

Pre-convention Workshops, Events, and Meetings

Wednesday, March 18

REGISTRATION, 8:00 a.m.–6:00 p.m.

Tampa CC, Ballroom C/D, First Level

MEETING OF THE CCCC EXECUTIVE COMMITTEE

Marriott, Meeting Room 9/10, Level Three

9:00 a.m.–5:00 p.m.

The Research Network Forum

Marriott, Grand Ballroom E/F, Level Two

9:00 a.m.–5:00 p.m.

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

Celebrating our 28th year in 2015, the Research Network Forum is an opportunity for published researchers, new researchers, and graduate students to discuss their current research projects and receive responses from new and senior researchers. Founded in 1987 by Charles Bazerman, Cheryl Geisler, and others as a pre-convention workshop, the category of “Pre-Convention Forum” was originally developed by Kim Brian Lovely (1993 Research Network Chair), in negotiation with Lillian Bridwell-Bowles (1993 CCCC Program Chair). Given the complex nature of our Pre-Convention Forum, it necessarily requires a longer description than is called for in the CCCC Proposal form.

ATTW MEETING

Marriott, Florida Ballroom, First Level

9:00 a.m.–5:00 p.m.

CONSORTIUM OF DOCTORAL PROGRAMS IN RHETORIC AND COMPOSITION

Tampa CC, Room 16, First Level

1:30 p.m.–5:00 p.m.

Chair: Kristine Blair, Bowling Green State University, OH

The Consortium of Doctoral Programs in Rhetoric and Composition (CDPRC) represents more than 70 universities. For over 20 years we have met at CCCC, typically on Wednesday afternoon from 1:30–5:00 p.m., in a small ballroom-sized location with round tables. We use this time to link doctoral education with the discipline, with members from the MA and undergraduate SIGS, and with local and national issues. For example, we have been active in the Visibility Project, which has ensured that graduate training in Rhetoric and Composition is recognized by the National Research Council and other databases such as the Survey of Earned Doctorates. These efforts provide consortium members and our field with evidence to defend, improve, and extend doctoral education in a variety of locales. Currently, we are working to establish partnerships with recently assigned task forces on graduate education and cross-generational initiatives.

In 2015, the CDPRC will offer a two-part forum that begins with a featured discussion topic and concludes with a business meeting, both of which are open events. This year's topic is titled "Mapping the Profession," a roundtable and breakout session designed to foreground current trends and future trajectories in the rhetoric and composition job market. These include the increasing number of non-tenure track positions, current data about job market placement, and the resulting need to reconsider the ways in which we prepare future graduates for a broader range of academic and non-academic career paths. After a series of short presentations from doctoral program faculty and student representatives, the interactive dialogue will focus on key questions for ongoing data collection and assessment of the collective success in preparing graduates for the changing dynamics of the profession in the 21st century.

The business meeting agenda includes reports from consortium officers, election of new officers, planning for the 2016 caucus, and developing initiatives for connecting with stakeholder groups inside and outside CCCC. Graduate students are encouraged to attend both parts of the forum.

Qualitative Research Network Forum

Marriott, Meeting Room 5/6, Level Two

1:30–5:00 p.m.

Co-Chairs: Gwen Gorzelsky, Wayne State University
Kevin Roozen, Auburn University

Poet-to-Poet Wednesday Event

Marriott, Meeting Room 13, Level Three

1:30–5:00 p.m.

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

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

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

Intellectual Property in Composition Studies

Tampa CC, Room 18, First Level

2:00–5:30 p.m.

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

James P. Purdy, Duquesne University, Pittsburgh, PA

Nearly twenty years ago, Andrea Lunsford and Susan West (1996) asserted that “[t]he time has passed when teachers of composition and communication could ignore debates about intellectual property, if indeed we ever should have” (p. 383). From remix, YouTube take-down notices, and the chilling of free speech to international free trade agreements, net neutrality, and open-access publishing, the high-stakes intellectual property issues for our field seem to be ever proliferating. This year we encourage teachers, researchers, students, editors, publishers, and writing program administrators concerned with the ownership and authorship of intellectual property to join the Caucus on Intellectual Property and Composition and Communication Studies (CCCC-IP) by attending our annual meeting.

As the public and open counterpart of the CCCC Committee on Intellectual Property, the CCCC-IP has a twenty-year tradition of pragmatic and action-oriented meetings. Caucus participants create action plans, develop lobbying strategies, mentor junior scholars and graduate students, and produce documents for political, professional, and pedagogical use. This year attendees will contribute to roundtables designed to respond to four areas of timely concern: (1) emergent legislative and legal developments, including a breakout group that will explore the implications of the recent Hathitrust Digital Library and Georgia State University cases; (2) IP advocacy and outreach within CCCC/NCTE; (3) best practices regarding pedagogical approaches; and (4) a table where attendees can share stories about how IP issues have impacted the work they do as teachers, researchers, and citizens. Following the roundtable workshops, participants reconvene to share their plans and recommendations for future action.

Roundtable Leaders:

Kim Gainer, Radford University, VA

Laurie Cubbison, Radford University, VA

Wednesday, 5:15–9:00 p.m.

Jeffrey Galin, Florida Atlantic University, Boca Raton
Jessica Reyman, Northern Illinois University
Wendy Warren Austin, Endicott College
Kyle Stedman, Rockford University
Stephanie Vie, University of Central Florida
Clancy Ratliff, University of Louisiana at Lafayette
Karen J. Lunsford, University of California, Santa Barbara
James P. Purdy, Duquesne University

Newcomers' Orientation

Tampa CC, Ballroom A, First Level
5:15 p.m.–6:15 p.m.

Risking the Future for the Rewards of Peace: Rhetoricians for Peace (RFP) Special Event

Tampa CC, Room 13, First Level
6:00 p.m.–9:00 p.m.

Chair: Heather Bruce, University of Montana, Missoula

For more than a decade, Rhetoricians for Peace have examined the ways in which our knowledge of rhetoric might serve causes for peace. We have recognized that peace is not a mere suspension of hostilities, but the creation of lasting reconciliation based on acceptance of inclusive, historically grounded narratives that argue for democratic ideals and eschew propaganda, neoliberal cooptation and war. We have realized through our individual and collective scholarship, pedagogies, and activism that peace depends on identifying the persistence of inequities and structural violence, on listening across differences, on seeking common ground, on deploying clear rhetorical analysis, and on exercising empathy. Yet, we have also found that proliferation of extremism—hardened ideologies based in rigid worldviews—confound efforts for peace.

