the Riot: On Resisting a Definition for Punk Rock Rhetoric”

Matthew Osborn, Clemson University, SC, “Aural Rhetoric’s Double Bind, Sonified with Experimentation and Stability in Electronic Dance Music”

A.D. Carson, Clemson University, SC, “A Rap on Rap: Hip-Hop Cognition and Composition (One Term At A Time)”

Writing Programs

A.32 Making Courses Talk to Each Other: Transfer of Learning from the First Year into the Disciplines

Transfer of writing strategies beyond FYC, exploring efforts in general education and WAC/WID programs.

Marriott, Meeting Room 9, Level Three

Chair: Keith Rhodes, Hastings College, NE

Speakers: Carol Rutz, Carleton College, Northfield, MN, “Faculty Autonomy and Integrated Curricular Goals”

John Bean, Seattle University, WA, “Strategies for Increasing Transfer of ‘Academic Writing Skills’ from FYC into Gen-Ed Disciplinary Courses”

Keith Rhodes, Hastings College, NE, “The ‘Expert Schema’ of Effective Writers: How People Learn Writing as a General Education Objective”

Writing Programs

A.33 A Change for the Better: WAC/Writing Center Partnerships

Organizational development theory helps build strong WAC/Writing Center alliances while managing and sustaining changes.

Tampa CC, Room 16, First Level

Chair: Laura Brady, West Virginia University, Morgantown

Speakers: Laura Brady, West Virginia University, Morgantown

Nathalie Singh-Corcoran, West Virginia University, Morgantown

James Holsinger, West Virginia University, Morgantown

Writing Programs

A.34 Risking Word and Limb: Embodied Strategies in the Tutoring of Writing

This panel will actively explore embodied strategies in the tutoring and teaching of writing.

Tampa CC, Room 18, First Level

Chair: Heidi Stevenson, Northern Michigan University, Marquette

Speakers: Molly Fox, Northern Michigan University, Marquette

Amy Hansen, Northern Michigan University, Marquette

Michael Jacoby, Northern Michigan University, Marquette

Heidi Stevenson, Northern Michigan University, Marquette

History

A.35 Absolute Equality: Rhetorics of Race and Class, Resistance and Reconciliation from Jim Crow to a Post-Racial United States

Rhetorics of resistance and reconciliation from Jim Crow to the present day as evidenced in an array of textual artifacts.

Tampa CC, Room 21, First Level

Chair: Frankie Condon, University of Waterloo, Ontario, Canada

Speakers: Vershawn Young, University of Waterloo, Ontario, Canada,

“The Dead Man’s English Teacher: The Rhetorical Gap between Race and Reconciliation”

Greg Campbell, University of Waterloo, Ontario, Canada, “Black Gaze/Black Agency: Jim Crow and the ‘Negro Motorist Green Book’”

Frankie Condon, University of Waterloo, Ontario, Canada, “A Rotten

Rope: Tourgee, Debs, and the Radical Appeal to ColorBlind Ideology”

B Sessions: 12:15–1:30 p.m.

Dialogs on Key Issues

Dialog on Technology and Writing

Considers broad issues around technology and writing, grounded in the position statements “Teaching, Learning, and Assessing Writing in Digital Environments” and “Promotion and Tenure Guides for Working with Technology.”

Tampa CC, Ballroom A, First Level

Speakers: Daniel Anderson, University of North Carolina at Chapel Hill
Johndan Johnson-Eilola, Clarkson University
Liza Potts, Michigan State University

Basic Writing

B.01 From Remediation to Meaning: Approaches to Structuring Co-Requisite Courses

This panel will explore three ways of aligning co-requisite classes, ensuring that they are meaningful for students.

Marriott, Florida Ballroom I, Level Two

Chair: Susan Gabriel, Community College of Baltimore County, MD

Speakers: Jamey Gallagher, Community College of Baltimore County, MD, “Generic Conventions in ALP”

Kelly Keane, Teachers College, Columbia University, New York, NY, “Utilizing Critical Relevant Pedagogy in an Accelerated Freshman Composition Classroom”

Peter Adams, Community College of Baltimore County, MD, “Basic Writing Transformed”

Community, Civic & Public

B.02 Writing Reciprocity: The Risks and Rewards of Community Literacy Initiatives

We will share innovative strategies for 21st-century community literacy outreach initiatives.

Marriott, Florida Ballroom II, Level Two

Chair: Katie McWain, University of Nebraska-Lincoln

Speakers: Ashanka Kumari, University of Nebraska-Lincoln, “Digital Literacy Pedagogy for Community Outreach Organizations”

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Kelly Meyer, University of Nebraska-Lincoln, “A Relational Ethic: The New Land Grant Institution Mission”

Katie McWain, University of Nebraska-Lincoln, “Feminist Rhetorical Strategies in Community Literacy Work”

Respondent: Elenore Long, Arizona State University, Phoenix

Community, Civic & Public

B.03 Carceral Democracies: Rhetorics of and from Imprisonment

Speakers consider the impact of incarceration and prisons on our democratic rhetorical practices.

Marriott, Florida Ballroom III, Level Two

Chair: Chris Earle, University of Wisconsin-Madison

Speakers: Richard Marback, Wayne State University, Detroit, MI, “Robben Island and the Narrative of a Democratic South Africa”

Nadya Pittendrigh, University of Illinois-Chicago, “Making Visible Invisible Suffering: Affective Rhetoric in the Campaign to Close Tamms Supermax Prison”

Chris Earle, University of Wisconsin-Madison, “Necropolitical Writing: Agency and Interruption from Guantánamo Bay’s HIV Camp”

Creative Writing

B.04 Re-Examining Creative Writing in Relation to Composition

Bridging the rhetoric/creative writing divide with survey research, textbook analysis, international multimodal writing, and WAC

Marriott, Meeting Room 2, Level Two

Chair: Janelle Adsit, Simon Fraser University, Burnaby, British Columbia, Canada

Speakers: Christopher Drew, Indiana State University, Terre Haute, “Creative Writing across the Curriculum”

Steve Westbrook, California State University, Fullerton, “Risky Writing: Linking Technological Experimentation and Social Action in U.S. Creative Writing Classrooms”

Janelle Adsit, Simon Fraser University, Burnaby, British Columbia, Canada, “Craft and Rhetoric: The Assumptions of Creative Writing Textbooks”

Laura Wilder, University at Albany, State University of New York, NY, “Rhetoric in the Creative Writing Classroom: A Nationwide Survey of Creative Writing Instructors”

B.05 Experimenting with the Everyday: The Affordances and Limitations of Women's Writing

Presenters analyze women's historical everyday writing such as: autograph books, letters, and cookbooks.

Marriott, Meeting Room 3, Level Two

Chair: Jennie, Vaughn, University of Alabama, Tuscaloosa

Speakers: Jennie Vaughn, University of Alabama, Tuscaloosa, "Measured Bites at Her Just Desserts: Reading Womanhood in Women's Cookbooks"

Keri Mathis, University of Louisville, KY, "Gendered Genres: Rhetorical Rewards in 17th-Century Women"

Susanna Coleman, The University of Alabama, Greenville, "'Virtue hope and loveliness': The Risk and Reward of Studying Ordinary Writing in a Victorian Autograph Album"

History

B.06 Asian/Asian American Scholarship in Rhetoric and Composition: Risks and Rewards (Sponsored by the Asian/Asian American Caucus)

Discusses historical and emergent work in Asian/Asian American studies in rhetoric/composition to explore its risks and rewards.

Marriott, Florida Ballroom VI, Level Two

Chair: Terese Monberg, Michigan State University, East Lansing, MI

Speakers: K. Hyoejin Yoon, West Chester University, PA, "The Presence of Asian/Asian American Scholars in College Composition and Communication (1950-2010)"

Phuong Tran, Ball State University, Muncie, IN, "The Presence of Asian/Asian American Scholars in College Composition and Communication (1950-2010)"

Edward Lee, University of Hawai'i at Mānoa, "Racial Identities, Visual Representations, and Performative Capacities: Rhetorical Production(s) of/by Asian/Asian Americans in Hawai'i"

Michael Pak, University of Hawai'i at Mānoa, "Racial Identities, Visual Representations, and Performative Capacities: Rhetorical Production(s) of/by Asian/Asian Americans in Hawai'i"

Scott Kaalele, University of Hawai'i at Mānoa, "Racial Identities, Visual Representations, and Performative Capacities: Rhetorical Production(s) of/by Asian/Asian Americans in Hawai'i"

Jolivette Mecenas, University of La Verne, CA, "Racial Formations of Second Language International Students and the Responsibility of the WPA"

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Linh Dich, Miami University, Oxford, OH, “The Impact of Asian/Asian American Scholarship as a Productive, Contested Site”

Lehua Ledbetter, University of Rhode Island, Haslett, RI, “Risks and Affordances: Naming the Asian/Asian American Caucus”

Respondent: Hui Wu, University of Texas at Tyler

Information Technologies

B.07 Insert Your Picture Here: Locating the Self with Digital Images

Digital imaging and mobile apps revise ideas of place, space, self, and body. Panel asks how this impacts the teaching of Rhet/Comp.

Marriott, Meeting Room 1, Level Two

Chair: Kuhio Walters, West Chester University of Pennsylvania

Speakers: Laura Sparks, California State University, Chico, “The Body Image: Selfies, SkinneePix, and Our Malleable Digital Bodies”

Lavinia Hirsu, University of North Carolina at Greensboro, “Viral Selfies: Taking Risks with Subjectivity”

Kuhio Walters, West Chester University of Pennsylvania, “Landscape, Nostalgia, and the Time-Traveling Selfie: Mobilizing First-Year Writers with(in) Photo Archives”

Information Technologies

B.08 What Can Writing Teachers Learn (and Fear) from MOOCs?

Redefining the role of MOOCs in writing pedagogy beyond information dumps into engaging learning spaces.

Marriott, Meeting Room 7, Level Two

Chair: Richard Colby, University of Denver, CO

Speakers: Rebekah Shultz Colby, University of Denver, CO, “Using Online Writing Spaces to Offer Writing Feedback in MOOCs”

Jill Morris, Frostburg State University, Cumberland, MD, “What Are MOOCs for Anyway?”

Richard Colby, University of Denver, CO, “Typology of MOOCs”

Information Technologies

B.09 Risk to Respond (Because the Internet)

How might we manage risks and response-abilities as we navigate ethical dilemmas and imperatives within digital spaces?

Marriott, Meeting Room 4, Level Two

Chair: Kristen Gay, Clemson University, SC

Speakers: Jonathan Lashley, Clemson University, SC, “Professional Expectations and Powerful Exceptions”
Michael Lucas, Clemson University, SC, “Playing with Failure and Tripping Up Trolls”
Megan McIntyre, University of South Florida, Tampa, “Risk, Responsibility, and Reddit’s Hunt for the Boston Marathon Bombing Suspects”
Kristen Gay, Clemson University, Seneca, FL, “Listen @ Your Own Risk: Mystory as a Method for Narrative Medicine”

Information Technologies

B.10 Mobile, Polymedia, and Technological Obsolescence

Mobile technology, planned obsolescence, and digital pedagogy

Marriott, Meeting Room 5, Level Two

Chair: Rashidah Muhammad, Governors State University, University Park, IL

Speakers: Joy Bancroft, Daytona State College, FL, “Closing the Participation Gap: Teaching Digital Literacy in the Writing Center”

Bronwyn T. Williams, University of Louisville, KY, “Making the Text ‘Feel Real’: Polymedia, Emotion, and Literacy Practices with Mobile Technologies”

Shannon Madden, University of Oklahoma, Norman, “Digital Writing Pedagogy and the Risks of Rapid Obsolescence”

Information Technologies

B.11 Caption That! Critical, Creative, and Contextual Encounters with Closed Captioning in Multimodal Composition (Sponsored by the Disabilities Studies Special Interest Group)

Captioning (of media) holds creative, constructive, transformative, humanizing, emotional possibility for multimodal composition.

Tampa CC, Room 23, First Level

Chair: Brenda Brueggemann, University of Louisville, KY

Speakers: Nicole Snell, Bentley University, Newton, MA, “Media Reconciliation: Closed Captioning and Emotional Response”

Sean Zdenek, Texas Tech University, Lubbock, “Humanizing Closed Captioning: How Captions Transform the Meaning and Experience of the Text”

Brenda Brueggemann, University of Louisville, KY, “Critiquing and Composing Captions: Creative Exercises for the Composition Classroom”

Respondent: Stephanie Kerschbaum, University of Delaware, Newark

Institutional and Professional

B.12 Risk and Resilience: Women's Professional Lives in Rhetoric and Composition

The roundtable focuses on the risks taken and the resilience of women from diverse locations within the profession.

Tampa CC, Room 15, First Level

Chair: Tiffany Bourelle, University of New Mexico, Albuquerque

Speakers: Irene Papoulis, Trinity College, Hartford, CT, "They Always Say You Can Learn from Failure, and Sometimes You Actually Can"
Ann Brady, Michigan Technological University, Houghton, "Living and Learning Resilience"

Linda Peterson, Yale University, New Haven, CT, "Mentoring for Risk, the Risk of Mentoring"

Tiffany Bourelle, University of New Mexico, Albuquerque, "Career Suicide? Leaving a Tenure-Track Job for a Contingent Position"

Elizabeth Flynn, Michigan Technological University, Houghton, "From Feminist Literary Criticism to Reading and Composition: Risks and Rewards of an Interdisciplinary Professional Life"

Libby Falk Jones, Berea College, KY, "From Margin to Center to Margin: The Art of Reinventing"

Respondent: Shirley Rose, Arizona State University, Phoenix

Institutional and Professional

B.13 WPA Work 360: Examining the Risks and Rewards of Pre-Tenure Leadership

These brief talks invite the audience to rethink the intellectual and practical utility of risk aversion in preparing new WPAs.

Marriott, Meeting Room 6, Level Two

Chair: Thomas Sura, West Virginia University, Morgantown

Speakers: Julia Daniel, West Virginia University, Morgantown, "A Calligrapher's Touch: Presenting Collaborative Work"

Thomas Sura, West Virginia University, Morgantown, "Bad Pupils and Risky Moves: Spurring Faculty Evaluation Discourse as an Assistant Professor"

Cristyn Elder, University of New Mexico, Albuquerque, "Embracing Risk and Maximizing Reward as an Untenured WPA"

Joseph Janangelo, Loyola University Chicago, IL, "Beyond ROI: WPA Preparation and the Mystique of a Jolt-Free Career"

Institutional and Professional

B.14 Middling Management vs. Agentive Administrators: How Feminist Administration Can Be a Site of Innovation and Activism

This roundtable works toward an understanding of how feminists can create change in writing program administration.

Marriott, Meeting Room 8, Level Three

Chair: Jennifer Wingard, University of Houston, TX

Speakers: Rachel Riedner, George Washington University, Washington, D.C.

Rebecca Dingo, University of Missouri, Columbia

Eileen Schell, Syracuse University, NY

Jennifer Wingard, University of Houston, TX

Respondent: Tara Pauliny, John Jay College/City University of New York, NY

Institutional and Professional

B.15 Advocating Writing and Professional Learning: The Rush to Make Better Teachers

Panel addresses issues of writing and professional learning to make better teachers.

Marriott, Meeting Room 9, Level Three

Chair: Ramesh Pokharel, University of Houston, TX

Speakers: Nicole Galante, State University of New York, Stony Brook, “Innovating in Fourth Space: Reflective, Communal Teaching and Learning”

Christy Zink, The George Washington University, Washington, D.C., “Wide Windows, Unexpectedly Closed Doors, and the New Glass Wall: Innovative Writing and Research Partnerships and Problematics in the University Learning Commons”

Nikki Holland, University of Arkansas, Fayetteville, “The Hardest Part Is Letting Go: Phasing the Sage on the Stage out of Professional Learning”

Institutional and Professional

B.16 Motherhood and Other Challenges: Joys and Difficulties of being on the Tenure Track

Panel addresses the various challenges tenure track professors face.

Marriott, Meeting Room 10, Level Three

Chair: Michele Ninacs, State University of New York, Buffalo State University

Speakers: Robin Gallaher, Northwest Missouri State University, Maryville, “On Being an Island: The Risks and Rewards of Being the Only Composition Scholar and WPA”

Nicole Williams, Bridgewater State University, MA, “Career Suicide: Is Having Children too High a Risk in Academia?”

Krystia Nora, California University of Pennsylvania, Pittsburgh, “The Mommy Track: The Joys and Difficulties of Choosing Motherhood on the Tenure Track Re-Examined”

Innovation and Taking Risks

B.17 Differentiated Instruction for Online Courses: Moving out of the Comfort Zone

Presenters share online, differentiated instruction—process, challenges, perceived value—and invite a collaborative dialogue.

Marriott, Meeting Room 11, Level Three

Chair: Heather Lunsford, University of Phoenix, AZ

Speakers: Emily Key, University of Phoenix, AZ

Gretchen Treadwell, University of Phoenix, AZ

Heather Lunsford, University of Phoenix, AZ

Innovation and Taking Risks

B.18 Writing Abroad: The Risk and Reward of Teaching and Learning in Non-American Settings

As study abroad gains popularity, what can writing programs learn from the intersections of writing and foreign study?

Marriott, Florida Ballroom IV, Level Two

Chair: Katie Gindlesparger, Philadelphia University, PA

Speakers: Martha Townsend, University of Missouri, Columbia

Jim Bowman, St. John Fisher College, Rochester, NY

Linda Breslin, Southwestern Christian University, Bethany, OK

Eli Goldblatt, Temple University, Philadelphia, PA
William Lalicker, West Chester University, PA
Katie Gindlesparger, Philadelphia University, PA

Innovation and Taking Risks

B.19 The Risks and Rewards of Public Writing, Pedagogy, and Activism for Junior Faculty in Rhetoric and Composition—An Interactive Discussion

An interactive discussion of the risks and rewards of feminist public scholarship/pedagogy for junior faculty on the tenure track.

