



# CCCC Writing Strategies for Action



CONFERENCE ON  
COLLEGE COMPOSITION  
AND COMMUNICATION

APRIL 6–9, 2016 • HOUSTON

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**Sixty-Seventh Annual Convention**  
**Conference on College Composition and Communication**  
**April 6–9, 2016**  
**George R. Brown Convention Center and**  
**Hilton Americas - Houston**  
**Houston, TX**

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### **CCCC Mobile App**

For the most up-to-date information on session locations and times, download the mobile app. The app provides a quick way to search convention sessions, view maps of the Hilton and the GRB Convention Center, explore the Exhibit Hall, and more. Search for “NCTE Events” at the Google Play Store or Apple Store.

You can also view the CCCC programs online at [ncte.org/cccc/conv](http://ncte.org/cccc/conv) and click on the “Online Searchable Program” link.

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Secretary: Jessie L. Moore, Elon University, NC

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Patrick Sullivan, Manchester Community College, CT

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Irwin Weiser, Purdue University, West Lafayette, IN





# Schedule at a Glance

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## Wednesday, April 6

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Registration: 8:00 a.m.–6:00 p.m.  
Full-Day Workshops: 9:00 a.m.–5:00 p.m.  
Half-Day Workshops: 9:00 a.m.–12:30 p.m.  
Half-Day Workshops: 1:30 p.m.–5:00 p.m.  
Newcomers' Orientation: 6:30 p.m.–8:30 p.m.

## Thursday, April 7

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

## Friday, April 8

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Registration: 8:00 a.m.–5:00 p.m.  
Exhibit Hall Open: 9:00 a.m.–5:00 p.m.  
F Sessions and Taking Action Workshops: 8:00 a.m.–9:15 a.m.  
G Sessions and Taking Action Workshops: 9:30 a.m.–10:45 a.m.  
H Sessions and Taking Action Workshops: 11:00 a.m.–12:15 p.m.  
I Sessions and Taking Action Workshops: 12:30 p.m.–1:45 p.m.  
J Sessions and Taking Action Workshops: 2:00 p.m.–3:15 p.m.  
K Sessions and Taking Action Workshops: 3:30 p.m.–4:45 p.m.  
Awards Reception: 5:00 p.m.–6:30 p.m.  
#TYCATakesAction: 6:30 p.m.–7:30 p.m.  
Special Interest Groups: 6:30 p.m.–7:30 p.m.  
Poetry Forum: 7:30 p.m.–10:30 p.m.

## Saturday, April 9

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Registration: 8:00 a.m.–1:00 p.m.  
Exhibit Hall Open: 10:00 a.m.–1:00 p.m.  
Annual Business/Town Meeting: 8:00 a.m.–9:15 a.m.  
L Sessions: 9:30 a.m.–10:45 a.m.  
Meet the CCCC Committees: 9:30 a.m.–10:45 a.m.  
M Sessions: 11:00 a.m.–12:15 p.m.  
Taking Action Plenary/Next Steps: 12:30 p.m.–1:45 p.m.

# Greetings from the 2016 PROGRAM CHAIR

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**Linda Adler-Kassner**  
University of California,  
Santa Barbara

Welcome to CCCC 2016! More than 600 sessions included in this year's CCCC provide an enormous range of ideas through which to engage the conference's theme, "Writing Strategies for Action." The ideas exchanged in these roundtables, concurrent sessions, and workshops will be generative, I'm sure—and so will be hallway conversations, SIGs, committee meetings, and the other opportunities that CCCC provides us to think together about the challenges and opportunities that we face as people who care about writing and writers, whatever our formal (or informal) roles and whatever titles we are assigned or we assume: instructors, researchers, program or center directors, chairs, administrators.

The chance to come together to use writing as a strategy for action arrives at a fortuitous time. Discussions about writing and writers both within the profession and outside are everywhere—but sometimes, they don't seem to intersect with one another. At the K–12 level, for instance, many schools are in the midst of implementing new writing curricula in English language arts, social studies, and sciences shaped by the Common Core Standards. At the postsecondary level, a number of institutions and states are developing new approaches to writing instruction that span the continuum from courses explicitly focused on writing as a subject of study on the one end to competency-based curriculum assessed through standardized exams on the other—with many, many points in between. Outside of the classroom, too, we know that discussions of writing are all around. I hope that CCCC 2016 provides us an opportunity to think about how to talk about writing as a subject of study and to use writing as a strategy for action.

At the same time, when I identified "Writing Strategies for Action" as a theme for CCCC 2016, I had no idea of the challenging and tragic year that was to come. We've seen civil rights violations; gun violence in schools, workplaces, and communities; actions that seem to be intended to foment distrust and turn people against the very idea of building alliances around and among individuals and groups. Given this background, I hope that CCCC 2016 is also an opportunity for us to reflect on how we can come together and think strategically, about how we can use writing to work collectively toward a brighter future.

CCCC is *our* disciplinary organization, a place for us to consider how to use writing as a strategy for action. To do so, though, we need to identify how to engage writing as an activity and a subject of study, and what issues we want to act on. The various elements of CCCC 2016 will provide these opportunities.

- **Concurrent sessions, roundtables, and meetings** are spaces where we can hear from others about the important questions they've asked, the research they've conducted, and what they've learned.
- **Special Interest Group (SIG) and Caucus meetings** will meet on Thursday and Friday evenings. Take advantage of the opportunity to talk with others who share your interests or affiliations.
- The **Taking Action Workshops** (each of which is offered two times on Thursday and Friday, free of charge, no additional registration required!) provide opportunities for us to develop systematic strategies to address concerns that we have.
- **Action Hub.** Located in the Hilton Grand Ballroom D–F, the Action Hub includes multiple opportunities for you to develop and practice strategies to participate in public discussions about writing.

As you travel through sessions, the Taking Action Workshops, and the Action Hub, I hope you'll also **identify issues or actions you think important for CCCC to identify and prioritize, and share what you've learned about effective strategies for action.** When you do, please share these via the CCCC Twitter feed (#4C16) and/or on white boards posted in the passageways between the Hilton and the George R. Brown Convention Center and throughout the conference space. We've got volunteers ready to gather and analyze these during the conference to identify themes among them. The last session of the conference, Saturday 12:30-1:45, will be a plenary where we will draw on the concerns you've tweeted, posted, or otherwise made visible to contribute to CCCC's agenda moving forward. We'll consider, together, how to address these issues as we consider how CCCC as an organization can draw on strategies from the Taking Action Workshops, as well.

I want to thank the Taking Action Workshop facilitators, all of whom have put enormous effort into designing workshops that aren't quite like anything they've done before. I also want to thank the group of colleagues who constituted the informal Taking Action workshop ad hoc planning group, thinking through the very *idea* of Taking Action workshops, their structure and organization, and the ways in which they're arranged at the conference: Carolyn Calhoon-Dillahunt; Darren Cambridge; Dominic Delli Carpini; Jay Dolmage; Candace Epps-Robertson; Chris Gallagher; Ben Kuebrich; Steve Parks; Bob Samuels; Jen Wingard; and Morris Young.

Of course, none of this would happen at all without the local arrangements committee, chaired by University of Houston's Jen Wingard, to whom we owe an enormous debt of gratitude. It also wouldn't take place without NCTE, our parent organization, and NCTE staff. Thank you to Eileen Maley, who saw us through the first half of conference planning; and Amy Stark, who was able to step in after Eileen's retirement, and to Nancy Johnson, the new CCCC convention director. Thanks, too, to CCCC Stage I and II program reviewers, the CCCC Executive Committee and officers, and a special thank you to Elizabeth Narvaéz, CCCC Program Assistant, whose strategic thinking about everything from program arrangement to space has added immeasurably to the experience that we will all share here at CCCC.

# Local Arrangements Committee Welcome

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**Jennifer Wingard**

Local Committee Chair  
University of Houston, TX

Welcome to Houston! To many, Houston represents big oil, big houses, and big opportunities. And that's exactly the reputation many Houstonians like to cultivate about our fair city. But there's a lot more to Texas's biggest city that doesn't get into the papers. And lucky for all of you, you now get to explore and experience some of it! For those of us who are non-native Houstonians, which is the majority of the city's population, we have grown to love the contradictions that comprise the soul of our city. In fact a famous Houston-transplant, poet Mark Doty, writes of Houston as a city of big skies, no zoning, confusing planning, continual construction, and cultural hybridity. He reminds us that here on the oil-rich Gulf Coast, everything is built for the culture of the car, leav-

ing Houston to sprawl like a suburb—not really a city at all—taking on a “new kind” of American urban identity. Houston is “polyglot, open ended, divergent, entirely unstuffy, and appealingly uncertain of itself.” For Doty it is economic opportunity coupled with cultural diversity that allows Houston to continually renew itself. History is in the past, and Houston is always looking forward.

I have yet to find a better description of Houston and its rich cultural offerings and economic commitments. Like most large cities, you can find almost anything here in Houston—James Beard Award-winning restaurants, miles of well-maintained green space, high-end fashion and shopping, and an internationally recognized museum district. But unlike most larger cities, all of these amenities are offered without pretense—fine dining is found in strip malls or converted warehouses; high-end couture is sold at the mall; and folks enjoy a Sunday of grand opera in jeans and t-shirts.



Right in Downtown and across the street from the Hilton of the Americas—the conference hotel—you will find Discovery Green, a 12-acre LEED certified oasis in the middle of the city filled with art, activities, and fine locally sourced dining at the Grove. In a short bus, light rail ride, or brisk walk, you will find historic Market Square Park filled with entertainment, trendy

bars, and eateries. And one of the last stops on the Greenlink (downtown's free bus service) is Buffalo Bayou Park—a terrific 10-mile stretch of car-free green space with paved running and biking trails that can lead you to both the Heights and Montrose neighborhoods filled with shopping, dining, and nightlife.

The Montrose is Houston's historic LGBT neighborhood. And as such, it is full of businesses that support if not champion future efforts on behalf of the Houston Equal Rights Ordinance (HERO). The Montrose is nestled right next to Houston's Museum District, and both offer a variety of eclectic shops and dining. The Heights is one of Houston's fastest growing historic neighborhoods (how's that for contradiction!). It now rivals The Montrose as Houston's "hippest" neighborhood with upscale ice houses, award-winning restaurants, and artisan shopping on trendy White Oak Drive, 19th Street, or the Washington Corridor.

Each of the neighborhoods mentioned above are within a quick METRO (Houston's public transit) or cab ride from the conference hotel, but if you are more adventurous and want to rent a car to explore more of the greater Houston area, there are many worthy destinations "outside the loop," as Houstonians would say. Just outside the 610 Loop to the East is Houston's Chinatown, said to rival Los Angeles in its diversity of offerings. Near Chinatown is the Mahatma Gandhi District offering food, shopping, and a cultural hub for Houston's South East Asian population. To the west, in addition to wide-open swaths of farmland, you can find one of Texas's top-rated barbecue joints—Killen's BBQ in Pearland is not to be missed by the carnivores amongst us! To the south,



you can find Houston's celebration of its commitment to NASA—Johnson Space Center. It's a wonderful museum and educational center dedicated to all things space. If you keep going south on I-45, you will end up at the Gulf Coast on Galveston Island. In addition to lovely beaches, Galveston is full of historical landmarks, excellent seafood, and entertaining activities for

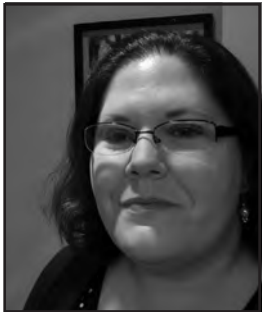
adults and children, too. To the north is one of Texas's earliest planned communities—The Woodlands. What began in the 1970s as an environmentally conscious suburban community has grown into a premiere site for shopping, dining, and an excellent example of suburban planning.

As a large city, Houston does indeed sprawl, but it is that space that allows for a multitude of offerings, opinions, and openings for change. In fact, it is Houston's

ability to continually re-invent itself that is central to the city’s identity. And this continual renewal allows for continued discussion and change on important issues for those of us who live here, such as the Houston Equal Rights Ordinance (HERO), even after the votes have been cast. Houstonians know that change will come; it’s just a matter of knocking down some walls to do it.

So welcome and enjoy exploring Houston. Before you arrive, stop by <http://www.visithoustontexas.com/> on the Web to help get the lay of the land. And once you have arrived, please be sure to visit the Hospitality booth and pick up a local guide or visit us on the Web at <http://4chouston.com>. We have detailed information about all the locations mentioned here and many, many more (including a listing of HERO-supporting businesses!). You can find most anything you look for here in Houston, and often you will find a few surprises as well.

The Local Committee is glad you are here!



**Geneva Canino**  
Accessibility  
University of Houston



**Casie Cobos**  
Accessibility and Exhibits  
Independent Scholar



**Nathan Shepley**  
Hospitality  
University of Houston



**TJ Geiger**  
Registration  
Lamar College



**Allison Laubach-  
Wright**  
Room Arrangements  
Lone Star College



# First Time at the Conference?

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With pleasure, the CCCC Newcomers' Orientation Committee welcomes all of you to the 2016 CCCC, but especially new members and first-time attendees. We have planned several events that we hope will help you get the most out of this conference.

On Wednesday, our committee will host an Orientation Session (5:15 p.m.-6:15 p.m.) where we will discuss how to navigate the conference, how to use the program effectively, how to participate in the conference's many events, and how to meet others. We also look forward to meeting you at the Newcomers' Coffee Hour on Thursday (7:30 a.m.-8:15 a.m.), a congenial start to the first full day of activities, where you can begin the kinds of professional conversations that have made this conference one of the high points of the year for each of us.

We also hope that you will attend the Think Tank (session M.17, Saturday, 11:00 a.m.-12:15 p.m.) for proposing presentations and panels for the 2017 CCCC. At this session, you will have the opportunity to brainstorm initial ideas regarding papers and sessions, meet with other newcomers interested in similar topics, and also meet with established scholars in our field with expertise in the various program clusters in rhetoric, composition, and communication studies. These scholars will serve as facilitators, helping you conceptualize and frame your proposals.

Throughout the conference, the Newcomers' Orientation Committee members will wear specially marked badges. Please say hello; we are happy to listen to your concerns or answer any questions you have. And feel free to stop by the Newcomers Station where members of our committee and other CCCC members will be available to chat about the conference, talk about shared interests, learn about your work, and discuss how CCCC can support you.

With warm good wishes,

## **CCCC Newcomers' Orientation Committee**

Paul M. Puccio, Chair

Leslie Werden, Chair

Susan Chaudoir

Michael Harker

Martha Marinara

Ben McCorkle

Sharon Mitchler

Sean Morey

Mary Beth Pennington

Scott Reed

Michael Rifenburg

Gretchen Rumohr-Voskuil

Cindy Selfe

Joonna Trapp

Christine Tulley

Sheldon Wrice





# General Conference Information

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## Registration

The Conference Registration is located in the Hilton Grand Ballroom Foyer, Level Four. Registration is open the following hours:

Wednesday, April 6: 8:00 a.m.–6:00 p.m.

Thursday, April 7: 8:00 a.m.–5:00 p.m.

Friday, April 8: 8:00 a.m.–5:00 p.m.

Saturday, April 9: 8:00 a.m.–1:00 p.m.

## Local Committee Headquarters

Hilton, Grand Ballroom Foyer, Level Four

## Information for Attendees with Disabilities

CCCC is committed to making arrangements that allow all of its members to participate in the convention. Wheelchair space is available in meeting rooms. We will provide information about traveling around the headquarters hotel, and have sign language interpreters available. A quiet room is available in the Hilton, Room 230 on Level Two. Finally, we have provided all speakers and session chairs with guidelines that will make sessions more accessible to all convention participants. These arrangements are a result from conversations between the NCTE staff, the CCCC Program Chair, the CCCC Committee on Disability Issues in Composition and Communication, disability studies specialists at the University of Illinois, and other professional associations. Information is available at the Accessibilities booth at Registration located in the Hilton Grand Ballroom Foyer area.

## Nonsexist Language

All CCCC 2016 program participants were sent and asked to use the official CCCC position statement and guidelines for nonsexist language at their sessions.

## Exhibits

The Exhibit Hall is located in the Hilton Grand Ballroom GHJK, Level Four. The hours for the Exhibit Hall are:

Thursday, 10:00 a.m.–5:00 p.m.

Friday, 9:00 a.m.–5:00 p.m.

Saturday, 10:00 a.m.–1:00 p.m.

## **Action Hub at CCCC 2016**

### **Hilton Grand Ballroom D–F, Level Four**

This year's Action Hub is jam-packed with opportunities to use, think about, and engage in writing as a strategy for action. You'll find stations devoted to incorporating writing in lively and engaging ways in your classroom, ways to use writing to communicate with audiences inside and outside of schools, opportunities to practice talking about writing, and more! You'll also find stations sponsored by local Houston organizations, providing an opportunity for attendees to learn more about the vibrant and exciting Houston writing scene.

Stations in the Action Hub include (but are not limited to):

#### **Knowledge Shaping**

Work with others to turn research and knowledge from the field into messages for the broader public intended to change practices and result in action. Attendees can drop by during scheduled hours to consider how to share messages about research from our field with a wider audience. Attendees will work with others to, first, use a heuristic that asks them who the stakeholders are for this research-based issue and, second, design messages about the issue for those stakeholders using a variety of modes and media. (Examples of research-based topics that need to be shared with a wider audience might include dual enrollment, class size, assessment, etc. Examples of modes and media with which attendees can work include Buzzfeed, letters to the editor, Piktochart, white papers, press releases, Medium, etc.). Attendees should come with the research-based ideas they want to work with and be ready to engage in invention and message creation. Facilitators: Patrick Sullivan, Tom Sura, Nawwaf Alzhami, Sherri Craig, Jeff Gerding, Patrick Love, Mary McCall, Beth Towle, Bradley Dilger, Garrett Arban, Megan Lambert, Somaily Nieves, Emily Proulx, Justiss Wilder, Elizabeth Wardle. Sponsored by the CCCC Research Committee.

#### **Pitch Practicing**

Practice talking to audiences outside of the field—whether faculty from other departments, administrators, community members, or others—about writing and writers. Pitch practicers are distinguished and experienced colleagues from the field who can play a variety of roles and provide feedback on your talking points. See the schedule outside the Action Hub to find out what pitch practicers will be available in what roles.

#### **Writing for Change**

In conjunction with 4Cs for Equality (4C4E), Writing for Change invites organizations and individuals to share their efforts to use their writing for positive change in their local communities, programs, classrooms, and the global community. Learn how to generate conversation with local, state, and federal policy-makers via face-to-face contact and written communication.

### **Meet the CCCC Executive Committee**

In addition to being a conference in the “get together once a year” sense, CCCC is also a conference of NCTE—a formal organization within the NCTE umbrella. Get to know the colleagues who currently serve as officers of the Conference on College Composition and Communication, share your concerns, ask questions, and/or learn more about how you can get involved!

### **HEROic Action**

The CCCC Queer Caucus invites members to support the Houston LGBTQ community in response to the recent Houston Prop #1 Ordinance that has repealed equal rights measures. We will work with local area activists and politicians who will help us shape our letters to draw policymakers’ attention.

### **Digital Archive of Literacy Narratives**

The DALN—the largest publicly accessible, online archive of first-hand literacy accounts in the world—will be on site to collect stories about participants’ literacy backgrounds. Please consider contributing to this valuable teaching, research, and archival resource.

### **Undergraduate Research Focus Groups**

We hope that both undergraduate researchers and those who mentor their work will join us for these focus groups, which explore the mentor-student relationship that anchors undergraduate research activity—a high-impact practice—in our disciplines. We’ll engage mentors and students in separate conversations, encouraging discussion about the work that is happening at various institutions, the forms it is taking, its impact, and how it can be further supported. Since there is little public data regarding the impact of undergraduate research in our discipline, these focus groups are designed to help us talk about our individual and collective experiences with undergraduate research in our discipline, and then to take action to extend its reach. If you’d like to participate, contact Dominic DelliCarpini, [dcarpini@ycp.edu](mailto:dcarpini@ycp.edu) for more information.