With media conglomeration and narrowcasting, it is possible never to listen to or read anything with which one does not already agree. Examples of disagreements about the rights and wrongs of the past and present exist on every continent. All too often, we are bedeviled by divergent views of particular acts: one side sees aggression, where the other sees self-defense; one side's justice is defined by its rival as vengeance; one side's patriotic gesture is interpreted by its neighbors as disrespect. More broadly, differences of perspective come into play whenever we contemplate rhetorical possibilities for peace. This does not bode well for the future unless we find ways in which to risk analyzing the core values underlying various political ideologies—examining our differences and becoming open to other points of view.

King Hussein bin Talal of Jordan once urged us to pray for God’s protection against “those who believe that they are the sole possessors of truth.” King Hussein knew that peace is built on reality and that reality will never mesh perfectly with any one set of perceptions about the present, future, or past (Power, Pph 15). Peace requires that we learn to become open to varying points of view.

Master’s Degree Consortium of Writing Studies Specialists

Marriott, Meeting Room 5/6, Level Two

6:30 p.m.–8:30 p.m.

Co-Chairs: Rebecca Jackson, Texas State University, San Marcos

Eric Leake, Texas State University, San Marcos

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

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

A New Work Showcase hosted by the Coalition of Women Scholars in the History of Rhetoric and Composition

Marriott, Grand Ballroom E, Level Two

6:30–8:30 p.m.

Chair: Jenn Fishman, Marquette University, Milwaukee, WI

Last year the Coalition of Women Scholars in the History of Rhetoric and Composition celebrated the organization’s 25th anniversary. This year, the Coalition rings in the next 25 years with a special event: a showcase of members’ new work.

In format, the New Work Showcase takes its cues from Jacqueline Rhodes and Jonathan Alexander, who argue in “Installation, Instantiation, and Performance” (CCC Online 2012) that alternatives to stand-and-deliver conference presentations can “serve as a powerful way for conference-goers to experience our professional knowledge production.” Invoking both the spirit and rhetoric of the installations Rhodes and Alexander discuss, the New Work Showcase eschews the familiar format of short talks to feature instead a gallery of twelve multimedia scholarly presentations, including posters, listening stations, and a mini-workshop.

TYCA 2015 Public Image of Two-Year Colleges: Hallmarks of Fame SIG

Marriott, Meeting Room 12, Level Three

6:30–7:30 p.m.

Chair: Joy Barber, Montana State University, Billings

The Public Image of the Two-Year Colleges is a TYCA Committee; 2015 marks its 17th year of proposing a program/SIG for the CCCC. The “Fame Award” was approved as official NCTE award with winners in 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, and 2014. The program/SIG committee discusses the results of on going research in the media’s portrayal of two-year college students, faculty, institutions, and programs with the intent of granting “Fame” Awards fo the best (accurate) coverage. In 2014, a plethora of nominees for the “Fame” award—the committee’s focal point for the past two CCCC conferences—continues to emerge. The TYCA Public Image of Two-Year Colleges committee wants to continue its efforts at the CCCCs 2015 in Tampa.

At the 2014 CCCC in Indianapolis, Indiana, the Public Image of Two-Year Colleges SIG determined the Fame Award by consensus.

FAME WINNER 2014: Brianna Boyington for her article, “4 Types of People Who Benefit from Community Colleges” (US News and World Report: January 29, 2014)

HONORABLE MENTION: Tom Snyder for his article, “Community Colleges Support Entrepreneurs” (Huffington Post: March 18, 2014)



Half-Day Wednesday Workshops

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

Morning: 9:00 a.m.–12:30 p.m.

MW.01 Opportunity, Reflection, and Tactical Foresight: Mapping the Full Span of Your Career from Graduate School to Post-Retirement

Our workshop offers long-term career planning in the field of composition studies.

Marriott, Grand Ballroom A, Level Two

Speakers: Louise Wetherbee Phelps, Old Dominion University, Norfolk, VA

Alice Horning, Oakland University, Rochester, MI

Kristine Blair, Bowling Green State University, OH

Christine Tulley, University of Findlay, OH

MW.02 Handcrafted Rhetorics: DIY and the Public Power of Made Things

Theorize and make DIY crafts, plan public circulation of your work, and build and share assignments leveraging DIY.

Marriott, Grand Ballroom B, Level Two

Co-Chairs: Marilee Brooks-Gillies, University of Colorado at Colorado Springs

Frank Farmer, University of Kansas, Lawrence

Jason Luther, Syracuse University, NY

Martha Webber, California State University Fullerton

Kristin Prins, University of Wisconsin-Milwaukee

Speakers: Patrick Williams, Syracuse University, NY

Chelsea Murdock, University of Kansas, Lawrence

**MW.03 Teach, Transform, and Talk for “High Road”(1) Transfer:
Uptake Genres Helping Students Articulate How They
Mediate Writing Development**

Tools for Transfer: designing and using uptake genres to help students gain strategies for articulating the writing process.

Marriott, Grand Ballroom D, Level Two

Chair: Michelle Wright Dottore, Illinois State University, Normal

Speakers: Julie Bates, Illinois State University, Normal

Elizabeth Williams, Illinois State University, Normal

Angela Sheets, Illinois State University, Normal

**MW.04 Give Writing a Body That Moves: Embodied Performance
in the Writing Classroom**

This half-day workshop will guide participants through performance methods applicable to writing classrooms.

Marriott, Grand Ballroom G, Level Two

Speakers: Anna West, Louisiana State University, Baton Rouge, “Stage 1: Story Circles”

Cara Jones, Towson University, MD, “Stage 2: De-Mechanizing the Body”

Penelope Dane, Louisiana State University, Baton Rouge, “Stage 3: Image Theater”

Ryan McGuckin, Louisiana State University, Baton Rouge, “Stage 4: Forum Theater”

David Riche, Louisiana State University, Baton Rouge, “Stage 5: Games for Writers and Non-Writers”

**MW.05 Linking Archives and Digital Humanities: Identifying
Questions, Defining Terms, Exploring Resources, and
Creating Digital Archives**

This workshop offers strategies for working in and building digital archives and linking composition and the digital humanities.