Marriott, Meeting Room 12, Level Three

Chair: Jenna Vinson, University of Massachusetts-Lowell

Speakers: Katherine Fredlund, Indiana State University, Terre Haute
Rebecca Richards, St. Olaf College, Northfield, MN
Jenna Vinson, University of Massachusetts-Lowell

Innovation and Taking Risks

B.20 Literacy and Affect: Social, Political, and Pedagogical Investigations

This panel investigates a range of approaches for engaging with and re-imagining the interplay of affect, emotion, and literacy.

Tampa CC, Room 1, First Level

Chair: Noel Tague, University of Pittsburgh, PA

Speakers: Noel Tague, University of Pittsburgh, PA, “On a Vernacular Poetics of Rural History-Making”

Carrie Hall, University of Pittsburgh, PA, “The Emotion Work of Writing”

Kylie Kenner, San Francisco State University, CA, “The Affective Implications of Directed Self-Placement”

Jordan Hayes, San Francisco State University, CA, “Composing Ethics in Human Rights Education”

Innovation and Taking Risks

B.21 Risks and Rewards of Innovative Campus Partnerships

Examines risks and benefits of campus partnerships that extend composition classrooms and disrupt existing student communities.

Tampa CC, Room 3, First Level

Chair: Maureen McBride, University of Nevada, Reno

Speakers: Erin Goldin, University of Nevada, Reno
Kathryn Lambrecht, University of Nevada, Reno
Maureen McBride, University of Nevada, Reno

Innovation and Taking Risks

B.22 Zine-o-phobia: The Risk of Unconventional Assignments

What limits student engagement in unconventional activities? We describe a self-publication unit and the reasons it went awry.

Tampa CC, Room 7, First Level

Chair: Lora Strey, Minnesota State University, Mankato

Speakers: Heidi Fuhr, Minnesota State University, Mankato

David Puthoff, Minnesota State University, Mankato

Lora Strey, Minnesota State University, Mankato

Innovation and Taking Risks

B.23 Investigating at Points of Contact: Students, Educators, and Prior Knowledge

Presentations focus on assessing students' prior knowledge and creating strategies for action.

Tampa CC, Room 9, First Level

Chair: Gita DasBender, Seton Hall University, NJ

Speakers: Margaret Weaver, Missouri State University, Springfield, MO,

“Counteracting the Notion of Fixed Intelligence: An Exercise in Collaborative Problem-Solving between Basic Writers and Presidential Scholars”

Bruce Kovanen, Knox College, Galesburg, IL, “Freedom to Flourish or Freedom to Flounder: The Risky Business of Assessment and Response”

Language

B.24 The Erasure and Presence of Language in Composition Studies

This panel explores the current status of language in composition, as motivated by calls to re-center language in the field.

Tampa CC, Room 5, First Level

Chair: Zak Lancaster, Wake Forest University, Winston-Salem, NC

Speakers:

Laura Aull, Wake Forest University, Winston-Salem, NC

Zak Lancaster, Wake Forest University, Winston-Salem, NC

Language

B.25 Globalizing Englishing: Challenges and Opportunities

The panel presents 3 different cases of teaching English deploying different resources.

Tampa CC, Room 10, First Level

Chair: Precious McKenzie, Rocky Mountain College, Billings, MT

Speakers: Pearl Pang, Yonsei University, South Korea, Seoul, “‘Are you more like Fan Shen or Min-zhan Lu? And does it matter?’ Attempting Translingual Practice where Monolingual Beliefs Rule”

Xiaoqiong You, University of New Hampshire, Durham, “Rhetorical Education in the Age of New Media: Oral Presentation in College English Classrooms in China”

Professional and Technical Writing

B.26 Risk Visualization and Simulation: Moving beyond the Information Deficit Model

Panel engages with visualization learning tools related to environmental sustainability. Attendees should bring Internet device.

Tampa CC, Room 11, First Level

Chair: Daniel Richards, Old Dominion University, Norfolk, VA

Speakers: Daniel Richards, Old Dominion University, Norfolk, VA
Megan McKittrick, Old Dominion University, Norfolk, VA
Lauren Cagle, University of South Florida, Tampa

Professional and Technical Writing

B.27 Audience Work in Technical Communication: Developing and Testing New Directions

Speakers propose and test new conceptual directions and heuristics for teaching and performing audience work in technical communication.

Tampa CC, Room 12, First Level

Chair: Ann Blakeslee, Eastern Michigan University, Ann Arbor

Speakers: Rhonda Mccaffery, University of Michigan, Ann Arbor
Sarah Burcon, University of Michigan, Ann Arbor
Rachel Spilka, University of Wisconsin-Milwaukee
Ann Blakeslee, Eastern Michigan University, Ann Arbor

Research

B.28 Research on Responding and Document Assessment

Assessing writing and responding using traditional and big data methods.

Tampa CC, Room 13, First Level

Chair: Conan Griffin, Florida Gulf Coast University, Fort Meyers

Speakers: David Martins, Rochester Institute of Technology, NY, “Pragmatic Approaches to Assess Writing and Improve Instruction across Language and Cultural Difference”

Sandy Vandercook, New Orleans, LA, “Am I wasting my time? Teachers’ Beliefs about Written Response and Their Actual Written Response Practices”

Seth Long, Syracuse University, NY, “Losing the Individual Text: The Risks and Rewards of Quantitative Methods and Corpus Linguistics for Composition Studies”

Research

B.29 The Genre Project: An Interim Research Report on Genres in FYC and the Potential for Transfer

This interactive roundtable reports on research about genre and the problem of transfer from FYC to disciplinary writing courses.

Tampa CC, Room 14, First Level

Chair: Jordynn Jack, University of North Carolina, Chapel Hill

Speakers: E. Ashley Hall, Alma College, Lansing, MI

Jane Danielewicz, University of North Carolina, Chapel Hill, “Making Genre Explicit: WPA and Faculty Collaborations”

Emily Bunner, University of North Carolina, Chapel Hill, “Genre Variation and the Use of Evidence”

Sarah Singer, University of North Carolina at Chapel Hill, “Designing First-Year Composition to Promote Transfer”

Jordynn Jack, University of North Carolina, Chapel Hill, “The Genre Project: An Overview”

Research

B.30 Risks and Rewards of Teaching Information Literacy: Suggestions from the LILAC Project

The Learning Information Literacy Across the Curriculum Project studies behaviors students employ through inquiry and research.

Tampa CC, Room 19, First Level

Chair: Elizabeth Kelly, Coastal Pines Tech, GA

Speakers: Elizabeth Kelly, Coastal Pines Tech, GA

Janice Walker, Georgia Southern University, Statesboro

Research

B.31 Big Data and FYC: Assessing Student Motivation, Composing Styles, and Peer Review

Big data in FYC and testing Lisa Ede's "Composing Styles".

Marriott, Grand Ballroom E, Level Two

Chair: Michelle Gibeault, University of Arkansas, Little Rock

Speakers: Jordan Loveridge, Arizona State University, Tempe,

"Exploring Student Motivation and Productivity with a 'Big Data' Research Methodology"

Thomas Reynolds, Northwestern State University, Natchitoches, LA,

"Testing Lisa Ede's 'Composing Styles'"

Elizabeth Keating, University of Houston, TX, "Bigger Data, Better Peer Review: Utilizing Text Analysis Program to Examine Trends in Corpus of Student Response Letters"

Research

B.32 Reflecting on Representation, Positionality, and Identity in Research

Research on/with disability, online writing, and identity.

Tampa CC, Room 16, First Level

Chair: Scott Wagar, Miami University of Ohio, Oxford

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

"TAB Talk: Reflections on Qualitative Research Methods and the Ethics of Representing Disability"

Drew Holladay, University of Louisville, KY, "Contested Positions: Ethics, Disability, and Identity in Online Writing Research Methodology"

Chase Bollig, The Ohio State University, Columbus, "First in My Family: Identity Politics and Rhetorical Subjection of First-Generation College Student"

First-Year Composition

B.33 Staying Rooted in Composition while Branching out to STEM

A forum to explore ideas for STEM-specific FYC courses within the requirements of standardized curricula.

Tampa CC, Room 18, First Level

Chair: Greg Hazleton, University of Texas, San Antonio

Speakers: Lindsay Ratcliffe, University of Texas, San Antonio, "Forget the Polar Bears: Harnessing Data to Support Sound Environmental Arguments"

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Mark Gifford, University of Texas, San Antonio, “Walking the Dark Path”
Greg Hazleton, University of Texas, San Antonio, “Engineering Composition through Quantitative Literacy”

First-Year Composition

B.34 Living with Vampires: The Discourse of Disciplinarity in First-Year Composition

This panel revisits the vexed question of disciplinarity in FYC, exploring its status and its consequences for the field.

Marriott, Grand Ballroom A, Level Two

Chair: Faye Halpern, University of Calgary, Alberta, Canada

Speakers: Gabriel Cutrufello, York College of Pennsylvania, “First-Year Seminars and Writing Studies: Teaching, Learning, and Faculty Development”

Andrea Scott, Pitzer College, Claremont, CA, “Partnering with Vampires: Reframing Curricular Debates Around Common Ground”

Faye Halpern, University of Calgary, Alberta, Canada, “Disciplinarity and Transdisciplinarity in FYC”

First-Year Composition

B.35 Getting to Step 2: Pushing beyond a Skills-Based Approach to Critical Reading in FYC

In skills-based #criticalreading, students fail to engage ideas dialogically. We must push reading to #step2: dynamic engagement!

Marriott, Grand Ballroom B, Level Two

Chair: Carolyne King, University of Delaware, Newark

Speakers: Janel Atlas, University of Delaware, Newark, “Reading Diversity, Writing Diversity: Enhancing Literacy Narratives with Critical Reading Assignments in the Composition Classroom”

Carolyne King, University of Delaware, Newark, “What to Read?: Negotiating between Skill and Content”

Kiley Dhatt, University of Delaware, Newark, “Between Theory and Practice: FYC Critical Reading from an Institutional Angle”

First-Year Composition

B.36 Engaged Students, Engaging Writing

Speakers present qualitative research on student engagement and explore its connections to affect, identity, genre, and agency.

Marriott, Grand Ballroom C, Level Two

Chair: Jennifer Trainor, San Francisco State University, CA

Speakers: Nicole Turnipseed, San Francisco State University, CA, “Genre Pedagogies in WID: How Rhetorical Situations Foster Student Engagement”

Mary Soliday, San Francisco State University, CA, “Engaging Genres”

Kory Ching, San Francisco State University, CA, “Engaging Interest: Student Blogging at the Intersection of Inquiry and Play”

Jennifer Trainor, San Francisco State University, CA, “Discourses of Dis/Engagement: How Students Talk about School”

First-Year Composition

B.37 Risk into Reward: Enacting Translingual, Transcultural Pedagogies among Diverse Student Learners

This panel examines translingual and transcultural pedagogies as enacted with diverse learners in first-year writing courses.

Marriott, Grand Ballroom D, Level Two

Chair: Joyce Meier, Michigan State University, East Lansing

Speakers: Cheryl Caesar, Michigan State University, East Lansing, “Forging Partnerships: Risks and Rewards of a Cross-Classroom, Cross-Cultural, Cross-Lingual Curriculum”

Deborah Carmichael, Michigan State University, East Lansing, “Using Familiar Genres to Explore Localized Cultural Experiences”

Joyce Meier, Michigan State University, East Lansing, “Risks and Rewards: Experimenting with a Translation Assignment”

Theory

B.38 Centering Language Diversity: Innovations in Literacy Research

Drawing from qualitative studies in a range of settings, this panel argues for language diversity as a norm in literacy research.

Marriott, Grand Ballroom G, Level Two

Chair: Rebecca Lorimer Leonard, University of Massachusetts, Amherst

Speakers: Susan Meyers, Seattle University, WA, “The ‘Literacy Contract’: A New Framework for Critical Analysis”

Amy Wan, Queens College, City University of New York, Flushing, “When the Local is Global: Literacy Learning, Language Diversity, and the Persistence of Monolingual Policy”

Angela Rounsaville, University of Central Florida, Orlando, “Supralinguistic Writing Systems as Translation Practice”

Rebecca Lorimer Leonard, University of Massachusetts, Amherst, “Literate Resources and the Value of Language”

Theory

B.39 Risky, Riské, and Relevant: Queer Epistemologies and Pedagogies in Writing Studies

The importance of queer epistemologies and pedagogies beyond identity politics and limited range of technological possibility.

Marriott, Grand Ballroom H, Level Two

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

Speakers: Matthew Cox, East Carolina University, Greenville, NC,
“Beyond Simple Representations: Intersectionality and Identity in the Writing Classroom”

Caroline Dadas, Montclair State University, NJ, “Does X mark the spot? Queer and Digital Intersections”

Michael Faris, Texas Tech University, Lubbock, “Geoffrey Sirc as Composition’s Symptom: The Anti-Social Thesis in Queer Theory and Digital Composition”

Theory

B.40 New Conjugations of Gender and Genre: Investigations into Promiscuity, Anxiety, and Idiosyncrasy

This panel revisits the conjunction of gender and genre, using queer insights into embodiment to invigorate conceptions of genre.

Marriott, Grand Ballroom I, Level Two

Chair: Risa Applegarth, University of North Carolina at Greensboro

Speakers: Lindsay Russell, University of Illinois at Urbana-Champaign,
“The Queer Art of Genre Invention: Genre Beginnings, Gendered Typifications, and Rhetorical Promiscuity”

Risa Applegarth, University of North Carolina at Greensboro, “‘The Ideal Female Employee is Noiseless’: Embodying Public Anxiety through Professional Performances”

Sarah Hallenbeck, University of North Carolina Wilmington, “The Power of Idiosyncrasy: Hannah S. Block’s 1955 Beauty Pageant Guide and the Re-Invention of the Southern Belle”

Theory

B.41 Ambience, Innovation, Invention

This panel demonstrates invention that responds to current changes in ambience seen through memory, bodies, and writing processes.

Marriott, Grand Ballroom J, Level Two

Chair: Amanda Booher, University of Akron, OH

Speakers: Joshua Hilst, Utah Valley University, Orem
Jason Helms, Texas Christian University, Fort Worth
Amanda Booher, University of Akron, OH

Theory

B.42 Rhetoric in the Flesh: Embodiment Discourse

Addresses embodiment rhetoric in four different, but related, examples.

Tampa CC, Room 20, First Level

Chair: Rachel Adams-Goertel, The Pennsylvania State University, State College

Speakers: Ben Sword, Tarleton State University, Stephenville, TX, “The New Disability Rhetoric: Chaim Perelman’s Theory of Audience and Presence Applied to Disability Studies”

Amanda Swenson, Louisiana State University, Baton Rouge, “The Birth of Stigma in Antiquity: Phaedrus as Disabling Text”

A. Abby Knoblauch, Kansas State University, Manhattan, “Risking the Body: Embodied Rhetoric and the Fat Acceptance/Body-Positive Movement”

Heather Hughes, University of Central Missouri, Warrensburg, “Bodies in Motion, Language in Motion”

Writing Programs

B.43 “Making the Lifeless Living”: Style Pedagogy in the FYC Classroom, the Writing Center, and the Basic Writing Studio

This panel explores style pedagogy in the FYC classroom, the basic writing studio, and the writing center.

Tampa CC, Room 21, First Level

Chair: Kerrie Carsey, York College of Pennsylvania

Speakers: Angela Glotfelter, York College of Pennsylvania

Jennifer Follett, Temple University, Philadelphia, PA

Kerrie Carsey, York College of Pennsylvania

Writing Programs

B.44 Risking Writing Knowledge: Investigating Writing Transfer across the Curriculum and in the Disciplines

This panel explores how a junior writing portfolio requirement affords the opportunity to improve writing transfer.

Tampa CC, Room 22, First Level

Chair: Wendy Olson, Washington State University, Vancouver

Speakers: Brooklyn Walter, Washington State University, Pullman

Matthew Frye, Washington State University, Pullman

Wendy Olson, Washington State University, Vancouver

Respondent: Victor Villanueva, Washington State University, Pullman

C Sessions: 1:45–3:00 p.m.

Dialogs on Key Issues

Dialog on OWI, MOOCs, and Distance Education

Considers distance education and writing, including OWI and MOOCs, grounded in the position statements “Teaching, Learning, and Assessing Writing in Digital Environments” and “Principles for Online Writing Instruction.”

Tampa CC, Ballroom A, First Level

Speakers: Kelli Cargile Cook, Texas Tech University
Beth Hewett, Defend and Publish, LLC
Paul LeBlanc, President of Southern New Hampshire University
Scott Warnock, Drexel University

Advanced Writing

C.01 From Learning Communities to Professional Communities: Negotiating Identities through Research-Based Bizcomm Program Redesign

This innovative-format session describes results of three linked research projects on a business communication course redesign.

Tampa CC, Room 13, First Level

Chair: David Russell, Iowa State University, Ames
Speakers: Abhi Rao, Iowa State University, Ames
Danica Schieber, Iowa State University, Ames
Jenny Aune, Iowa State University, Ames
David Russell, Iowa State University, Ames

Basic Writing

C.02 Gauging Preparedness for College-Level Writing: An Investigation of Student Writers’ Development in a Range of Developmental English Course Offerings at One Two-Year College

We will share results of a study of the effectiveness of three approaches to developmental writing at one two-year college.

Tampa CC, Room 15, First Level

Chair: Jean-Paul Nadeau, Bristol Community College, Fall River, MA
Speakers: Debra Anderson, Bristol Community College, Fall River, MA,
“‘You Can’t Take It With You . . .Or Can You?’”

- Tom Grady, Bristol Community College, Fall River, MA, “When Developmental and College-Level Work Collide”
- Elizabeth Kemper French, Bristol Community College, Fall River, MA, “Between the Lines: The Perception and Reality of Developmental Reading Skills in the College Classroom”
- Brian McGuire, Bristol Community College, Fall River, MA, “Between the Lines: The Perception and Reality of Developmental Reading Skills in the College Classroom”
- Linda Mulready, Bristol Community College, Fall River, MA, “Are Strategies to Address Both Writing Skills and Affective Issues Effective in Basic Composition?”
- Carolyn Kenney, Bristol Community College, Fall River, MA, “Are Strategies to Address Both Writing Skills and Affective Issues Effective in Basic Composition?”
- Jean-Paul Nadeau, Bristol Community College, Fall River, MA, “When Developmental and College-Level Work Collide”

Community, Civic & Public

C.03 Understanding and Designing Digital Interfaces for Cultural and Community Change

This session offers ideas and examples for designing digital interfaces which support cultural and community change.