Stations featuring Houston local organizations:

**Writers in the Schools (WITS)**—Flash pedagogies! Since 1983, WITS has been partnering with schools across Houston to bring the joy of writing to school-aged children. WITS also partners with teachers who want to incorporate creative and process-based writing into their highly structured assessment-based curriculum. Visit WITS to participate in energetic and creative activities to help bring creative pedagogies to your writing classroom.

### **Inprint Poetry Buskers**

The Inprint Poetry Buskers are a team of local poets, many of whom are graduate students and alumni from the nationally renowned UH Creative Writing Program. They spread the joy of poetry at festivals and special events throughout the city. These talented poets, using a typewriter and themes specified by attendees, tap into the muse of immediate inspiration and write poems on the spot for free. The buskers often read out the poems and sign them, which attendees can take home and cherish forever. Inprint—a nonprofit literary arts organization—has for more than three decades fostered the art of creative writing and inspired a vibrant community of readers and writers in Houston.

### **Writing Studies Tree**

Map your past, connect to colleagues, and trace your intellectual ancestry on the Writing Studies Tree. Created by doctoral students and faculty at the CUNY Graduate Center, the WST is an open-access Web-based platform that will, with your help, enable all members of our profession to record their lines of influence as mentors and students, and thus to uncover a history that has until now remained either anecdotal or invisible. Join us to add to or browse through the branches of the tree. Our goal is to create a comprehensive genealogy of writing studies, identifying academic “ancestors,” “descendants,” and “siblings.” Who are yours? Learn more about the tree at [writingstudiestree.org](http://writingstudiestree.org).

Sondra Perl, Benjamin Miller, Amanda Licastro, City University of New York Graduate Center

Jill Belli, New York City College of Technology

## **Additional Activities in the Hilton Grand Ballroom Foyer, Level Four Include:**

### **Computer Connection**

The Computer Connection, a project of the CCCC Committee on Computers in Composition (7Cs), offers a selection of presentations and posters on technology use in the classroom, in our scholarship, and in a wide range of disciplinary pursuits. These 20-minute presentations will focus on topics such as new software and technologies for teaching composition, computer-facilitated classroom practices, and best practices for teaching online. A schedule of these presentations is available online at <http://computersandwriting.org/cc/>

Douglas Eyman, CC Coordinator ([deyman@gmu.edu](mailto:deyman@gmu.edu)), George Mason University

### **Digital Pedagogy Posters**

Digital Pedagogy Posters is an interactive exhibit format. Information about current and past posters and this year's schedule of presentations is available online at <http://computersandwriting.org/cc/>. Digital posters will be presented Thursday, April 7, from 12:15 to 3:00 p.m., and Friday, April 8, from 8:00 – 10:45 a.m.

Dickie Selfe, DPP Coordinator (selfe.3@osu.edu), Ohio State University

### ***4C4Equality***

4C4Equality seeks to leverage the social power and rhetorical savvy of the 2016 Convention to encourage academic conference-goers to be more responsive to economic, political, and cultural issues important to people who live in the cities that serve as conference sites. <http://4c4equality.wordpress.com/>

Don Unger, Purdue University

Liz Lane, Purdue University

### **Cs the Day**

Cs the Day is a game that promotes a lively, fun, and eccentric approach to 4Cs. By completing quests to earn the fabled Sparklepony, rhet/comp trading cards, and other prizes, we hope you'll gain a new appreciation for how games and play can lead to real exploration, learning, and engagement. Play the game; win the conference!

### **Planning for Next Year's CCCC Convention**

Individuals interested in discussing program proposals for the 2017 CCCC Convention in Portland, OR, March 15–18, 2017 are invited to meet Carolyn Calhoon-Dillahunt, 2017 Program Chair, at the CCCC Registration Desk, Friday, April 8, 10:00 a.m.–12:00 p.m.

## **Undergraduate and Graduate Poster Sessions Hilton Ballroom of the Americas Foyer, Level Two**

# Taking Action Workshops

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Come with issues; leave with strategies for action! The Taking Action Workshops are open to all attendees, with no preregistration required. Workshops focus on specific steps associated with Taking Action: naming and narrowing issues; building alliances; framing and developing messages; contributing to policy; and making action plans. Attend one or the entire series!

## Taking Action Workshop Presenters



**Dr. Glenda Eoyang** works with public and private organizations to help them thrive in the face of overwhelming complexity and uncertainty. She is a pioneer in the applications of complexity science to human systems, and she founded the field of human systems dynamics (HSD). Through Human Systems Dynamics Institute, Glenda uses her models and methods to help others see patterns in the chaos that surrounds them, understand the patterns in simple and powerful ways, and take practical steps to shift chaos toward coherence. Her recent clients include the Finnish Research Institute (VTT), US Environmental

Protection Agency, British Columbia Ministry of Health, Oxfam, Yukon Territorial Government, Family Housing Fund, and the McKnight Foundation. Glenda received her doctorate in Human Systems Dynamics from the Union Institute and University in 2001, where she discovered three fundamental factors that influence the dynamics of self-organizing change in human systems. Glenda's latest book, with coauthor Royce Holladay, is *Adaptive Action: Leveraging Uncertainty in Your Organization* (Stanford University Press, April 2013). It is a roadmap for anyone who chooses to work at the intersection of order and chaos.

### Taking Action Workshop: Naming and Narrowing

Glenday Eoyang, HSD Institute, MN

Our concerns are many and broad—but to take effective action, we need to narrow to a definable problem. What is your concern? What's the “so what” of your concern—to whom does it matter? And how can you narrow it to a workable, solvable problem? This Taking Action Workshop will help you focus the issues so that you can take action on them. (**Sessions A, D, F, I**)



**Sarah Scanlon** currently serves as the Arkansas State Director for Bernie 2016, the campaign to elect Bernie Sanders President of the United States. She has served as the State Director for the Arkansas Voter Registration Project (AVRP) and State Director for Give Arkansas a Raise. Both projects were focused on increasing registered voters in the African American communities and then turning them out to vote on economic issues in Arkansas. Previously Sarah worked with Wellstone Action, a nonprofit based in St. Paul, Minnesota, with a mission to ignite leadership in people and power in communities

to win change in the progressive tradition of Paul and Sheila Wellstone. Her primary focus was training activists and potential political candidates on how to run and win effective elections. Sarah has a long history of working on political campaigns and union organizing campaigns all over the country, and building collaborative efforts to influence and create good public policy. Along with her wife and young daughter, she resides in North Little Rock, Arkansas, when not on the road agitating for progressive change.

#### **Taking Action Workshop: Building Alliances**

Sarah Scanlon, Arkansas State Director for Bernie 2016

We all do better working together. Who else is interested in your concern, and how can you build alliances with them? This Taking Action Workshop will help you to identify possible allies and build connections so that you can approach your concern with others. **(Sessions A, C, G, J)**



**Jenna Fournel** is the Director of Communications for the National Council of Teachers of English. In her role she is working to help the organization think strategically about how best to frame messages so they lead to positive change. Jenna has worked in nonprofit communications for more than a decade in Washington, DC, as well as Chicago. She also brings experience as a high school English and two-year-college composition teacher to her role at NCTE.

#### **Taking Action Workshop: Framing Messages**

Jenna Fournel, National Council of Teachers of English

Exploring how stakeholder groups currently understand our issues (writing, students, learning, schooling, and more) is the first step in figuring out how to create change. The frames through which people perceive problems impact their willingness to be part of the solution. This workshop will help you learn how to use strategic framing to craft effective messages as part of your overall taking action campaign. **(Sessions B, E, H, J)**



**Dr. Lori Shorr** is currently an associate professor of Urban Education at Temple University. Prior to this new position she was the Chief Education Officer for the City of Philadelphia from 2008 to 2015. In that role she was responsible for advising the Mayor on local, state, and federal educational issues as well as creating and leading the city's policy positions on education at all levels. Prior to taking this position, Dr. Shorr was the Special Assistant to the Secretary of Education at the Pennsylvania Department of Education. In this capacity, Dr. Shorr was responsible for the Department's K–16 initiatives including dual

enrollment, transfer, and articulation. She also led Governor Rendell's Commission on College and Career Success and served on the Governor's Job Ready Budget Task Force. Previously, Dr. Shorr was the Director of School and Community Partnerships in the provost's office at Temple University. Dr. Shorr was a public school parent for 13 years and Home & School President of her children's Philadelphia public school for 3 years. She received a BA from Pennsylvania State University and an MA and PhD from the University of Pittsburgh.



**Carolyn Calhoon-Dillahunt** has been teaching English at Yakima Valley Community College in Washington state for seventeen years. Prior to that, she taught middle school Spanish and language arts and high school English.

Carolyn has been associated with NCTE since her undergraduate days, first as a new teacher gleaning all the ideas she could from *English Journal* and local affiliate conferences and later reconnecting with the organization in graduate school through CCCC and TYCA. After engaging with her regional TYCA organization early in her college teaching career, Carolyn held two elected offices in the organization: TYCA Secretary and TYCA Chair. She is currently serving as Assistant Chair of CCCC. Through Carolyn's career teaching in public schools and public two-year colleges, she has observed and been affected by the growing federal and NGO involvement in education reform. Her experiences sparked her interest in policy work within NCTE. In fact, her leadership activities in the organization started about the same time as NCTE decided to pursue policy advocacy work as an important means of engaging its members and deepening its influence. Carolyn served as the Higher Education Policy Analyst for Washington state, tracking state policy developments, as part of NCTE's Policy Analysis Initiative and later was appointed the inaugural CCCC Policy Fellow. In that role, Carolyn followed and reported on the Obama administration's proposed Postsecondary Institutional Rating System and congressional work on the current Higher Education Act reauthorization. Her particular policy interests center on developmental education, assessment, and student access.



### **Taking Action Workshop: Influencing Policy**

Lori Shorr, Temple University

Carolyn Calhoun-Dillahunt, Yakima Valley Community College

Often, we want to change policies related to writing, material conditions for writing education, and writers. But “policy” often seems large and confusing and it’s hard to keep track of policy changes and to know where to begin. How can we make effective contributions to policy and policy discussions? This Taking Action Workshop will help you learn more about where you can be most effective and how to contribute to ongoing policy and discussions. **(Sessions B, D, H, K)**



**Cathy Fleischer** is a professor of English at Eastern Michigan University where she teaches courses in English education and composition studies and co-directs the Eastern Michigan Writing Project. Committed to helping teachers add their strong voices to the conversations on education and educational policy, she offers summer advocacy workshops for K–16 teachers, facilitates a long-term teacher research group, co-directs a family literacy initiative, and writes and presents frequently on the connections between teacher research and public advocacy. Recent publications include *Reading & Writing & Teens:*

*A Parent’s Guide to Adolescent Literacy* and *Writing outside Your Comfort Zone: The Unfamiliar Writing Project* (coauthored with secondary teacher Sarah Andrew-Vaughan and winner of the Conference on English Education’s Britton Award). Fleischer also serves as editor for the NCTE *Principles in Practice* Imprint.

### **Taking Action Workshop: Making Action Plans**

Cathy Fleischer, Eastern Michigan University

Once we’ve named and narrowed to a problem, built alliances, and thought about messages and possible results, it’s time to make an action plan. This Taking Action Workshop will help you to put your thinking into practice and equip you with concrete strategies and tactics for next steps. **(Sessions C, E, I, K)**



# Committee Meetings

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## **CCCC Executive Committee**

Wednesday, April 6, 9:00 a.m.–5:00 p.m.

Hilton Ballroom of the Americas, Salon F, Level Two

*Chair:* Joyce Carter

## **Committee on Assessment**

Thursday, April 7, 1:45–3:00 p.m. (Open)

Hilton Room 326

*Co-Chairs:* Marisa Klages-Bombich & Les Perelman

## **Convention Concerns Committee**

Saturday, April 9, Noon–1:00 p.m.

Hilton Room 326

*Chair:* Joyce Carter

## **Committee on Disability Issues**

Friday, April 8, 6:30–8:30 p.m. (Open)

Hilton Room 326

*Chair:* Stephanie Kerschbaum

## **Committee for Effective Practices in Online Writing Instruction**

Friday, April 8, 9:30 a.m.–12:00 p.m. (Closed)

Hilton Room 326

*Co-Chairs:* Diane Martinez & Scott Warnock

## **Committee on Globalization of Postsecondary Writing Instruction and Research**

Friday, April 8, 9:30 a.m.–12:30 p.m. (Open)

Hilton Room 331

*Chair:* Lisa Arnold

## **Committee on Intellectual Property**

Thursday, April 7, 1:45–3:00 p.m. (Closed)

Hilton Room 331

*Chair:* Charlie Lowe

## **Newcomers' Orientation Committee**

Friday, April 8, 11:00 a.m.-12:15 p.m. (Closed)

Hilton Room 334

*Co-Chairs:* Paul Puccio & Leslie Werden

## **Nominating Committee**

Thursday, April 7, 10:30 a.m.-12:30 p.m. (Open)

Friday, April 8, 1:00-3:00 p.m. (Closed)

Hilton Room 326

*Chair:* Staci Perryman-Clark

## **Resolutions Committee**

Thursday, April 7, 5:30-6:30 p.m. (Open)

6:30-7:30 p.m. (Closed)

Hilton Room 326

*Chair:* Janice Walker

## **Committee on Second Language Writing**

Saturday, April 9, 9:30 a.m.-Noon (Open)

Hilton Room 331

*Co-Chairs:* Angela Dadak & Jay Jordan

## **Committee on the Status of Graduate Students**

Friday, April 8, 11:00 a.m.-12:15 p.m. (Open)

Hilton Room 344B

*Chair:* Michael J. Faris

## **Committee on the Status of Women in the Profession**

Thursday, April 7, 4:00-6:00 p.m. (Closed)

Hilton Room 331

*Co-Chairs:* Holly Hassel & K. Hyoejin Yoon

## **Committee on Undergraduate Research**

Thursday, April 7, 4:45-6:00 p.m. (Open)

Hilton Room 334

*Co-Chairs:* Jenn Fishman & Jane Greer

## **Task Force on Cross-Generational Connections**

Friday, April 8, 2:00-3:15 p.m. (Closed)

Hilton Room 331

*Co-Chairs:* Louise Phelps & Christine Tulley

## IN MEMORIAM

### Remembering Kent Williamson (1957–2015)

As executive director of NCTE for fifteen years, Kent Williamson led with clear vision, careful management, and generosity of spirit.

His ideas, strategies, and collegiality helped shape NCTE's core mission and actions. We will long remember and honor a man whose firm leadership and gracious manner nurtured our professional association and all those who had the privilege of knowing him.

#### Honoring Kent at CCCC 2016

Two sessions at CCCC 2016 will honor Kent's memory. In session E.36, CCCC chairs will share memories of Kent, and we'll invite audience members to share their own as well. In session B.35, we'll honor Kent's contribution to literacy learning, K-16. Please join us to share in honoring Kent's wonderful presence as a colleague, and his remarkable contributions.

Kent Williamson was a master coalition builder, an expert listener, someone whose ability to balance strategy and tactics by thinking about national, regional, and disciplinary contexts, about the work of teachers, about NCTE as an organization, was astounding. The fact that his contributions to CCCC, NCTE, and the work that many of us do are so ubiquitous, but that so few of us are aware of his amazing intelligence, his humor, and his tireless efforts, only provides more evidence for the claim.

Linda Adler-Kassner, 2016 Program Chair

Not only did I know Kent as Kent Williamson, NCTE Executive Director, but also as my friend. We had common interests—work, people, and most of all golf. We talked about them all. Of course talk of work brought about talk of people. Kent cared so much about people, all people. Especially the employees and their well-being.

Every time I play golf now, I think of him, and that makes me want to be a better golfer. He's still pushing me to do better, even though he isn't here physically. I'll never forget him and all his encouragement in work and play.

Eileen Maley, NCTE Staff

Kent was my mentor, colleague, and friend. His love of and support for this organization, its members and volunteers, and the NCTE staff were evident in everything he did.

Kent truly was an amazing leader, and while he is missed every day, his legacy lives on in those of us who try to carry on his enthusiasm for, and commitment to, this incredible organization.

Kristen Suchor, NCTE Staff

I will never forget the enthusiasm Kent shared for the Council, the members, and the work we do. Kent was such a forward thinker. I loved watching him dream and often put those dreams into action. One of the things I miss most is Kent knocking on my office window and waving good morning or hello. His smile was contagious and he could set the tone for the whole day. Kent was a one of a kind and I am so glad to have known him.

Lisa Fink, NCTE Staff

For additional tributes from NCTE staff, please visit <http://bit.ly/Remembering-Kent>.

## IN MEMORIAM

Duncan Carter

Bruce Edwards

Charles Moran

Miles Myers

Linda Peterson

Kent Williamson

## Celebrating Eileen Maley

Eileen Maley retired in July 2015 after working a total of 42 years for NCTE and serving over 15 years as the CCCC Convention Manager. Any CCCC Chair will tell you that Eileen helped to make every conference what it was, working tirelessly and with excellent humor behind the scenes. She was there to address every question, every idea, every concern—and with a smile and an excellent joke to top it all off.

Below are excerpts from messages sent by some recent CCCC Chairs who wanted to thank Eileen one last time.

If I can be considered the desk general of a military campaign, Eileen Maley was my best field marshal. I'd move a piece on the big map of the battlefield, and then she'd write me to say it was done. That sort of big-picture-coupled-with-detailed-implementation relationship is what made Tampa work. It's what allowed me to dream and plan big.

Joyce Carter

My most vivid image of Eileen is of her walking the halls of the convention center, ready to head wherever she was needed: a problem with tech, a last minute mix-up

in rooms, you name it. Eileen was a pro's pro: unflappable, and able to find humor in just about anything. And a glass of wine, she realized, would ease all the rest.

Howard Tinberg

Planning a huge convention almost immediately after being elected into the officer's rotation is a deep-end-of-the-pool experience. Eileen Maley was a godsend. It wasn't just that she knew everything about what would happen, good and bad, before and during the convention—and how to plan for it—but that she made it all seem like it could be done without a loss of mind or spirit.

Chris Anson

A warm woman who empathizes when things go wrong.

A convention manager who helps plan conferences, suggests room assignments, gets information into the program, schedules workshops, finds LCDs. . . with a smile.

A person with cell in hand and some kind of walky-talky in (other) hand walking—no, almost running—to a crisis to make it stop.

Our Eileen.

You are missed.

Kathleen Blake Yancey

How Do You Solve a Problem like Eileen? (with apologies to Rodgers and Hammerstein)

The question should be “How do you solve a problem like Eileen's leaving us?” You see, Eileen is NCTE's long-time problem solver. She is, as Rodgers and Hammerstein put it so simply, “a darling! a demon! a lamb!” And everyone's favorite, to be sure.

Oh, how we'll miss her!

Cheryl Glenn

During conferences, Eileen was the first one to check operations, greet faculty, remind presenters where they were supposed to be, and the last to leave special events. Now, we'll miss her combing the hallways in tennis shoes with her clip board. We'll miss her knowledge of everything, and her patience with our many questions. Thanks Eileen for always going the extra mile!

Marilyn Valentino

Until you have been through it, you can't know how complex organizing the C's conference is. Although I have organized more than my share of conferences, I never could have gotten through this one without Eileen, and she made it easy and a pleasure for all of us chairs. Efficient and effective, she still has excess energy for jokes and multiple identities. Did I mention, Eileen is a hoot.

Charles Bazerman

Please visit <http://bit.ly/Celebrating-Eileen> for the complete list of tributes to Eileen.

# Wednesday, April 6

## Pre-convention Workshops, Events, and Meetings

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### **Room and Location Names**

Sessions are located in both the George R. Brown Convention Center and the Hilton Americas - Houston using the abbreviations GRB and Hilton.