Marriott, Grand Ballroom H, Level Two

Co-Chairs: Katherine Tirabassi, Keene State College, NH

Michelle Niestepski, Lasell College, Newton, MA

Speakers: Robert Schwegler, University of Rhode Island, Kingston

Michael Neal, Florida State University, Tallahassee

Jenna Morton-Aiken, University of Rhode Island, Wakefield

Tarez Samra Graban, Florida State University, Tallahassee

Janine Solberg, University of Massachusetts Amherst
Jessica Enoch, University of Maryland, College Park
Michael-John DePalma, Baylor University, Waco, TX
Suzanne Bordelon, San Diego State University, CA
David Gold, University of Michigan, Ann Arbor
Ryan Skinnell, University of North Texas, Denton

MW.06 Plagiarism as Educational Opportunity: Risks and Innovations

An interactive workshop addresses ways of responding to the risks, complexities, and innovations involved with student plagiarism.

Marriott, Grand Ballroom I, Level Two

Speakers: Valerie Seiling Jacobs, Columbia University, Westport, CT
Robert Yagelski, State University of New York, Albany
Carole Papper, Hofstra University, Las Vegas, NV
Scott Leonard, Youngstown State University, OH
Gerald Nelms, Wright State University, Dayton, OH

MW.07 Seeking Sources: How International/ELL/SLW Students Search, Read, and Write from Sources

How do SLW students seek out and make use of sources? A workshop for teachers, to investigate, share, and invent new approaches.

Tampa CC, Room 22, First Level

Speakers: David Cregar, New York University, NY
Brian Schwartz, New York University, NY
Marina Fedosik, New York University, NY
Denice Martone, New York University, NY

MW.08 Campus Writing Marathons: Cultivating Community, Ownership, and Confidence

Workshop discusses and practices benefits of writing marathons on campus, including increasing retention through engagement.

Marriott, Grand Ballroom J, Level Two

Speakers: Kathleen Lawson, Oakland University, Rochester, MI
Christina Hall, Oakland University, Rochester, MI

MW.09 Three Ways of Starting and Sustaining Conversations about (Teaching) Writing: The Framework for Success in Postsecondary Writing, the WPA Outcomes Statement, and Threshold Concepts

Using the Framework, Outcomes Statement, and threshold concepts, we discuss strategies for conversations about writing programs.

Tampa CC, Room 1, First Level

Co-Chairs: Susanmarie Harrington, University of Vermont, Burlington
Darsie Bowden, DePaul University, Chicago, IL
Kathleen Yancey, Florida State University, Tallahassee
Dylan Dryer, University of Maine, Orono
Heidi Estrem, Boise State University, ID
Beth Brunk-Chavez, University of Texas at El Paso

MW.10 Actually Teaching Style: Upping the Ante on Academic Writing

This workshop is designed to help new and experienced teachers integrate a dynamic view of style in the composition classroom.

Marriott, Meeting Room 4, Level Two

Chair: Brian Ray, University of Nebraska at Kearney

Speakers: Paul Butler, University of Houston, TX, “Style in the Public Sphere: Students Writing for Wider Audiences and High, Middle, Low Styles: How to Vary Style, including Code-Meshing, the Prepositional-Because, “I Can’t Even,” and Other New Stylistic Innovations”

Brian Ray, University of Nebraska at Kearney, “‘I Don’t Have Time for all That!’: Juggling Style and Other Pedagogies in a Crammed Syllabus”

Zak Lancaster, Wake Forest University, Winston-Salem, NC, “Style as Stance-Taking: Using Insights from Systemic Functional Linguistics (SFL) Register Theory to Trouble the Content/Form Division when Teaching Style”

Andrea Olinger, University of Louisville, KY, “Corpus Stylistics in the Classroom: Using Student-Created Corpora, and Corpus Analysis, to Facilitate Students’ Analysis of Writing Styles”

Jonathan Buehl, The Ohio State University, Columbus, “Style and the Professional Writing Curriculum”

Star Medzerian, Nova Southeastern University, Ft. Lauderdale, FL, “Teaching Sentence Variety as an Invention Strategy and Assessing Style in the FYC Classroom”

William FitzGerald, Rutgers Camden, Ardmore, PA, “Using Rhetorical Figures in the Composition Classroom”

Nora Bacon, University of Nebraska at Omaha, “Style in Academic Writing”

MW.11 Literacy Narratives: Reflecting on Theory, Practice, and Research

This workshop examines literacy narratives and how they are enacted in our classrooms, identities, and research.

Marriott, Meeting Room 5, Level Two

Chair: Kara Poe Alexander, Baylor University, Waco, TX

Speakers: Todd Ruecker, University of New Mexico, Albuquerque,

“Literacy Narratives and Place: The Stories of Students Navigating Institutional Structures and Lives beyond the Classroom”

Tabetha Adkins, Texas A&M University-Commerce, “Ethnography as Literacy Narrative”

Beth Daniell, Kennesaw State University, GA, “Resisting the Grand Narratives of Literacy”

Kathryn Trauth Taylor, Miami University, Oxford, OH, “Literacy Narratives from the Margins”

Donna Dunbar-Odom, Texas A&M University-Commerce, “Complicating Teachers’ Reflections: Literacy Narratives and Teacher Training”

Coretta M. Pittman, Baylor University, Waco, TX, “Recovering the Literacy Narratives of African American Female Blues Singers”

Deborah Kuzawa, The Ohio State University, Columbus, “Queering Composition with the Digital Archives of Literacy Narratives”

Bronwyn T. Williams, University of Louisville, KY, “From Shakespeare to Office Space: Connecting Narratives to Literacy as a Social Practice”

Catherine St. Pierre, Ohio State University/Coastal Carolina Community College, Jacksonville, NC, “Medium and Meaning: Defining and Analyzing Literacy Narratives”

T. J. Geiger, Lamar University, Beaumont, TX, “Literacy Narratives and Undergraduate Research: Students Working with Source Material”

Kara Poe Alexander, Baylor University, Waco, TX, “From Story to Analysis: Reflection and Uptake in the Literacy Narrative Assignment”

MW.12 Basics of Coding: Analyzing Data and Reporting Findings

This half-day workshop is designed to help researchers overcome challenges they may encounter when they code language data.