Marriott, Grand Ballroom A, Level Two

Chair: Lori De Hertogh, Washington State University, Pullman

Speakers: Lori De Hertogh, Washington State University, Pullman

Leigh Gruwell, Miami University, Oxford, OH

Jonathan Bradshaw, Miami University, Oxford, OH

Community, Civic & Public

C.04 Writing as Resistance: Disrupting Norms of Genre and Identity

Women in prison, LGBTQ scholars, and youth, challenge externally imposed identity categories through written genres.

Marriott, Florida Ballroom I, Level Two

Chair: Anushka Peres, University of Arizona, Tucson

Speakers: Madelyn Tucker, University of Arizona, Tucson, “Listening to Life Behind Bars: Imagining Alternatives to Justice through Inmate Zines”

Casely Coan, University of Arizona, Tucson, “Queering the Narrative: Coming Out and Breaking Open LGBTQ Identity Disclosure”

Anushka Peres, University of Arizona, Tucson, “Youth Participatory Action Research in Action: Youth Subject Positions in YPAR Reports”

Community, Civic & Public

C.05 Engaging Publics beyond the Classroom: Invention and Pedagogies of Place

Intersecting invention and place in pedagogy is essential for student writing that addresses community partners and publics.

Marriott, Florida Ballroom II, Level Two

Chair: Rachael Wendler, University of Arizona, Tucson

Speakers: Rosanne Carlo, University of Arizona, Tucson, “Student as Wanderer: A Pedagogical Heuristic for Place-Based Writing”

Rachael Wendler, University of Arizona, Tucson, “Learning to Think WITH Non-Profits: Distributed Cognition in Professional Writing Service-Learning”

Ashley Holmes, Georgia State University, Decatur, “Reclaiming Public Space through Digital Mapping: A Place-Based Approach to Mobile Composition”

Creative Writing

C.06 Student Blogging as a Real-World Enterprise: The Risks and Rewards of Writing beyond the Classroom

This panel examines ways writing teachers can use blogging to effectively connect students and communities outside the classroom.

Marriott, Grand Ballroom B, Level Two

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

Speakers: Tenaya Darlington, St. Joseph’s University, Philadelphia, PA, “From Student to Super Blogger: The Wired Road to Opportunity”

Jenny Spinner, St. Joseph’s University, Philadelphia, PA, “The Cow, The Free Milk, and Other Conundrums in Personal Blogging”

Aimee Knight, St. Joseph’s University, Philadelphia, PA, “Into the Wild: Students Co-Creating Blogging Strategies with Organizations”

History

C.07 Assessment’s Historical Dismissal of Writer and Reader Experience

Panelists will explore the historical causes and contemporary consequences of writing assessment’s dismissal of experience.

Tampa CC, Room 10, First Level

Chair: Maja Wilson, University of Maine, Farmington

Speakers: Richard Haswell, Texas A&M University, Corpus Christi

Chris Gallagher, Northeastern University, Boston, MA

Maja Wilson, University of Maine, Farmington

History

C.08 Historiographies of Risk: Missed Encounters with Islamic Rhetorics

Attention to missed encounters with the legacy of Islamic rhetoric opens up a space for new intellectual thought in composition.

Marriott, Grand Ballroom C, Level Two

Chair: Richard Johnson-Sheehan, Purdue University, West Lafayette, IN

Speakers: Priya Sirohi, Purdue University, West Lafayette, IN, “Mujadila: Women in the Hadith as Rhetorical ‘Weavers’ of Emergent Islam”

Trevor Meyer, University of South Carolina, Columbia, “Jihad of Risk and Struggle: Rhetorical Analysis of a Multiple Object in the Golden Age of Islam”

Erin Cromer, Purdue University, West Lafayette, IN, “Translation as Invention: Inheriting the Legacy of Medieval Arabic Rhetorical and Philosophical Traditions”

Information Technologies

C.09 Risky Discourse in the Digital Public Sphere: Embodiment, Audience, and Intersectionality

Explores the changing perceptions of digital voice, community, audience, and message.

Marriott, Grand Ballroom D, Level Two

Chair: Carrie Grant, Purdue University, West Lafayette, IN

Speakers: Liz Lane, Purdue University, West Lafayette, IN, “Exhuming the Past, Subverting the Future: Historical Traces of Bodily Ethos and Female Speech on the Activist Web”

Mary McCall, Purdue University, West Lafayette, IN, “‘What would Aristotle tweet?’: Twitter, the Imagined Audience, and Message Reception”

Carrie Grant, Purdue University, West Lafayette, IN, “‘Are we blogging in circles?’: Ecologies of Online Intersectional Feminism”

Institutional and Professional

C.11 “FWIW—For What It’s Worth . . .”: Ignoring Conventional Wisdom on the Tenure Track

What happens when tenure-track faculty ignore conventional wisdom and make risky choices in research, teaching, and service?

Marriott, Grand Ballroom G, Level Two

Chair: Lisa Shaver, Baylor University, Waco, TX

Speakers: Jen Cellio, Northern Kentucky University, Highland Heights

Cristy Beemer, University of New Hampshire, Durham

Sarah Blomeley, Belmont University, Nashville, TN

Lisa Shaver, Baylor University, Waco, TX

Institutional and Professional

C.12 Diversity in Writing Programs: Rewarding, Yet Risky

Panel addresses issues of diversity across WPA.

Marriott, Grand Ballroom H, Level Two

Chair: Tricia Serviss, Santa Clara University, CA

Speakers: Leigh Harris, University of California, Los Angeles, “The Outsider as Academic Insider: Directing an American Writing Program Abroad”

Judith Livingston, Columbus State University, GA, “Kung Fu and Mapping the Dynamics of Hierarchy in a Deliberate Collaboration among Writing Programs”

Eliot Rendleman, Columbus State University, GA, “Kung Fu and Mapping the Dynamics of Hierarchy in a Deliberate Collaboration among Writing Programs”

Ming Fang, Florida International University, Miami, “Rewarding, Yet Risky: Training the Mainstream Composition Faculty to Work with Multilingual Students”

Institutional and Professional

C.13 Pushing for Change: Positive and Innovative Change in WPA

Panel presents information on the needed changes for WPAs

Marriott, Grand Ballroom I, Level Two

Chair: Amy Ratto Parks, University of Montana, Missoula

Speakers: Entisar Elsherif, Indiana University of Pennsylvania, “YouTube in the Libyan English Language Teacher Education Programs: A Potential Gap-Bridging Tool”

Fatma Dreid, University of Tripoli, Libya, “YouTube in the Libyan English Language Teacher Education Programs: A Potential Gap-Bridging Tool”

Christopher Kilgore, University of Texas, Arlington, “Writing in the Social Work Discipline: A Comparison of Student and Educator Views”

Beth Burmester, Georgia State University, Decatur, “Innovative Risks for New Rewards in Writing Program Administration: Public Scholarship and Insights from Critics in Medicine, Law, and Finance”

Institutional and Professional

C.14 Developing Teacher Knowledge in Composition: Risks and Rewards of a Practice-Based Approach

In this panel, we assess the risks and rewards of practice-based orientations to developing teacher knowledge for multilingual writing.

Marriott, Grand Ballroom J, Level Two

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

Speakers: Natalia Guzman, University of Maryland, Arlington, VA, “The Role of Teaching Practice in Developing Teacher Knowledge”

Michelle Kaczmarek, The Pennsylvania State University, State College, “Writing to Become the Teacher: The Teaching Philosophy Leap”

Eunjeong Lee, The Pennsylvania State University, State College, “From the Past to the Future: Literacy Narratives in Developing Teacher/Writer Identity”

Respondent: Dorothy Worden, The Pennsylvania State University, State College

Innovation and Taking Risks

C.15 Compassionate Composition: Using Mindfulness and Compassion to Teach and Assess Writing

This panel offers three perspectives for using mindfulness and compassionate practices to teach and assess writing.

Marriott, Grand Ballroom E, Level Two

Chair: John Duffy, University of Notre Dame, IN

Speakers: Vicki Tolar Burton, Oregon State University, Corvallis, “The Mindful Dissertation Writer”

Asao Inoue, University of Washington, Tacoma, “Compassionate Writing Assessment: Using Mindfulness Practices to Understand Labor, Failure, and Suffering in the Classroom”

Barry Kroll, Lehigh University, Bethlehem, PA, “Arguing Mindfully: A Compassionate Approach”

Respondent: Peter Elbow, University of Massachusetts, Amherst

Innovation and Taking Risks

C.16 Multimodal Teaching and Composing

Presentations explore ancient and contemporary multimodalities in teaching writing.

Marriott, Meeting Room 1, Level Two

Chair: James Goertel, Pennsylvania State University, Erie

Speakers: Brian Patterson, Yakima Valley Community College, WA, “Multiple Objectives: A Multimodal Approach to a Multiliteracies Course”

Bill Endres, University of Kentucky, Lexington, “Echoes and Light:

Understanding Multimodal Composing through the Art of Illumination”

Nikki Agee, University of Texas at El Paso, “Composing 3D Animation”

Innovation and Taking Risks

C.17 Racism and White Privilege in the Writing Classroom: Tactics, Risks, Rewards

An interactive and multimodal review of innovative tactics for addressing racism and white privilege in the writing classroom.

Marriott, Meeting Room 4, Level Two

Chair: Scott Gage, Colorado State University-Pueblo

Speakers: Scott Gage, Colorado State University-Pueblo, “The Archive, the Image, the Memory: Challenging White Supremacist Memories of Lynching in the Writing Classroom”

Earl Brooks, The Pennsylvania State University, State College, “Revisiting Race in the Composition Classroom: Reflections on the Trayvon Martin Case”

David Green, Howard University, Washington, D.C., “Risk, Race, and Memory in the Composition Classroom”

Respondent: Ersula Ore, Arizona State University, Phoenix

Innovation and Taking Risks

C.18 Program Politics: The Professional Risks and Rewards of Program Innovation

This session addresses the varied experiences of English departments navigating the difficult politics of program innovation.

Marriott, Meeting Room 5, Level Two

Co-Chairs: Maria Cahill, Husson University, Bangor, ME

Scott Ortolano, Florida Southwestern State College, Ft. Myers

Speakers: Paul Dahlgren, Georgia Southwestern State University, Americus, “Can It Really Work? Reviving a Master’s Program in the Rural South”

Scott Ortolano, Florida Southwestern State College, Ft. Myers, “Staying on Course: Navigating Legislative, Administrative, and Departmental Minefields”

Stephen Raynie, Gordon State College, Barnesville, GA, “Climbing the Administrative Ladder with Hands Tied Behind My Back”

Rod Zink, Penn State-Harrisburg, “Facing the Elephant in the Room: The Risks and Rewards of Addressing Grammar and Usage Issues at Penn State-Harrisburg”

Maria Cahill, Husson University, Bangor, ME, “Staying on Course: Navigating Legislative, Administrative, and Departmental Minefields”

Innovation and Taking Risks

C.19 Taking Risks in the “Contact Zone”: Personal, Political, and Professional Narratives in Surgery Education, Academic Medical Journals, and War Trauma

Narratives from medical education, war trauma communication, and academic medical publications re-envision the “contact zone.”

Marriott, Meeting Room 6, Level Two

Chair: Susan Sample, University of Utah, Salt Lake City

Speakers: Susan Chaudoir, University of Alberta, Edmonton, Canada,
“‘Don’t let the emotional get in the way’: A Case Study of Students’
Reflective Writing and Hidden Curriculum in Medical Education”

Jessie Richards, University of Utah, Salt Lake City

Susan Sample, University of Utah, Salt Lake City, “Perspective Writing
as Contact Zone: Where Narrative Contests Medicine’s Moral
Enculturation”

Innovation and Taking Risks

C.20 Rhetorical Adjacency: Composing Disability Narratives as the Near, Dear, or Peer

With this panel, we advance a model of “rhetorical adjacency” as a way to theorize composing alongside disabled writers.

Marriott, Meeting Room 8, Level Three

Chair: Katie Rose Guest Pryal, University of North Carolina, Chapel Hill

Speakers: Elizabeth Donaldson, New York Institute of Technology, NY,
“Risking Rhetorical Adjacency in the Bioethics Classroom”

Catherine Prendergast, University of Illinois at Urbana-Champaign,
“Collaborative Writing and Disability: Rhetorically Adjacent or
Rhetorically Prosthetic?”

Katie Rose Guest Pryal, University of North Carolina, Chapel Hill,
“Coming ‘into’ Adjacency in Disability Studies”

Kimberly Elmore, Texas Tech University, Lubbock, “Autistic Women’s
Experiential Expertise as Diagnostic Intervention and Innovation”

Jeannie Bennett, Texas Tech University, Lubbock, “Autistic Women’s
Experiential Expertise as Diagnostic Intervention and Innovation”

Innovation and Taking Risks

C.21 Border Crossing: Interdisciplinary Vulnerability in the Composition Classroom

The panel assesses the risks of an interdisciplinary program that pairs NTT faculty in a WID-based program with STEM scholars.

Marriott, Florida Ballroom III, Level Two

Chair: Casie Fedukovich, North Carolina State University, Raleigh

Speakers: Anne Auten, North Carolina State University, Raleigh
Susanna Klingenberg, North Carolina State University, Raleigh
Laura Waldrep, North Carolina State University, Raleigh

Innovation and Taking Risks

C.22 Composition and Gaming

Applies games and game theory to the writing classroom and writing instruction.

Marriott, Meeting Room 7, Level Two

Chair: John McKinnis, Buffalo State College, Irving, NY

Speakers: Tim Jensen, Oregon State University, Corvallis, “The Composition Course as Habit Lab”

Jennifer Williams, Chandler-Gilbert Community College, AZ, “Enter the Groves: Applying Gamification in Higher Education”

Margaret Brown, Elizabethtown Community and Technical College, KY, “Compocalypse Now: The Rhetoric of Survival in the Gamified Writing Classroom”

Matthew Wiles, Elizabethtown Community and Technical College, KY, “Compocalypse Now: The Rhetoric of Survival in the Gamified Writing Classroom”

Innovation and Taking Risks

C.23 You Can’t Do That with/in Writing!

Presentations take seriously enacting writing in innovative ways: spiky keyboards, improv, and entrepreneurship.

Marriott, Meeting Room 12, Level Three

Chair: Anita L. August, Sacred Heart University, Fairfield, CT

Speakers: Elizabethada Wright, University of Minnesota, Duluth, “Fa La Lo(Fair Labor and/or Local): A Writing Professor Takes on a Fair Trade and Local Retail Shop (and Learns about Teaching, Writing, and Social Justice in a Capitalistic World)”

Steven LeMieux, University of Texas at Austin, “Writing Machines: Assisted Stupidity”

Chris Kreiser, Slippery Rock University, PA, “Thank-you! I’ll be here all semester: The Teacher as Improv Performer, or, What I Learned from My First, Awkward Attempts at Improv Theater”

Innovation and Taking Risks

C.24 Innovative Pedagogies for Students on the Margins: Developmental and Multilingual Writers

Presenters focus on three innovative strategies for supporting Generation 1.5 and ELL, developmental, and probationary students.

Marriott, Meeting Room 2, Level Two

Chair: Jessica Slentz, Case Western Reserve University, Cleveland, OH

Speakers: Rebecca Fremo, Gustavus Adolphus College, Saint Peter, MN, “Business as (Un)usual: A Grassroots Approach to Supporting Multilingual Students”

Rochelle Gregory, North Central Texas College, Gainesville, “‘Project Xtreme’: Transforming At-Risk Students’ Academic Behaviors and Creating Contextual Learning Environments Composition I”

Zarah Moeggenberg, Washington State University, Pullman, “Transgendering the Developmental Writing Classroom”

Language

C.25 Recomposing the History of the English Language for Writing Instruction, Teacher Education, and Translingual Pedagogies

With the rise of global English, it’s vital to connect composition and teacher education with courses in the history of English.

Marriott, Meeting Room 3, Level Two

Chair: Justin Sevenker, University of Pittsburgh, PA

Speakers: Elizabeth Matway, University of Pittsburgh, PA, “The Child in School: Why Primary Teachers Need History of English”

Marylou Gramm, University of Pittsburgh, PA, “Beyond the Monolingual”

Justin Sevenker, University of Pittsburgh, PA, “Literacy, Language Policy, and the History of English”

Language

C.26 Composing Risk: “Alternative” Discourses in Composition

This panel examines linguistic and stylistic diversity, and discusses ways SRTOL could be revised to promote further inclusion.

Tampa CC, Room 11, First Level

Chair: Rose Gubele, University of Central Missouri, Warrensburg

Speakers: Rose Gubele, University of Central Missouri, Warrensburg

Resa Crane Bizzaro, Indiana University of Pennsylvania

Staci Perryman-Clark, Western Michigan University, Kalamazoo

Respondent: Victor Villanueva, Washington State University, Pullman

Professional and Technical Writing

C.27 The Risks and Rewards of Collaboratively Teaching Scientific Writing

This panel examines the risks and rewards of teaching scientific writing collaboratively in three contexts.

Tampa CC, Room 12, First Level

Chair: Jonathan Buehl, The Ohio State University, Columbus

Speakers: Katherine Schaefer, University of Rochester, NY, “A Biologist as an Embedded WID Specialist: Standing with a Foot in Two Disciplines”
Maria Gigante, Western Michigan University, Kalamazoo, “Developing Writing Workshops with/for Science Faculty: The Risks and Rewards of Popularizing the Rhetoric of Science”

Christopher McCracken, Kent State University, OH, “Co-Teaching across the Great Divide: Weaving Content and Rhetorical Process in a Graduate Scientific Communication Course”

Professional and Technical Writing

C.28 Visual Ethics and Engagement in Public Technical Communication: Images for Mass Consumption

This panel explores the visual ethics embedded in four distinct public sites of technical communication.