### **Research Network Forum**

Hilton Ballroom of the Americas Salon A–B, 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

The Research Network Forum, founded in 1987, is a preconvention forum which provides an opportunity for established researchers, new researchers, and graduate students to discuss their current projects and receive mentoring from colleagues in the discipline. The forum is free to CCCC convention registrants. As in past years, RNF 2016 features morning plenary addresses focusing on “Writing Strategies for Action,” the 2016 CCCC theme. During roundtable discussions, Work-in-Progress Presenters (WiPPs) at any stage of research and any position in the composition/rhetoric field (graduate student, junior faculty, tenured faculty, administrator, and/or independent scholar) are grouped by thematic clusters where they discuss their current projects. Discussion Leaders (DLs) lead the thematic roundtables and mentor WiPPs; this role is key to the RNF. Participants also include editors of printed and online composition/rhetoric publications (journals, edited collections, and book series), who discuss publishing opportunities for completed works-in-progress in an open, roundtable format.

### **International Researchers' Consortium Business Meeting**

GRB, Room 361BE, Level Three

5:15 PM–6:15 PM

*Co-Chairs:* Christiane Donahue, Dartmouth and Université de Lille III

Cynthia Gannett, Fairfield University

Annual business meeting; all are welcome.

## **Consortium of Doctoral Programs in Rhetoric and Composition**

GRB Room 351B, Level Three  
1:30 p.m.–5:00 p.m.

**Chair:** Kristine Blair, Bowling Green State University

The Consortium of Doctoral Programs in Rhetoric and Composition (CDPRC), which represents more than 70 universities, meets every year in conjunction with CCCC. The CDPRC links doctoral education with the discipline, with members from the MA and undergraduate SIGS, and with local and national issues. In 2016, 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 a panel presentation focused on best practices for preparing doctoral candidates for multiple, flexible career paths in the academy and beyond, including two-year college teaching, assuming administrative responsibilities, serving diverse student populations, and training for non-academic positions. After a series of short presentations from doctoral program faculty and student representatives, the interactive dialogue will focus on the possibilities and constraints of preparing graduates for such future roles and responsibilities. The business meeting agenda includes reports from Consortium officers, election of new officers, planning for the 2017 meeting, and developing initiatives for maintaining connections with stakeholder groups. Graduate students are encouraged to attend both parts of the forum.

## **Qualitative Research Network Forum**

Hilton Grand Ballroom L, Level Four  
1:30 p.m.–5:00 p.m.

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

The Qualitative Research Network, which meets annually at the CCCC, is offered for new and experienced qualitative researchers. The QRN provides mentoring and support to qualitative researchers at all levels of experience and working in diverse areas of study within the college composition and communication community. As a pre-conference research network, the QRN is open to everyone, including those who are already presenting at the conference in other venues.



## Poet-to-Poet Wednesday Event

Hilton Room 327

1:30 p.m.–5:00 p.m.

*Co-Chairs:* Mary Minock, Madonna University

Katherine Durham Oldmixon, Huston-Tillotson University

Join the Wednesday afternoon Poet-to-Poet event. Bring ten 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

Hilton Ballroom of the Americas Salon C, Level Two

2:00 p.m.–5:30 p.m.

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

James P. Purdy, Duquesne University, Pittsburgh

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.

## **Rhetoricians for Peace: Political Literacy for First-Year Students SIG**

Hilton Ballroom of the Americas, Salon C

6:00 p.m.–8:00 p.m.

*Chair:* Heather Bruce, University of Montana, Missoula

Rhetoricians for Peace is dedicated to public activism and political literacy for the purpose of advancing peace and equity in the world. For this year's session, we will debate the best ways to translate this mission into pedagogical practice for the first-year composition classroom. Some voices in the field feel that political advocacy does not belong in the first-year classroom, that such pedagogy intimidates and even indoctrinates students while taking the focus off writing. We feel this characterization of our aims is inaccurate and serves a political purpose of quietism and political ignorance. Our panelists will discuss units drawn from their classrooms to discuss the pro and cons of pedagogical practices as seemingly diverse as critical pedagogy, concentrating on logic and clarity, activism, and unearthing propaganda in source materials. Each panelist will give an overview of his or her unit and provide materials for participants. With our participants, we will discuss the efficacy of each unit and through a debate of any ethical or pedagogical considerations, we will separate our projects from the caricatures of them present in current literature. Moreover, we will clearly show the need in today's world for this type of teaching for first-year students.

## **Newcomers' Orientation**

Hilton Ballroom of the Americas, Salon F, Level Two

6:30 p.m.–8:30 p.m.

Join members of the Newcomers' Orientation Committee for an orientation session. The committee will discuss how to navigate the convention and share tips to get the most out of convention activities.

## **Master's Degree Consortium of Writing Studies Specialists**

Hilton Grand Ballroom L, Level Four

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 everyone interested in the issues facing MA/MS programs. The Consortium serves as a clearinghouse and advocacy network to strengthen programs, support the development of new programs, share resources, and promote the value of the Master's degree. Its areas of focus include programmatic development as well as the educational experiences and opportunities available to Master's students. The Consortium's agenda and minutes from previous annual meetings are available at [www.mdcwss.com](http://www.mdcwss.com).

**Performing Feminist Action: Microworkshops and Mentoring Tables Hosted by the Coalition of Women Scholars in the History of Rhetoric and Composition**

Hilton Ballroom of the Americas, Salon A, Level Two  
6:30–8:30 p.m.

*Chair:* Jenn Fishman, Marquette University, Milwaukee

The Coalition of Women Scholars in the History of Rhetoric and Composition Wednesday night session will begin with an Action Hour featuring a dozen concurrent short, interactive lessons in old and new ways of performing feminist activism. In the spirit of building and maintaining coalitions, the Action Hour roster includes microworkshops sponsored by the Asian and Asian American Caucus, the Black Caucus, the Latin@ Caucus, and the Disability Studies SIG. Together, we invite all conference-goers to join us for not only Action Hour but also for the mentoring tables that will follow (topics and mentors TBA). In addition, we will celebrate the recipient of the 2016 the Winifred Bryan Horner Outstanding Book Award.

**CCCC/TYCA 2016 Public Image of Two-Year Colleges: TYCA Fame Award**

Hilton Grand Ballroom B, Level Four  
6:30–8:30 p.m.

*Chair:* Samantha Krag, Fullerton College

The TYCA Fame Award serves to publicly acknowledge the best positive mention of the two-year college appearing in any media during the previous year. The award gives credit to those reporters, writers, filmmakers and others who seek out and publicize exemplary students, faculty, programs, campuses, and/or recognize the two-year college system. The 2015 TYCA Fame award went to John Tierney for “When a Community College Transforms a City,” which appeared in *The Atlantic*, October 29, 2014. Honorable mention went to Tom Hanks, actor, producer, and director, for “I Owe It All to Community College: Tom Hanks on His Two Years at Chabot College” published in *The New York Times*, January 14, 2015.

# Half-Day Wednesday Workshops

Morning: 9:00 a.m.–12:30 p.m.

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## *12-Writing Pedagogies and Processes*

### **MW.01 Plagiarism as an Educational Opportunity: Research-Based Responding to Student Plagiarizing**

This interactive, research-based workshop addresses the complexities of plagiarism and responding to student plagiarism.

GRB Room 351E, Level Three

**Speakers:** Robert Yagelski, SUNY-Albany  
Gerald Nelms, Wright State University  
Carole Papper, Hofstra University  
Scott Leonard, Youngstown State University  
Valerie Seiling Jacobs, Columbia University

## *11-Research*

### **MW.02 Voices of Undergraduate Research: Frameworks for Learning through Action**

Faculty, administrators, and students will discuss frameworks, engage in reflection, and access resources for supporting student research.

GRB Room 351B, Level Three

**Speakers:** Angela Glotfelter, Miami University of Ohio  
Brynn Kairis, Rutgers University-Camden  
Jessie Moore, Elon University  
Megan Schoettler, Miami University of Ohio

## *12-Writing Pedagogies and Processes*

### **MW.03 Multimodal Research in the Writing Class Teaching Infographics to Help Students Construct Data-Driven Arguments**

The basics of infographic design and how to build them into your multimodal research assignments to enhance students' data-driven arguments.

GRB Room 340B, Level Three

**Speakers:** Jamie S. Albert, University of Cincinnati Blue Ash College  
Sonja Andrus, University of Cincinnati Blue Ash College  
Robert Murdock, University of Cincinnati Blue Ash College

*1-First-Year and Advanced Composition*

**MW.04 Repurposing Assessment: Valuing Student Actions via Course Contracts**

An opportunity to explore and begin designing course contracts with experienced teacher-scholars.

Hilton Ballroom of the Americas Salon C, Level Two

**Co-Chairs:** Rebecca Powell, University of Southern Mississippi, Hattiesburg

Joyce Inman, University of Southern Mississippi, Hattiesburg

**Discussion Leaders:** Emily Martin, University of Southern Mississippi, Hattiesburg

Olivia Bushardt, University of Southern Mississippi, Hattiesburg

Kelli Sellers, University of Southern Mississippi, Hattiesburg

Erin Boade, University of Southern Mississippi, Hattiesburg

Missy Wallace, University of Southern Mississippi, Hattiesburg

Allison Tharp, The University of Southern Mississippi, Hattiesburg

**Respondents:** Asao Inoue, University of Washington Tacoma

Jane Danielewicz, University of North Carolina Chapel Hill

Peter Elbow, University of Massachusetts, Amherst

*12-Writing Pedagogies and Processes*

**MW.05 Composing Comics: Theory and Practice for Writing Teachers**

Our workshop offers participants an introduction to comics theory and practice with a wide range of applications for the writing classroom.

GRB Room 360AD, Level Three

**Speakers:** Henry Kirby, Virginia Military Institute

Gabe Sealy-Morris, Johnson C. Smith University

Susan Kirtley, Portland State University

Kathryn Comer, Barry University

Dale Jacobs, University of Windsor

Molly Scanlon, Nova Southeastern University

Hannah Dickinson, Hobart and William Smith Colleges

Steven Engel, Marygrove College

*14-Writing Programs*

**MW.06 Consulting for Writing Programs: Developing Effective Practices**

Participants share principles of good practice for consulting work ranging from curriculum development workshops to formal program review.

Hilton Grand Ballroom L, Level Four

**Co-Chairs:** Shirley Rose, Arizona State University

Deborah H. Holdstein, Columbia College Chicago

**Speakers:** Duane Roen, Arizona State University, “Figuring the Business End of Consulting”

Irwin Weiser, Purdue University, “The Rhetorical Art of Consulting, Part II: The Writing Program Reviewer as Evaluator”

Lil Brannon, University of North Carolina, Charlotte, “Preparing for a Consultancy: Doing Your Homework then Going with the Flow”

Deborah H. Holdstein, Columbia College Chicago, “Synthesizing, Clarifying, and Reconciling Presenters’ Perspectives”

Martha Townsend, University of Missouri, “Following Up: When Does the Consultation End?”

Chris Anson, North Carolina State University, “Making Consulting Work Visible without Revealing Confidential Information”

Michelle Cox, Cornell University, “The Rhetorical Art of Consulting, Part I: The Workshop Leader as Advocate”

Carol Rutz, Carleton College, “Attention to Audience: Places to Go and People to See”

Shirley Rose, Arizona State University, “Welcome and Introductions; Goal Setting for the Workshop”

*12-Writing Pedagogies and Processes*

**MW.07 Taking Action with Student Retention and Success: An OWI “Student Matters” Workshop**

Student guest respondents and a survey ground participant learning and activities about student needs for OWI.

Hilton Ballroom of the Americas Salon E, Level Two

**Chair:** Beth Hewett, Defend & Publish

**Speakers:** Lourdes Spurlock, Old Dominion University, “A Student’s Perspective”

Heidi Harris, University of Arkansas at Little Rock, “Preparing for an OWC”

Wendy McCloud, University of Arkansas Little Rock, “A Student’s Perspective”

Diana Gasiewski, Drexel University, “A Student’s Perspective”

Beth Hewett, Defend & Publish, “Providing Necessary Support Components for OWCs”

Jason Snart, College of DuPage, Glen Ellyn, IL, “Developing a Working ‘Community’ for OWCs”

**Discussion Leaders:** Diane Martinez, Western Carolina University  
Leslie Olsen, Bellevue University  
Kevin Eric DePew, Old Dominion University  
Scott Warnock, Drexel University

*12-Writing Pedagogies and Processes*

**MW.08 Active Support for Radical Pedagogies: The Postpedagogical Movement, Project-Based, Multigenre, and Multimodal Approaches**

This workshop provides support for radical pedagogies, naming, building, and sustaining the postpedagogical movement in composition.

Hilton Ballroom of the Americas Salon D, Level Two

**Co-Chairs:** Jacqueline Preston, Utah Valley University, Salt Lake City, “Active Support for Radical Pedagogies: The Postpedagogical Movement, Project-Based, Multigenre, and Multimodal Approaches”

Nancy Mack, Wright State University, “Active Support for Radical Pedagogies: The Postpedagogical Movement, Project-Based, Multigenre, and Multimodal Approaches”

**Speakers:** Melody Wise, Glenville State College, “Project-Based, Multimodal Approaches to Improving Literacy in Secondary and College Classrooms”

Nathalie Virgintino, St. John’s University, “Studio and Art-Based Pedagogies in the Writing Class Learning through Making”

Robyn Tierney, New Mexico State University, “Moved to Write: Along Personal and Sociocultural Affective Sites”

Brian Stone, Huston Tillotson University, “Critical Hiphop Rhetoric Pedagogy”

Tara Roeder, St. John’s University, “Jamming the Smooth Operations of the Normal and the Ordinary: Resisting the Politics of Cohesion”

Jacqueline Preston, Utah Valley University, Salt Lake City, “It Began with Affection and Took Flight: The Ethical and Political Undercurrent Supporting Postpedagogical Approaches to Writing”

Matthew Pavesich, Georgetown University, “Make a Thing, We Told Them”

Derek Owens, St. John’s University, “Promoting, Showcasing, Flaunting: Highlighting the Multimodal Work Being Done by Our Students and Colleagues”

Nancy Mack, Wright State University, “Academic Identity Formation: Critical Narratives of Future Identities”

Adam Koehler, Manhattan College, “Finding Unity in Diversity: Toward a Radical Assessment”

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Kefaya Diab, New Mexico State University, “Filmmaking as Transformative Critical Pedagogy: Can We Actually Change the World”  
Roseanne Gatto, St. John’s University  
Katherine Hanzalik, Clemson University, “Transmedia Activism: A Post-Pedagogy for Parity”  
Rik Hunter, University of Tennessee at Chattanooga, “Multimodal Collaborative Group Work: (Anxious) Active and Social Learning”  
Jayne Moneysmith, Kent State University at Stark, “Mentoring Innovation: Providing and Seeking Mentorship for Radical Pedagogical Approaches”  
Matthew Tougas, Louisiana State University, “Composing Disruption: Moving from Analysis to Action”  
Deborah Coxwell-Teague, Florida State University, “Revitalizing and Reinventing a Composition Program”  
Amanda Wray, University of North Carolina, Asheville, “Developing Rhetorical Frames for Inclusivity: Community Engaged Service in FYW”

*12-Writing Pedagogies and Processes*

**MW.09 But I Don’t Know What to Say: Peer Review as a Tool to Help Students Effectively Join the Conversation**

This workshop will walk participants through four different peer review models for in-class and online review.

Hilton Room 329, Level Three

**Speakers:** Travis Holt, Liberty University, “Text as Image: ‘Seeing’ What We’re Writing”

Elise Green, Longwood University, “Grillz and Spillz: Using Pop Culture”

Ramona Myers, Liberty University, “Fighting Perceptions of ‘The Blind Leading the Blind’ Using Stations”

Brian Harrell, University of Akron, “Online Peer Reviewing”

*11-Research*

**MW.10 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.

Hilton Room 330, Level Three

**Speakers:** Jordan Smith, Iowa State University

Karen Lunsford, University of California, Santa Barbara, “Basics of Coding: Analyzing Data and Reporting Findings”

Jo Mackiewicz, Iowa State University, “Basics of Coding: Analyzing Data and Reporting Findings”



*13-Theory*

**MW.12 Reading Workshop: Pedagogies, Processes, Purposes, Practices**

This workshop explores ways to integrate reading instruction in composition courses.

Hilton Room 327, Level Three

**Chair:** Kelly Whitney, New Mexico State University

**Speakers:** Nancy A. Benson, University of Massachusetts, Dartmouth

Karen Shea, Johnson & Wales University

Mais Al-Khateeb, New Mexico State University

*3-Community, Civic & Public*

**MW.13 Disrupting the Cycle of Mass Incarceration: What Can Writing Really Do?**

What sort of action can writing teachers take to disrupt the cycle of mass incarceration?

GRB Room 360BE, Level Three

**Co-Chairs:** Patrick Berry, Syracuse University

Laura Rogers, Albany College of Pharmacy and Health Sciences

**Speakers:** Daniel Cleary, Lorain County Community College, “The Northeast Ohio Community Outreach Project: An Overview”

Phyllis Hastings, Saginaw Valley State University, “Restorative Justice Principles in Action after Incarceration”

Tom Kerr, Ithaca College, “The Rhetorical Challenges of Reenvisioning Community for Two Writers Long on Death Row: An Editor’s Perspective”

Rex Veeder, St. Cloud State University, “Stemming the Tide-Interrupting the Flow of At-Risk Youth to Prisons”

Kathie Klarreich, Exchange for Change, “Reporting to Give Words Wings: The Intersection of Journalism and Prison Writing Programs”

Barbara Roswell, Goucher College, Towson, “Inviting the Writing Workshop into the Writing Class Creative-Academic Hybrids within and beyond Prison Walls”

**Discussion Leaders:** Cory Holding, University of Pittsburgh

Tobi Jacobi, Colorado State University, Fort Collins

Kimberly Drake, Scripps College

Wendy Hinshaw, Florida Atlantic University

*6-Information Technologies*

**MW.14 Critical Soundplay: An Audio Composing Workshop**

Come play with digital audio. We'll practice and discuss recording, editing, performance, ethics, file formats, and remix.

Hilton Room 336A, Level Three

*Speakers:* Kyle Stedman, Rockford University, "Remixing Copyrighted Music"

Steven Hammer, Saint Joseph's University, "Politics and (mal)Practices of Compression"

Erin Anderson, University of Massachusetts, "Voice Editing and Ethics"

Trisha Campbell, University of Pittsburgh, "Performing toward Rhetorical Empathy"

*5-History*

**MW.15 Archives as Sites for Community Collaborations, Classroom Explorations, and Activism**

This workshop offers strategies for building community connections through archives and incorporating archival research in the classroom.

GRB Room 360CF, Level Three

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

Michelle Niestepski, Lasell College

*Speakers:* Suzanne Bordelon, San Diego State University

Shannon Carter, Texas A&M University-Commerce

Michael-John DePalma, Baylor University

Jessica Enoch, University of Maryland

David Gold, University of Michigan

Jenna Morton-Aiken, University of Rhode Island

Tarez Samra Graban, Florida State University

Robert Schwegler, University of Rhode Island

Wendy Hayden, Hunter College, CUNY

*3-Community, Civic & Public*

**MW.16 Engaging the Global in the Teaching of Writing: Critical and Multiperspective Approaches**

Facilitators from several countries will help participants share and discuss teaching activities/ideas on global and cross-cultural issues.

GRB Room 361BE, Level Three

*Co-Chairs:* Santosh Khadka, California State University, Northridge

Sara Alvarez, University of Louisville

Ligia Mihut, Barry Univeristy

Ghanashyam Sharma, Stony Brook University

**Speakers:** Suresh Canagarajah, Penn State University  
Violeta Natera, Pontificia Universidad Javeriana Cali  
Vanessa Kraemer Sohan, Florida International University  
Joleen Hanson, University of Wisconsin-Stout  
Andrés Gómez, Universidad de los Andes  
Xiaoye You, The Pennsylvania State University  
Keith Lloyd, Kent State University  
Maha Bali, American University of Cairo  
Lisa Arnold, North Dakota State University  
Thomas Lavelle, Stockholm School of Economics  
Tom Do, Concordia University Chicago  
Samantha NeCamp, University of Cincinnati  
Pearl Pang, Yonsei University, South Korea  
Claudia Doroholschi, West University of Timisoara  
Iswari Pandey, California State University, Northridge

*2-Basic Writing*

**MW.17 Grammar, Grammars, and the Teaching of Grammar in the 21st Century**

A workshop designed to help participants develop alternatives to traditional approaches to teaching grammar.