Marriott, Meeting Room 6, Level Two

Speakers: Rebecca Moore Howard, Syracuse University, NY

Jason Swarts, North Carolina State University, Raleigh

Jo Mackiewicz, Iowa State University, Ames

Karen Lunsford, University of California-Santa Barbara

MW.13 Engaging the Global in the Teaching of Writing

Led by facilitators from six countries, participants will share teaching activities/ideas on global and cross-cultural issues.

Marriott, Meeting Room 7, Level Two

Speakers: Clarissa Bezerra, Casa Thomas Jefferson, Brasilia, Brazil
Rita Nezami, Stony Brook University, NY
Jay Jordan, University of Utah, Salt Lake City
Debarati Dutta, University of North Carolina, Charlotte
Iswari Pandey, California State University, Northridge
Tanya Lau, University of Sydney, Australia
Maha Bali, American University of Cairo, Egypt
LuMing Mao, Miami University, Ohio, Oxford
Keith Lloyd, Kent State University, North Canton, OH
Eugene Hammond, State University of New York at Stony Brook
Ghanashyam Sharma, Stony Brook University, NY

MW.14 Faculty Matters: The Rewards and Risks of Online Writing Instruction

A hands-on pedagogy workshop that uses the Online Writing Instruction Principles to demonstrate effective online course design.

Marriott, Meeting Room 8, Level Three

Chair: Diane Martinez, Western Carolina University, Cullowhee, NC
Speakers: Diane Martinez, Western Carolina University, Cullowhee, NC, “OWI Principles and Effective Practices”
Heidi Harris, University of Arkansas at Little Rock, “OWI Principles and Effective Practices”
Jason Snart, College of DuPage, Glen Ellyn, IL, “OWI Principles and Effective Practices”
Diane Martinez, Western Carolina University, Cullowhee, NC, “OWI Principles and Effective Practices”
Facilitators: Scott Warnock, Drexel University, Riverton, NJ
Beth Hewett, The Pennsylvania State University, University Park
Sushil Oswal, University of Washington, Tacoma
Kevin Eric DePew, Old Dominion University, VA

MW.15 Countering Stereotype Threat in Writing Classes, Programs, and Centers

This workshop examines stereotype threat research and interventions for faculty and WPAs who want to mitigate its negative effects.

Marriott, Meeting Room 11, Level Three

Co-Chairs: Vanessa Sohan, Florida International University, Miami
Glenn Hutchinson, Florida International University, Miami
Isis Artze-Vega, Florida International University, Miami
Paula Gillespie, Florida International University, Miami
Jessica Caceres, Auburn University, AL
Kimberly Harrison, Florida International University, Miami
Shevaun Watson, University of Wisconsin-Eau Claire
Vernon Dickson, Florida International University, Miami
Paul Feigenbaum, Florida International University, Miami

MW.16 Visible Futures: Building Success beyond the Curriculum in Rhetoric and Writing Graduate Programs

Join us to build inclusive excellence into your graduate program; walk away with an action plan for your campus!

Tampa CC, Room 23, First Level

Speakers: Terese Monberg, Michigan State University, East Lansing
Beth Keller, Michigan State University, East Lansing
Trixie Smith, Michigan State University, East Lansing
Malea Powell, Michigan State University, East Lansing
William Hart-Davidson, Michigan State University, East Lansing

All-Day Wednesday Workshops

9:00–5:00 p.m.

W.01 Multimodal, Embodied Pedagogy for the 21st Century

An all-day workshop that challenges participants to risk theorizing and practicing marginalized modalities and intelligences.

Tampa CC, Room 7, First Level

Speakers: June Griffin, University of Nebraska-Lincoln, “Get Outta Yo Mind: Dance as Rhetoric”

Faith Kurtyka, Creighton University, Omaha, NE, “Get Outta Yo Mind: Dance as Rhetoric”

Shawn Garrett, Friends Academy, Locust Valley, NY, “Embodied Rhetoric: Improvisation and Invention”

Lauren Esposito, State University of New York, Stony Brook, “Embodied Rhetoric: Improvisation and Invention”

David Hyman, Lehman College, City University of New York, Bronx, “Teaching to the Killer Riff: Writing as Beats”

Bob Lazaroff, Nassau County Community College, State University of New York, Garden City, NY, “Teaching to the Killer Riff: Writing as Beats”

Nicole Galante, State University of New York, Stony Brook, “The Influence of Anxiety: Kairos and Karaoke”

Peter Khost, Stony Brook University, New York, “The Influence of Anxiety: Kairos and Karaoke”

W.02 Feminist Workshop: Teaching, Service, and the Material Conditions of Labor

Feminist Workshop participants will work to identify ways they do and can engage in feminist labor within academia.

Tampa CC, Room 5, First Level

Co-Chairs: Lauren Connolly, Lewis-Clark State College, Lewiston, ID

Jennifer Nish, American University of Beirut, Lebanon

April Cobos, Old Dominion University, Norfolk, VA

Patty Wilde, University of New Hampshire, Durham

April Conway, Bowling Green State University, OH

Lydia McDermott, Whitman College, Walla Walla, WA

Roseanne Gatto, St John’s University, Queens, NY

Shannon Mondor, College of the Redwoods, Eureka, CA

Moushumi Biswas, University of Texas at El Paso

Emma Howes, University of Massachusetts, Amherst

Alison A. Lukowski, Christian Brothers University, Memphis, TN
Nicole Khoury, American University of Beirut, Redlands, CA
Lauren Rosenberg, Eastern Connecticut State University, Willimantic
Speakers: Dawn Opel, Arizona State University, Phoenix
Liz Egen, Millsaps College, Jackson, MS
Jessica Philbrook, University of Missouri-Columbia
Dara Regaignon, New York University, NY
Jennifer Heinert, University of Wisconsin-Washington County
Cassandra Phillips, University of Wisconsin-Waukesha
Shelley Hawthorne Smith, University of Arizona, Tucson
Michele Lockhart, The University of Texas at Dallas
Kathleen Mollick, Tarleton State University, Stephenville, TX

**W.03 Council on Basic Writing Preconvention Workshop:
Risky Relationships in Placement, Teaching and the
Professional Organization (Sponsored by the Council
of Basic Writing)**

Workshop examines risks and rewards of BW relationships in placement, student and instructor lives, and professional organizations.