Marriott, Meeting Room 9, Level Three

Chair: Timothy Elliott, Texas Tech University, Lubbock

Speakers: Sara Doan, Iowa State University, Ames, “Digital Classrooms, Public Profiles”

Ian Weaver, Texas Tech University, Lubbock, “Ethics of Visuals in Risk Communication: Real vs. Symbolic Weather”

Kristen Moore, Texas Tech University, Lubbock, “Engaging Publics through Interactive Visuals”

Timothy Elliott, Texas Tech University, Lubbock, “Mapping Cities, Imagining Communities”

Research

C.29 Memory, Materiality, Media: Re-Composing Unknowable Pasts

We explore the potentials of using the lives, memory artifacts, and secrets of others as the basis for multimodal composition.

Marriott, Meeting Room 10, Level Three

Chair: Jody Shipka, University of Maryland, Baltimore

Speakers: Jody Shipka, University of Maryland, Baltimore
Alexandra Hidalgo, Michigan State University, East Lansing
Erin Anderson, University of Massachusetts, Boston

Research

C.30 No Answers Barred: A (F)riskey Roundtable on Teacher/Administrator Status and Student Learning

This roundtable examines what we know and don't know about the connection between employment conditions and student learning.

Marriott, Florida Ballroom IV, Level Two

Chair: Dayna Goldstein, Kent State University, OH

Speakers: Amy Lynch-Binie, Kutztown University, PA

Bob Samuels, University of California, Santa Barbara

Meaghan Rand, University of North Carolina, Charlotte

Randall McClure, Miami University, Oxford, OH

Risa P. Gorelick, Research Network Forum, Summit, NJ

Dayna Goldstein, Kent State University, OH

Research

C.31 Risks and Rewards of Participant Engagement in Health Communication Research Design

This panel explores methodological risks and rewards of utilizing participant engagement in health communication research.

Marriott, Meeting Room 11, Level Three

Chair: Patrick Thomas, University of Dayton, OH

Speakers: Briana Bruce, Creighton University, Omaha, NE, "Reflections on Working with Transnational Health Communication Research as a Medical Student"

Laura Kolaczekowski, University of Dayton, OH, "Reflections on Working with Health Communication Researchers as a Patient"

Rachel Bloom, University of Kansas, Lawrence, "Utilizing Member Checks in Transnational Health Communication Research"

Patrick Thomas, University of Dayton, OH, "A Reciprocal Approach to Patient Engagement in Health Communication Research"

First-Year Composition

C.32 Translingual Practice: Rethinking, Responding, Enacting

Reflect on practice. Be open to change. Internationalize composition.

Enact the theory, walk the talk. "Do" #translingualism.

Tampa CC, Room 1, First Level

Chair: Rachel Griffo, Indiana University of Pennsylvania

Speakers: Eric Kehoe, The University of Maine, Orono, "Enacting

Translingual Pedagogies: What a Translingual FYC Classroom Might Look Like"

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Kathleen Hynes, Indiana University of Pennsylvania, “Rethinking the Rubric: Assessment in the Translingual Composition Classroom”

Leigh Ann Dunning, Indiana University of Pennsylvania, Wappingers Falls, NY, “Translingual Strategies to Enact an International Vision for Writing Centers”

Rachel Griffio, Indiana University of Pennsylvania, “Translingual Practice: From Theory to Pedagogy, a Response”

First-Year Composition

C.33 Starting Again: Re-Imagining the Role of FY Writing in the General Education Curriculum

What are the risks and rewards involved in “re-imagining” a first-year writing curriculum? Three USC professors explore this question.

Tampa CC, Room 3, First Level

Chair: Jeffrey Chisum, University of Southern California, Los Angeles

Speakers: Farida Habeeb, University of Southern California, Los Angeles, “Pushing the Cognitive Limits of Conceptual Agility in Freshman Writing”

Eric Rawson, University of Southern California, Los Angeles, “The Case for Confusion: Modeling Risk in the Freshman Writing Course”

Jeffrey Chisum, University of Southern California, Los Angeles, “Re-Centering Composition: Core Literacies and the Importance of Writing”

First-Year Composition

C.34 Rhetorics of Doubt and Students of Faith: Risking Engagement with Skeptical Readers

Presentations on pedagogical attitude and students engaging difference and friction in their religious discourse.

Tampa CC, Room 5, First Level

Chair: Bradley Siebert, Washburn University, Topeka, KS

Speakers: Mark Williams, Houston, TX, “Engaging Friction and Making Differences through Student Acts of Religious Discourse”

John MacLean, Illinois State University, Normal, “Risks, Rewards and Faith: Students Engaging across Faith and Worldview Difference”

Bradley Siebert, Washburn University, Topeka, KS, “Inviting Risky Faithful Writing: Sympathetic-but-Skeptical Appreciation as Pedagogical Attitude”

First-Year Composition

C.35 Common Core State Standards, Meet the Framework for Success in Postsecondary Writing: A Risky, Rewarding Tale of Course Re-Design

We will share the process we used to shift the focus from the Common Core to the WPA Framework in a state-initiated FYC re-design.

Tampa CC, Room 7, First Level

Chair: Lauren Ingraham, University of Tennessee-Chattanooga

Speakers: Jen Litton, University of Tennessee-Chattanooga

Heidi Blaisdell, Nashville State Community College, TN

Endora Feick, Nashville State Community College, TN

Lauren Ingraham, University of Tennessee-Chattanooga

First-Year Composition

C.36 Connecting STEM to FYC

Discusses ways to approach STEM-themed FYC courses through readings and narrative.

Tampa CC, Room 9, First Level

Chair: Gretchen Rumohr-Voskuil, Aquinas College, Grand Rapids, MI

Speakers: Carole Center, Lasell College, Newton, MA, “Reading in the Disciplines: Science Writing”

Aaron Kerley, University of Cincinnati, OH, “Writing for the Future: Narrative Ethos for First-Year Students in STEM”

Glenn Lester, Park University, Parkville, MO, “I Don’t Do ‘I’: Risking Narrative Pedagogy in a Nursing-Themed First-Year Writing Course”

First-Year Composition

C.37 Teaching Academic Writing to Non-Native English Netalanguage, Formulas, and Feedback

Analyzes metalanguage, feedback, and formulas in the contexts of EFL instruction.

Tampa CC, Room 14, First Level

Chair: Sandra Schroeder, Yakima Valley Community College, WA

Speakers: Damian Finnegan, Malmö University, Malmö, “EFL Students’ Acquisition of Metalanguage for Academic Writing”

Anna Wärnsby, Malmö University, Sweden, Malmö, “EFL Students’ Acquisition of Metalanguage for Academic Writing”

Asko Kauppinen, Malmö University, Sweden, Malmö, “EFL Students’ Acquisition of Metalanguage for Academic Writing”

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Robin Sulkosky, Auburn University Alum, AL, “Teaching English to Speakers of English: Acknowledging and Teaching Formulaicity in First-Year Composition”

Gabriel Rauhoff, Missouri State University, Springfield, “Reactions of Graduate Teaching Assistants to the Academic Writings of Native and Nonnative English-Speaking Students”

Theory

C.38 Memory and Innovation in Context: Resuscitating the Canon of Memoria

The panel highlights new approaches to studying “memory” (broadly defined) in composing in school and workplace contexts.

Tampa CC, Room 16, First Level

Chair: Stewart Whittemore, Auburn University, AL

Speakers: Eric Sentell, Southeast Missouri State University, Cape Girardeau

Julia Romberger, Old Dominion University, Norfolk, VA

Stewart Whittemore, Auburn University, AL

Theory

C.39 Locating, Resisting, and Disrupting Spaces of Composition: Queer Rhetorics’ Risks and Rewards

This panel addresses how various spatial metaphors and concerns allow us to illustrate queer rhetorics’ landscape differently.

Tampa CC, Room 18, First Level

Chair: Don Unger, Purdue University, West Lafayette, IN

Speakers: Don Unger, Purdue University, West Lafayette, IN, “Locating Queer Rhetorics: The Risks/Rewards of Mapping Disciplinary Landscapes”

Matthew Kim, Eagle Hill School, Hardwick, MA, “When Heterotopia Collide: The Risks and Rewards of Researching with Secondary Students”

Nicholas Marino, Purdue University, West Lafayette, IN, “Space, Literacy, and Gender: The Risks and Rewards of Disrupting Hegemonic Masculinity in the Writing Classroom”

Theory

C.40 Risks, Rewards, and Speculative Thought

How does the speculative figure in rhetorical invention and processes of composing?

Tampa CC, Room 19, First Level

Chair: David Grant, University of Northern Iowa, Cedar Falls

Speakers: Marc Santos, University of South Florida, Tampa, “Speculative Invention: Maira Kalman’s Empty Brain and the Chora”

Nathaniel Rivers, Saint Louis University, MO, “Speculative Deliberation: Deciding with Science Fiction”

Brooke Rollins, Lehigh University, Bethlehem, PA, “Speculative Agency: Rhetorical Practice as Action Gambling”

David Grant, University of Northern Iowa, Cedar Falls, “Speculative Economies and the Distribution of Risk”

Theory

C.41 Theorizing Feminist Rhetorics: Professionalism, Invention, and Social Movements

Offers three perspectives on feminist rhetorical practices.

Tampa CC, Room 20, First Level

Chair: Andreas Herzog, University of South Carolina, Columbia

Speakers: Rachel Chapman, Oklahoma State University, Stillwater, “Marks of Professionalism: Invisible Guidelines, Identity, and the Academic Gaze”

Christina LaVecchia, University of Cincinnati, OH, “Toward a Relational Theory of Invention”

Melissa Toomey, University of Cincinnati, OH, “Theorizing Feminist Rhetorics within the Women’s Trade Union League (WTUL): Taking the Risk of Extrapolating the Value of Emotion”

Writing Programs

C.42 Enacting CCCC Position Statements: Risks and Rewards

This panel examines complications from enacting CCCC position statements for teaching in digital times and environments.

Tampa CC, Room 23, First Level

Chair: Michael Faris, Texas Tech University, Lubbock

Speakers: Stuart Selber, The Pennsylvania State University, State College, “Enacting the CCCC Position Statement for Online Writing Instruction: Risks and Rewards”

Kate Latterell, The Pennsylvania State University, State College, “Writing Centers”

Anne Wysocki, University of Wisconsin, Milwaukee, “Blow It the Fuck Up: Composition after Writing”

Johndan Johnson-Eilola, Clarkson University, Potsdam, NY, “Blow It the Fuck Up: Composition after Writing”

Writing Programs

C.43 Cohorts and Risk Management

This panel explores how and why cohort systems work, and consider the possibility of both negative as well as positive outcomes.

Tampa CC, Room 21, First Level

Chair: James Rovira, Tiffin University, OH

Speakers: Krista Petrosino, Tiffin University, OH, “Cohorts and Network Theory”

James Rovira, Tiffin University, OH, “Pragmatics, Cohorts, and Risk Management”

Steven Wexler, California State University, Northridge, “Reason-Risk-Cohort”

Eric Kufs, California State University, Northridge, “Cohorts: Crossing Thresholds Together”

Writing Programs

C.44 International Writing Centers Association: The Teenage Years (Sponsored by the International Writing Centers Association)

Writing center professionals discuss the risks and rewards of creating new and adapting old structures within our organization.

Tampa CC, Room 22, First Level

Chair: Shareen Grogan, National University, Carlsbad, CA

Speakers: Shareen Grogan, National University, Carlsbad, CA

Andrew Jeter, The Idea Lab, Chicago, IL

Jaimie Crawford, University School of NSU, Ft. Lauderdale, FL

Amber Jensen, Thomas A. Edison High School, Alexandria, VA



D Sessions: 3:15–4:30 p.m.

Dialogs on Key Issues

Dialog on Success in Postsecondary Writing

Considers issues of success in postsecondary writing, grounded in the NCTE, WPA, and NWP's "Framework for Success in Postsecondary Writing" and the NCTE and CCCC's position statements on writing assessment.

Tampa CC, Ballroom A, First Level

Moderator: Les Perelman, Massachusetts Institute of Technology

Speakers: David Coleman, President and CEO, The College Board

Linda Adler-Kassner, University of California Santa Barbara

Elyse Eidman-Aadahl, Co-Director, National Writing Project

John Williamson, Executive Director, AP Curriculum Development, The College Board

Kathleen Yancey, Florida State University

Poster Sessions

Tampa CC, Ballroom B, First Level

1. Academic Posters, or: How I Learned to Stop Worrying and Love the Outreach

This poster details the outreach work that sold multimodal composition ideas to STEM majors and faculty through academic posters.

Casey Rudkin, Western Connecticut State University, Danbury, CT

2. Breaking down the Walls: How A Writing Center's Service Learning Project Inspires Disadvantaged Youth

Monmouth University's Writing Services pen pal project inspires disadvantaged young writers in the local community.

Neva Lozada, Monmouth University, West Long Branch, NJ

3. Composing Certainty: Ethical Advantages of a Nonmodern Approach to Pharmaceutical Communication Design

Poster considers drug label redesign based on nonmodern understanding of science that acknowledges lab uncertainty.

Julie Gerdes, Texas Tech University, Lubbock, TX

4. Ecocritical Discourse Analysis: Where Rhetoric, Writing, and the Environment Meet

This poster utilizes information visualization to display a pedagogy for communicating technical information on the environment.

Joshua Lenart, University of Utah, Salt Lake City

5. Hospitable Course Design and Student Diversity: Reading and Writing about War in the FYC Classroom

Poster presentation posing provocative questions about course design of a FYC course themed around war literature.

Joanna Want, University of Michigan, Ann Arbor

6. Risk in Representation: West Virginians Responding to the Freedom Industries Chemical Spill of 2014

West Virginians' responses following the 2014 chemical spill must be examined through local political and social contexts.

Tabetha Adkins, Texas A&M University-Commerce

7. Risky Business: Legislation, Audience, and Public Discourse

Establishing that legislation shapes public discourse surrounding political issues through content analysis and audience theory.

Alexis Catanzarite, University of Kansas, Lawrence

8. Taking Risks to Help At-Risk Students in Academic Writing in a University in Jamaica: Transnational Connections to the 2013 NCTE-Sponsored Listening Tour

This poster presents risks and rewards in course development in Jamaica and supports listening to students' voices in education.

Marilyn Hall Ricketts, The University of the West Indies, Mona, Jamaica

Carmeneta Jones, The University of the West Indies, Mona, Jamaica

Deidrea Dwyer Evans, The University of the West Indies, Mona, Jamaica

Annife Campbell, The University of the West Indies, Mona, Jamaica

Vivette Milson-Whyte, The University of the West Indies, Mona, Jamaica

10. Writing Class: How Class-Based Culture Affects Student Experience in College Writing

This project explores findings from an ethnographic inquiry into student experience in college writing.

Myla Morris, Community College of Philadelphia, PA

Advanced Writing

D.01 A Risky Proposition: Reanimating the Critical Discourses of Advanced Composition

This panel seeks to further the goals and utility—both for teachers and for students—of advanced writing courses.

Marriott, Grand Ballroom A, Level Two

Chair: David Tomkins, University of Southern California, Los Angeles

Speakers: Indra Mukhopadhyay, University of Southern California, Pasadena, “Teaching Advanced Writing: Completing the Circle of General Education”

James Condon, University of Southern California, Los Angeles, “Thinking It Through: Advanced Writing and the Balkanization of the University”

David Tomkins, University of Southern California, Los Angeles, “Risk Analysis: ‘What exactly do we mean by advanced writing, and should we fear the answer?’”

Basic Writing

D.02 Empowering Basic Writers through Grammar: A New Idea

Using grammar, the presenters think up creative ways to develop BW assignments.

Marriott, Grand Ballroom B, Level Two

Chair: Katherine H. Adams, Loyola University, New Orleans, LA

Speakers: Erin Boade, University of Southern Mississippi, Hattiesburg, “Staking a Meaningful Claim: (Caution!) Developing Writers and Their Instructor Playing in the Language Sandbox”

Alyson Leitch, University of Rhode Island, Kingston, “The Rhetorical Impact of Error: Empowering Students and Teachers”

Travis Holt, Liberty University, Lynchburg, VA, “Getting It Wrong to Make Them Write: Avoiding Errors through Error”

Basic Writing

D.03 Resistance and Participation: Innovative Adaptations to Florida’s SB 1720

In Florida, SB 1720 radically affects open access colleges. How does one community college react?

Marriott, Grand Ballroom C, Level Two

Chair: Christopher Janus, Seminole State College, Sanford, FL

Speakers: Rochelle Swiren, Seminole State College, Sanford, FL, “Risky Business: Incorporating Technology into the Developmental Writing Classroom”

continued on next page

- Anne Riecken, Seminole State College, Sanford, FL, “Risk and Reward: Connecting with Under-Prepared Students through Poetry in English 2”
Michael Mendoza, Seminole State College, Sanford, FL, “Hybrid Learning: Risk and Reward in the Online Setting”
Christopher Janus, Seminole State College, Sanford, FL, “Rigorous Revisions: Upping Expectations in Developmental Writing”

Community, Civic & Public

D.04 Imperialism and White Supremacy: A System of Risks and Unequal Rewards

Imperialism, white supremacy, and institutionalized racism construct discursive limits to identity and safety.

Marriott, Grand Ballroom D, Level Two

Chair: Reymond Levy, Indiana University of Pennsylvania

Speakers: Phill Alexander, Miami University, Oxford, OH, “Some Things That Will ‘NEVER’ Change: The Washington Redskins, Tradition and The Need for Innovative Thinking”

Sherita Roundtree, The Ohio State University, Columbus, “Risk and Reward of ‘Stand Your Ground’”

Alan Peleaz-Lopez, Fairfield University, CT, “(Un)documented: The Hegemonic Power of Paper in Transnational Identity”

Pamela Chisum, Fairfield University, CT, “(Un)documented: The Hegemonic Power of Paper in Transnational Identity”

Community, Civic & Public

D.05 Grant Writing Pedagogy: Risks, Rewards, and Returns on Public Writing Investments

A discussion of grant writing’s civic dimensions, the partnerships that define the genre, and pedagogies for teaching the craft.