Hilton Room 336B, Level Three

**Speakers:** Susan Gabriel, Community College of Baltimore County  
Peter Adams, Community College of Baltimore County

*1-First-Year and Advanced Composition*

**MW.18 Tools, Not Rules: A Workshop in Progressive Grammar**

Grammar is involved in the construction of meaning in all its manifestations and is best taught as a resource for agency.

Hilton, Room 337A, Level Three

**Co-Chairs:** Joseph Salvatore, The New School  
Craig Hancock, University at Albany

**Speakers:** Joseph Salvatore, The New School, “Sentence as Shaper of Meaning”

Stella Wang, University of Rochester, “Corpus Studies of Personal Pronouns”

Craig Hancock, University at Albany, “Intonation and Punctuation”

Cornelia Paraskevas, Western Oregon University, “Thematic Development”

Deborah Rossen-Knill, University of Rochester, “A Language-Construction Approach to “Basic” Writing: Providing Feedback That Fosters Local/Global Meaning-Making”

# Half-Day Wednesday Workshops

## Afternoon 1:30–5:00 p.m.

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### *12-Writing Pedagogies and Processes*

#### **AW.01 Strategic Action in Teaching against Plagiarism: Using Plagiarism Pedagogically**

This workshop focuses on developing practical teaching strategies to help students learn how to engage with sources and avoid plagiarizing.

GRB Room 351E, Level Three

**Speakers:** Gerald Nelms, Wright State University  
Robert Yagelski, University at Albany, SUNY  
Valerie Seiling Jacobs, Columbia University  
Carole Papper, Hofstra University  
Scott Leonard, Youngstown State University

### *1-First-Year and Advanced Composition*

#### **AW.02 Generating WAC/WID/WIC/WEC Action Plans: Strategies for Advancing Writing through Faculty Development**

Speakers provide heuristics for advancing writing vertically by designing WAC/WID/WIC/WEC faculty action plans across the disciplines.

GRB Room 340B, Level Three

**Chair:** Debra Frank Dew, Valparaiso University

**Speakers:** Cristyn Elder, University of New Mexico, “Increasing Success for Multilingual Writers in a WAC/WIC/WID Program”

Mike Michaud, Rhode Island College, Kingston, “New to Bean (but not to WAC)”

Christopher Basgier, University of North Dakota, “Building a Writing-Enriched Program”

Timothy Oleksiak, Bloomsburg University, “Creating New Infrastructure for WID Initiatives”

Debra Frank Dew, Valparaiso University, “Interdisciplinary Thresholds: WIC as Site for Vertical Transfer as Strategic Action”

Delys Snyder, Brigham Young University, “Transferring Writing Knowledge from Professors to Teaching Assistants”

William FitzGerald, Rutgers University at Camden, “Establishing Common Ground for Writing in General Education”

Joyce Malek, University of Cincinnati, “From Novice to Expert: A WEC Model for the Health Sciences and Beyond”

*11-Research*

**AW.03 Undergraduate Students as Researchers: Maximizing the Mutual Benefits**

This workshop offers frameworks and strategies for successfully engaging undergraduate students as researchers and collaborators.

Hilton Room 332B, Level Three

**Speakers:** Crystal Bickford, Southern New Hampshire University  
Melody Bowdon, University of Central Florida  
Elizabeth Kleinfeld, Metropolitan State University of Denver  
Lilian Mina, Miami University  
Brett Morrison, University of Central Florida  
Melissa Pompos, University of Central Florida  
Michael Neal, Florida State University

*3-Community, Civic & Public*

**AW.04 Writing Democracy 2016 | Documenting Our Place in History: The Political Turn, Part II**

Writing Democracy 2016 revisits the idea of the “political turn” to develop writing strategies for action in classrooms and communities.

GRB Room 360AD, Level Three

**Co-Chair:** Shannon Carter, Texas A&M University-Commerce  
**Co-Chair:** Deborah Mutnick, Long Island University  
Tony Scott, Syracuse University, “Escaping the Crisis/Austerity  
Cul-de-Sac in the Political Economy of Composition”

**Respondents:** Steve Parks, Syracuse University  
Elenore Long, Arizona State University  
Benjamin Kuebrich, Syracuse University  
David Jolliffe, University of Arkansas  
Veronica House, University of Colorado  
Paul Feigenbaum, Florida International University  
Carmen Kynard, St. John’s University  
Kurt Spellmeyer, Rutgers University

*7-Institutional and Professional*

**AW.05 Coming Together for Action: Multi-Level Institutional Support for Contingent Faculty**

Institutions are morally obligated to support contingent faculty; the facilitators of this workshop offer some strategies for consideration.

Hilton Room 337B, Level Three

**Speakers:** Rose Gubele, University of Central Missouri, “Coming Together for Action: Multi-Level Institutional Support for Contingent Faculty”

Dorothy Arnett, University of Central Missouri

Daniel Schierenbeck, University of Central Missouri

Brenda Woods, University of Central Missouri

*8-Taking Action*

**AW.06 Taking Action to Support Graduate Writers across the Curriculum**

This workshop explores the needs of graduate writers, types of graduate writing support, and pedagogical approaches for graduate writing.

Hilton Room 337A, Level Three

**Chair:** Michelle Cox, Cornell University

**Speakers:** Talinn Phillips, Ohio University

Michelle Cox, Cornell University

Jenae Cohn, University of California, Davis

Daniel Moglen, University of California, Davis

Katya Fairbanks, Claremont Graduate University

*6-Information Technologies*

**AW.07 Corpus-Based Approaches to Writing**

This half-day workshop shows how corpus-based teaching and research help disrupt or confirm our intuitive notions about written texts.

Hilton Room 336B, Level Three

**Speakers:** Laura Aull, Wake Forest University

Zak Lancaster, Wake Forest University

Brian Ray, University of Nebraska at Kearney

Cameron Mozafari, University of Maryland

Daniel Kies, College of DuPage

Sandra Kies, Benedictine University

Sonja Launsbach, Idaho State University

*8-Taking Action*

**AW.08 Developing Practical Pedagogical Approaches for International L2 Writers in the Classroom and Beyond**

The workshop focuses on initiating and developing supports for international students from inside and outside of the classroom.

Hilton Room 336A, Level Three

*Co-Chair:* Katherine Silvester, Indiana University

*Speakers:* Jennifer Eidum Zinchuk, Elon University

Mariya Tseptsura, University of New Mexico

Pisarn Bee Chamcharatsri, University of New Mexico

Greer Murphy, Woodbury University

Steve Simpson, New Mexico Tech

Norah Fahim, University of Washington

Paul Kei Matsuda, Arizona State University

*12-Writing Pedagogies and Processes*

**AW.09 Working with Military-Affiliated Writers: Research and Practice for Composition Teachers, Scholars, and WPAs**

Sharing and planning strategies for working with military-affiliated writers in writing intensive programs, courses, and research.

Hilton Room 333, Level Three

*Chair:* Mariana Grohowski, Massachusetts Maritime Academy

*Speakers:* Cassandra Branham, University of Central Florida

Catherine St. Pierre, Ohio State University / UPJ

Mark Blaauw-Hara, North Central Michigan College

Derek Handly, United States Naval Academy

April Cobos, Old Dominion University

Lisa Langstraat, Colorado State University

Sue Doe, Colorado State University

Jeannie Waller, University of Arkansas

Tara Hembrough, Southeastern Oklahoma State University

Katt Blackwell-Starnes, Lamar University

*7-Institutional and Professional*

**AW.10 UDL 101: Accessibility, Pedagogy, and Praxis**

This hands-on workshop teaches the why, what, and how of (re)designing accessible instructional materials.

Hilton Room 330, Level Three

*Speakers:* Andrea Beaudin, Texas Tech University  
Angela Shaffer, Texas Tech University  
Sean Zdenek, Texas Tech University

*3-Community, Civic & Public*

**AW.11 Telling Stories, Writing Cultures: Using Indigenous Rhetorics in the Writing Classroom**

This workshop will prepare participants to incorporate Indigenous rhetorical practices into composition classrooms.

Hilton Room 329, Level Three

*Chair:* Phill Alexander, Miami University  
*Speakers:* Gail MacKay, University of Saskatchewan  
Joyce Rain Anderson, Bridgewater State University  
Ezekiel Choffel, Michigan State University  
Sundy Watanabe, University of Utah  
Yavanna Brownlee, Ohio University  
Phill Alexander, Miami University

*12-Writing Pedagogies and Processes*

**AW.12 Teaching Writing Abroad: Identifying Challenges and Opportunities**

As study abroad gains momentum, what role should writing play in this high-impact practice?

GRB Room 360BE, Level Three

*Speakers:* Martha Townsend, University of Missouri  
Katie Gindlesparger, Philadelphia University  
Eli Goldblatt, Temple University  
Linda Breslin, Southwestern Christian University, Bethany  
Jim Bowman, St. John Fisher College  
William Lalicker, West Chester University



*7-Institutional and Professional*

**AW.13 First-Year Writing Assessment Strategies for General Education and Accreditation Expectations**

This workshop prepares participants to assess first-year writing programs for general education and accreditation using best practices.

Hilton Ballroom of the Americas Salon E, Level Two

**Chair:** Amanda Morris, Kutztown University

**Speakers:** Kathy Hartman, Kutztown University, “IRB and Funding Facilitator”

Amanda Morris, Kutztown University, “Organizer/Best Practices and Artifact Assessment Facilitator”

Moe Folk, Kutztown University, “Local Rubric Design Facilitator”

Patricia Pytleski, Kutztown University, “Norming Facilitator”

**Discussion Leaders:** Robert Kilker, Kutztown University, “Artifact Assessment Discussion Leader”

Carissa Pokorny-Golden, Kutztown University, “Floating Discussion Leader”

**Respondents:** Amy Lynch-Binie, Kutztown University, “Coordinator of Composition”

Kevin Mahoney, Kutztown University, “Institutional Strategist”

*9-Language*

**AW.14 Language and Lived Experience as Strategies for Writing and Coalition Building within a New Rhetoric of Difference**

Multimedia, hands-on workshop to illuminate critical identity work among teachers and students as the basis for liberatory writing.

Hilton, Ballroom of the Americas Salon D, Level Two

**Speakers:** Rashidah Jaami` Muhammad, Governors State University, “African American Male Students in First-Year Writing Classes”

Isabel Baca, University of Texas at El Paso, “From Civil Rights to Students’ Right to Their Own Language to #BlackLivesMatter: Hip-hop Womanism and Hip-hopGirlFeminism”

Kim Brian Lovejoy, Indiana University Purdue University Indianapolis, “Multi-Level Strategies for Effecting Change in Teacher Knowledge and Attitudes Toward a New Rhetoric of Difference”

Elaine Richardson, The Ohio State University, “From Civil Rights to Students’ Right to Their Own Language to #BlackLivesMatter: Hip-hop Womanism and Hip-hopGirlFeminism”

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Geneva Smitherman, Michigan State University, “Theorizing for the  
Twenty-First Century”

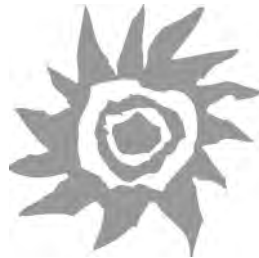
Qwo-Li Driskill, Oregon State University, “Linguistic Gendercide and  
Indigenous Resistance”

Denise Troutman, Michigan State University, “Rhetoric/s of Difference”

Bonnie Williams, California State University Fullerton, “Designing  
Co-Created Curriculum”

David Green, Howard University, “Designing Co-Created Curriculum”

Austin Jackson, Michigan State University, “Designing Co-Created  
Curriculum”



# All-Day Wednesday Workshops

## 9:00–5:00 p.m.

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*12-Writing Pedagogies and Processes*

**W.01 Mindful Writing: Taking Action toward a More Balanced Writing Life**

This workshop offers participants direct experience in mindful writing strategies through meditation, yoga, and guided writing sessions.

Hilton Room 335A, Level Three

**Co-Chairs:** Maxwell Philbrook, University of Missouri

Jonathan Cisco, University of Missouri

Tara Pauliny, John Jay College/CUNY

Rebecca Dingo, University of Massachusetts

Amy Lannin, University of Missouri

Naomi Clark, Loras College

Jessica Philbrook, University of Missouri

Donna Strickland, University of Missouri

*7-Institutional and Professional*

**W.02 Leadership in Action: A Workshop for Heads, Directors, WPs, and Future Faculty Leaders**

We will use research on institutional leadership and practical scenarios to help administrators develop their leadership skills.

Hilton Room 335B, Level Three

**Co-Chairs:** Susan Miller-Cochran, University of Arizona

Thomas P. Miller, University of Arizona

**Discussion Leaders:** Patti Wojahn, New Mexico State University

Ellen Cushman, Northeastern University

John Scenters-Zapico, California State University, Long Beach

Jane Detweiler, University of Nevada Reno

Joddy Murray, Texas Christian University

*11-Research*

**W.03 Responsible Action: International Higher Education  
Writing Research Exchange**

Forty-two researchers from 28 countries share drafts in advance and have extended dialogue in small groups for deep exchange about writing research.

GRB Room 361CF, Level Three

**Co-Chairs:** Cinthia Gannett, Fairfield University

Christiane K. Donahue, Dartmouth and Université de Lille III, “Mapping Global Writing Studies”

**Discussion Leaders:** Olga Aksakalova, LaGuardia Community College, “Writing as Responsible Social Action in Post-Soviet Moscow”

Joe Moxley, University of South Florida, “Politeness, Criticism & Praise in Student Peer Reviews, a Cross-Cultural Analysis”

Asko Kauppinen, Malmö University, “Politeness, Criticism & Praise in Student Peer Reviews, a Cross-Cultural Analysis”

Magnus Gustafsson, Chalmers University of Technology, “Threshold Concepts for Testing Disciplinary Discourse Literacy”

Nuwar Mawlawi Diab, Lebanese American University, “Engagement, Error Revision, and Reflection: Tools to Reduce Students’ Lexical Errors”

Ann-Marie Eriksson, University of Gothenburg, “Investigating Academic Writing Assignments as Mediatonal Activity and Situated Practice: Taking the Participant Perspective as the Analytical Approach to Writing in the Disciplines at University”

Rebecca Dingo, University of Massachusetts

Jonathan Dueck, The George Washington University, “Mapping Global Writing Studies”

Anannya Dasgupta, Shiv Nadar University, “International Writing Partnerships and Pedagogy: An Exploratory Pilot between Shiv Nadar University and Duke University”

Denise Comer, Duke University, Raleigh, “International Writing Partnerships and Pedagogy: An Exploratory Pilot between Shiv Nadar University and Duke University”

Damian Finnegan, Malmö University, “Politeness, Criticism & Praise in Student Peer Reviews, a Cross-Cultural Analysis”

Estela Ene, Indiana University-Purdue University Indianapolis, “EFL Writing, Teacher Training, Students Needs and National Policy in Poland”

Lynne Ronesi, American University of Sharjah, “WID in an Introductory Major Course: Supporting Multilingual Chemical Engineering Students in the United Arab Emirates”

Brooke Ricker, Pennsylvania State University, “Negotiation of Pedagogies in EFL Writing Instruction in a Serbian University”

- María Errezuriz, Pontificia Universidad Católica de Chile, “Academic Writing Implicit Beliefs of Students and Initial Teaching Education Programme Preparers in Chile: Analysis of a Significant Relationship for the Development of Writing Skills”
- Beth Gulley, Johnson County Community College, “The American Composition I Course as an Extracurricular Activity for Chinese Students Who Are Studying at a Chinese University”
- Rachel Griffio, Community College of Allegheny County, “Recontextualizing Composition Studies: The Translingual Practices of Chinese Scholars Teaching in U.S. Universities (1987-2014)”
- Dyanne Escorcía, University of Poitiers, “Self-Regulation Strategies of Writing: A Key to Improve Academic Writing?”
- Zsuzsanna Reed, Central European University Budapest, “‘What Is of the Biggest Importance for this Particular Part of the Thesis and Chapters to Be, I Would Like to Attempt to Pursue My Task...’: Eastern European Students Writing History in English”
- Keith Comer, Victoria University of Wellington, “Wayfinding and Evaluating Grammar and Style Checking Applications in Composition Studies”
- Trista Rappert-McGetrick, Fulbright Ukraine, “The Rhetorical Structure of Research Article Introductions in Ukrainian and American Scholarly Journals”
- Karl-Heinz Pogner, Copenhagen Business School, “The Double Transition during the Master Thesis Project at a Business University: Becoming a (Peripheral) Member of the Academic and the Professional Discourse Community?”
- Violeta Molina-Natera, Pontificia Universidad Javeriana Cali-Colombia, “Content/Language Partnership in Teaching Disciplinary Contents through Reading and Writing”
- Majid Fatahipour, IAU Parand Branch, “Investigating the Predictors of Quality of Writing (in English) amongst EFL Skilled Writers in Iran and Comparing It with Native Skilled Writing”
- Gita DasBender, Seton Hall University, “English Writing Curriculum and Instruction at a Teacher Training College in Vietnam: Aligning with 2020 Project Goals”
- Tyler Evans-Tokaryk, University of Toronto Mississauga, “Academic Writing Instruction and the Discourse of English as an International Language (EIL): A Comparative Study of Canadian and South African Writing Centres”
- Andrea Scott, Pitzer College, “Far from the Margins: Theorizing the Disciplinary Histories of Writing Centers in Germany, Austria, and Switzerland”

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- Lance Cummings, University of North Carolina Wilmington, “Language Ideologies and Academic English in Pakistan”
- Jason Peters, Cal Poly San Luis Obispo, “The Cross-Border Archives of Composition”
- Simon Bell, Coventry University, “Les Mots Juste [sic]”
- Sabine Dengscherz, University of Vienna, “Strategies for Professional Multilingual Writing”
- Wendy Kasap, Turkey, “Teaching Academic Writing to Altaic Learners”
- Najla Jarkas, American University of Beirut, “The Challenge of Writing in Context”
- Anna Wärnsby, Malmö University, “Politeness, Criticism & Praise in Student Peer Reviews, a Cross-Cultural Analysis”
- Steffen Guenzel, University of Central Florida, “Writing Practices and Pedagogy in Higher Education in Germany”
- Liliana Tolchinsky, Universitat de Barcelona, “Academic Writing as a Learning Tool: Writing to Learn”
- Roman Banzer, University of Liechtenstein, “Lecture, Notes, and Peer Feedback”
- Natalia Fullana, Universitat de Barcelona, “Academic Writing as a Learning Tool: Writing to Learn”
- Martin McMorro, Massey University, “Common Purpose? Collaborative Writing Development in a New Zealand University”
- Kirk St. Amant, East Carolina University, “Expanding Theories and Approaches to Researching Writing Practices in Global Contexts”
- Pavel Zemliansky, University of Central Florida, “Expanding Theories and Approaches to Researching Writing Practices in Global Contexts”
- Anne Nebel, Georgetown University SFSQ, “Empirical Investigations of Academic Writing and Its Development in the Context of Super-diversity”
- Chenchen Huang, Pennsylvania State University, “When a Billion Chinese Learn to Write in English: How China Has Shaped Composition Studies”
- Elisa Rosado, Universitat de Barcelona, “Academic Writing as a Learning Tool: Writing to Learn”
- Rachel Riedner, George Washington University, “Mapping Global Writing Studies”

*8-Taking Action*

**W.04 Play as Activism: Using Game-Based Pedagogy to Build Structural Understanding, Foster Empathy, and Scaffold Change.**

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

GRB Room 340A, Level Three

**Speakers:** Jessica Dambruch, Old Dominion University  
Howard Fookman, Michigan State University  
Kevin Moberly, Old Dominion University  
Jill Morris, Frostburg State University  
Lee Hibbard, University of Alabama in Huntsville  
Sarah Dwyer, Valdosta State University  
Rebekah Shultz Colby, University of Denver  
Richard Colby, University of Denver  
Kris Purzycki, University of Wisconsin-Milwaukee  
Stephanie Vie, University of Central Florida  
Jennifer deWinter, Worcester Polytechnic Institute  
Anjali Pattanayak, University of Wisconsin-Platteville  
Emily Bunner, University of North Carolina at Chapel Hill

*2-Basic Writing*

**W.05 The Transformative Action of Basic Writing: The 2016 Council on Basic Writing Preconference Workshop**

Exposing intersections between lives of students/instructors and institutions to argue for basic writing action that fosters social justice.