Marriott, Grand Ballroom C, Level Two

Speakers: Heidi Estrem, Boise State University, ID, “Situated Placement: The Rewards of Developing Placement Processes”

Marcia Buell, Northeastern Illinois University, Chicago, “The Risks and Rewards of Complex Lives: Balancing Basic Writing with Instructor and Student Lives”

Candace Epps-Robertson, Michigan State University, East Lansing, “The Risks and Rewards of Complex Lives: Balancing Basic Writing with Instructor and Student Lives”

Marisa Klages, LaGuardia Community College, City University of New York, NY, “The Risks and Rewards of Complex Lives: Balancing Basic Writing with Instructor and Student Lives”

Mike Lueker, Our Lady of the Lake University, San Antonio, TX, “The 2014 Innovation Award for Teaching of Basic Writing”

Candace Zepeda, Our Lady of the Lake University, San Antonio, Texas, “The 2014 Innovation Award for Teaching of Basic Writing”

William Lalicker, West Chester University, PA, “Best Practices in Placement and Pedagogy: Progressive Policy Statements by the BW Community”

Asao Inoue, University of Washington Tacoma, “Writing Placement that Risks the Academy: Rethinking Ways of Access and the Reward of First-Year Writing”

continued on next page

Sara Webb-Sunderhaus, Indiana University-Purdue University Fort Wayne, “Situated Placement: The Rewards of Developing Placement Processes”

Michael Hill, Henry Ford Community College, Dearborn, MI, “Risky Relationships in Placement, Teaching and the Professional Organization”

Sugie Goen-Salter, San Francisco State University, CA, “Risky Relationships in Placement, Teaching and the Professional Organization”

For a list of additional participants visit www.ncte.org/cccc/conv searchable program.

W.04 TYCA Presents: The Rewards of Playing with Placement and Pedagogy

Multimodal pedagogy, feedback and group work; plus a collaborative consideration of placement practices at the two-year college.

Tampa CC, Room 3, First Level

Speakers: Leigh Jonaitis, Bergen Community College, Greenwood Lake, NY, “Situated Placement: The Rewards of Developing Placement Processes”

Shannon Hopkins, Yakima Valley Community College, WA, “Multi-Modal/ Group Projects in an Online Environment”

Joy Clark, Yakima Valley Community College, WA, “Multimodal Projects for Developmental and FYC”

Dodie Forrest, Yakima Valley Community College, WA, “Multimodal Projects for Developmental and FYC”

Julie Swedin, Yakima Valley Community College, WA, “Multimodal Projects for Developmental and FYC”

Carolyn Calhoun-Dillahunt, Yakima Valley Community College, WA, “Assessing Multimodal Work/Group Work AND Multimodal Feedback Strategies”

Suzanne Labadie, Oakland Community College, Royal Oak, MI, “The Rewards of Collaboration between CBW and TYCA”

W.05 Having Fun Teaching and Learning: Risking Gaming and Game Design in the Classroom

By playing and designing games, participants will learn how to produce learning outcomes from key concepts in game theory.

Tampa CC, Room 9, First Level

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

Speakers: Danielle Roach, Miami University and Old Dominion University, OH

Kevin Moberly, Old Dominion University, Norfolk, VA
Scott Reed, Georgia Gwinnett College, Lawrenceville
Jill Morris, Frostburg State University, Cumberland, MD
Cynthia Haynes, Clemson University, SC
Stephanie Vie, University of Central Florida, Winter Park
Jan Holmevik, Clemson University, SC

W.06 Working with Post-9/11 Student-Veterans: A Workshop for Composition Teachers, Scholars, and WPs

This interactive workshop focuses on post-9/11 student-veterans in writing intensive courses and community writing programs.

Tampa CC, Room 11, First Level

Chair: Kathryn Broyles, American Military University, Bartlett, TN

Speakers: Michael Edwards, Washington State University, Pullman, “Teaching and Learning from Student Veterans”

Lydia Wilkes, Indiana University, Bloomington, “Models for Veterans’ Services on College Campuses”

Sandra Jang, English Instructor, New York, NY, “Effective Writing Assignments for Student-Veterans”

Mariana Grohowski, Bowling Green State University, OH, “Models for Veterans’ Services on College Campuses”

Roger Thompson, Stonybrook University, Lexington, VA, “An Ethical Obligation: Key Findings from the C’s White Paper on Veterans in Composition”

D. Alexis Hart, Allegheny College, Meadville, PA, “The Legacy of War in the Composition Classroom”

Sarah Franco, University of New Hampshire, Portsmouth, “Representations and Realities: Addressing Media Representations of Post-9/11 Veterans”

Virginia Chaffee, Colorado State University, Fort Collins, “Complicating Transitions: Perspectives of a Veteran and Composition Instructor”

Liam Corley, California State Polytechnic University, Pomona, “Epistemological Interference in Veteran Writing”

Sue Doe, Colorado State University, Fort Collins, “Discussing ‘Conceal Carry’ and Other Hot-Button Topics with Student-Veterans”

Ashly Bender, University of Louisville, KY, “Academic Support for Student Veterans”

For additional speakers please visit www.ncte.org/cccc/conv

W.07 Big Data Methods, Digital Tools, and Writing Studies

How can Writing Studies employ big data methods to create innovative, timely, meaningful research?