Marriott, Grand Ballroom G, Level Two

Chair: Barbara L’Eplattenier, University of Arkansas-Little Rock

Speakers: Ashley Patriarca, West Chester University of Pennsylvania, “Finding a Place for Grant Writing Pedagogy at a Teaching-Intensive University”

Karen Gulbrandsen, University of Massachusetts, Dartmouth, “Giving It All Away: Trends and Issues in Philanthropy”

Brian Gogan, Western Michigan University, Kalamazoo, “Guesswork and Grant Writing Pedagogy”

Community, Civic & Public

D.06 From Fire to Fire: Examining The Complexity of Learning for Refugee Adult English Learners

Unique case studies of adult, refugee English Language Learners who work through displacement, pain, and distractions to learn.

Marriott, Grand Ballroom H, Level Two

Chair: Kevin Brooks, North Dakota State University, Fargo

Speakers: Jill Motschenbacher, Fargo, ND, “‘Is it safe in America?’: Physical and Emotional Pain as Barriers to Learning”

Theresa Gaumond, North Dakota State University, Fargo, “We Don’t Understand the Challenges: A Review of Scholarship on Adult Refugee ELLs”

Ibtissem Belmihoub, North Dakota State University, Fargo, “Barriers vs. Motivation: Tutoring with New Dimensions”

Creative Writing

D.07 Meaning Is in the Making: Three Responses to Shipka and Her Response

This panel answers Jody Shipka’s call to make new maps of communicative practice by attending to rhetorical aspects of her work.

Marriott, Grand Ballroom I, Level Two

Chair: Frank Farmer, University of Kansas, Lawrence, KS

Speakers: Frank Farmer, University of Kansas, Lawrence, “By Any (Mediational) Means Necessary: The Bricoleur and the Multimodal Writing Classroom”

Kristin Prins, University of Wisconsin-Milwaukee, “Rhetorical Remediation: A Multimodal Consideration of Audience”

Jason Luther, Syracuse University, NY, “No More ‘Moneypeople’: Politicizing Multimodality through Zines”

Respondent: Jody Shipka, University of Maryland, Baltimore

History

D.08 Genre, Technology, and Rhetorical Histories: Opening New Spaces for Composition and Pedagogy

Historical challenges to the boundaries of genres, disciplines, and technologies open up new possibilities for composition in and out of the classroom.

Tampa CC, Room 10, First Level

Chair: Dani Weber, University of Pittsburgh at Bradford

Speakers: Alex Nielsen, Cleveland State University, OH, “Cities Covered In Lines—Print, Process, and the Implications of Historical Publishing

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Technology in Urban Academies”

Michael Trice, Massachusetts Institute of Technology, Newton, “Game Design and Professional Writing: How Nintendo Power, the Open Gaming License, and Wikia Changed Instruction”

Jacob Tootalian, University of Wisconsin, Madison, “Rhetoric, Science, and Literary Expression: The Case of Margaret Cavendish”

Michael Pemberton, Georgia Southern University, Statesboro, “Rhetorical Spaces and the 1939 World’s Fair: Normalizing Progress and Objectifying the Other”

History

D.09 Risking Propriety, Disrupting Society: Reconsidering the Rhetorical Strategies of 19th Century Female Activists

Disrupting divided spheres with the Grimke sisters, Stanton’s Bible, and literate practices of the Tucson Woman’s Club.

Marriott, Grand Ballroom J, Level Two

Chair: Rachel Buck, University of Arizona, Tucson

Speakers: Rachel Buck, University of Arizona, Tucson

Elizabeth Bentley, University of Arizona, Tucson,

Shersta Chabot, Arizona State University, Tempe

Information Technologies

D.10 CCCC Committee for Effective Practices in Online Writing Instruction: Faculty Matters

The CCCC Online Writing Instruction committee discusses three specific aspects of faculty support for OWI.

Tampa CC, Room 1, First Level

Chair: Lisa Meloncon, University of Cincinnati, OH

Speakers: Jason Snart, College of DuPage, Glen Ellyn, IL, “Using the Online Writing Instruction Open Resource to Support Innovation”

Scott Warnock, Drexel University, Riverton, NJ, “Taking a Stand for Online Writing Faculty: WPAs’ Use of OWI Principles”

Mahli Mechenbier, Kent State University/ Regional Academic Center, OH, “Putting the ‘Temp’ in Template: Molding Contingent Faculty into Uniform Online Course Shells”

Information Technologies

D.11 Writing in the Age of Algorithms

This panel explores how algorithms shape digital writing through studies of web analytics, hypertext, metacognition, and software.

Marriott, Meeting Room 1, Level Two

Chair: Annette Vee, University of Pittsburgh, PA

Speakers: Quinn Warnick, Virginia Tech, Blacksburg, “All Watched Over by Machines of Better Prose”
Derek Van Ittersum, Kent State University, OH, “Reflection in Action: Automating Writing through Macros”
Tim Lockridge, Miami University, Oxford, OH, “Shifts in Markup: Early Hypertext Theory and Contemporary Writing Technologies”
Timothy Laquintano, Lafayette College, Easton, PA, “How Online Writers Respond to Web Analytics”

Information Technologies

D.12 The Risky Red Bird: Creating University of Louisville’s Cardinal Compositions, a Print and Digital Journal of Undergraduate Student Work

This panel will discuss creating print and digital venues to collect and display undergraduate student work.

Marriott, Meeting Room 4, Level Two

Chair: Stephen Cohen, University of Louisville, KY

Speakers: Travis Rountree, University of Louisville, KY, “Pedagogical Risks and Rewards: Designing a Curriculum that Incorporates Student Work”

Elizabeth Chamberlain, University of Louisville, KY, “Devil, Details: Designing and Supporting an Institutional Space for Digital Student Work”

Stephen Cohen, University of Louisville, KY, “Production Value: How Recognizing Student Compositions Can Contribute to a Culture of Writing”

Institutional and Professional

D.13 Contingent Faculty and Academic Work off the Tenure Track

This roundtable offers contingent faculty strategies for engaging in scholarly work, even without department support.

Marriott, Florida Ballroom V, Level Two

Chair: Letizia Guglielmo, Kennesaw State University, GA

Speakers: Bridget Kozlow, North Carolina State University, Raleigh

Leslie Worrell Christianson, Marywood University, Scranton, PA

Julie Watson, Marywood University Library, Scranton, PA

Christopher Blankenship, Emporia State University, KS

Matthew Herrmann, Coastal Carolina Community College, Jacksonville, NC

Kimberly Harrison, Florida International University, Miami

Ben Lauren, Michigan State University, East Lansing

Lynee Gaillet, Georgia State University, Atlanta

Letizia Guglielmo, Kennesaw State University, GA

Institutional and Professional

D.14 Mapping the Future of Doctoral Programs in Rhetoric and Composition (Sponsored by the Consortium of Doctoral Programs in Rhetoric and Composition)

This roundtable explores how challenges facing Rhet/Comp PhD can provide opportunities for change and innovation.

Tampa CC, Room 11, First Level

Chair: Carrie Leverenz, Texas Christian University, Fort Worth

Speakers: Mara Holt, Ohio University, Athens

Jean Ferguson Carr, University of Pittsburgh, PA

Malea Powell, Michigan State University, East Lansing

Doris Warriner, Arizona State University, Phoenix

Shirley Rose, Arizona State University, Phoenix

Kelli Cargile-Cook, Texas Tech University, Lubbock

Institutional and Professional

D.15 It Takes a Village: The Rewards of Intra-Institutional Collaboration in Multimodal Composition Teaching

This panel argues for the importance of fostering intra-institutional collaborations in teaching multimodal composition.

Marriott, Florida Ballroom I, Level Two

Chair: Michael McCamley, University of Delaware, Newark

Speakers: Barb Lutz, University of Delaware, Newark

Rachael Zeleny, Alvernia University, Shrewsbury, PA

Hannah Lee, University of Delaware, Newark

Michael McCamley, University of Delaware, Newark

Innovation and Taking Risks

D.16 Risking Destruction: Queer Approaches to Writing, Teaching, and Evaluating

This roundtable explores questions of queerness and risk as they connect to the ways we teach writing in the 21st century.

Marriott, Florida Ballroom IV, Level Two

Chair: Stacey Waite, University of Nebraska-Lincoln

Speakers: Kate Benchoff, Hagerstown Community College, MD, “The Politics of Queering Gender in a Community College Context”

Alex Malanych, University of Pittsburgh, PA, “Diagramming Is a Drag, or Teaching Grammar Queerly”

David Daniels, University of Denver, CO, “Queering Assessment the Tim Gunn Way”

Zachary Beare, University of Nebraska-Lincoln, “The Perverse Pleasures of Doing It All Wrong: Failure, Play, and the Absurd”

Stacey Waite, University of Nebraska-Lincoln, “Write in Your Queer Voice”

Innovation and Taking Risks

D.17 Translingual Pedagogies and the Promise of Translanguaging the Curriculum

This panel proposes a series of translingual pedagogies with a focus on language diversity and culturally sustainable writing.

Marriott, Florida Ballroom VI, Level Two

Chair: Christiane K. Donahue, Dartmouth and Université de Lille III, VT

Speakers: Ligia Mihut, Barry University, North Miami Beach, FL, “Escritura en and con las comunidades | Writing in and with Communities | Crisul Cu Si in Comunitati”

Brian Ray, University of Nebraska at Kearney, “‘Oni one english meh?’ Student Research and Writing on WE and Translingualism”

Steven Alvarez, University of Kentucky, Lexington, “‘Mexington, Kentucky’: Toward a Culturally Sustaining Composition Pedagogy”

Geeta Aneja, University of Pennsylvania, Philadelphia, “Disinventing the Native Speaker and Reconstituting Language in TESOL Teacher Education”

Innovation and Taking Risks

D.18 The Rhetoric of Sustainability within and outside the University

This panel investigates the rhetoric of sustainability within and outside of the university.

Tampa CC, Room 12, First Level

Chair: Christian Weisser, Penn State Berks, Reading

Speakers: Gesa E. Kirsch, Bentley University, Waltham, MA, “The Turn from a Rhetoric of Sustainability to a Rhetoric of Adaptation: A Case Study”

Carl Herndl, University of South Florida, Tampa, “The Rhetoric of Sustainability: What does it take to be interdisciplinary?”

Peter Goggin, Arizona State University, Mesa, “‘Dear Future Generations’: A Model for Sustainability Pedagogy”

Christian Weisser, Penn State Berks, Reading, PA, “Defining Sustainability in Higher Education: A Rhetorical Analysis”

Innovation and Taking Risks

D.19 Literacy, Love, and Revolution: Critical Resistance Practices in Multimodal, International Composition Classrooms

Panelists examine the risks and rewards of international collaboration and composition.

Marriott, Florida Ballroom II, Level Two

Chair: Amanda Fields, University of Arizona, Tucson

Speakers: James Austin, University of California, Santa Barbara, University of Arizona, Tucson, “Many Englishes, One Classroom: Developing Critical Literacy in International Students at a North American University”

Melanie Carter, American University in Cairo, New Cairo, Egypt, “‘But is it revolutionary?’: The Politics of Risk in an Egyptian Classroom”

Amanda Fields, University of Arizona, Tucson, “Risking Love: Composing Multimodal, Revolutionary Artifacts in an International Collaboration”

Innovation and Taking Risks

D.20 Complicating Risk: First-Generation Self-Identification, Pedagogies, and Programmatic Support

Panel members challenge neutral assumptions of risk for first-generation students, repositioning agency in critical pedagogies.

Marriott, Florida Ballroom III, Level Two

Chair: Tialitha Macklin, Washington State University, Pullman

Speakers: Tialitha Macklin, Washington State University, Pullman, “Risky Pedagogy: Using Dialogic Feedback to Encourage Student Voice in the Writing Classroom”

Rachel Sanchez, Washington State University, Pullman, “Complicating Identity: Moving beyond the Risk of Teacher Self-Identification”

Beth Buyserie, Washington State University, Pullman, “Rewarding Partnerships: Dialogue between Student Support Programs and First-Year Composition”

Innovation and Taking Risks

D.21 Risking our Foundations: Transnational Research and Teaching at an IBC in the Middle East

This interactive session explores the risks and rewards of researching and teaching in borderlands-transnational-hybrid spaces.

Marriott, Meeting Room 5, Level Two

Chair: Nancy Small, Texas A&M at Qatar/Texas Tech University, Lubbock

Speakers: Amy Hodges, Texas A&M at Qatar
Mysti Rudd, Texas A&M University at Qatar
Leslie Seawright, Texas A&M University at Qatar
Nancy Small, Texas A&M at Qatar/Texas Tech University, Lubbock

Innovation and Taking Risks

D.22 Rhetorics of Disclosure: Disability in Writing, Publishing, Teaching and Promotion

This panel discusses the rhetorics and risks of disability disclosure in classrooms settings, graduate study, and faculty tenure.

Tampa CC, Room 23, First Level

Chair: Hilary Selznick, Illinois State University, Normal

Speakers: Craig A. Meyer, Texas A&M, Kingsville
Amy Vidali, University of Colorado, Denver
Sushil Oswal, University of Washington, Tacoma
Hilary Selznick, Illinois State University, Normal

Innovation and Taking Risks

D.23 The Risks and Rewards of Improvisation in the Writing Classroom

Drawing from a variety of disciplines, this panel explores the risks and rewards of improvisation as a mode of composing.

Marriott, Meeting Room 2, Level Two

Chair: Christian Smith, Coastal Carolina University, Conway, SC

Speakers: Christian Smith, Coastal Carolina University, Conway, SC
Anthony Stagliano, University of South Carolina, Columbia
Steven Hammer, Saint Joseph's University, Philadelphia, PA

Innovation and Taking Risks

D.24 Digital Talkback: Circumventing Conventions with/in Digital Spaces

How can digital spaces provide opportunities for agency in different ways?

Tampa CC, Room 3, First Level

Chair: Natalie Dorfeld, Florida Institute of Technology, Melbourne

Speakers: Christina Boyles, Baylor University, Waco, TX, "Dare to be Digital: Digitization and Graduate Education"
Meng Yu, Georgia State University, Atlanta, "The Resisted Code from China"

Language

**D.25 The Place of Ethnic Identity in Translingual Practice:
Are They Compatible in Composition?**

This panel will explore the theory and praxis of a translingual orientation in relation to identity and heritage languages.

Marriott, Meeting Room 6, Level Two

Chair: Steven Alvarez, University of Kentucky, Lexington

Speakers: Shakil Rabbi, The Pennsylvania State University, State College, “‘Fake It Till You Make It’: Multilingual Graduate Students’ Translingual Tactics and Identity-Based Legitimation Practices”

Sara Alvarez, University of Louisville, KY, “Shuttling Identities and Linguistic Repertoires: A Case Study of Two Middle-School-Age Emerging Bilinguals in the Nuevó New South”

Jerry Lee, University of California, Irvine, “On the Right to Monolingualism: Language Ideologies and Ethnic Nationhood”

Eunjeong Lee, The Pennsylvania State University, State College, “A Translingual Orientation in Academic Writing: Is It a Worthy Risk?”

Respondent: Suresh Canagarajah, The Pennsylvania State University, State College

Professional and Technical Writing

D.26 Risks, Rewards, and Scientific Publishing: From Mentoring Undergraduate Research to Metrics of Success

Panel analyzes the arc of writing in STEM fields from undergraduate studies to professional practice as a rewards-based system.

Tampa CC, Room 15, First Level

Chair: William FitzGerald, Rutgers Camden, Ardmore, PA

Speakers: Jennifer Mallette, University of Arkansas, Fayetteville, “Gatekeeper or Key: Women’s Writing and Success in Engineering”

Michelle Sidler, Auburn University, AL, “Five Ways Science Rewards Good Research—and Writing Studies Should Do Them, Too”

William FitzGerald, Rutgers Camden, Ardmore, PA, “‘Let me take you aside’: Undergraduate Mentoring in STEM (and Beyond)”

Professional and Technical Writing

D.27 Welcoming the Complications of Community Partnerships: Building Risk and Reward into the Business and Technical Communication Classroom

We discuss the complications of service and client-based projects, exploring the risk and reward to students and organizations.

Marriott, Meeting Room 8, Level Three

Chair: Elisabeth Kramer-Simpson, New Mexico Tech, Socorro

Speakers: Joleen Hanson, University of Wisconsin, Stout
Elizabeth Tomlinson, West Virginia University, Morgantown
Steve Simpson, New Mexico Tech, Socorro
Elisabeth Kramer-Simpson, New Mexico Tech, Socorro

Research

D.28 When We Shoot a Story, We Inhabit It (An Argument for Composition-By-Film)

2 film directors + 2 compositionsists = 1 thriving community partnership + 1 composition course centered on film production.

Tampa CC, Room 16, First Level

Chair: Cory Holding, University of Pittsburgh, PA

Speakers: Brenda Whitney, University of Pittsburgh, PA
Colin MacCabe, University of Pittsburgh, PA
John Cantine, Pittsburgh Filmmakers, PA

Research

D.29 Complicating Transfer

Writing beyond class, teaching style and transfer, and complicating our understanding of transfer.

Marriott, Meeting Room 3, Level Two

Chair: Josie Walwema, Oakland University, Rochester, MI

Speakers: Nicole Papaioannou, St. John's University, Colts Neck, NJ,
"The Value of 'Risking It': Exploring When and How Undergraduates
Take Assigned Writing beyond Class"
Valerie Ross, University of Pennsylvania, Philadelphia, "The Role of the
Teacher in Writing Transfer"
Amy Stornaiuolo, University of Pennsylvania, Philadelphia, "The Role of
the Teacher in Writing Transfer"
Joshua Kutney, Lakeland College, Sheboygan, WI, "Rhetoric, Transfer,
and the Students We Actually Teach"

Research

D.30 A Look Inside: A Three-Pronged Research Approach to First-Year College Writing

This presentation aims to examine three aspects of the first year college writing classroom in terms of assessment.

Marriott, Meeting Room 7, Level Two

Chair: Christine Olding, Dayton, OH

Speakers: Megan Brenneman, Kent State University, OH

Jamie Peterson, Kent State University, OH

Christine Olding, Dayton, OH

First-Year Composition

D.31 Issues in Dual Enrollment: Rigor, Credentials, Pedagogies, Transitions

This presentation explores current issues surrounding student and teacher success in dual-credit composition courses.