Hilton Room 335C, Level Three

**Co-Chairs:** Lynn Reid, Fairleigh Dickinson University, “The Action of Emerging Scholars”  
Barbara Gleason, City College of New York, CUNY, “Diverse Needs and Talents: Acting on the Promise of BW”  
Michael Hill, Henry Ford Community College, “Grasping the “Phenomenal Forms”: A Dialogue on Taking Action in Basic Writing”  
Heidi Estrem, Boise State University, “CBW INNY Award Presentation: Taking Action beyond the Classroom”  
Susan Naomi Bernstein, Arizona State University, Tempe, “Working with Labor in BW”  
Michael Hill, Henry Ford Community College, “The Transformative Action of Basic Writing”  
Lynn Reid, Fairleigh Dickinson University, “The Transformative Action of Basic Writing”

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**Speakers:** Anicca Cox, University of Massachusetts Dartmouth, “Working with Labor in BW”

Long Chu, Writers in the Schools, “Creating Space for Writing as Activist Practice: Writing with WITS”

Hope Parisi, Kingsborough Community College, CUNY, “Diverse Needs and Talents: Acting on the Promise of BW”

Andrew Lucchesi, The Graduate Center, CUNY, “Diverse Needs and Talents: Acting on the Promise of BW”

Shannon Carter, Texas A&M University-Commerce, “Grasping the “Phenomenal Forms”: A Dialogue on Taking Action in Basic Writing”

Karen Uehling, Boise State University, “CBW INNY Award Presentation: Taking Action beyond the Classroom”

Susan Naomi Bernstein, Arizona State University, Tempe, “Creating Space for Writing as Activist Practice: Writing with WITS”

Christie Toth, University of Utah, “Diverse Needs and Talents: Acting on the Promise of BW”

Jennifer Swartout, Heartland Community College, “Diverse Needs and Talents: Acting on the Promise of BW”

Dawn Shepherd, Boise State University, “CBW INNY Award Presentation: Taking Action beyond the Classroom”

Deborah Mutnick, Long Island University, “Grasping the “Phenomenal Forms”: A Dialogue on Taking Action in Basic Writing”

Michelle LaFrance, George Mason University, “Working with Labor in BW”

Heidi Estrem, Boise State University, “CBW INNY Award Presentation: Taking Action beyond the Classroom”

#### *8-Taking Action*

### **W.06 Supporting Innovation and Effecting Change at Two-Year Colleges and Open-Access Institutions**

The session will provide strategies for teaching writing, program innovation, and effecting change at two-year and open-access institutions.

Hilton Room 338, Level Three

**Speakers:** Kristen Welch, Cochise College, “Building Frameworks for Collaborative Assessment Plans at Cochise College”

O. Brian Kaufman, Quinebaug Valley Community College, “Combining Assessment and Instruction: Wearing Two Hats in the Writing Lab”

Katie Kalish, University of Wisconsin Marathon County, “Effecting Change to Department Culture: Professional Development and Online Support”

Jennifer Heinert, University of Wisconsin-Washington County, “Effecting Change to Department Culture: Professional Development and Online Support”



Genie Giaimo, Bristol Community College, “Innovating while Growing a Community College Writing Center: Student-Directed Writing Center Research at Bristol Community College”

Felicita Arzu Carmichael, New Mexico State University, “Introducing a New Online Writing Instruction Training and Professional Development Program at NMSU”

Cheri Spiegel, Northern Virginia Community College, “Is there a Writing Program in This College NOW?”

Joanne Giordano, University of Wisconsin Colleges, “Using Research to Develop Programs to Support Underprepared Students’ Transition to College Reading, Writing, and Learning”

Christie Toth, University of Utah, “Rethinking ‘Class’: Poverty, Pedagogy, and Two-Year College Writing Programs”

Brett Griffiths, University of Michigan, “Rethinking ‘Class’: Poverty, Pedagogy, and Two-Year College Writing Programs.”

Cassandra Phillips, University of Wisconsin-Waukesha, “Using Research to Develop Programs to Support Underprepared Students’ Transition to College Reading, Writing, and Learning”

Erin Doran, University of Texas at San Antonio, “Challenges and Opportunities of Faculty Responding to Integrated Reading and Writing at One Texas College”

#### *7-Institutional and Professional*

### **W.07 More Than Warm Bodies Needed: Who Is Qualified to Teach Writing and How Do We Know?**

This workshop engages participants in discussions of expertise needed for teaching writing at all levels.

GRB Room 351A, Level Three

**Discussion Leaders:** J. Blake Scott, University of Central Florida

Betsy Verhoeven, Susquehanna University

Peggy O’Neill, Loyola University Maryland

E. Shelley Reid, George Mason University

Dominic DelliCarpini, York College of Pennsylvania

Steve Lamos, University of Colorado Boulder

Laura J. McCartan, Metropolitan State University

Tony Scott, Syracuse University

Elizabeth Wardle, University of Central Florida

*8-Taking Action*

**W.08 A Workshop Sponsored by the Latin@ Caucus: Latin@s Taking Action in and out of the Academy**

This daylong workshop seeks to help members of the Latin@ Caucus increase their participation in activist and scholarly forums.

GRB Room 351C, Level Three

**Speakers:** Consuelo Salas, University of Texas at El Paso

Raul Sanchez, University of Florida

Iris Ruiz, University of California Merced

Aja Martinez, Binghamton University, SUNY

Steven Alvarez, University of Kentucky

Sara Alvarez, University of Louisville

James Chase Sanchez, Texas Christian University

Cristina Ramirez, University of Arizona

Isabel Baca, University of Texas at El Paso

Kendall Leon, Portland State University

Alexandra Hidalgo, Michigan State University

*4-Creative Writing*

**W.09 Writing Teachers Writing: Words in/as Action**

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

GRB Room 351D, Level Three

**Chair:** Libby Falk Jones, Berea College

**Speakers:** Charles I. Schuster, University of Wisconsin-Milwaukee

Allison Schuette, Valparaiso University

Ann E. Green, Saint Joseph's University

Eberly Barnes, University of California San Diego

Melissa Goldthwaite, Saint Joseph's University

Sandee McGlaun, Roanoke College

Irene Papoulis, Trinity College

Wendy Ryden, LIU-Post

Jacquelyne Kibler, Arizona State University

Jenny Spinner, Saint Joseph's University

Douglas Hesse, The University of Denver

*12-Writing Pedagogies and Processes*

**W.10 Working Wikipedia: An Interdisciplinary Path to Taking Action**

Contribute to the Wikipedia user community and design assignments that enhance learning, draw on archives, and challenge representation gaps.

GRB Room 351F, Level Three

**Speakers:** Greta Kuriger Suiter, Massachusetts Institute of Technology,  
“Incorporating Archival Resources”

Amanda Rust, Northeastern University, “Good Digital Citizenship”

Rebecca Thorndike-Breeze, Massachusetts Institute of Technology,

“Activism in Wikipedia: Working with Underrepresented Groups and Topics”

Jami Mathewson, Wiki Education Foundation

Cecelia A. Musselman, Northeastern University, “Critical Thinking in Action: Determining What and How to Contribute”

Amy Carleton, Massachusetts Institute of Technology, “Establishing Notability: Source Use in Wikipedia”

*12-Writing Pedagogies and Processes*

**W.11 Moving from Pro Forma to Performa: Music and Performance in the Writing Classroom**

Learn and practice a variety of performance and musical techniques for enhancing writing instruction and professional development.

Hilton Grand Ballroom A, Level Four

**Chair:** Peter Khost, Stony Brook University

**Speakers:** Peter Khost, Stony Brook University

Bob Lazaroff, Nassau Community College, SUNY

David Hyman, Lehman College, CUNY

Lauren Esposito, Marywood University

Shawn Garrett, Friends Academy

Nicole Galante, Stony Brook University

Faith Kurtyka, Creighton University

June Griffin, University of Nebraska-Lincoln

*3-Community, Civic & Public*

**W.12 Feminist Workshop: Action through Care**

This workshop will look at the concept of care, through a feminist lens, as it is applied at the intersections of home and institution.

Hilton Grand Ballroom B, Level Four

**Co-Chairs:** April Conway, Bowling Green State University

Lydia McDermott, Whitman College

Alison A. Lukowski, Christian Brothers University

Patty Wilde, University of New Hampshire

Jennifer Nish, American University of Beirut

Lauren Connolly, Lewis-Clark State College

**Speakers:** Kirsti Cole, Minnesota State University, Mankato

Amanda Greenwell, Central Connecticut State University

Cheryl Smith, Baruch College, CUNY

Elizabeth Baldrige, Illinois Central College

Krystia Nora, California University of Pennsylvania

Candace Epps-Robertson, Michigan State University

Sarah Prielipp, Michigan State University

Michelle Miley, Montana State University

# Thursday, April 7

## Special Events and Meetings

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### **Room and Location Names**

Sessions are located in both the George R. Brown Convention Center and the Hilton Americas–Houston using the abbreviations GRB and Hilton.

### **Newcomers' Coffee Hour**

Hilton Ballroom of the Americas Salon A, Level Two  
7:30 a.m.–8:15 a.m.

### **Gathering to Celebrate the Life of Charles Moran—a “Charlie Party”**

7:00 p.m.–9:30 p.m.

Public Services Wine and Whisky, located at 202 Travis St.,  
Suite 100

Please join friends, colleagues, and students of Charlie Moran to remember Charlie, who died in June 2015. Public Services Wine and Whisky is located at 202 Travis St., Suite 100, approximately one mile from the Convention Center. The entrance is located in the lobby of the old Cotton Exchange Building. There will be a cash bar. Sharing of stories about Charlie will begin at 8:00 p.m.

### **Scholars for the Dream Reception**

Hilton Ballroom of the Americas Salon A, Level Two  
6:00 p.m.–7:00 p.m.

### **Anzaldúa Awards Reception**

Hilton Ballroom of the Americas Salon B, Level Two  
7:00 p.m.–8:00 p.m.



# Opening General Session

GRB Auditorium

8:30 a.m.–10:00 a.m.

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**Presiding:** Linda Adler-Kassner, Program Chair/CCCC Associate Chair, University of California, Santa Barbara

**Greetings:** Jennifer Wingard, Local Arrangements Chair, University of Houston  
Douglas Hesse, NCTE President, University of Denver  
Eva Payne, TYCA Chair, Chemeketa Community College, Corvallis, Oregon

## Scholars for the Dream—2016 Recipients

Antonio Byrd, University of Wisconsin-Madison  
Quanisha Charles, Indiana University of Pennsylvania  
Brandon M. Erby, Penn State University, University Park  
André Melvin Jones Jr., Kean University, Union, NJ  
Jamila M. Kareem, University of Louisville, KY  
Cona Marshall, Michigan State University, East Lansing  
Kelly Medina-López, New Mexico State University, Las Cruces  
Consuelo Carr Salas, The University of Texas at El Paso  
Danielle Tillman Slaughter, Georgia State University, Atlanta  
Sheeba Varkey, St. John's University, Jamaica, NY

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:** Tamika L. Carey, University at Albany, NY  
Steven Alvarez, University of Kentucky, Lexington  
Margaret Cox, Bristol Community College, Fall River, MA  
Cruz Medina, Santa Clara University, CA  
Staci M. Perryman-Clark, Western Michigan University, Kalamazoo

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—2016 Recipients**

Dan Ehrenfeld, University of Massachusetts Amherst  
Romeo García, Syracuse University, NY  
Annika Konrad, University of Wisconsin-Madison  
Lina Trigos-Carrillo, University of Missouri-Columbia

## **Chairs' Memorial Scholarship Award Committee**

**Chair:** Scott Wible, University of Maryland, College Park  
Keith Gilyard, Penn State University, University Park  
Rhonda Grego, Midlands Technical College, Columbia, SC  
Beverly Moss, Ohio State University, Columbus  
Victor Villanueva, Washington State University, Pullman

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>.

## **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.

Sondra Perl, winner of the 2016 CCCC Exemplar Award, will speak.

## **Exemplar Award Committee**

**Chair:** Geneva Smitherman, Michigan State University, East Lansing  
Arnetha Ball, Stanford University, CA  
David Bartholomae, University of Pittsburgh, PA  
Gesa Kirsch, Bentley University, Waltham, MA  
Jaime Armin Mejia, Texas State University, San Marcos

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

## **Sondra Perl, 2016 Exemplar of the Conference on College Composition and Communication**

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**Sondra Perl**

Who among us would certifiably know that 45 years later one would indelibly shape the field one began working in as a graduate student, but also contribute in ways which would help improve the writing skills of countless students at all levels, nationally and internationally? The accomplishments Sondra accumulated throughout her long, distinguished career deservedly raise her to receive the highest honor the Conference on College Composition and Communication bestows—the 2016 Exemplar Award. In a variety of inspiring roles, she has helped shape our field as few others have, for as her colleagues at CUNY remind us, she has worked as a “scholar, re-

searcher, teacher, writer, faculty development leader, dissertation advisor, mentor, and caring collaborator for so many of us on so many different projects.”

In rhetoric and composition studies, Sondra Perl has been an exemplar to our field because of the many diverse and important contributions she has tirelessly given us. Her intellect and intuition, at the right time and place, have lifted us all up through her indefatigable work ethic and her amazing ability to work with others to solve problems which our field very much needed solved. Her pioneering research, which she has never stopped developing in innovative ways, and her generous collegiality as a teacher, without question have truly been exemplary.

Few of us have engaged such a wide range of research interests as Sondra has, like with her “emphasis on writing processes, the role of the body and felt sense in composing, the promotion of an ethnographic approach to classroom research based on the tenets of narrative inquiry, exploration of creative nonfiction, and, in the 21st century, moving into the digital world with her exploration of digital composing.” As a teacher, Sondra is widely known to welcome all voices with her characteristic warmth, always expanding the reach teachers can have, innovating programs which reach to K–12 schools as well as across the disciplines on college campuses.

Her “Looking Both Ways” initiative, for instance, which started in 1998 and ran through 2006, brought high school and college instructors together to share their experiences about teaching and assessing writing. Another CUNY project Sondra developed was called Writing Across the Curriculum, a University-wide program mandated by the CUNY Board of Trustees in 1999. This project depended primarily



on CUNY Writing Fellows, doctoral students from the CUNY Graduate Center who, at that time, lacked the standard fellowship support typical of so many other graduate programs. It is really not too much to say that, at the time, these fellows were defined primarily by what they were not: neither tutors nor teachers, their job was to “facilitate” both faculty and students in this innovative WAC program.

Sondra has also had a major presence in the composition studies landscape during her 45-year career. Her dynamic presence when speaking in public forums is another place where she has left an incredible mark on our profession, appearing on numerous panels and writing workshops at CCCC and other major regional and national conferences. As a professional, she has frequently been a keynote speaker and, of course, has greatly influenced us with her groundbreaking published scholarship. Her reach as a professional also impacted many on the international stage. Her work with Austrian teachers, for instance, influenced her in 2005 to work with the Memorial Library to create the Holocaust Educators Network, a development program modeled on the National Writing Project, which she has directed since its inception. Her ongoing contribution to Holocaust education combines Holocaust and writing education in an effort to support middle school, high school, and college faculty across the country.

Most recently, Sondra has worked with emergent digital technologies and composing genres, which demonstrates, in typical exemplar fashion, what it means to be a life-long learner. Sondra shows us how to enter into new and unfamiliar professional projects with an inquisitive mind and an open heart, bringing the life-long experiences of a scholar and teacher of writing which serve as an exemplary model for us all.





## Chair's Address

Thursday, 8:30–10:00 a.m.

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### Making, Disrupting, Innovating



**Joyce Locke Carter**

Texas Tech University

We watch with concern the various external and internal scavengers that nibble away at our disciplinary, scholarly, and teacherly activities and autonomy, and we sometimes bemoan our position in the humanities as we rage against the machine of STEM political priorities. We sheepishly explain how important we are to the university and society, apologize while not apologizing even as we ask, like *Oliver Twist*, for some more because we know, we feel, that what we do is valuable—self-evidently valuable.

Despite that belief, the value of what we do is *not* self-evident to anyone outside this room. That value is a proposition that has to be argued, not just once, but over and over, in many forms, from stories to empirical data, and in many settings, from governing bodies to the popular press.

Many of us have difficulty balancing the good we do versus the need to argue for it constantly, about contextualizing our priorities as writers, researchers, and teachers within organizational strategies and mission statements. We are empowered by the stability of a maturing discipline and its centrality in the cosmos, but we also fear the instability of politics, economics, and society as they seek to “fix” what’s wrong with education. We are both on the vanguard and in the crosshairs.

I would argue that we act within this conflicted milieu cautiously, moving slowly, pursuing incremental change, a runcible process from a position of what we already know to a new position of what we also know. And this isn’t a criticism: such an approach comes rationally from working under bureaucracies, time and space constraints, budgets, and material reality. I think this condition applies equally to our classrooms as to this conference, this organization.

At last year’s CCCC Convention in Tampa, I invited the membership to think differently about the conference and about our discipline with a theme of *Risk and Reward*. I attempted to disrupt the conservatism of incremental change by instituting new modes of presentation, such as the Action Hub for working and learning together, poster sessions so that more members could get on the program, and Ignite presentations that highlighted member innovation.

In this year's chair's address, "Making, Disrupting, Innovating," I continue that theme by making the somewhat risky case that we need to push ourselves well outside of our own comfort zone as an organization and a discipline, much as we ask our students to do. I argue that, in addition to well-known and celebrated threshold concepts of our field, writing is also about making, disrupting, and innovating—on the page, in the classroom, in our programs, in this organization, within our field and beyond to the broader world of higher education, the workplace, and society.

The term *disruptive innovation* has been fashionable amongst high-tech gurus and organizational theorists for fifteen years, and refers to the need to abandon traditional practices that, while comfortable, are ultimately harmful precisely because of their comfort. While the concept sometimes evokes a mindless (and needless) overthrow of conventions, it also serves as an encouraging nudge for innovators upon whose inventions such disruption depends.

We are those disruptors, those dreamers of dreams—or at least I argue that we can be. I think we should make more disruption and less accommodation. We should focus more on making and makers and less on outcomes assessment and bureaucrats. We should celebrate writing innovation, and encourage innovation in writing, writing research, writing programs, and writing organizations.

I invite you to attend this talk, where I plan to get out of my own comfort zone, share/enact examples of disruptive practices in teaching, conferencing, researching, and writing, and brainstorm with you how we may see with new eyes and new methods the innovative and disruptive possibilities of our organization and our discipline.

**Joyce Locke Carter** is an associate professor of rhetoric and technical communication at Texas Tech University, where she teaches undergraduate and graduate courses in argumentation, UX/usability research, publication management, and rhetoric and technology. Her work appears in the journals *Computers and Composition*, *Technical Communication*, her Hampton Press book on market and market-like rhetorical activities, and a Baywood Press book edited by Cook & Grant-Davie on distance education. She wrote the proposal for the Texas Tech PhD degree offered via distance education and managed that degree for its first 11 years. Her current book project, *Reading Arguments: How Sophisticated Readers Read Graduate Admissions Arguments*, uses eye-tracking and usability research methods to study how experts read high-stakes arguments. Dr. Carter serves as Chief Financial Officer for the Lubbock startup EyeGuide Technologies, a product of intellectual property technology transfer from Texas Tech's writing program. Before coming to Texas Tech, she was the CEO of the Austin-based Daedalus Group, an educational software firm that facilitated online writing instruction in the days before the Web. This company, also a product of technology transfer created in a writing program, was founded by herself, fellow graduate students, and faculty at the University of Texas. She received both her MBA and her PhD in rhetoric from the University of Texas at Austin.