Tampa CC, Room 10, First Level

Speakers: Valerie Ross, University of Pennsylvania, Philadelphia, “UPENN–Big Data”

Kate Pantelides, Eastern Michigan University, Ypsilanti, “Eastern Michigan University–Big Data”

Dave Eubanks, Eckerd College–Big Data

Alon Friedman, University of South Florida, Tampa, “University of South Florida–Big Data”

Stephanie Phillips, University of South Florida, Tampa–Big Data

Kristen Henderson, University of South Florida, Tampa–Big Data

Shelly Hayes, University of South Florida, Tampa–Big Data

Deborah Fontaine, Northwest Florida State College, Niceville, “Northwest Florida State College–Big Data”

Asko Kauppinen, Malmö University, Sweden, “Malmö University–Big Data”

Anna Wärnsby, Malmö University, Sweden, “Malmö University–Big Data”

Damian Finnegan, Malmö University, Sweden, “Malmö University–Big Data”

Alaina Tackitt, Eckerd College, St. Petersburg, FL, “Eckerd College–Big Data”

Alexandra Wayson, University of South Florida, Tampa, “University of South Florida–Big Data”

Joe Moxley, University of South Florida, Tampa, “University of South Florida–Big Data”

W.08 The Risks and Rewards of Assessment: A Workshop for WPAs and Writing Instructors

This all-day practical workshop will outline the various types of assessments and the need to frame assessment rhetorically.

Tampa CC, Room 12, First Level

Co-Chairs: Marisa Klages, LaGuardia Community College, City University of New York, NY

Norbert Elliot, New Jersey Institute of Technology, Newark

Speakers: Irvin Peckham, Drexel University, Philadelphia, PA

Patricia Lynne, Framingham State University, MA

Chris Anson, North Carolina State University, Raleigh

Kathleen Blake Yancey, Florida State University, Tallahassee

Suzanne Lane, Massachusetts Institute of Technology, Cambridge

Les Perelman, Massachusetts Institute of Technology, Cambridge

David Slomp, University of Lethbridge, Alberta, Canada

W.09 Using Artifact-Based Interviews as an Approach to Inquiry in Scenes of Teaching and Learning

Demonstrates methods and uses of artifact-based interviewing as model of narrative inquiry.

Tampa CC, Room 13, First Level

Chair: Julie Lindquist, Michigan State University, East Lansing

Speakers: Erik Skogsberg, Michigan State University, East Lansing

Sakeena Everett, Michigan State University, East Lansing

Shenika Hankerson, Michigan State University, East Lansing

Minh-Tam Nguyen, Michigan State University, East Lansing

Matt Gomes, Michigan State University, East Lansing

Lehua Ledbetter, University of Rhode Island, Wakefield

Jon Wargo, Michigan State University, East Lansing

Bump Halbritter, Michigan State University, East Lansing

Maria Novotny, Michigan State University, East Lansing

W.10 Deep Rewards and Serious Risks: Working through International Higher Education Writing Research Exchanges

International researchers (25 countries) share work in advance with registrants and pursue deep exchange at the workshop.

Tampa CC, Room 14, First Level

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

W.11 Composing Pedagogies of Labor

This workshop offers critical frameworks and resources to compose labor pedagogies for undergraduate and graduate writing courses.

Tampa CC, Room 15, First Level

Co-Chairs: Phyllis Ryder, George Washington University, Washington, D.C.

Vandana Gavaskar, Elizabeth City State University, Virginia Beach, VA

Bob Samuels, University of California, Santa Barbara

Tracy Donhardt, Indiana University-Purdue University Indianapolis

Gae Lyn Henderson, Utah Valley University, Orem

Anicca Cox, North Dartmouth, MA

Steve Fox, Indiana University-Purdue University Indianapolis

Seth Kahn, West Chester University of Pennsylvania

W.12 Writing and Teaching Creative Nonfiction: Risks and Rewards (Sponsored by the Creative Nonfiction Standing Group)

Participants will explore creative nonfiction through writing to prompts and discussing teaching strategies and issues.

Marriott, Meeting Room 12, Level Three

Co-Chairs: Melissa Goldthwaite, Saint Joseph’s University, Philadelphia, PA

Jenny Spinner, Saint Joseph’s University, Philadelphia, PA

Speakers: Kolette Draegan, Central Arizona College, Phoenix, “Writing Auto-Ethnography”

Jenny Spinner, Saint Joseph’s University, Philadelphia, PA, “Access Denied”

Sandee McGlaun, Roanoke College, VA, “Choose Your Own Adventure”

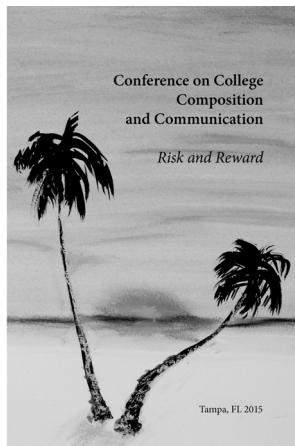
Mike Heller, Roanoke College, VA “Inward Life/Outward Action in Writing Creative Nonfiction”

Lynn Z. Bloom, University of Connecticut, Storrs, “Ethical Issues in (Teaching) Risky Writing”

Doug Hesse, University of Denver, CO, “Re-Opening Your Future”

Irene Papoulis, Trinity College, Hartford, CT, “Excavating Emotions in Creative Nonfiction”

Libby Falk Jones, Berea College, KY, “Risking Language: Wordplay”



Half-Day Wednesday Workshops

Afternoon 1:30–5:00 p.m.

AW.01 Exploring Latinidad in the South and Florida: A Workshop Sponsored by the NCTE/CCCC Latina/o Caucus

This workshop addresses Latin@ research, teaching, professional development, and community outreach with an emphasis on Florida.

Marriott, Grand Ballroom A, Level Two

Co-Chairs: Steven Alvarez, University of Kentucky, Lexington
Kendall Leon, Portland State University, OR

Cristina Kirklighter, Texas A&M University, Corpus Christi, TX

Speakers: Damian Baca, University of Arizona, Tucson, “Teaching English
Otherwise: Latinidad, Border Thinking, and Global Coloniality”

Alexandra Hidalgo, Purdue University, West Lafayette, “Coloring Digital
Spaces: How to Merge Latina/o Scholarship with Digital Production”

Laura Gonzales, Michigan State University, East Lansing

Sara Alvarez, University of Louisville, KY, “Activist Citizens: Transform-
ing the Social Conscience: DREAMers”

Gabriela Rios, University of Central Florida, Lansing, MI, “Indigenous/
Chican@ Mapping”

Casie Cobos, Illinois State University, Normal, “Indigenous/Chican@
Mapping”

Cecilia Rodriguez Milanes, University of Central Florida, Orlando,
“Latin@s HSI-ing UCF”

Cruz Medina, Santa Clara University, CA

Isabel Baca, University of Texas at El Paso, “Mentoring Latinas in Higher
Education”

AW.02 Going Outside: Internships, FieldTrips, and Experiential Learning

This workshop addresses the theory and logistics of experiential learning
activities from internships to adventure travel.