Marriott, Meeting Room 12, Level Three

Chair: Deborah Bertsch, Columbus State Community College, OH

Speakers: Kelsey Williams, Northern Illinois University, DeKalb, “Teaching the Transition: Dual Enrollment Homeschooled Students in the Two-Year College FYC Classroom”

Heidi Thoenen, University of Akron, OH, “Practical Pedagogy: A Pragmatic Approach to Teaching Dual Enrollment in a First-Year Composition Classroom”

Brian Harrell, University of Akron, OH, “Practical Pedagogy: A Pragmatic Approach to Teaching Dual Enrollment in a First-Year Composition Classroom”

Kristen Weinzapfel, North Central Texas College, Gainesville, “Positive Pedagogy: Maintaining Rigor in the Dual-Credit First-Year Composition Classroom”

Deborah Bertsch, Columbus State Community College, OH, “Supporting ‘Non-Credentialed’ High School Teachers in Dual Enrollment Classes: Digital Learning Objects, Web-Enhanced Curriculum, and Mentoring Initiatives”

First-Year Composition

D.32 Testing Metacognition: The Risks and Rewards of Reflecting on Revision Practices

This session mines the concept of metacognition, exploring its effectiveness in enabling successful student revision.

Marriott, Meeting Room 9, Level Three

Chair: Martin Camper, Loyola University Maryland, Baltimore

Speakers: Lindsay Dunne Jacoby, University of Maryland, College Park, “Pedagogical Implications of Our Study of Reflection and Revision”

Heather Lindenman, University of Maryland, College Park, “Troubling Metacognitive Reflection: When Misalignment Occurs”

Martin Camper, Loyola University Maryland, Baltimore, “The Rewards of Metacognitive Reflection: When Alignment Occurs”

Respondent: Jessica Enoch, University of Maryland, College Park

First-Year Composition

D.33 Process, Plagiarism, and Pedagogy: Exploring the Benefits of Sampling for Composition Studies

Process, Plagiarism, and Pedagogy: Sampling toward a better understanding of writing instruction and pedagogy.

Marriott, Meeting Room 10, Level Three

Chair: Gabriel Green, Eastern Michigan University, Ypsilanti

Speakers: Chvonne Parker, Old Dominion University, Norfolk, VA, “Free Samples: Redefining Plagiarism and Originality through Digital Culture and Sampling”

Sherie Mungo, Old Dominion University, Norfolk, VA, “Embracing Our Own Priorities: Critical Pedagogy, Composition Pedagogy, and Sampling”

Gabriel Green, Eastern Michigan University, Ypsilanti, “The Show Was Yesterday: Redefining the Writing and Learning Process through Sampling”

First-Year Composition

D.34 Approaches to Teaching L2 Writers in First-Year Writing and ESL Composition Courses

This panel explores approaches to teaching L2 writers in FYC and ESL composition.

Marriott, Meeting Room 11, Level Three

Chair: Natasha Chenowith, Kent State University, OH

Speakers: Mary Ellis Glymph, University of Tennessee, Knoxville, “Making the Game Plan: A Study of Multilingual Writers’ Genre and Audience Perceptions during the Planning Stage of the Writing Process”

Ling He, Miami University, Oxford, OH, “Teaching English Composition for Second Language Writers”

Kevin Risner, Cleveland Institute of Art, OH, “Bringing Philosophy into the First-Year ESL Composition Classroom”

First-Year Composition

D.35 Risky Writing and Rewarding Pedagogies

Examines the ways that instructors respond to students who are writing in emotionally complex situations

Tampa CC, Room 5, First Level

Chair: Krista Mallo, Trinity College of Florida, New Richey

Speakers: Ann Biswas, University of Dayton, OH, “The Emotional Costs of Policing Plagiarism”

Patty Wilde, University of New Hampshire, Durham, “Risky Writing, Rewarding Pedagogy: Students Who Write about Addiction and How Composition Instructors Respond”

Diane Davis, Johnson County Community College, Overland Park, KS, “Analysis of a Protest Group: Teaching First-Year Composition Students to Stay Focused on Evaluation when They Would Rather Write about Their Own Positions on a Controversial Topic”

Theory

D.36 Feminist Rhetoric and Pedagogy: Risks, Rewards, and (Sadly) Failures

This panel will address key issues in feminist rhetoric, pedagogy, and cross-cultural communication.

Marriott, Grand Ballroom E, Level Two

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

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

Krista Ratcliffe, Marquette University, Milwaukee, WI

Shirley Logan, University of Maryland, College Park

Cheryl Glenn, The Pennsylvania State University, State College

Theory

D.37 Sensory Rhetorics: Bodily Experiences in Ambient Environments

This panel will explore the significance of and possibilities for cultivating critical approaches to the senses in rhet/comp.

Tampa CC, Room 9, First Level

Chair: Steph Ceraso, University of Maryland, Baltimore County

Speakers: Katie Zabrowski, St. Louis University, MO

Melissa Helquist, Salt Lake Community College, UT

Lisa Phillips, Illinois State University, Normal

Steph Ceraso, University of Maryland, Baltimore County

Theory

D.38 The Rhetoric of Projection in/of Composition

The presenters examine different ways “projection” as a trope and analogy can enhance the writing classroom.

Tampa CC, Room 7, First Level

Chair: Christopher Justice, University of Baltimore, MD

Speakers: Christopher Justice, University of Baltimore, MD

Lynn Tomlinson, University of Baltimore, MD

Craig Saper, University of Baltimore, MD

Theory

D.39 Rhetorics and Ecologies of Scale: Composing across Environments and Disciplines

From “nanocompositon” to affective ecologies to environmental writing, these panels interrogate the compositionist possibilities of space.

Tampa CC, Room 18, First Level

Chair: Elizabeth Allan, Oakland University, Rochester, MI

Speakers: Daniel Cryer, University of New Mexico, Albuquerque,

“Uniting the Households of Genre: Ecology and Economy in the Writings of Aldo Leopold”

Joseph P. Weakland, University of Florida, Gainesville, “Writing in the Cleanroom: The Molecularized Ecologies of Nanocomposition”

Jessica Ouellette, University of Massachusetts Amherst, “Rhetorical Circulation as Affective Ecologies: Theorizing Rhetorical Action on the Web”

Theory

D.40 More than Meets the Eye: Rhetoric and Aesthetics

Found photographs, interpersonal writing, aesthetic practice, and the visual rhetoric of anti-Catholic literacy sponsors.

Tampa CC, Room 19, First Level

Chair: Sheila Morton, Tusculum College, Greeneville, TN

Speakers: Christopher Brown, University of Arizona, Tucson, “A Beauty that Wounds: Rhetoric, Aesthetics, and the Will to Know”

Michael Sobiech, Carson-Newman University, Louisville, KY, “Hate as a Literacy Sponsor: The Visual and Verbal Rhetoric of Prejudice in the Anti-Catholic Comics of Jack Chick”

Jason Kalin, DePaul University, Chicago, IL, “Lost in Found Photography: The Weird Ontography of Digital Visual Culture”

Irvin Peckham, Drexel University, Philadelphia, PA, “Writing for the Love of It”

Writing Programs

**D.41 106-State University Study of Writing Programming:
Bird's Eye View with Local Contextualization**

Empirical 106-state institution study of writing instruction will be followed by representatives' varied, localized responses.

Tampa CC, Room 14, First Level

Chair: Emily Isaacs, Montclair State University, NJ

Speakers: Amy Woodworth, Rowan University, Glassboro, NJ

Teresa Burns, University of Wisconsin-Platteville

Brenda Helmbrecht, California Polytechnic State University, San Luis Obispo

Alan Church, Dickinson State University, ND

Emily Isaacs, Montclair State University, NJ

John Gooch, University of Texas at Dallas

Aviva Taubenfeld, State University of New York-Purchase

Respondents: Sarah Arroyo, California State University, Long Beach

Jackie Cason, University of Alaska, Anchorage

Writing Programs

**D.42 Crafting a University-Wide General Education Writing
Rubric: Taking on Thorny Public Practices in the Rose
Garden**

Discussing topics related to university-wide assessment: WAC, rubrics, power dynamics, student involvement, culture of assessment.

Tampa CC, Room 20, First Level

Chair: Libby Miles, University of Rhode Island, Kingston

Speakers: Jenna Morton-Aiken, University of Rhode Island, Kingston, "Future Implications"

Bridget Heaney, University of Rhode Island, Kingston, "Data Collection and Findings"

Eileen James, University of Rhode Island, Kingston, "Participant Recruitment and Rubric Development"

Ashton Foley, University of Rhode Island, Kingston, "Exigency and Preparation"

Writing Programs

D.43 Out of Sight, Out of Mind: Weighing the Risks (and Rewards) of a Culturally-Relevant HBU Writing Center

This panel addresses the question: What insight is gained in negotiating students' language and identity in a HBU writing center?

Tampa CC, Room 13, First Level

Chair: Veronica Yon, Florida A&M University, Tallahassee

Speakers: Kendra Mitchell, Florida State University, Tallahassee,

“Writing Intersections and Interventions: African American Multilingual Learners in the HBU Writing Center”

Carvetta Young, Florida A&M University, Tallahassee, “When Helping Hurts: The Risks and Rewards of Tutoring”

Monique Thomas, Florida A&M University, Tallahassee, “Tell the Truth and Shame the Devil: The Use of Black English in an HBU Writing Center”

Lauren Gregory, Florida A&M University, Tallahassee, “Re-Imagining ‘Standard’ Writing Center Practice at an HBU”

Writing Programs

D.44 Digitizing WAC through Informatics, Games, and Engaging “Digital Humanities”

Exchanges and connections between WAC/WID and DH.

Tampa CC, Room 21, First Level

Chair: Abigail Scheg, Elizabeth City State University, NC

Speakers: Tom Moriarty, San Jose State University, CA, “New Measures That Matter: Theorizing An Informatics for Writing Across the Curriculum Programs”

Matt Beale, Old Dominion University, Norfolk, VA, “Navigating Unseen Writing Risks: The Learning-2-Learning Game and Writing Assignments”

Dominique Zino, City University of New York Graduate Center, NY, “Programmatic Risks, Tactical Rewards: Common Goals and Shared Vulnerabilities across WAC and the Digital Humanities”

E Sessions: 4:45–6:00 p.m.

Dialogs on Key Issues

Dialog on *Writing Teachers Writing Software*

Revisits LeBlanc's book 20 years after its publication and examines the role of coding in our discipline by comparing composition software developers in the 80's and 90's with those of today.

Tampa CC, Ballroom A, First Level

Moderator: Joyce Carter, Texas Tech University

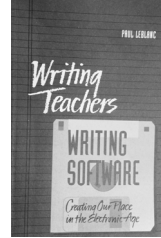
Speakers: Hugh Burns, Texas Woman's University

Fred Kemp, University of Texas, San Antonio

Paul LeBlanc, President of Southern New Hampshire University

Caitlan Spronk, Purdue University

Karl Stolley, Illinois Institute of Technology



Poster Sessions

Tampa CC, Ballroom B, First Level

1. Art+Meta+Write: Visuality and Second Language Writers

This poster demonstrates how L2 writers use visuals to connect denotative and connotative meanings—and discover a writing voice.

Jan Wieszorek, Northeastern Illinois University, Chicago, IL

2. Grammar as Epistemic: Re-Conceptualizing Grammar as a Set Of Arbitrary Rules into Grammar as a Resource for Making Meaning

Display and sample-testing of systemic functional grammar as a meaning-making tool in the presenter's composition classrooms.

Daliborka Crnkovic, University of Texas at El Paso

3. Grammar Checkers and Prescriptivism

Corpus analysis and a review of handbooks suggests that grammar checkers are an important influence on standard usage.

Beth Young, University of Central Florida, Orlando

4. Monolingual Ideology and Translingual Practice in Multimodal Classroom Spaces

This poster showcases students' representation of monolingual ideology and translingual practice in a transcultural blog project.

Zsuzsanna Palmer, Old Dominion University, Norfolk, VA

6. The Rhetorical Impact of Error: Empowering Students and Teachers

Focusing upon written errors, I will show that the historical context and audience is as important as the lexical context.

Alyson Leitch, University of Rhode Island, Kingston, Canterbury, CT

7. Unruly Grammar and Difficult Knowledge: Writing through Evocative, Arts-Informed Inquiry

Poster presents case study of new graduate writing course offered in a School of Art located within a Research I institution.

Vittoria Daiello, University of Cincinnati, School of Art, OH

8. The Risks and Rewards of Online Writing Instruction: A Longitudinal Study of Student Retention

This is a retrospective, longitudinal study examining student retention in online, on-ground and hybrid courses, 2000-2013.

Natalie Stillman-Webb, University of Utah, Salt Lake City

9. Integration of an Embedded Librarian Function into an Online First-Year Composition Class: Risk-Taking and Success

Details online collaboration between library and composition divisions at state college and explains value of "embedding" faculty.

Mark Shealy, Texas Tech University, Lubbock

Advanced Writing

E.01 The Rhetoric of Advanced College Writing

Classical rhetoric provides insight into invention, arrangement, theses, and hedging, as well as the very nature of college writing.

Marriott, Grand Ballroom A, Level Two

Chair: Patti Poblete, Iowa State University, Ames

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Speakers: Sarah Banting, Mount Royal University, Calgary, Alberta, Canada, “Questioning the Rhetorical Situations of ‘College Writing’”
Eric Detweiler, The University of Texas at Austin, “Risking Uncertainty: Questioning Thesis Statements”
Matt Baker, Iowa State University, Ames, “Outlining as Invention or Arrangement? Perceptions from Advanced Communication”

Basic Writing

**E.02 From Basic Writers to Self-Regulated Writers:
An Experimental Study of a Curriculum**

A basic writing curriculum focused on self-regulation had large effects on writing quality and motivation. How did it work?

Marriott Grand Ballroom B, Level Two

Chair: Charles MacArthur, University of Delaware, Newark
Speakers: Ilknur Sancak-Marusa, West Chester University of Pennsylvania, “Writing Boot Camp: Basic Writers Need Extensive Preparation to Write Well in the Academy”
Michelle Blake, West Chester University, PA, “Self-Regulation and Development of a Sense of Control”
Shannon Mrkich, West Chester University, PA, “Coping Models and Mastery Models: The Role of Think-Aloud Modeling”
Charles MacArthur, University of Delaware, Newark, “Self-Regulated Strategy Instruction: Curriculum Design and Results”

Community, Civic & Public

**E.03 Risks and Rewards of Community-Based Research:
Determining How (or if) We Make a Difference with Civic
Engagement**

This panel addresses assessment in civic engagement and explores ways of fostering positive change in local communities.

Marriott, Grand Ballroom C, Level Two

Chair: Ellen Cushman, Michigan State University, East Lansing
Speakers: Karen Kaiser Lee, Youngstown State University, OH, “‘But my mom really liked the brochure I made for her’: A Professional Writing Program’s Problematic but Promising Encounter with Client-Based Service Learning”
Allen Brizee, Loyola University, Baltimore, MD, “Data Weaving: A Dappled Methodology for Community-Based Research”
Cindy Mooty, Oakland University, Rochester, MI, “A Recursive Service-Learning Collaboration: Critical and Activist Pedagogy for Empowering Students of Color”

Community, Civic & Public

E.04 Community Literacies, Learning Communities, and Activist Spaces

Examines the impact of service-learning curricula on community literacies in prisons, African-centered independent schools, and youth activist organizations.

Marriott, Grand Ballroom D, Level Two

Chair: Kimberly Miller, Grove City College, PA

Speakers: Jessica Barros, Bunker Hill Community College, MA,
“Ain’t Nothing New Under the Sun: Building an African-Centered Independent School of Literacy”

Melissa Larabee, University of Illinois at Urbana-Champaign, “Putting Words in Their Mouths: Incarcerated Students, Their Literacy Sponsors, and the Trouble with Providing a Voice”

History

E.05 Risking Empathy: Ida B. Wells Barnett's and Jane Addams' Affectionate Interpretation as Pragmatic Promise

The pragmatic methods Ida B. Wells Barnett and Jane Addams brought to their collaboration based on “affectionate interpretation.”

Marriott, Grand Ballroom G, Level Two

Chair: Kate Ronald, Miami University, Oxford, OH

Speakers: Hephzibah Roskelly, University of North Carolina, Greensboro
Lisa Blankenship, Baruch College, City University of New York, NY
Kate Ronald, Miami University, Oxford, OH

Information Technologies

E.06 Risky Composition: Games as Argumentation in Theory and Pedagogy

This panel explores videogame composition as a form of research argumentation and pedagogical practice.

Tampa CC, Room 1, First Level

Chair: Samantha Blackmon, Purdue University, West Lafayette, IN

Speakers: Glen Southergill, Montana Tech of the University of Montana, Butte, “Memory Plays: Gaming the Archive”

Steve Holmes, George Mason University, Fairfax, VA, “Counter-Gaming in the Era of DIY”

Lauren Woolbright, Clemson University, SC, “Transmediating the Vampire in the Videogame”

Information Technologies

E.07 21st-Century Spaces: Rethinking the Rewards of Moodle, Collaboration, and Twitter

Panel on rethinking the rewards of 21st-century spaces via Moodle and multimodality, online collaboration, and teaching with Twitter.

Marriott, Grand Ballroom H, Level Two

Chair: Timothy Briggs, Oakland University, Rochester, MI

Speakers: Brianna Mauk, Bowling Green State University, OH, “Teaching with Twitter: A Tweet-Along Talk”

Shelly Danko, Bowling Green State University, OH, “Designing Digital Chatter: Transferring F2F Collaborative Learning to an Electronic Environment”

Timothy Briggs, Oakland University, Rochester, MI, “Digital Writing Spaces Matter: Moving Outside the Course Management System”

Information Technologies

E.08 Pedagogy, Multimodality, and Digital Technology

Online writing instruction, a technologized writing pedagogy, freeware, and multi modal studio support.

Tampa CC, Room 3, First Level

Chair: Leslie Salas, Full Sail University, Winter Park, FL

Speakers: Peter Khost, Stony Brook University, New York, “Using Freeware to Foster and Research Writing Transfer across the Curriculum and beyond Graduation”

Gwendolynne Reid, North Carolina State University, Raleigh, “A Technologized Writing Pedagogy: Teaching the Writer’s Tools in FYC”

Geoffrey Sauer, Iowa State University, Ames, “A Risky Effort: Building a Studio for New Media to Support Multimodal Composition Research/Instruction”

Information Technologies

E.09 Multimodal Composition, Online Instruction, and Portfolio Assessment Software

Integrating multimodal composition assignments/computerized assessment to improve accessibility.