# A Sessions: 10:30–11:45 a.m.

## Taking Action Workshop Sessions

**A.39 Taking Action Workshop: Naming and Narrowing**

Refer to page 16 for abstract.

Hilton Grand Ballroom A, Level Four

*Speaker:* Glenda Eoyang, HSD Institute

**A.40 Taking Action Workshop: Building Alliances**

Refer to page 17 for abstract.

Hilton Grand Ballroom B, Level Four

*Speaker:* Sarah Scanlon, Arkansas State Director for Bernie 2016

## Poster Session

### Undergraduate Researcher Poster Session

Hilton Ballroom of the Americas Prefunction, Level Two

This session will showcase the work of over a dozen students from across the U.S. who have been engaged in research on writing. They'll be presenting their posters on Thursday, April 7th from 10:30 a.m.–11:45 a.m. Posters may be left throughout the day.

*Chair:* Jessie Moore, Elon University

*1-First-Year and Advanced Composition*

**A.01 Learning Re-abled Twenty Years Later: Re-Strategizing Ourselves, Our Teaching Practices, and Our Learning Spaces for Action**

We are invested in exploring how we can further develop our FYC courses for incoming LD students in unexpected ways.

Hilton Room 335B, Level Three

**Chair:** Michael Williams, Carnegie Mellon

**Speakers:** Lori Ostergaard, Oakland University

Michael Riendeau, Eagle Hill School

Jason Dockter, Lincoln Land Community College

Matthew Kim, Eagle Hill School

**Respondent:** Patricia Dunn, Stony Brook University

*2-Basic Writing*

**A.02 Transforming Writing Programs to Support Underprepared Students' Progress as College Readers**

How to transform writing programs to address the learning needs of under-prepared college readers.

Hilton Room 332, Level Three

**Chair:** Laura Allen, The Ohio State University

**Speakers:** Cassandra Phillips, University of Wisconsin-Waukesha,

“Developing a Writing Program around Critical Reading Based on Placement, Assessment, and Research Data”

Jennifer Heinert, University of Wisconsin-Washington County, “Student Perceptions and Threshold Concepts: Designing for Rhetorical Knowledge”

Joanne Giordano, University of Wisconsin Colleges, “Evidence-Based Practices for Supporting Underprepared Students' Development as Critical Readers”

Katie Kalish, University of Wisconsin Marathon County, “Assessing Student Writers' Progress in Critical Reading”

*12-Writing Pedagogies and Processes*

**A.03 (Dis)appearing Collaborative Bodies: Re-Perceiving the Writing Center/Classroom Divide to Engage Third-Space Pedagogies**

We recount original research on cross-class collaboration in digital third spaces, arguing for writing center curricular interventions.

Hilton Room 328, Level Three

**Chair:** Irina Arminau, University of Texas Rio Grande Valley

**Speakers:** Jonathan Rylander, Miami University

Kyle Larson, Miami University

Ryan Vingum, Miami University

*4-Creative Writing, 14-Writing Programs*

**A.04 Reconsidering Professional Credentials of Writing Program Faculty**

Drawing on recent discussions, we will address questions about the roles that MFA degree-holders play in writing programs.

Hilton Room 335C, Level Three

**Chair:** Natalie Belcher, Delaware State University

**Speakers:** John Peterson, Stanford University

Marjorie Stewart, Glenville State College

Duane Roen, Arizona State University

Steve Bailey, Central Michigan University

Daniel Cleary, Lorain County Community College

Steven Krause, Eastern Michigan University

*11-Research*

**A.05 Studying Action in Medicine through Surrogates, Simulations, and Other Shadow Work**

Three innovative methods for capturing the complexity of medical rhetoric and writing in backstage, inaccessible, or private contexts.

Hilton Room 329, Level Three

**Chair:** Susan Popham, University of Memphis

**Speakers:** Elizabeth L. Angeli, Towson University, “Researching Writing and Action in Inaccessible Research Sites”

Patrick Thomas, University of Dayton, “Simulating Rhetorical Strategies for Online Health Information Searches”

Christa Teston, The Ohio State University, “Rhetorical Epistemographies of Evidentiary Shadow Work”

**Respondent:** Susan Popham, University of Memphis

*6-Information Technologies*

**A.06 Digital Identity and Community**

This panel investigates how teachers, students, and veterans perform identity and practice literacies in cyber communities.

Hilton Room 330, Level Three

**Chair:** Michael Pennell, University of Kentucky

**Speakers:** Cassandra Branham, University of Central Florida, “Student Veteran, or Just Student: Identity Negotiation, Narrative Building, and Digital Literacy Practices of Student Veterans on Facebook”

Tonya McMillion, The University of Texas at Dallas, “Communication Patterns in Online Learning: Student Self Disclosure in Personal Introductions”

Jeffrey Naftzinger, Florida State University, “Composing Infrastructure: Programmatic Values and Their Effect on Digital Composition”

Carie S. Lambert, The University of Texas at Dallas, “Communication Patterns in Online Learning: Student Self Disclosure in Personal Introductions”

*7-Institutional and Professional*

**A.07 Developing Scholarly Momentum: Action Plans for Faculty, Graduate Students, and Their Mentors**

Speakers offer strategies for scholarly productivity; advice is gleaned from studies and reflection on a doctoral seminar on publishing.

Hilton Room 327, Level Three

**Chair:** Simone Billings, Santa Clara University

**Speakers:** Lars Soderlund, Western Oregon University, “Beyond ‘Just Sit Down and Do It’: Writing Advice from Published Rhetoric and Composition Scholars”

Jaclyn Wells, University of Alabama at Birmingham, “Beyond ‘Just Sit Down and Do It’: Writing Advice from Published Rhetoric and Composition Scholars”

Christine Tulley, University of Findlay, OH, “Avoiding the Stalled Academic Writing Project: Advice for Increasing Faculty Writing Momentum from Rhetoric and Composition Superstars”

Kristine Blair, Bowling Green State University, “Preparing Graduate Students for Scholarly Identities: Balancing Disciplinary Rhetoric with Material Reality”

*11-Research*

**A.08 How to Hold a Slippery Fish: Methodological Challenges and Solutions for Studying Student Dispositions**

This panel presents three solutions to studying dispositions including meta-study, participant-inquiry, and basic writing mixed methods.

Hilton Grand Ballroom I, Level Four

**Chair:** Gwen Gorzelsky, Colorado State University

**Speakers:** Amy Metcalf, Wayne State University

Jennifer Wells, New College of Florida

Dana Driscoll, Indiana University of Pennsylvania

*9-Language*

**A.09 Writing Our Way to Access: L2 Writers Engage with Revision, Strategies, and Genre Awareness**

These panelists explore student revision and genre knowledge as paths for success in writing classrooms.

Hilton Room 336A, Level Three

**Chair:** Joanna Mann, Langston University

**Speakers:** Shauna Wight, Southeastern Missouri State University, “Taking Action to Promote College Access and Agency for Resident Multilingual Writers”

Stephanie Boone-Mosher, University of South Carolina, “The Multiple Discursive Possibilities of L2 Writers’ Micro-Revisions: Challenging the Editing/Revision Dichotomy”

*10-Professional and Technical Writing*

**A.10 Ethics in Action: Place-Based Ethics and Experience Architecture**

We apply Leopold’s land ethic and Buber’s narrow ridge to flesh out a place-based approach for ethical experience architecture.

Hilton Room 338, Level Three

**Chair:** Russell Willerton, Boise State University

**Speakers:** Derek Ross, Auburn University

Liza Potts, Michigan State University

Michael Salvo, Purdue University

Russell Willerton, Boise State University



*11-Research*

**A.11 Approaching FYC from a Research Perspective: Using Teacher and Corpus Inquiry to Impact Practice**

These panelists use teacher/classroom research and corpus linguistic research to revise their pedagogies and curricular practices.

Hilton Room 336B, Level Three

**Chair:** Andrew Blake, Delaware State University

**Speakers:** Mary McGinnis, Ball State University, “Dealing with Diversity and Marginalization: A Rhetorical Analysis of First-Year Composition Readers”

Cat Mahaffey, University of North Carolina-Charlotte, “There and Back Again: How A Journey Into Online Course Design Changed the Way I Teach Writing”

Kathleen Richards, University of North Alabama, “(Re)searching and (Re)thinking Writing Strategies in FYC: A Call for Action”

Raymond Oenbring, The College of the Bahamas, “Course Assessment and Corpus Linguistics”

Tammy Winner, University of North Alabama, “(Re)searching and (Re)thinking Writing Strategies in FYC: A Call for Action”

*12-Writing Pedagogies and Processes*

**A.12 Creating Comunidad Situated Writing Curriculum at Hispanic Serving Institutions: Writing beyond Theoretical Borders**

We present writing strategies that focus on reevaluating writing instruction and pedagogical practices at Hispanic Serving Institutions.

Hilton Room 337A, Level Three

**Chair:** Erin Boade, University of Southern Mississippi

**Speakers:** Candace Zepeda, Our Lady of the Lake University

Ignacio deLeon, Northwest Vista College

Isaac Hinojosa, Texas A&M Corpus Christi

*13-Theory*

**A.13 Defining the “Cross”-Cultural: Re-thinking Rhetorical Assumptions, Terminologies, and Practices from within Comparative Argumentation**

This panel considers four theoretical pivot points in the establishment of a (teachable) cross-cultural rhetorical tradition.

Hilton Room 337B, Level Three

*Chair:* Tarez Samra Graban, Florida State University

*Speakers:* Keith Lloyd, Kent State University, “Using India’s Nyāya Reasoning to Teach FYC: Building Relational Arguments”

Shakil Rabbi, Pennsylvania State University, “‘Muslim India Is Now Conscious’: Helping Students Understand Discourses of Alterity in the Constitutive Rhetoric of Muhammad Ali Jinnah’s 1940 Lahore Speech”

Rachel Griffio, Community College of Allegheny County, “Cross-Cultural Rhetoric: From Textual Analysis to Ethical Reading”

Tarez Samra Graban, Florida State University, “Teaching ‘Ubuntu’: Arguing for and about the Performances of Pan-African Women without the Emic/Etic Distinction”

*14-Writing Programs*

**A.14 Writing Experts and Technology Experts: Institutional Collaboration for Multimodal Composition in First-Year Writing**

Prepares attendees to approach collaboration between writing programs and educational technology centers for multimodal writing instruction.

Hilton Room 343B, Level Three

*Chair:* Megan Boeshart, Old Dominion University

*Speakers:* Ryan Wetzel, Pennsylvania State University

Dan Getz, Pennsylvania State University

Krista Quesenberry, Pennsylvania State University

Cheryl Glenn, Pennsylvania State University

Laura Michael Brown, Pennsylvania State University

Trace Brown, Pennsylvania State University

*13-Theory*

**A.15 Feeling Things in Writing: Material Culture, Emotion Studies, and Writing for Social Action**

We engage “thing theory” and cultural emotion theory to model nuanced strategies for rhetorical theory and composition pedagogy.

Hilton Room 339A, Level Three

**Chair:** Carol Bollin, Western Illinois University

**Speakers:** Whitney Orth, Colorado State University, “Love Your Real Body: Examining How the Dove Real Beauty Campaign Navigates the Materiality of Body to Affect Affect”

John Koban, Colorado State University, “Composing Things: Thing Theory, Composition, and the Baltimore Riots”

Lisa Langstraat, Colorado State University, Fort Collins, “Hoarding Empathy: A Pedagogical Experiment in Emotions and Material Culture”

#### *14-Writing Programs*

### **A.16 Being Teachers: The Praxis of Ethos in Instructor Training**

This roundtable clarifies and reasserts the importance of ethos as a focus of new instructor training and of program administration generally.

Hilton Ballroom of the Americas Salon F, Level Two

**Chair:** Virginia Bouie, Joliet Junior College

**Speakers:** Jessica George, Indiana University, “Quantifying ‘Being’: The Measurement of Ethos in Instructor Training”

Alex Penn, Indiana University, “The Resources and Liabilities of Digital Ethos”

Jennifer Warfel Juskiewicz, Indiana University, “Cultivating a Programmatic Ethos of Responsiveness”

Dana Anderson, Indiana University, “Ethos as Traditional and Contemporary Framework for Instructor Training”

John McGlothlin, III, Indiana University, “In Defense of a Professionalized Ethos”

**Respondent:** Christine Farris, Indiana University

#### *8-Taking Action*

### **A.17 Beyond Common Ground: Listening Rhetorically as a Framework for Action in a Digital Story Project**

Using the framework of rhetorical listening, we analyze a digital story project for the action it enables.

GRB Room 351A, Level Three

**Chair:** Allison Schuette, Valparaiso University

**Speakers:** Allison Schuette, Valparaiso University

Kelly Belanger, Valparaiso University

**Respondent:** Krista Ratcliffe, Purdue University

*7-Institutional and Professional*

**A.18 Information Literacy and Foundational Writing:  
Transforming Curricula and Programs through  
Collaborative Outcomes**

How the new ACRL Framework and WPA Outcomes can transform work in Information Literacy, Foundational Writing, and Writing Centers.

GRB Room 351C, Level Three

*Chair:* Patricia Boyd, Arizona State University

*Speakers:* Libby Miles, University of Vermont, “Transformations through Collaborative Outcomes in Foundational Writing”

Susan Dinitz, University of Vermont, “Transformations through Collaborative Revision in Writing Centers”

Daisy Benson, University of Vermont, “Transformations through Collaborative Design in Information Literacy”

*8-Taking Action*

**A.19 Don't Just Talk about It, Be about It: Moving beyond  
Conversation to Integrate HBCU Contributions into the  
Field of Composition**

We will extend the claim that HBCUs are unique sites of inquiry, poised to be at the forefront of conversations about race and writing.

Hilton Room 340A, Level Three

*Chair:* Kevin Roozen, University of Central Florida

*Speakers:* David Green, Howard University

Faye S. Maor, North Carolina A&T State University, “Making a Vision a Reality: The 2014 Conference on Teaching Composition at HBCUs and Future Scholarly Activities”

Karen Keaton Jackson, North Carolina Central University, “Where Do We Go From Here? Including HBCUs in Relevant Composition Research and Scholarly Activity”

Melissa Berry Pearson, Claflin University, “Moving Forward: Turning the One-Time Conversation into an HBCU Special Interest Group”

Hope Jackson, North Carolina A&T State University, “Where Do We Go From Here? Including HBCUs in Relevant Composition Research and Scholarly Activity”

*2-Basic Writing*

**A.20 Assessment, Pedagogy, and Curriculum in Basic Writing**

In this presentation, speakers focus on methods of assessment and self-evaluation for basic writers.

Hilton Room 342, Level Three

**Chair:** Virginia Schwarz, Portland Community College

**Speakers:** Matthew Pifer, Husson University, “Considering the Silences: Designing an Integrated Developmental Writing Curriculum to Encourage University-wide Writing Practices”

Hope Parisi, Kingsborough Community College, CUNY, “Student-Present Narratives in Basic Writing: A Professional Writing Strategy for Action”

Virginia Schwarz, Portland Community College, “Assessment as Activism: Critical Pedagogy and Contract Grading”

*3-Community, Civic & Public*

**A.21 Activist Pedagogies: Service-Learning and Civic Engagement**

In this session, panelists offer rich portraits of engaged, locally-responsive service-learning projects.

Hilton Room 333, Level Three

**Chair:** Tracy Carrick, Cornell University

**Speakers:** McKinley Green, Michigan State University, “(Inter)active Writing: Creating a Reciprocal, Engaged, and Sustainable Service Learning Program”

Lindsay Hamilton, University of Texas at El Paso, “Propelling Classroom Writing Into Community Engagement Using the Narrative of Self, Us, Now”

Ravyn McKee, Indiana University of Pennsylvania, “International Service Learning in the Writing Class Emphasizing Sustainability, Care, and Place-Based Writing”

Nancy Reddy, Stockton University, “Personal Writing and Public Spaces: Extracurricular Literacy Instruction as a Site of Civic Engagement”

*11-Research*

**A.22 The Transfer of Transfer Project: Researching the Efficacy of Teaching for Transfer (TFT) in Four Courses and on Four Campuses**

This panel shares the research design and initial findings for the multi-institutional Teaching for Transfer (TFT) transfer project.

Hilton Ballroom of the Americas Salon B, Level Two

**Chair:** Kathleen Blake Yancey, Florida State University

**Speakers:** Matt Davis, University of Massachusetts

Liane Robertson, William Paterson University

Erin Workman, Florida State University

Kara Taczak, University of Denver

**Respondent:** Kathleen Blake Yancey, Florida State University

*5-History*

**A.23 Conversations with the Past: Historiography in Research and Pedagogy**

What makes good historiography? What are the emerging frameworks for this kind of research?

Hilton Room 340B, Level Three

**Chair:** Jessica Enoch, University of Maryland

**Speakers:** Lauren Cardon, University of Alabama

Leah DiNatale, University of Alabama, “Methods and Motivation: The Political Possibilities of Family History”

Jennie Vaughn, University of Alabama, “Critical and Respectful: The Balancing Act of Historical Research”

Amy Dayton, University of Alabama, “The Ethnographic Impulse in Historical Research”

*6-Information Technologies*

**A.24 Authors and Their Devices: Digital Composing Strategies**

This panel examines the relationships between the personal and professional in digital composition pedagogies.

GRB Room 351D, Level Three

**Chair:** Mariette Ogg, U.S. Coast Guard Academy

**Speakers:** Nicola Wilson Clasby, Iowa State University, “Critical Self-Awareness in the Digital Matrix via Autoethnographic Praxis”

James Lu, Emory University, “Computation-Assisted Patchwriting”

Aaron Lanser, University of California, Davis, “‘No Cell Phones During Class, Please’: Borderlands Rhetoric and the Digital Underlife in the First-Year Composition Classroom”

Marie Knowlton-Davis, Utah Valley University, “Writing Strategies in Action: Personal Electronic Devices as Part of Composition Pedagogy”

*1-First-Year and Advanced Composition*

**A.25 Development of Writing Transfer via Research, Assessment, and Faculty Training**

This presentation will emphasize the ways in which faculty development and assessment are critical to an environment that not only values writing but also supports it through pedagogy and research.

GRB Room 351E, Level Three

**Chair:** Robert Derr, Danville Community College

**Speakers:** Leslie Werden, Morningside College, “Writing Transfer Research: Process & Findings”

Jessica Tinklenberg, Morningside College, “Faculty Development & Assessment with Regard to FYS and WAC”

Alden Stout, Morningside College, “An Inclusive Approach to Teaching Writing”

Jeremy Schnieder, Morningside College, “Faculty Development & Assessment with Regard to FYS and WAC”

David Elder, Morningside College, “An Inclusive Approach to Teaching Writing”

### *11-Research*

## **A.26 Taking Action on Intellectual Property with Open Educational Resources**

The Intellectual Property Caucus standing group panel on open educational resources (OER) and initiatives.

Hilton Ballroom of the Americas Salon D, Level Two

**Chair:** James P. Purdy, Duquesne University

**Speakers:** David Blakesley, Clemson University

Joe Moxley, University of South Florida

Mike Palmquist, Colorado State University

Charles Lowe, Grand Valley State University

Nick Carbone, Humanities Editorial Department, Macmillan

Sherry Jones, Rocky Mountain College of Art & Design

**Respondents:** John Willinsky, Stanford University

Jack Hennes, Michigan State University

### *12-Writing Pedagogies and Processes*

## **A.27 Teaching Writing as Rhetorical Action in Schools and Colleges**

Descriptions of rhetorical action in a first-year writing program, Advanced Placement tests, and community literacy outreach projects.