Marriott, Grand Ballroom B, Level Two

Speakers: Justin Everett, University of the Sciences, Parkside, PA

Natalie Tomlin, DePaul University, Chicago, IL

Andrea Becksvoort, Girls Preparatory School, Chattanooga, TN

Lauren Ingraham, University of Tennessee at Chattanooga

Katherine Tirabassi, Keene State College, NH

continued on next page

William Carney, Cameron University, Lawton, OK
Sean Barnette, Lander University, Greenwood, SC
Steven Accardi, Pennsylvania State University, State College
Daniel Vollaro, Georgia Gwinnett College, Lawrenceville
Cara Kozma, High Point University, NC
Rebecca Jones, University of Tennessee at Chattanooga

**AW.03 A Technical and Professional Writing Pedagogy
Workshop: The Risk and Reward of Teaching Results-
Oriented Invention and Heuristic Design Process**

Technical and Professional Writing Heuristic Pedagogy Workshop for
FYW instructors, grad students, and lecturers.

Marriott, Grand Ballroom D, Level Two

Speakers: Kathryn Northcut, Missouri University of Science and
Technology, Rolla

Scott Kowalewski, Saginaw Valley State University, University Center, MI
Steve Benninghoff, Eastern Michigan University, Ypsilanti

AW.04 Writing Democracy: Invisibility and Visibility

Writing Democracy “Invisibility and Visibility” participants explore the
risks/rewards of democratic activism in classroom.

Marriott, Grand Ballroom G, Level Two

Co-Chairs: Paul Feigenbaum, Florida International University, Miami
Steve Parks, Syracuse University, NY

Ralph Cintron, University of Illinois at Chicago
Nancy Welch, University of Vermont, Burlington
Jacqueline Jones Royster, Georgia Tech, Atlanta
Wendy Hesford, Ohio State University, Bexley
Laurie Grobman, Penn State Berks, Reading
Deborah Mutnick, Long Island University, NY
Shannon Carter, Texas A&M University-Commerce
Ben Kuebrich, Syracuse University, NY
Jessica Pauszek, Syracuse University, NY
Vani Kannan, Syracuse University, NY

**AW.05 Teaching Indigenous Rhetorics in the First-Year Writing
Classroom**

Learn to incorporate Indigenous rhetorical practices into first-year compo-
sition classrooms in a range of institutional settings.

Marriott, Grand Ballroom H, Level Two

Speakers: Sundy Louise Watanabe, University of Utah, Salt Lake City

Phill Alexander, Miami University, Oxford, OH
Sarah Prielipp, Michigan State University, East Lansing
LaFrenda Frank, Dine College, Tsaile, Arizona
Ezekiel Choffel, Michigan State University, East Lansing
Andrea Riley-Mukavetz, Bowling Green State University, Ohio
Gail MacKay, University of Saskatchewan, Saskatoon, Canada
Joyce Rain Anderson, Bridgewater State University, MA
Christie Toth, University of Utah, Salt Lake City

AW.06 The Job Market and Higher Education: Negotiations and Navigations of the New Doctoral Student

This workshop addresses the risks and rewards new doctoral students face in the market in terms of employment and job security.

Marriott, Grand Ballroom I, Level Two

Co-Chairs: Nathalie Virgintino, St. John's University, Queens, NY
Tom Philipose, St. John's University, Queens, NY
Dan Dissinger, St. John's University, Queens, NY
Nancy Alvarez, St. John's University, Queens, NY
Robert Mundy, Pace University, North Babylon, NY
Katelynn Deluca, St. John's University, Queens, NY
Cristina Migliaccio, St. John's University, Queens, NY
Nick Young, St. John's University, Queens, NY
Scott Morgan, St. John's University, Queens, NY
Meghan Nolan, St. John's University, Queens, NY
Anna Sicari, St. John's University, Queens, NY

AW.08 Are Texts That Display Differently Different Texts? The Role of the Device—Cell, Kindle, Tablet, Laptop, Paper—in the Making of Meaning

We will read multiple displays of a common text, inquiring into how form, content, device, and display contribute to meaning.

Tampa CC, Room 22, First Floor

Co-Chairs: Michael Spooner, Utah State University Press, Logan
Matt Davis, University of Massachusetts, Boston
Jacob Craig, Florida State University, Tallahassee
Kathleen Blake Yancey, Florida State University, Tallahassee

**AW.09 Writing Studio Tools and Strategies across Contexts:
Exploring Possibilities at Your Institutions**

This workshop will help participants design a Writing Studio program at their institution.

Marriott, Grand Ballroom J, Level Two

Co-Chairs: Mark Sutton, Kean University, Union, NJ
Cara Minardi, Georgia Gwinnett College, Lawrenceville
Rhonda Grego, TYCA, Midlands Technical College, Columbia, SC
Mary Gray, University of Houston, TX
Suzanne Biederbach, Georgia Gwinnett College, Lawrenceville
Speakers: William Carney, Cameron University, Lawton, OK
Karen Johnson, Shippensburg University, PA
Dan Fraizer, Springfield College, MA
Barbara Schneider, University of Toledo, OH
Mark Sursavage, University of Houston, TX
Tonya Ritola, University of California, Santa Cruz
Alison Cardinal, University of Washington-Tacoma
Nina Ringer, The College of New Jersey, Ewing Township
Bre Garrett, University of West Florida, Pensacola
Aurora Matzke, Biola University, La Mirada, CA
John Tassoni, Miami University, Oxford, OH
Amanda Sepulveda, Georgia Gwinnett College, Lawrenceville

**AW.10 The LILAC Project: Studying Student Research for
Improved Information Literacy Pedagogies**

We will introduce The LILAC Project methodology, findings, and information on becoming a partner institution.