Tampa CC, Room 5, First Level

Chair: Jonathan Maricle, University of South Carolina, Columbia

Speakers: Rebecca Hallman, University of Houston, TX, “Merging Pedagogies: Online Writing Instruction, Multimodality, and Access”

Yumani Davis, University of Central Florida, Orlando, “Multimodal Composition Courses for More Inclusive Curricula”

Duncan Buell, University of South Carolina, Columbia, “First-Year Composition as Big Data: Natural Language Processing and Portfolio Assessment”

Chris Holcomb, University of South Carolina, Columbia, “First-Year Composition as Big Data: Natural Language Processing and Portfolio Assessment”

Paulina Bounds, Tennessee Tech University, Cookeville, “The Assessment Design Feedback Loop: A Collaborative, Multimodal Approach”

Lindsey Harding, University of Georgia, Athens, “The Assessment Design Feedback Loop: A Collaborative, Multimodal Approach”

Information Technologies

E.10 Multimodal Program for L2 Students: Risks/Rewards

We explore how Intensive English Programs, Composition classes, and writing centers use multimodal strategies with L2 learners.

Marriott, Grand Ballroom I, Level Two

Chair: James Britton, University of Miami, FL

Speakers: Kimberly McGrath Moreira, University of Miami, FL,
“Communicative Competence for International Students/L2 Learners:
Multimodal by Nature”

Samantha Phillips, University of Miami, FL, “Writing by Design”

April Mann, University of Miami, FL, “Who is the ‘You’ in YouTube?:
Addressing Audience in a Multimedia, Multilingual Writing Center
Tutorial”

Institutional and Professional

**E.11 From Wyoming (Resolution) to Indiana (Resolution):
A Working Session on a Work in Progress (Sponsored
by the Labor Caucus)**

The roundtable continues work of the Labor Caucus workshop on The Indiana Resolution, a re-imagining of The Wyoming Resolution.

Marriott, Florida Ballroom V, Level Two

Chair: Tracy Donhardt, Indiana University-Purdue University Indianapolis

Speakers: Mitzi Jones, University of Arkansas-Fort Smith

Seth Kahn, West Chester University of Pennsylvania

Stephen Fox, Indiana University-Purdue University Indianapolis

Michelle LaFrance, George Mason University, Springfield, VA

Jessica Philbrook, University of Missouri-Columbia

Vandana Gavaskar, Elizabeth City State University, Virginia Beach, VA

Respondent: Amy Lynch-Binieck, Kutztown University, PA

Institutional and Professional

E.12 Pursuing Work in a Two-Year College: Risk and Reward

This interactive roundtable session will examine the risks and rewards of pursuing work in a two-year college.

Tampa CC, Room 15, First Level

Chair: Philip Sloan, Oakton Community College, Des Plaines, IL

Speakers: Lisa Roy-Davis, Collin College, Plano, TX

Malkiel Choseed, Onondaga Community College, Syracuse, NY

Ashlee Brand, Cuyahoga Community College, Westshore, OH

Robert Jenkins, Georgia Perimeter College, Decatur

Institutional and Professional

E.13 Beyond the Humanities: Offering a Bachelor of Science in Writing

We report on national trends regarding B.A. and B.S. degrees in writing and why we made the innovative choice to offer both.

Marriott, Grand Ballroom J, Level Two

Chair: Ellen Schendel, Grand Valley State University, Allendale, MI

Speakers: Amorak Huey, Grand Valley State University, Allendale, MI,

“B.A. and B.S.: Innovating beyond Our Humanities Roots”

Christopher Toth, Grand Valley State University, Allendale, MI, “B.A. or B.S.: Who Offers Which?”

Ellen Schendel, Grand Valley State University, Allendale, MI, “B.A. or B.S.: What’s the Difference?”

Innovation and Taking Risks

E.14 Risking Reflection: Experimental Stories of Writing Teachers’ Risks and Rewards

Panelists and attendees together share multimodal, multi-genre stories of pedagogical risks in the writing classroom.

Marriott, Meeting Room 1, Level Two

Chair: Ann Amicucci, University of Colorado, Colorado Springs

Speakers: Toni D’Onofrio, The Art Institute of New York City, NY,

“Frankenstein’s Creature Taught Me This”

Kristen Getchell, Curry College, Milton, MA, “You Can Do Better (I Hope)”

Ann Amicucci, University of Colorado, Colorado Springs, “A Book, a Blog, and a Ukulele on a Table: The Risk of Multimodal Composition”

Innovation and Taking Risks

E.15 The Promises and Pitfalls of Feminist Frameworks as Responsive Practice: Conversations on Risk and Reward

Pedagogical moves—(class, program, conference planning) and/as enactments of feminist principles.

Marriott, Florida Ballroom IV, Level Two

Chair: Lee Nickoson, Bowling Green State University, OH

Speakers: Mary P. Sheridan, University of Louisville, KY

Sue Carter Wood, Bowling Green State University, OH

Lee Nickoson, Bowling Green State University, OH

Stacy Kastner, Mississippi State University, MS

Kristine Blair, Bowling Green State University, OH

Innovation and Taking Risks

E.16 The Risks and Rhetorics of Universal Design

How is Universal Design invoked on college websites, in composition programs and classrooms, and in conversations with students?

Tampa CC, Room 7, First Level

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

Speakers: Dale Katherine Ireland, The Graduate Center, City University of New York, NY, “What We Teach Students When We Don’t Teach Universal Design as Composition”

Allison Hitt, Syracuse University, NY, “What would a universally designed writing classroom look like? Talking with Students about Accessibility”

Jay Dolmage, University of Waterloo, Ontario, Canada, “Mapping the Rhetorics of Universal Design Online”

Innovation and Taking Risks

E.17 Sink or Swim with Long-Term, Linked Projects: Charting a Course through 21st-Century Communication in the Classroom

While risky, using linked, long-term projects in courses creates community and deep collaboration and promotes strategic learning.

Marriott, Florida Ballroom I, Level Two

Chair: Lisa Dusenberry, Georgia Institute of Technology, Atlanta

Speakers: Lisa Dusenberry, Georgia Institute of Technology, Atlanta, “Strategic Learning through Alternate Reality Games: The Reward of Risking a Semester with Linked Multimodal Projects”

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Joy Robinson, Georgia Institute of Technology, Atlanta, “Community-Building with Video Games: Using World of Warcraft to Underpin Workplace Communication”

Liz Hutter, Georgia Institute of Technology, Atlanta, “Developing Undergraduate Research Competencies: Using Linked Projects to Communicate about Health and Wellness”

Innovation and Taking Risks

E.18 Reconsidering Reflective Writing Across the College Curriculum: Promoting Individual Growth, Knowledge Transfer, and Social Connections

This panel examines how reflective assignments enhance identity development, cognitive processing, and social connections.

Marriott, Florida Ballroom II, Level Two

Chair: Lisa Eckert, Northern Michigan University, Marquette

Speakers: Kia Richmond, Northern Michigan University, Marquette, “Reflective Blogging and Social Connections in the Humanities”

Lori Nelson, Northern Michigan University, Marquette, “Reflective Journaling and Identity Development in Speech-Language Therapy”

Matthew Kilian McCurrie, Columbia College, Chicago, IL, “Reflective Writing and Knowledge Transfer in Cultural Studies”

Innovation and Taking Risks

E.19 Risky Writing in Public Places: Four Studies of Cultural Re-Presentation

Writing projects that cross cultural boundaries challenge “inclusiveness” in public settings, shaping writers’ identities.

Marriott, Florida Ballroom III, Level Two

Chair: Bonnie Sunstein, University of Iowa, Iowa City

Speakers: Ellen Gibson, University of Chicago Press, IL

Arthur W. Hunsicker, Revere High School, MA

Amanda Gallogly, University of Iowa, Iowa City, “Latino Writers Translate Creatively”

Rossina Liu, University of Iowa, Iowa City, “Homeless Veterans Revise a Town’s Literary Identity”

Bonnie Sunstein, University of Iowa, Iowa City, “College Students Revise ‘Americans’”

Innovation and Taking Risks

E.20 Interdisciplinary and International Writing across the Curriculum

Explores Writing across the Curriculum and writing centers in national and international settings.

Marriott, Florida Ballroom VI, Level Two

Chair: Tammy Winner, University of North Alabama, Florence

Speakers: Jack Thomas, Medical University of South Carolina, Charleston, “Free Writing to Assess Graduate Students’ Preferred Ways to Learn Anatomical Science”

Diana Mónica Waigandt, Universidad Nacional de Entre Ríos, Argentina, Paraná, “ESP Hat Trick: Reading, Writing, and Entrepreneurial Skills for Engineering and Technology Undergraduates”

Darsie Bowden, DePaul University, Chicago, IL, “International Writing Centers and Writing Programs: Report on Research “

Language

E.21 ¿Cómo se llama?: The Symbolic Risk of Naming Tropes for Latinidad

This panel examines the risk and reward in the language of self-identification by scholars and instructors negotiating Latinidad.

Tampa CC, Room 23, First Level

Chair: Cruz Medina, Santa Clara University, CA

Speakers: Iris Ruiz, University of California, Merced, “Risky Identity Politics: Decolonial Agency as Indigenous Consciousness”

Cristina Kirklighter, Texas A&M University, Corpus Christi, “Where are we @ in the academic conversations of Honduran identities?”

Octavio Pimentel, Texas State University San Marcos, “Buena Gente, Buen Trabajador, and Bien Educado: Giving Voice to the Mexican Counter-Story”

Cruz Medina, Santa Clara University, CA, “Poch@ Pop Culture: How a ‘Cultural Traitor’ Resists Mainstream Representations”

Language

E.22 Acknowledging and Addressing the Language Deficit Model; Strategies for Faculty and Multilingual Students in Secondary and Postsecondary Contexts

Translingual and deficit model discourses of MLWs and faculty across the disciplines are juxtaposed in this interactive panel.

Marriott, Meeting Room 4, Level Two

Chair: Todd Ruecker, University of New Mexico, Albuquerque

Speakers: Mariya Vladimirovna Tseptsura, University of New Mexico, Albuquerque

Elizabeth Leahy, University of Arizona, Tucson

Lindsey Ives, Embry-Riddle Aeronautical University, Daytona Beach, FL

Michael Schwartz, St. Cloud State University, MN

Professional and Technical Writing

E.23 Risky Bodies, Risky Rhetorics: Constructing and Instructing Fat Bodies through Technical Communication

This panel critiques how fat, “risky” bodies are constructed through social, technical discourses related to health and disease.

Marriott, Meeting Room 5, Level Two

Chair: Erin A. Frost, East Carolina University, Greenville

Speakers: Katie Manthey, Michigan State University, East Lansing, “How to Dress the Fat Body: Fat Fashion Bloggers and Consumer Culture”

Marie Moeller, University of Wisconsin-La Crosse, “Risky Representations: Embodied Obesity Infographics, Visual Ethics, and Expediency”

Michelle Eble, East Carolina University, Greenville, “Risky Reductions: Obesity, Weight Loss Surgery, and Communicating Risk”

Professional and Technical Writing

E.24 The Risks and Rewards of a Writing-about-Writing Approach to Teaching Professional Writing

We explore the issues of a Writing-about-Writing pedagogy for the introductory, multi-major professional writing course.

Marriott, Meeting Room 6, Level Two

Chair: Sarah Read, DePaul University, Chicago, IL

Speakers: Joy Arbor, Kettering University, Flint, MI, “WAW-PW for STEM Students?”

Mike Michaud, Rhode Island College, Kingston, “WAW Beyond FYC?: An Investigation of the Institutional Configuration and Labor Practices of MMPW Courses in Higher Education”

Sarah Read, DePaul University, Chicago, IL, “What Would a WAW-PW Textbook Look Like?”

Research

E.25 Transparency in Research: Messiness, Rigor, and Ethics in the Conduct of Writing Research

A prominent scholar discusses transparency in research methods; researchers and editors respond, leading to an audience discussion.

Marriott, Grand Ballroom E, Level Two

Co-Chairs: Christiane K. Donahue, Dartmouth and Université de Lille III, VT

Rebecca Rickly, Texas Tech University, Lubbock

Speaker: Peter Smagorinsky, The University of Georgia, Athens

Respondents: Christina Haas, University of Minnesota, Minneapolis

Christiane K. Donahue, Dartmouth and Université de Lille III, VT

Pamela Takayoshi, Kent State University, OH

Carl Whithaus, University of California, Davis

Rebecca Rickly, Texas Tech University, Lubbock

Research

E.26 New Directions for Disability-Studies Research: Using Mixed Methods to Appeal to Wider Audiences in Higher Education

We report on three mixed-methods studies of disability in higher education and discuss audience as it pertains to methodology.

Tampa CC, Room 16, First Level

Chair: Rebecca Moore Howard, Syracuse University, NY

Speakers: Andrew Lucchesi, City University of New York, NY, “Memories of ‘Subtle Triage’: Histories of Academic Disability and Institutional Practice”

Dev Bose, University of Arizona, Tucson, “Instructional Technologies and Collaboration: A Case for Mixed-Methods Research in Disability Studies”

Margaret Price, Spelman College, Atlanta, GA, “Disabled Faculty: Disclosure, Identity, Access”

Research

E.27 The Risks and Rewards of a Large-Scale Data Project: Results from the WPA Census

A presentation of the WPA Census data that helps us better understand the complex organizational logic of writing programs.

Marriott, Meeting Room 7, Level Two

Chair: Rita Malenczyk, Eastern Connecticut State University, Willimantic

Speakers: Jennifer Wells, Florida State University, Tallahassee, “A WPA-Census-Driven Formula For Writing Center Health”

Brandon Fralix, Bloomfield College, NJ, “First-Year Writing at Minority Serving Institutions”

Dara Regaignon, New York University, NY, “The Course(s) that Define(s) a Field”

Jill Gladstein, Swarthmore College, Aston, PA, “The Leadership Configurations of Today’s Writing Programs and Centers”

Research

E.28 Researching Genre Change: Methods and Their Consequences

Analyzing genre change, how can interview-based studies go beyond genre users’ explicit commentary to grasp tacit dynamics?

Marriott, Meeting Room 2, Level Two

Chair: Katja Thieme, University of British Columbia, Vancouver, Canada

Speakers: Anneke van Enk, University of British Columbia, Vancouver, Canada, “Writing about Method in Philosophy of Education”

Jaclyn Rea, University of British Columbia, Vancouver, Canada, “Affect and the Situated Work of Meta-Generic Commentary in Social Workers’ Talk about Language”

Michelle Riedlinger, University of the Fraser Valley, Abbotsford, British Columbia, Canada, “Affect and the Situated Work of Meta-Generic Commentary in Social Workers’ Talk about Language”

Shurli Makmillen, University of British Columbia, Vancouver/University of Fraser Valley, Abbotsford, British Columbia, Canada, “Genre Change in Indigenous Studies Courses: The Writing Scholar vis-à-vis Her Colleagues”

Katja Thieme, University of British Columbia, Vancouver, Canada, “Genre Change in Indigenous Studies Courses: The Writing Scholar vis-à-vis Her Colleagues”

Research

E.29 Research/Approaches

Teaching graduate methods, methodological “letting go,” and feminist approaches to methodology.

Marriott, Meeting Room 3, Level Two

Chair: Denna Iammarino, Case Western Reserve University, University Heights, OH

Speakers: Barrie Olson, University of North Carolina Blue Ash, “‘What-up, Creeper’: Re-imagining the Role of the Participant-Observer”

Ashly Bender, University of Louisville, KY, “‘What-up, Creeper’: Re-imagining the Role of the Participant-Observer”

Jennifer Burgess, The Ohio State University, Columbus, “Examining Breast Cancer Illness Narratives: The Affordances of a Mixed-Methods Approach”

Jessica Restaino, Montclair State University, Nutley, NJ, “Surrender as Method: ‘Getting Lost’ in Research, Writing, Rhetoric, and Love”

Morgan Leckie, Miami University, Oxford, OH, “Delivery Risk: How a (Cyber)feminine Research Methodology Yields Big Returns”

First-Year Composition

E.30 Information Literacy Learning in First-Year Writing: Perspectives from National and Campus Research

This panel discusses insights from national and local studies on information literacy learning in first-year writing courses.

Marriott, Meeting Room 9, Level Three

Chair: Libby Miles, University of Rhode Island, Richmond

Speakers: Libby Miles, University of Rhode Island, Richmond, “Assessment in Action: Voices from a National Information Literacy Project”

Nickki Davis, University of Wisconsin-Eau Claire, “Case Studies of Information Literacy Learning: Four Basic Writers”

Shevaun Watson, University of Wisconsin-Eau Claire, “How Assessing Information Literacy Learning Changed a Writing Program: Insights and Recommendations”

Robin Miller, University of Wisconsin-Eau Claire, “The Campus Perspective: Information Literacy Skills among First-Year Writers”

Respondent: Shevaun Watson, University of Wisconsin-Eau Claire

First-Year Composition

E.31 Comfortable but out of Your Comfort Zone: Creating Risky and Rewarding Pedagogical and Material Safe Spaces in First-Year Composition

Framed by activity/discussion, this panel explores risks/rewards of teaching/learning in novel pedagogical and material spaces.

Marriott, Meeting Room 10, Level Three

Chair: Laura Giovanelli, Wake Forest University, Winston-Salem, NC

Speakers: Laura Giovanelli, Wake Forest University, Winston-Salem, NC

Robin Snead, University of North Carolina-Pembroke

Dana Gierdowski, Elon University, Raleigh, NC

First-Year Composition

E.32 High-Tech, Low-Tech, No-Tech?: Divergent Implementations of Technology and the Risks and Rewards for Student Writing

Explores whether high-tech, low-tech, or no-tech pedagogical strategies create a broader path to literacy in First-Year Writing.