Hilton Grand Ballroom L, Level Four

**Chair:** Keith Walters, Portland State University

**Speakers:** David Jolliffe, University of Arkansas, “Real Audiences, Real Purposes, Real Rhetoric in a Literacy-Outreach Project”

Roger Cherry, Ohio State University, “All That Glitters Rhetorical Is Not Rhetoric”

Beth Daniell, Kennesaw State University, “Rhetoric for College Writing”

*6-Information Technologies*

**A.28 Enacting (Digital) Citizenship in (University of) Houston**

This panel focuses on digital writing actions related to complicating race, sexual orientation, and student-veteran experience.

Hilton Room 343A, Level Three

**Chair:** Scott Evans, University of the Pacific

**Speakers:** Rebecca Hallman, University of Houston

Travis Webster, University of Houston-Clear Lake

Maurice Wilson, University of Houston

*6-Information Technologies*

**A.29 Bringing the Office to the Class: How Computer Simulations Enhance Proposal Writing for Technical Writing Students**

Using computer simulations in technical writing pedagogy improves students' interest and understanding of the rhetorical situation.

GRB Room 340B, Level Three

**Chair:** Jonathan Balzotti, Brigham Young University

**Speakers:** Lauren Fine, Brigham Young University, "Tapping into Narrative: How the Simulation Influenced Student Interest and Engagement"

Brian Jackson, Brigham Young University, "Toward Greater Authenticity: Why and How the Technical Writing Simulation Was Created"

Jonathan Balzotti, Brigham Young University, "Comparative Analysis: How the Simulation Influenced the Rhetorical Effectiveness of the Written Product"

*7-Institutional and Professional*

**A.30 The Extracurriculum within Our Walls**

This panel interweaves the extracurriculum and graduate instruction in an MA-only English department.

Hilton Ballroom of the Americas Salon C, Level Two

**Chair:** Amy Flessert, Northern Virginia Community College

**Speakers:** Suellynn Duffey, University of Missouri-St. Louis

Jennifer Alexander, University of Missouri-Saint Louis

Jeanne Allison, University of Missouri-St. Louis

Kim Rankin, University of Missouri-St. Louis

**Respondents:** Rebecca Jackson, Texas State University

Lauren Obermark, University of Missouri-St. Louis



*8-Taking Action*

**A.31 Resources for Teaching Writing to Support  
#BlackLivesMatter at Predominantly White Institutions**

Session will provide attendees with pedagogical resources to decenter white norms and challenge unexamined white supremacy at PWIs.

Hilton Ballroom of the Americas Salon E, Level Two

**Chair:** Todd Craig, Medgar Evers College, CUNY

**Speakers:** Timothy R. Dougherty, West Chester University of PA

Randall Cream, West Chester University of PA

Michael Burns, West Chester University of PA

*1-First-Year and Advanced Composition*

**A.32 “It Takes Two to Make a Thing Go Right”: An Experiment  
in Team Teaching an Advanced Composition Course with  
Writing in the Disciplines Focus**

Team teachers of a composition course, along with a former student, discuss the drawbacks and benefits of this pedagogical approach.

Hilton Room 346A, Level Three

**Chair:** Susan Gebhardt-Burns, Norwalk Community College

**Speakers:** Thomas Bagwell, University of Mississippi, “‘It Takes Two To Make a Thing Go Right’”: An Experiment in Team Teaching an Advanced Composition Course with Writing in the Disciplines Focus”

Karla Lyles, University of Mississippi, “‘It Takes Two To Make a Thing Go Right’: An Experiment in Team Teaching an Advanced Composition Course with Writing in the Disciplines Focus”

*7-Institutional and Professional*

**A.33 Professionalizing Graduate Teaching Assistants: How  
Advisors Support Successful Writing Instruction**

This session discusses how advisors professionalize GTAs’ pedagogical practices, leading to a more unified composition program.

GRB Room 351F, Level Three

**Chair:** Christina Giarrusso, Florida State University

**Speakers:** Steve Oakey, Virginia Tech

Julie Mengert, Virginia Tech

Kathy Combitis, Virginia Tech

Sheila Carter-Tod, Virginia Tech

*1-First-Year and Advanced Composition*

**A.34 College Writing in High School: Writing Our Way Out of Test Culture**

Delivery of composition within a Title I high school context: how are identity, transfer, curriculum, collaboration, and access addressed?

Hilton Room 344B, Level Three

**Chair:** Joan Graham, University of Washington

**Speakers:** Kristen Jones, Eastside Memorial High School, “Advanced Placement: Writing Our Way Out of Test Culture”

Aimee Hendrix Soto, University of Texas, Austin Community College, “Dual Credit: Writing Our Way Out of Test Culture”

Ellen Thibodeaux, Eastside Memorial High School, “Research and Technical Writing: Writing Our Way Out of Test Culture”

*9-Language*

**A.36 Literacy Development and Rhetorical Invention in the Multilingual Classroom**

This presentation will define particularly distinguished or like characteristics of rhetorical invention of L1 in L2 composition classes found through the most recent scholarship on invention.

Hilton Ballroom of the Americas Salon A, Level Two

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

**Speakers:** Romana Hinton, University of Tennessee, “Rhetorical Invention in L2 Composition Classes”

Angela Rounsaville, University of Central Florida, “English Language Learning Taken-for-Granted”

Yu-Kyung Kang, University of Illinois at Urbana-Champaign, “Tracing Literacy across Time and Borders: The Changing Global and Local Landscape of Study Abroad Experience in U.S. Higher Education”

*7-Institutional and Professional*

**A.37 Faculty Developer as Activist: Strategies for Writing Instructors and WPAs**

Examining how engagement in faculty development can help composition instructors and WPAs bring about needed change at their institution.

Hilton Room 335A, Level Three

**Chair:** Irwin Weiser, Purdue University

**Speakers:** Carol Rutz, Carleton College, “Activating Assessment through Faculty Development”

Stephen Wilhoit, University of Dayton, “Becoming Active in Faculty Development: Causes and Effects”

Stacey Sheriff, Colby College, “Think Globally, Act Locally: Using Faculty & Instructional Development to Support International Students”

*9-Language*

**A.38 Healing the Split between Language and Writing: Practical Advice for the Composition Classroom**

This panel will apply cognitive and functional approaches to language to the teaching of writing.

GRB Room 340A, Level Three

**Chair:** Craig Hancock, University at Albany

**Speakers:** Rei Noguchi, California State University, Northridge, “Core Writing Principles and Iconicity: Integrating the Small and Large in Writing Instruction”

Debra Myhill, University of Exeter, “Writing with Grammar in Mind”

Stella Wang, University of Rochester, “Corpus Approaches: A Case Study of Personal Pronouns”

# B Sessions: 12:15–1:30 p.m.

## Taking Action Workshop Sessions

**B.39 Taking Action Workshop: Framing Messages**

Refer to page 17 for abstract.

Hilton Grand Ballroom A, Level Four

*Speaker:* Jenna Fournel, National Council of Teachers of English

**B.40 Taking Action Workshop: Influencing Policy**

Refer to page 18 for abstract.

Hilton Grand Ballroom B, Level Four

*Speakers:* Carolyn Calhoon-Dillahunt, Yakima Valley Community College  
Lori Shorr, Temple University

## Poster Sessions

Hilton Sky Walk, Level Two

**A Quantitative Analysis of Writing [Center] Leadership and Locality**

We report data from a quantitative study of writing centers' leadership, staff, and campus locations using ~5,000 institution websites.

Jessica Reyes, Towson University  
Kelsey Hixson-Bowles, Indiana University of Pennsylvania

**A Small School with a Changed Writing Culture: Taking Action through Faculty Development**

This interactive digital and print poster session will highlight the transformative impact of a campus-wide faculty development program.

Erin Pushman, Limestone College  
Reed Chewning, Limestone College

**Both Peers and Teachers: Improving Experiences for Course-Embedded Writing Tutors**

Proposes research-based emerging model for understanding personal and professional development of course-embedded peer writing tutors.

Brandy Alba, Concordia University Texas

**Creating Successful International L2 Writers from the Basics**

This poster illustrates two scaffolding processes for L2 writing transfer in knowledge and skills as well as the student dispositions.

Scott Chiu, California Lutheran University

Marthe Russell, The University of Vermont

**Dispelling Myths, Encouraging Communication: Exploring Faculty Perspectives on Writing across Campus**

Exploring faculty perspectives on writing in their disciplines and about FYW.

Lauren Connolly, Lewis-Clark State College

**Literacy Narratives, Genre Awareness, and Knowledge Transfer: A Case Study**

Poster presenting a case study of using literacy narratives and genre study to promote knowledge transfer in first-year writing courses.

Whitney James, Emerson College

**Rubrics in Action: Students and Instructors Collaborating in Writing Assessment**

This presentation will exemplify the step-by-step process used when students and instructor collaboratively create rubrics.

Lizbett Tinoco, University of Texas at El Paso

**So Superman Walks into a Writing Center: Translingual Approach Implementation for Both Earthlings and Non-Earthlings**

The poster presents alternative strategies to assist multilingual writers in a writing center setting by using a translingual approach.

Titcha Ho, Indiana University of Pennsylvania/Baruch College, CUNY

Deepti Dhir, Baruch College, CUNY

**Testing Reading-Preview Techniques to Encourage Student Reading**

The poster displays student survey results in response to pre-reading activities to find a technique to encourage student-reading completion.

Elizabeth Grbavcich, University of Wisconsin-Superior

**The Literate Citizen-Soldier: Threat, Anxiety, and the Creation of Federal K-12 Education Reform**

My project explores the role anxiety and threat have had on 20th century K-12 reform and the impact felt in the composition classroom.

Sarah Fish, University of Houston

**Writing for Creative Repurposing: Assessing Transferability in a New Writing Course**

This research assesses writing transfer from First-Year Composition to Advanced Composition, with an emphasis on learner dispositions.

Laura Davis, Red Deer College

*11-Research*

**B.01 The National Census of Writing Database and Diversity in Writing Programs (CWPA-Sponsored Session)**

This roundtable asks the question of how to use data collected through the National Census of Writing to take action and make change.

Hilton Room 335C, Level Three

**Chair:** Mark Blaauw-Hara, North Central Michigan College

**Speakers:** Caitlin Holmes, George Mason University

Brandon Fralix, Bloomfield College

Jill Gladstein, Swarthmore College

**Respondent:** Susan Miller-Cochran, University of Arizona

*3-Community, Civic & Public*

**B.02 Queer Action in the Extracurriculum**

This panel explores queer action via extracurricular sites of writing, rhetoric, and literacy development.

Hilton Room 335B, Level Three

*Chair:* Christine Gregory, Florida International University

*Speakers:* Pamela VanHaitsma, Old Dominion University, “Romantic Correspondence as Queer Extracurriculum”

Laura Tetreault, University of Louisville, “The Digital Extracurriculum: Online Circulation as Queer Rhetorical Practice”

Alexandra Cavallaro, California State University, “Between Women: The Curriculum of Coming Out as Queer Rhetorical Pedagogy”

*3-Community, Civic & Public*

**B.03 Writing Sustainability in the College Class: Reimagining Communities through Action**

Challenging boundaries through trans-disciplinary communication across academic siloes through frameworks of composition and sustainability.

Hilton Room 336A, Level Three

*Chair:* Betsy Hall, Long Island University-Brooklyn

*Speakers:* Halle Neiderman, Kent State University

Melanie Knowles, Kent State University

Barbara George, Kent State University

*8-Taking Action*

**B.04 Whose Writing? For What Purpose?: Taking Action with Writing about (Multilingual) Writing**

This panel explores the intersection of a translingual approach and WAW pedagogy as a place to (re)define “good writing.”

Hilton Room 336B, Level Three

*Chair:* Katherine Silvester, Indiana University

*Speakers:* Jason Montgomery, Boise State University

Emily Simnitt, University of Oregon

Daniel Wilber, Boise State University

*5-History*

**B.05 Histories of Action: Revisiting Composition's Past to Understand Composition's Present**

This panel brings together four archival recovery projects in composition studies coalescing around significant historical literacy events.

GRB Room 351E, Level Three

**Chair:** Gail Hemmeter, Bryn Mawr College

**Speakers:** Amy Wan, Queens College, CUNY, "College Writing and the Post-War Legacy of Access and Aspiration"

Kelly Ritter, University of Illinois at Urbana Champaign, "With 'Increased Dignity and Importance': Re-Historicizing Charles Roberts and the Illinois Decision of 1956"

Dahlani Reynolds, Roger Williams University, "Before Dartmouth: Basic Issues in English"

Shannon Stimpson, Pennsylvania State University, "A Liberal or Practical Education? The Land-Grant Model and Composition Studies at the Pennsylvania State College 1895 to 1928"

*6-Information Technologies*

**B.06 A Digital Alphabet Soup: MOOCs, DLNs, and GNLEs**

This panel explores innovations in composing in MOOCs and new media classrooms through personal and global learning environments.

Hilton Room 327, Level Three

**Chair:** Thomas Hemmeter, Arcadia University

**Speakers:** Daniel Schafer, Bedford/St. Martin's, "EveryWhenWhere and Propitious PlaceTimeliness: Postmodern Kairos and Veillance in the New Media Classroom"

Zsuzsanna Palmer, Grand Valley State University, "Beyond Hyphenation: Identity Representation in a Globally Networked Learning Environment"

Jason Tham, University of Minnesota, "Genres in the MOOCology of Writing: A Return to Social Action"

Jessica Gordon, Virginia Commonwealth University, "Audience and Connectivist Learning in an Undergraduate cMOOC: A Call for New Strategies to Teach Multimodal Composition"

Bonnie Boaz, Virginia Commonwealth University, "Audience and Connectivist Learning in an Undergraduate cMOOC: A Call for New Strategies to Teach Multimodal Composition"

Paul Muhlhauer, McDaniel College, "EveryWhenWhere and Propitious PlaceTimeliness: Postmodern Kairos and Veillance in the New Media Classroom"



*7-Institutional and Professional*

**B.07 Rethinking Teaching and Learning Practices for Diverse Populations in the University: A Roundtable on Taking Pedagogical and Administrative Action**

Multilingual student advocacy through transdisciplinary professional development, pedagogical initiatives, and administrative action.

Hilton Ballroom of the Americas Salon B, Level Two

**Chair:** Linda Henriksen, Kansas State University

**Speakers:** Sarah Elizabeth Snyder, Arizona State University

Greer Murphy, Woodbury University

Norah Fahim, University of Washington

Brooke Ricker, Pennsylvania State University

Katherine Daily O'Meara, Arizona State University

Dan Zhu, University of Washington

**Respondent:** Shawna Shapiro, Middlebury College

*12-Writing Pedagogies and Processes*

**B.08 Stories That Matter: Student Documentaries as Impactful Collaborative Writing**

“Stories” discusses creating documentaries as a strategy for collaborative student writing and projects that act for social justice movements.

Hilton Room 328, Level Three

**Chair:** Noel Holton, Farmingdale State College, SUNY

**Speakers:** Cait Ryan, Michigan State University, “Stories That Matter: Student Documentaries as Impactful Collaborative Writing”

Mirabeth Braude, Michigan State University, “Stories That Matter: Student Documentaries as Impactful Collaborative Writing”

Rachel Little, Michigan State University, “Stories That Matter: Student Documentaries as Impactful Collaborative Writing”

*9-Language*

**B.09 “The Accent’s on Me”: Agency, Personal Narrative, and the L2 Writer**

These panelists explore issues of agency for L2 writers across various contexts and genres.

Hilton Room 329, Level Three

**Chair:** Peggy Huey, University of Guam

**Speakers:** Jelena Runic, Johns Hopkins University, “Where Is the I? East Asian Student Writers and U.S. Personal Narratives”

*continued on next page*

Robert Affeldt, Adams State University, “The Problem of Agency: Searching for the Seeds of Invention in Material Lives”

Dora Cheng, The Ohio State University, “Writing with an Accent: L2 Writers’ Authorial Identity and Silenced Voice in Academic Writing”

Cynthia DeRoma, University of Connecticut, “Where Is the I? East Asian Student Writers and U.S. Personal Narratives”

*10-Professional and Technical Writing*

**B.10 Labeling, Naming, and Visualizing Health and Illness: How Food Labels, FDA Reports, and Ebola Charts Can Help Teach Rhetorical Analysis**

This panel answers the call to move writing toward particular actions in the technical communication classroom, through the proposal-writing process, and the ways in which the design choices that technical communicators make when constructing data visualizations shape risk perception in trans-cultural communicative contexts.

Hilton Room 330, Level Three

**Chair:** Joanna Johnson, University of Miami

**Speakers:** Candice Welhausen, University of Delaware

Susan Popham, University of Memphis

Erin Trauth, University of South Florida

*11-Research*

**B.11 Time to Take Stock: What We Can (and Can’t) Learn from Current CHAT Methodology in Writing Studies Research**

Origins of cultural-historical activity theory are examined; five respondents weigh its suitability for current research in Writing Studies.

Hilton Ballroom of the Americas Salon D, Level Two

**Chair:** Dylan Dryer, University of Maine

**Speaker:** Clay Spinuzzi, University of Texas at Austin

**Respondents:** Russel Durst, University of Cincinnati

Mya Poe, Northeastern University

David Russell, Iowa State University

Carolyn R. Miller, North Carolina State University

Christiane K. Donahue, Dartmouth and Université de Lille III

David Charney, University of Texas at Austin

*11-Research*

**B.12 Citation Practice, Documentation Style, and Scholarly Writing: New Possibilities and New Frameworks**

This session is designed to encourage discussion of the ways that roles of and needs for citation formats such as MLA style are changing.

Hilton Grand Ballroom L, Level Four

**Chair:** Kathleen Fitzpatrick, Modern Language Association

**Speakers:** John Schillb, Indiana University, Bloomington, “What to ‘Mark’ and What to Leave ‘Unmarked’: The MLA Guidelines’ Role in Constructing Histories of Scholarship”

Daniel Anderson, University of North Carolina at Chapel Hill, “(Re)Figuring Citation: Metaphors, Performance, and Transformative Use.”

Bonnie Lenore Kyburz, Lewis University, “How Do I Cite the Stephen Hawking Hologram?”

*12-Writing Pedagogies and Processes*

**B.13 Theorizing Responsive Action: Sensate Engagement, Critical Expressivism, and Rhetorical Gaslighting**

Proposes feminist response frameworks for myriad student composing practices and considers dismissive responses to women’s life writing.

Hilton Room 332, Level Three

**Chair:** Mike Kelly, Champlain College

**Speakers:** Amy Robillard, Illinois State University, “Rhetorical Gaslighting: Denying and Dismissing Women’s Experience-Based Writing”

Londie Martin, University of Arkansas at Little Rock, “Remix and Sensate Engagement: Toward Feminist Practices for Composing with and Responding to Sound”

Crystal Fodrey, Moravian College, “A Call for Critical Expressivist Response in the Undergraduate Creative Nonfiction Workshop”

*13-Theory*

**B.14 Detect, Elect, Connect: Instructional Perspectives and Activities for Enabling Transfer**

This panel will discuss approaches that can enable transfer, including self-efficacy, performance, imitation, and self-directed learning.

Hilton Room 337B, Level Three

**Chair:** Jada Augustine, California State University, Northridge

**Speakers:** Irene Clark, California State University, Northridge, “Fostering Genre Transfer through Imitation and Modeling”

*continued on next page*

Robert Terry, Armstrong State University, “Recognizing Dispositions: The Social Identity of Transfer”

Jill Morris, Frostburg State University, “Learning How to Learn to Write: Transfer When Writing Is a Tool”

**Respondent:** Lisa Tremain, Occidental College, “The Key of Self-Efficacy: How Facilitative Dispositions Help “

*1-First-Year and Advanced Composition*

**B.15 Partnering with Institutional Archivists: Exploring the Archives as Potential Sites for Undergraduate Research and Creative Nonfiction Writing**

This session will explore partnerships with institutional archivists to develop models for archives projects in undergraduate classes.