Marriott, Meeting Room 8, Level Three

Chair: Katt Blackwell-Starnes, Lamar University, Beaumont, TX
Speakers: Elizabeth Kelly, Coastal Pines Tech, GA
Susan Brown, Kennesaw State University, GA
Susan Smith, Georgia Southern University, Statesboro
Leigh Ann Williams, Georgia Southern University, Statesboro

**AW.11 The Job, not Just the Job Market: Preparing for
Professional Life in Composition and Rhetoric**

This workshop for intermediate & advanced graduate students offers practical insight on prepping for the job market and first job.

Marriott, Meeting Room 11, Level Three

Co-Chairs: Julia Voss, Santa Clara University, CA
Amy Wan, Queens College, City University of New York, Flushing

Darci Thoune, University of Wisconsin-La Crosse
Mira Shimabukuro, University of Washington Bothell
Rebecca Lorimer, University of Massachusetts-Amherst
Samantha Looker, University of Wisconsin, Oshkosh
Timothy Laquintano, Lafayette College, Easton, PA
Amber Buck, College of Staten Island, City University of New York, NY
Elizabeth Baldrige, Illinois Central College, Bloomington
Sarah Alderfer, Vincennes University, IN
Christa Olson, University of Wisconsin-Madison

AW.12 Narrative Truth: The Risks and Rewards of Prison Research, Writing, and Teaching

Who do we see when we think of prison writers? We use the theme “narrative truth” as a focus of this prison writing workshop.

Tampa CC, Room 1, First Level

Co-Chairs: Laura Rogers, Albany College of Pharmacy and Health Sciences, NY, “Into the Archives: Narratives from the Hudson T raining School for Girls”
Patrick Berry, Syracuse University, NY, “Prison Writing Networks: What Can the Digital Humanities Offer?”
Cory Holding, University of Pittsburgh, PA, “Prison Writing Networks: What Can the Digital Humanities Offer?”
Philip Christman, University of Michigan, Ann Arbor, “Who Is This For: Negotiating Ethics, Politics, and Aesthetics in a Journal of Prisoner Writing”
Daniel Cleary, Lorain County Community College, Westlake, OH, “Giving Voice to Ohio’s Incarcerated Writers and Artists”
Sherry Rankins-Robertson, University of Arkansas-Little Rock, “Women’s Ways of Writing: Developing Family Writing Courses in a Women’s Prison”
Joshua Schriftman, University of Miami, FL, “Narrative Failure in a Prison Writing Exchange: ‘Getting Real’ and Learning to Evolve”
Edward Lessor, Colorado State University, “The Faces of Miss-Demeanor: Institutional Representations of Female Deviance”
Kimberly Drake, Scripps College, Claremont, CA, “Risks and Rewards of Teaching Inside: Reflecting on Faculty and Facilitators’ Narrative Truth”
Barbara Roswell, Goucher College, Towson, MD, “Risks and Rewards of Teaching Inside: Reflecting on Faculty and Facilitators’ Narrative Truth”
Tobi Jacobi, Colorado State University, Fort Collins, “I Am Not My History: The Twists and Turns of Narrative Truth in Jail”
Anna Plemons, Washington State University, Pullman, “Twice Censored: Navigating the Overlapping Bureaus of Prison and University”
For additional participants go to www.ncte.org/cccc/conv searchable program.

AW.13 Ethical Issues for Beginning Researchers

This session will cover how to address temporary ethical issues, specifically food production, in a beginning research course.

Tampa CC, Room 20, First Level

Speakers: Holly Jacobus, Glendale Community College at Maricopa County Community College District, AZ

Alisa Cooper, Glendale Community College at Maricopa County Community College District, AZ

Beth Eyres, Glendale Community College at Maricopa County Community College District, AZ

Kelly Romirowsky, Maricopa County Community Colleges, Glendale, AZ

AW.14 Making the Most Powerful Point: How to Get the Most out of Slideware in the Classroom

Teachers will develop visual enhancements to traditional lectures, studying the design/use of slideware in the classroom.

Marriott, Meeting Room 7, Level Two

Speaker: Alan Ackmann, DePaul University, Chicago, IL

AW.15 Rewriting Plato's Legacy: Ethics, Rhetoric, and Writing Studies

This workshop will examine the relationship of rhetoric and ethics in the twenty-first century.

Tampa CC, Room 23, First Floor

Co-Chairs: Lois Agnew, Syracuse University, NY

John Duffy, University of Notre Dame, South Bend, IN

Speakers: Andrew Ogilvie, Marymount College, Palos Verdes, CA

Michael Pemberton, Georgia Southern University, Statesboro

Matthew Capdevielle, University of Notre Dame, IN

Mitch Nakaue, The University of Iowa, Iowa City

William FitzGerald, Rutgers Camden, PA

Nancy Myers, University of North Carolina at Greensboro

Andrew Kinney, Ohio State University at Mansfield

Sushil Oswal, University of Washington-Tacoma

Craig A. Meyer, Texas A&M-Kingsville

Chris Earle, University of Wisconsin-Madison

Eric Leake, Texas State University, San Marcos

Joanna Johnson, University of Miami, FL

Belinda Walzer, Northeastern University, Boston, MA

Please visit www.ncte.org/cccc/conv searchable program for additional speakers

AW.16 The Risks and Rewards of Linguistically Standing Your Ground: Understanding, Rethinking, and Advocating Linguistic Diversity in the Classroom and Beyond

To empower composition instructors to reconsider definitions of writing and linguistic competence.

Marriott, II Terrazzo, Lobby Level

Co-Chairs: Kim Brian Lovejoy, Indiana University-Purdue University
Indianapolis, IN

Elaine Richardson, The Ohio State University, Columbus

Speakers: Denise Troutman, Michigan State University, East Lansing

David E. Kirkland, Michigan State University, East Lansing

Austin Jackson, Michigan State University, East Lansing

Isabel Baca, University of Texas at El Paso

Qwo-Li Driskill, Oregon State University, Corvallis

Terry Carter, Southern Polytechnic State University, Marietta, GA

Rashidah Muhammad, Governors State University, University Park, IL

David Green, Howard University, Washington, D.C.

Bonnie Williams, California State University-Fullerton

Brianna Naughton, California State University-Fullerton

Eric Rodriguez, California State University-Fullerton

Kayla Dufour, California State University-Fullerton