Marriott, Meeting Room 11, Level Three

Chair: Melanie Gagich, Cleveland State University, Cleveland Heights, OH

Speakers: John Brentar, Cleveland State University, Cleveland Heights, OH

Emilie Zickel, Cleveland State University, Cleveland Heights, OH

Jessica Schantz, Cleveland State University, Cleveland Heights, OH

First-Year Composition

E.33 Rethinking Course Design for First-Year Composition

Taking risks in FYC: Graphic novels, activism, wilderness treks, and long-term communities

Marriott, Meeting Room 12, Level Three

Chair: Christina Grant, University of Alberta, Edmonton, Canada

Speakers: Chris Cormier Hayes, Simmons College, Boston, MA, “The Rewards and Challenges of Reading and Designing Comics”

Jacqueline Kerr, University of Tennessee-Knoxville, “Writing for Social and Environmental Change: Using Activism to Enhance Student Learning in the First-Year Composition Classroom”

Carrie Wastal, University of California, San Diego, “Wild Writing: An Experiential Writing Class in the Desert”

Karla Knutson, Concordia College, Moorhead, MN, “The Risks and Rewards of a First-Year Composition Learning Community”

First-Year Composition

E.34 The Politics and Pragmatics of Space, Place, and Location in First-Year Composition

This panel interrogates the physical and geographical locations of composing bodies in first-year composition.

Tampa CC, Room 9, First Level

Chair: Christopher Dickman, University of North Texas at Dallas

Speakers: Kati Fargo Ahern, Long Island University, Post Campus, Oyster Bay, NY, “Soundscaping Shared Writing Spaces”

Robyn Tierney, New Mexico State University, Las Cruces, NM, “Engaging Politics of Location as a Teachable Concept in First-Year Composition”

Nathan Shepley, University of Houston, TX, “The Strange Case of Students Analyzing Appalachia from the Central United States: Critical Regionalism and Place-Conscious First-Year Composition”

Theory

E.35 Confronting Race in the Academy: Whiteness, Islamophobia, and Academic Borderlands

Offers novel approaches to confronting race in the academy and in the classroom.

Tampa CC, Room 10, First Level

Chair: Xiaobo Wang, Georgia State University, Atlanta

Speakers: Mandi McRay, University of Oklahoma, Norman, “Considering White Privilege: A Dialogue on Pedagogical Risks”

Meagan Rodgers, University of Science and Arts of Oklahoma, Oklahoma City, “Considering White Privilege: A Dialogue on Pedagogical Risks”

Lana Oweidat, Ohio University, Athens, “The Muslim Other as the West’s New Racial Other: Mapping an Anti-Islamophobia Rhetoric and Pedagogy”

Norma Aceves, University of Florida, Gainesville, “Surviving the Graduate Application Process: How My Life became an Academic Borderland”

Theory

E.36 Troubling Queer Visual Media: The Complex Rhetorical Implications of Queer Visuality in Mass Media

This panel aims to examine and complicate the rhetorical power of queer visual media.

Tampa CC, Room 11, First Level

Chair: Kimberly Thompson, East Carolina University, Greenville

Speakers: Kristi Wiley, East Carolina University, Greenville, “The History of LGBTQ Visuals”

continued on next page

Wonderful Faison, Michigan State University, East Lansing, “Black Lesbians: Blurring Gender Roles and Reinforcing Heterosexual Tropes”

Kimberly Thompson, East Carolina University, Greenville, “Queer Visuals: Disrupting Time-Space in a Kairotic Queer Moment of Unbecoming”

Theory

E.37 Writing in and beyond the Senior Year: Capstones and Internships

We should reinvision the writing that students do in capstones and workplaces.

Marriott, Room 12, First Level

Chair: Julianna Griffin, Florida Gulf Coast University, Fort Myers

Speakers: Brian Hendrickson, University of New Mexico, Albuquerque, “Mapping Ecologies of Citizen Scholarship to Design Metadisciplinary, Writing-Intensive Capstone Courses across the Curriculum”

David Fleming, University of Massachusetts, Amherst, “Senior-Year Writing: The Third Tier of College Composition”

Dauvan Mulally, Rockford, MI, “Listening to the Public: Surveying Internship Work Sites to Determine Students’ Postgraduate Readiness”

Writing Programs

E.38 New Ways of Looking Back as We Look Forward: Innovative Perspectives on Writing Assessment’s History and Future

Building on Yancey (1999), this panel shares new critical perspectives on writing assessment history and its future.

Tampa CC, Room 13, First Level

Chair: Keith Harms, University of Arizona, Tucson

Speakers: Kathleen Blake Yancey, Florida State University, Tallahassee

Kim Ballard, Western Michigan University, Kalamazoo

Katrina Miller, University of Nevada, Reno

Keith Harms, University of Arizona, Tucson

Writing Programs

E.39 Learning to See Learning: Assessing the Impacts of Service Learning in Writing Classes

This session reports methods and results from a yearlong empirical study of students and instructors in service-learning courses.

Tampa CC, Room 14, First Level

Chair: Laurie A. Pinkert, Humboldt State University, Arcata, CA

Speakers: Kendall Leon, Portland State University, OR

Laurie A. Pinkert, Humboldt State University, Arcata, CA

Kathryn Trauth Taylor, Miami University, Oxford, OH

Writing Programs

E.40 Doubling Down on Academic Writing: Moving from a Second-Semester to a Second-Year Requirement

This roundtable discussion addresses the practical and theoretical implications of a curricular shift to second-year writing.

Marriott, Meeting Room 8, Level Three

Chair: Joe Letter, University of Tampa, FL

Speakers: Mark Putnam, University of Tampa, FL

Gina Vivinetto, University of Tampa, FL

Lisa Suter, University of Tampa, FL

David Reamer, University of Tampa, FL

Bill Doyle, University of Tampa, FL

Joe Letter, University of Tampa, FL

Writing Programs

E.41 The Risk and Reward of Using Screencasting for Peer Review: A Multi-Institutional Pilot

This panel will focus on a multi-institutional pilot study designed to examine how students appropriate screencasting technology.

Tampa CC, Room 18, First Level

Chair: Angela Clark-Oates, Arizona State University, Tempe

Speakers: Allison Walker, High Point University, NC, “FYC Students Screencast in Classrooms”

Angela Clark-Oates, Arizona State University, Tempe, “Writing Fellows Screencast in Online FYC Courses”

Dagmar Scharold, University of Houston-Downtown, TX, “Writing Tutors Screencast in a Writing Center”

Writing Programs

E.42 Motivation, Values, and Rhetoric in the Writing Center

Four papers on writing center praxis. Topics include student motivation, risk taking, and perceptions of tutors and centers.

Tampa CC, Room 19, First Level

Chair: Marjorie Stewart, Glenville State College, WV

Speakers: Aimee Jones, Florida State University, Tallahassee, “The Role of Motivation in Multilingual Students’ Engagement with Writing at the University Writing Center”

Hidy Basta, Antioch University, Seattle, WA, “Risk-Taking and Creativity in Students’ Writing: The Role of Peer Tutoring Sessions”

Jo Ann Griffin, University of Louisville, KY, “The ‘Cool Dude’ and the ‘Student Writer’: How Complexities of ‘Face’ Can Affect Writer Ownership of Text”

Margaret Herb, Stetson University, DeLand, FL, “Addressing ‘Lower Order Concerns’ in Writing Centers: The Risks—and Rewards—of Investigating Negative Writing Center Rhetoric”

Institutional and Professional

E.43 Publishing in CCCC’s “Studies in Writing and Rhetoric”

Making the submission and review process of the CCCC SWR monograph series transparent.

Tampa CC, Room 20, First Level

Chair: Victor Villanueva, Washington State University, Pullman

Speakers: Anna Plemons, Washington State University, Pullman
Stephanie Kerschbaum, University of Delaware, Newark

Respondent: Deborah H. Holdstein, Columbia College, Chicago, IL

E.44 Risks, Writing, and Recursive Learning: The Role of Writing’s Threshold Concepts in Navigating “Risky” Transitions

This panel explores how using a “threshold concepts” framework can foster writing and literacy development that addresses risk.

Tampa CC, Room 21, First Level

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

Speakers: Liane Robertson, William Paterson University, Wayne, NJ,
“Critical Incident and Risk in Writing across Contexts”

Heidi Estrem, Boise State University, ID, “Graduate Student Learning and Conceptual Stasis: Encountering Threshold Concepts”

Nicolette Mercer Clement, University of Central Florida, Orlando,
“Navigating Consequential Transitions”

Kara Taczak, University of Denver, CO, “Key Terms and Threshold Concepts”

Linda Adler-Kassner, University of California, Santa Barbara, “TAs and TCs: Risky Crossings”

Elizabeth Wardle, University of Central Florida, Orlando, “Navigating Consequential Transitions”



Special Interest Groups

6:30–7:30 p.m.

TSIG.01 Appalachian Rhetoric, Composition, and Literacy Special Interest Group

Our session will open with a business meeting and conclude with opportunities for collaboration and support.

Marriott, Grand Ballroom A, Level Two

Co-Chairs: Krista Bryson, The Ohio State University, Columbus
Sara Webb-Sunderhaus, Indiana University Purdue University, Fort
Wayne

TSIG.02 Cognition and Writing Special Interest Group: “A Conversation with Duane Roen: The Eight Habits of Mind”

The Cognition and Writing Group is designed to foster a research community within CCCC focused on cognitive science and writing.

Marriott, Grand Ballroom B, Level Two

Co-Chairs: J. Michael Rifenburg, University of North Georgia,
Gainesville
Patricia Portanova, Northern Essex Community College, MA

TSIG.03 2015 Council on Basic Writing Special Interest Group

This meeting of the CBW SIG will provide networking opportunities for basic writing faculty.

Marriott, Grand Ballroom C, Level Two

Co-Chairs: Michael Hill, Henry Ford Community College, Dearborn,
MI
Sugie Goen-Salter, San Francisco State University, Richmond

TSIG.04 Digital Humanities and the Fifth C

Marriott, Grand Ballroom D, Level Two

Chair: John Walter, Saint Louis University, Washington, DC

TSIG.05 ENGICOMM Special Interest Group

EngiComm provides an important venue for teachers and researchers to share teaching and research in engineering communication.

Marriott, Grand Ballroom G, Level Two

Co-Chairs: Mya Poe, Northeastern University, Boston, MA
Jennifer Craig, Massachusetts Institute of Technology, Cambridge
Stephen Bucher, University of Southern California Viterbi School of Engineering, Los Angeles

Jennifer Mallette, University of Arkansas, Fayetteville

Robert Irish, University of Toronto, Ontario, Canada

Neal Lerner, Northeastern University, Boston, MA

Marie Parreti, Virginia Tech, Blacksburg

Speaker: Kathleen MacArthur, Massachusetts Institute of Technology, Cambridge

TSIG.06 Faculty Development and Composition

This Special Interest Group is open to all who wish to explore the intersections of Comp/Rhet and Faculty Development.

Marriott, Grand Ballroom H, Level Two

Co-Chairs: Jane Hindman, Queensborough Community College, New York, NY

Gretchen Voskuil, Aquinas College, Grand Rapids, MI

Susan K. Hess, Hobart and William Smith Colleges, Geneva, NY

Gina Merys, St. Louis University, MO

Donna Evans, Eastern Oregon University, La Grande

Andrew Kinney, Ohio State University at Mansfield

Melody Bowdon, University of Central Florida, Orlando

TSIG.07 International Writing Centers Association: A Gathering of Like Minds, and Maybe Not-So-Like Minds

Writing center professionals will discuss risks and rewards of creating new and adapting old structures within our organization.

Marriott, Grand Ballroom I, Level Two

Chair: Shareen Grogan, National University, Carlsbad, CA

TSIG.08 Kenneth Burke Society at CCCC

Annual gathering for Kenneth Burke Society members attending CCCC to discuss KBS business, scholarly trends, and future projects.

Marriott, Grand Ballroom J, Level Two

Chair: Ethan Sproat, Utah Valley University, Orem

TSIG.09 Klal Rhetoric: Jewish Approaches to Rhetoric and Composition

Klal Rhetorica Special Interest Group—explore Jewish approaches to rhetoric, composition, discourse, culture, identity.

Marriott, Florida Ballroom II, Level Two

Chair: Janice Fernheimer, University of Kentucky, Lexington

TSIG.10 Language, Linguistics, and Writing

Examines how learning and teaching language, including grammar, conventions, and usage, relate to learning and teaching writing.

Marriott, Florida Ballroom III, Level Two

Co-Chairs: Deborah Rossen-Knill, University of Rochester, NY

Craig Hancock, University at Albany, NY

Speakers: Bruce Maylath, North Dakota State University, Fargo

Joseph Salvatore, The New School, New York, NY

Daniel Kies, College of DuPage, Glen Ellyn, IL

Sandra Gollin-Kies, Benedictine University, Lisle, IL

Laura Aull, Wake Forest University, NC

Stella Wang, University of Rochester, NY

Beth Rapp Young, University of Central Florida, Orlando

Lora Mendenhall, Indiana University of Pennsylvania

Sigurour Konraosson, University of Iceland, Vesturbaer, Reykjavik

Nora Bacon, University of Nebraska at Omaha

Maria Gapotchenko, Boston University, MA

TSIG.11 Medical Rhetoricians Special Interest Group

This Special Interest Group of the Medical Rhetoricians will celebrate its 20th anniversary in 2015.

Marriott, Meeting Room 1, Level Two

Co-Chairs: Barbara Heifferon, Louisiana State University, Baton

Rouge, “20th Anniversary Retrospective”

Elizabeth L. Angeli, Towson University, Baltimore, MD, “Social

Media/Facebook”

Lisa Meloncon, University of Cincinnati, OH, “Conferences and CFPs”

TSIG.12 National Archives of Composition and Rhetoric

Scholars interested in preserving artifacts or conducting historical research gather at CCCC to discuss the rhet-comp archives.

Marriott, Meeting Room 2, Level Two

Co-Chairs: Robert Schwegler, University of Rhode Island, Kingston
O. Brian Kaufman, Quinebaug Valley Community College, Danielson,
CT

TSIG.13 Non-Western Rhetorical Traditions

Marriott, Meeting Room 3, Level Two

Co-Chairs: Maha Baddar, Pima Community College, Tucson, AZ
Tamara Bassam Issak, Syracuse University, NY
Nicole Khoury, American University of Beirut

TSIG.15 Race and Technology in Composition and Rhetoric

A special interest group designed to look specifically at racial diversity and technology in our field.

Tampa CC, Room 1, First Level

Chair: Phill Alexander, Miami University, Oxford, OH

TSIG.16 Rhetoric's Histories: Traditions, Theories, Pedagogies, and Practices

Sponsored by the Rhetoric Society of America, this Special Interest Group fosters connections among scholars interested in rhetoric's histories.

Tampa CC, Room 3, First Level

Co-Chairs: David Gold, University of Michigan, Ann Arbor
Jessica Enoch, University of Maryland, College Park
Roxanne Mountford, University of Kentucky, Lexington
Lois Agnew, Syracuse University, NY

TSIG.17 The Role of Reading in Composition Studies

This Special Interest Group meeting is an opportunity to discuss the role of reading within the field of Composition Studies.

Tampa CC, Room 5, First Level

Co-Chairs: Debrah Huffman, Indiana University Purdue University,
Fort Wayne
Ellen Carillo, University of Connecticut, Storrs-Mansfield
Mike Bunn, University of Southern California, Los Angeles

TSIG.19 Senior, Late-Career, and Retired Professionals in Rhet/Comp/Writing Studies

We'll discuss a survey distributed by the X-Gen Task Force and develop new Special Interest Group goals and potential cross-generational projects.

Tampa CC, Room 9, First Level

Co-Chairs: Louise Wetherbee Phelps, Old Dominion University,
Norfolk, VA

Erika Lindemann, University of North Carolina, Chapel Hill

TSIG.20 Teachers who are Non-Native Speakers of English

This Special Interest Group is aimed at faculty and graduate students teaching college writing who are themselves non-native speakers of English.

Tampa CC, Room 10, First Level

Co-Chairs: Judith Szerdahelyi, Western Kentucky University, Bowling
Green

Tatjana Schell, North Dakota State University, Fargo

TSIG.21 Teaching in Prison: Pedagogy, Research, and Literacies

This Special Interest Group provides opportunities for current and future prison literacy instructors and researchers to share models and agendas.

Tampa CC, Room 11, First Level

Co-Chairs: Tobi Jacobi, Colorado State University, Fort Collins
Laura Rogers, Albany College of Pharmacy and Health Sciences, NY

TSIG.22 Untenured Writing Program Administrators

A group of untenured writing program administrators navigating teaching and research while administering diverse writing programs.

Tampa CC, Room 12, First Level

Co-Chairs: Christopher Basgier, University of North Dakota, Grand
Forks

Thomas Sura, West Virginia University, Morgantown

TSIG.24 Women's Network

Open to all CCCC attendees, this Special Interest Group is a participant-led sharing session on gender, professional labor, and workplace equity.

Tampa CC, Room 14, First Level

Chair: Heather Adams, University of Alaska Anchorage

TSIG.25 Writing-about-Writing Development Group—Standing Group Meeting

Meeting of the Writing-about-Writing Development Group, formerly the Writing about Writing Special Interest Group.

Tampa CC, Room 15, First Level

Co-Chairs: Rebecca Babcock, University of Texas Permian Basin,
Odessa

Doug Downs, Montana State University, Bozeman

TSIG.26 Business Meeting of Assembly for Expanded Perspectives on Learning

Tampa CC, Room 16, First Floor

Co-Chairs: Nathan Mickelson, The New Community College at City
University of New York, NY

Sharon Marshall, St. John's University, New York, NY

TSIG.27 Disability Studies

Tampa CC, Room 23, First Floor

Co-Chairs: Amy Vidali, University of Colorado Denver
Tara Kathleen Wood, Rockford University, IL



Thursday Evening Events

Scholars for the Dream Reception

Marriott, Il Terrazzo, Lobby Level
6:00 p.m.–7:00 p.m.

Anzaldúa Awards Reception

Marriott, Il Terrazzo, Lobby Level
7:00 p.m.–8:00 p.m.

AA

Marriott, Meeting Room 2, Level Two
8:00 p.m.–10:00 p.m.

ALANON

Marriott, Meeting Room 3, Level Two
8:00 p.m.–10:00 p.m.