Hilton Room 338, Level Three

**Chair:** Tarez Samra Graban, Florida State University

**Speakers:** Katherine Tirabassi, Keene State College, “Opening the Archives to Undergraduates: The Potential of the Archives in Creative Nonfiction Writing Courses”

Michelle Niestepski, Lasell College, “Opening the Archives to Undergraduates: The Potential of the Archives in First-Year Writing Courses”

*14-Writing Programs*

**B.16 Reform in Writing Center Practices Based on Comprehensive Studies**

This session explores how longitudinal data can be used to influence writing center practices.

Hilton Room 339A, Level Three

**Chair:** Carie King, Taylor University, Ball State University

**Speakers:** Jo Mackiewicz, Iowa State University, “A Corpus-Driven Approach to Analyzing Writing Center Conferences: Findings and Implications for Tutor Training”

Roger Austin, Georgia State University, “Taking Action through the Archives: Standardizing Writing Center Archive Profiles for Praxis, Knowledge, and Continuity”

J. Christian Tatu, Lafayette College, “De-Centering Academic Prose in the Writing Center”

Isabelle Thompson, Auburn University, “A Corpus-Driven Approach to Analyzing Writing Center Conferences: Findings and Implications for Tutor Training”

*2-Basic Writing*

**B.17 Basic Writing at Community Colleges: Redesigning Curriculum and Professional Development**

These papers focus on curricular and professional development innovations for community college students and faculty.

Hilton 339B, Level Three

**Speakers:** Miriam Moore, Lord Fairfax Community College, “Redesigning Professional Development for Community College Faculty”

Margaret Bertucci Hamper, University of Wisconsin-Madison, “Basic Students or Basic Writers? Complicating the College-Readiness Model”

Susan Gabriel, Community College of Baltimore County, “What Are We Waiting For? A Manifesto to Create and Scale Accelerated Basic Writing ‘On-Ramps’”

*8-Taking Action*

**B.18 Local Transformations, Local Publics: Actualizing through Activism**

This panel looks at writing’s roles and forms in specific contexts of local community action.

Hilton Room 343A, Level Three

**Chair:** Jennifer Kunka, Francis Marion University

**Speakers:** Diana Hines, Texas A&M University-Commerce, “Taking Action: ‘Pop-Up’ Writing in the Rural Spaces”

Kevin Janak, Texas A&M University-Commerce, “Geo-Mapping: Displaying Struggle, Taking Action”

Rebecca McKee, Texas A&M University-Commerce, “Witnessing History, Taking Action: Promoting Conscientization through Multimodal Composing”

Donna Dunbar-Odom, Texas A&M University-Commerce, “Taking Action, Maintaining Action: Rhetorical Lessons from a Community Garden”

*3-Community, Civic & Public*

**B.19 Writing Black Lives to Matter: Civic and Digital Engagements to Sustain the Revolution**

These panelists explore the power of civic and digital activism to fight for African-American lives.

Hilton Room 343B, Level Three

**Chair:** Lyndsey Lefebvre, Long Beach City College

**Speakers:** Julie Nelson, North Carolina Central University, “Revising Knowledge: Writing Wikipedia Articles at an HBCU”

Alli Hammond, University of Cincinnati, “Keep on Tweeting for a Free World: The Evolution of Hashtag Activism”

Brandon Erby, Penn State University, “Learning Is an All-Black Thing: The Literacies and Pedagogies of Black Educational Institutions and Communities during the Civil Rights and Black Power/Arts Movements”

*1-First-Year and Advanced Composition*

**B.20 Perspectives on Preparation and Performance: A Qualitative Study of College Students’ Approaches to Writing**

This panel presents results from a study comparing students who took FYC in college to those with pre-college AP or dual-enrollment credit.

Hilton Room 340B, Level Three

**Chair:** Jeffrey Ringer, University of Tennessee

**Speakers:** Ereck Jarvis, University of Tennessee, “What Do We Know about AP, DE, and FYC Writers? A Review of Past Research”

Jacqueline Kerr, University of Tennessee, “‘My Writing Abilities’: Students’ Reflections on Their College Writing Preparedness and Practices”

Kirsten Benson, University of Tennessee, “Are There Differences between AP, DE and College FYC Preparation? Students’ Self Reports of College Writing Practices and Attitudes”

*12-Writing Pedagogies and Processes*

**B.21 I See What You Mean: Using Infographics to Inspire Action across Diverse Curricula**

Teachers in Ed, FYC, and Professional Writing share strategies for using Infographics as rhetorically-informed, powerful genres for action.

Hilton Room 340A, Level Three

*Chair:* John McKinnis, Buffalo State, SUNY

*Speakers:* Allison Walker, High Point University

Georgeanna Sellers, High Point University

*1-First-Year and Advanced Composition*

**B.22 Potentially Moving from Margin to Center: A Report on Arizona State University Writing Programs' ProMod Interdisciplinary Collaborations**

A report on the success and/or failures of the interdisciplinary ProMod cohorts developed for Fall 2015 FYC classes by ASU Writing Programs.

Hilton Room 337A, Level Three

*Chair:* Shirley Rose, Arizona State University

*Speakers:* Jennifer Waters, Arizona State University

Sarah Young, Arizona State University

Sarah Dean, Arizona State University

*9-Language*

**B.23 Rhetorical Practices and Language Tensions**

This panel traces cultural and rhetorical contexts of language variations to discuss language tensions and pedagogical implications.

Hilton Room 335A, Level Three

*Speakers:* Amanda Hayes, Ohio University, "Our Past, Our Present, Our Future: History and Sovereignty for Appalachian Rhetoric"

Meaghan Elliott, University of New Hampshire, "Defining 'Thug Life' in a White Kitchen"

Lamiyah Bahrainwala, The University of Texas at Austin, "Just Awareness Isn't Enough: AAVE Findings Writing Instructors Should Know"

*10-Professional and Technical Writing*

**B.24 Medical Rhetoric and Scientific Communication**

This panel provides four case studies of negotiating public health crises via medical scientific, and digital rhetorics.

Hilton Room 344B, Level Three

**Chair:** John Misak, Queensborough Community College

**Speakers:** Ryan Eichberger, University of Minnesota, “Negotiating Crisis in the Magic Land: Blogging, Science Communication, and the Disneyland Measles Outbreak”

Brandon Strubberg, Texas Tech University, “Spurring Patients to Action: Patient-Centered Communication in Diabetes Manuals”

Russell Kirkscey, Texas Tech University, “A Rhetorical Framework for the Analysis of Patient Decision Aids”

Kyle Vealey, Purdue University, “Storytelling Failure in the Vale of Leven: How a Bacterial Outbreak at a Rural Hospital Became a Wicked Problem”

*11-Research*

**B.25 Research as Social Action: Situating Critical Discourse Analysis within Rhetoric and Composition Studies**

Using CDA as a theoretical and methodological framework, panelists demonstrate how research and critique of writing can enact social change.

Hilton Room 342, Level Three

**Chair:** Travis Grandy, University of Massachusetts Amherst

**Speakers:** Tyler Evans-Tokaryk, University of Toronto Mississauga, “Exploring the Discourses of English as an International Language and Academic Writing Instruction”

Caitin Quatmann, University of Missouri, “Understanding Student-Writer Identity and Writing Course Placement”

Natalie Malin, Texas Woman’s University, “Empowering Students by Addressing the Unspoken”

Travis Grandy, University of Massachusetts Amherst, “Articulating the Values of Writing Across the Curriculum”

*12-Writing Pedagogies and Processes*

**B.26 Storying as Action: Using Narrative to Co-Create Identity in the Writing Classroom**

Through active and reciprocal storytelling, this participatory session explores ways shared storying can create identity in the classroom.

Hilton Room 346A, Level Three



**Chair:** Sonja Montague, College of Southern Maryland

**Speakers:** Charlesia McKinney, University of Kansas, “Pedagogical Strategies for Integrating Storying in the Writing Classroom”

Cynthia Fields, Colgate University, “Storying in Reciprocal Spaces: Rhetorical Listening as Identity Creation”

Katie Elliott, University of Kansas, “Tell Me a Story: Authentic Storying as Narrative Identity Construction”

*13-Theory*

**B.27 Storytelling as a New Pathway to Social Justice**

This session explores how various means of storytelling can help facilitate collaboration, survival, and healing.

GRB Room 351A, Level Three

**Chair:** Clare Murray, Texas State University

**Speakers:** Kaia Simon, University of Illinois at Urbana Champaign, “Literacy, Agency, and Rewriting Hmong Womanhood”

Santos Ramos, Michigan State University, “La Lucha Sigue: Collaborating with Xicano & Social Justice Rhetorics”

Emilie Koenig, University of Houston, “Listen to My Feet and I Will Tell You the Story of My Life’: Recovering Tap Dance as Rhetorical Practice”

Donny Winter, University of Central Missouri, “Trauma Recovery: The Medicine of Storytelling in Two-Spirit Poetry”

*14-Writing Programs*

**B.28 Building Bases for Action: Re/Mapping a Mandated Writing Program Redesign**

Participatory media is used to represent the complexity of program revision. The audience joins in assets mapping and networking for action.

GRB Room 351C, Level Three

**Chair:** Elizabeth Olmos, California State University, Los Angeles

**Speakers:** William C. Kurlinkus, The University of Oklahoma, “Building Bases for Action: Re/Mapping a Mandated Writing Program Redesign”

Susan Kates, University of Oklahoma, “Building Bases for Action: Re/Mapping a Mandated Writing Program Redesign”

Sandra Tarabochia, University of Oklahoma, “Building Bases for Action: Re/Mapping a Mandated Writing Program Redesign”

*7-Institutional and Professional*

**B.29 Interrogating (Cross)Disciplinary: Personal and Professional Identities at Work**

In this session presenters explore the implications of disciplinary identity for students and faculty in multiple contexts within higher education.

GRB Room 351F, Level Three

**Chair:** Megan O'Neill, NJIT

**Speakers:** Mark Hannah, Arizona State University, "The Neglected Side of 'Co': A Case for Repositioning English Studies for Transdisciplinary Collaboration"

Lane Fletcher, University of Houston, "Writing Transfer Students into the University"

Maggie Werner, Hobart & William Smith Colleges, "Breaking Up with Rhet-Comp: Confessions of a Disciplinary Philanderer"

Daniel Bommarito, Bowling Green State University, "The Neglected Side of 'Co': A Case for Repositioning English Studies for Transdisciplinary Collaboration"

Kathleen Jernquist, U.S. Coast Guard Academy, "A Pedagogy of Transfer: A Writing Center's Rhetorical Language and Its Strategy for Action across Campus"

*8-Taking Action*

**B.30 Addressing the "Practical and Critical" in Translingual Approaches to Writing Strategies for Action**

"Practical and critical" approaches to translingualism in pedagogy, practice, and assessment.

GRB Room 351D, Level Three

**Chair:** Rachel Griffo, Community College of Allegheny County, "Addressing the 'Practical and Critical' in Translingual Approaches to Writing Strategies for Action"

**Speakers:** Sarah Blazer, Lehman College, CUNY, "Translingual Pedagogies in Writing Center Spaces"

Kathleen Hynes, Indiana University of Pennsylvania, "'Good Writing' and Translingual Rubric Design"

Melissa Lee, Canton, SUNY, "Pedagogical Paradox: Reconciling WEs and Translingualism"

*1-First-Year and Advanced Composition*

**B.31 Inspiring Action by Enabling Agency in Interdisciplinary Advanced Writing Courses**

Panelists connect advanced composition courses, interdisciplinary writing instruction, student agency, and professional and civic activities.

GRB Room 340A, Level Three

**Chair:** Jeanine Rauch, The University of Mississippi, “Basic Writing Techniques Lead to Inspired Students”

**Speakers:** Alice Myatt, The University of Mississippi, University, “Agency? Voice? Action!”

Rachel Johnson, The University of Mississippi, “Balancing Acts: Interdisciplinary Partnerships through ‘Ways of Doing’”

*6-Information Technologies*

**B.32 Making Meaning: The Maker Movement and Writing Studies**

This panel explores the way makerspaces provide strategies for action that can benefit the study, theorization, and teaching of writing.

Hilton Ballroom of the Americas Salon C, Level Two

**Chair:** Charles Paine, University of New Mexico

**Speakers:** David Sheridan, Michigan State University, “Rhetorical Objects: Making as a Strategy for Action”

Kyle Bohunicky, University of Florida, Gainesville, “Game-MakerSpaces: Teaching Compositional Action through Digital Game Design”

Blake Watson, University of Nevada, “Material Literacies: Prototyping and Tinkering With Writing and Making”

Ann Shivers-McNair, University of Washington, “Writing in Action: What We Can Learn about Transfer, Uptakes, and Ethics from Makerspaces”

*8-Taking Action*

**B.33 The Promises and Perils of DIY Activism in Networked Digital Publics: Action, Agency, and Intervention**

This panel addresses theoretical, practical, and pedagogical implications of digitally mediated activism in networked publics.

Hilton Ballroom of the Americas Salon F, Level Two

**Chair:** Sarah Parker, Morrisville State College

**Speakers:** Dustin Edwards, Miami University, “Tactical Action in the Case of Hashtag Hijacks: Circulation, Intervention, and the Political Work of the Digital Bricoleur”

*continued on next page*

- Stephanie Hedge, University of Illinois Springfield, “A Pedagogy of Action in Digitally Mediated Networks: A Heuristic for Anonymous vs. Non-anonymous Modes of Writing in the Classroom”
- Bridget Gelms, Miami University, “The Pervasiveness of Digital Harassment in the Lives of Vocal Women: Tracing the Evolution of Terminology”

*1-First-Year and Advanced Composition*

**B.34 Writing Transfer in Three STEM Contexts: Teacher Education in Physical Science, Career Preparation in Animal Science, and Cookbook Labs in Natural Science**

Research from two institutions: Courses where curricula, pedagogy, lab reports impact both forward- and backward-reaching transfer.

Hilton Ballroom of the Americas Salon E, Level Two

**Chair:** Christine Photinos, National University

**Speakers:** Daniel Kenzie, Purdue University, “Simulating Science: Lab Reports, Transfer, and Career Preparation”

Bradley Dilger, Purdue University, “Remixing the Cookbook Lab: Encompassing Transitions in Science Labs”

Redina Herman, Western Illinois University, “Teacher Education: An Integrated Approach to Lab Reports”

Neil Baird, Western Illinois University, “Remixing the Cookbook Lab: Encompassing Transitions in Science Labs”

**B.35 Remembering Kent: Taking Action on Literacy Policies**

In this session, four policy experts consider the contributions made by and with former NCTE Executive Director Kent Williamson to literacy policy.

Hilton Ballroom of the Americas Salon A, Level Two

**Speakers:** Anne Ruggles Gere, University of Michigan, “Linking Policy and Research”

Kathleen Blake Yancey, Florida State University, “The Other Half of Literacy: Creating the National Day on Writing in the Context of Policymaking”

Barbara Cambridge, National Council of Teachers of English, “A Perfect Legacy: The Kent D. Williamson Policy and Advocacy Center”

Leslie Patterson, Human Systems Dynamics Institute, “Building the National Center for Literacy Education”

*13-Theory*

- B.36 The Complexity of Agency in the Composition Classroom**  
This session explores feminist praxis within composition studies as applied to women as rhetors.

Hilton Room 333, Level Three

**Chair:** Davida Pines, Boston University

**Speakers:** Justin Hayes, Quinnipiac University, “A Feminist Praxis for Composition Studies”

Cactus May, Ohio University, “We Have Always Been Complex: Toward a Complexity Praxis”

Martha McKay Canter, Florida State University, “Rhetoric on a Slant: A Strategy for Women as Marginalized Rhetors”

*7-Institutional and Professional*

- B.37 Enacting Career Diversity in Rhetoric and Composition: Different Pathways for a Professional Life with a PhD in Rhetoric and Composition**

This panel explores professional pathways for rhet-comp PhDs, including community-college, university-administration, and industry positions.

GRB Room 340B, Level Three

**Chair:** Gail Pizzola, University of Texas at San Antonio

**Speakers:** Ruijie Zhao, Parkland College, “An Unexpected Step into an Expected Career: Looking Back at my PhD Education from the Vantage Point of a Community College Career”

Joanna Schmidt, Texas Christian University, “Working Definitions: Alt-Ac, Identities, and Opportunities”

Anita Furtner Archer, Raytheon, “An Unexpected Outcome: Building a Career Path with Diverse Experiences”

**Respondent:** Amy Kimme Hea, University of Arizona, “New Roles, New Responsibilities: Understanding the Roles & Complexities of PhD Programs in Career Diversity”

*12-Writing Pedagogies and Processes*

- B.38 Response in Action: Negotiating the Intentions of Students, Teachers, and Peer Reviewers**

This interactive session delves into the complexities of intentions and ideologies in peer, writer, and teacher response to students’ texts.

GRB Room 351B, Level Three

**Chair:** Nancy Sommers, Harvard University

**Respondents:** Chris Anson, North Carolina State University  
Howard Tinberg, Bristol Community College

## C Sessions: 1:45–3:00 p.m.

### Taking Action Workshop Sessions

#### **C.40 Taking Action Workshop: Building Alliances**

Refer to page 17 for abstract.

Hilton Grand Ballroom A, Level Four

*Speaker:* Sarah Scanlon, Arkansas State Director for Bernie 2016

#### **C.41 Taking Action Workshop: Making Action Plans**

Refer to page 19 for abstract.

Hilton Grand Ballroom B, Level Four

*Speaker:* Cathy Fleischer, Eastern Michigan University

### *8-Taking Action*

#### **C.01 Taking Action to Build and Improve Writing Programs**

Panelists explore how to design, develop, and sustain locally-responsive writing programs.

Hilton Room 327, Level Three

*Chair:* Stacy Rice, University of North Carolina at Greensboro

*Speakers:* Andres Bautista, Assistant, “Assessment of Academic Writing Skills as Individual and Institutional Actions”

Paula Gonzalez-Alvarez, Universidad de Chile, “The Creation of a Writing Program as an Opportunity for Discussion about University Writing in Chile”

Robin Gallaher, Northwest Missouri State University, “Rules of Engagement: What Students Have Taught Us in Five Years of a New Curriculum Built on Engagement”

Charlotte Hogg, Texas Christian University, “Beyond Best-Laid Plans: Why and How a Writing Program Should Facilitate an Interdisciplinary Faculty Writing Boot Camp”

Maria Isabel Patiño, UniAndes, “Assessment of Academic Writing Skills as Individual and Institutional Actions”

*1-First-Year and Advanced Composition*

**C.02 If You Teach It, They Will Learn: Effects of Explicit Style Instruction in and beyond the Writing Class**

A study of two approaches to style instruction shows that it does affect students' writing, though not exactly as one might expect.

GRB Room 351E, Level Three

**Chair:** Nora Bacon, University of Nebraska Omaha

**Speakers:** Star Medzerian, Nova Southeastern University

Keith Rhodes, Hastings College

Nora Bacon, University of Nebraska Omaha

*2-Basic Writing*

**C.03 Nothing Basic about It: Taking Action for Student Success**

This presentation showcases an Enhanced FYC, replacing remedial writing at one institution, and invites the audience to imagine their own.

Hilton Room 335B, Level Three

**Chair:** Anne Riecken, Seminole State College

**Speakers:** Maureen Jecrois, Bridgewater State University, "Doing the Write Thing"

Lee Torda, Bridgewater State University, "When Basic Writing Isn't So Basic"

Joyce Rain Anderson, Bridgewater State University, "Whose Language Counts?"

Nicole Williams, Bridgewater State University, "Struggle as Pedagogy for At-Risk Writers"

*3-Community, Civic & Public*

**C.04 Connecting Students to Community in First-Year Composition**

This session explores multiple dynamic collaborations between first-year composition students and their communities.

Hilton Room 328, Level Three

**Chair:** R. Joseph Rodriguez, The University of Texas at El Paso

**Speakers:** Brian Harrell, University of Akron, "Engaging Community in First-Year Composition: The Stories of the Dead and Dying"

Paul Resnick, Illinois Central College, "Bridging Diversity and Community Partnerships in First-Year Composition"

Kristen Weinzapfel, North Central Texas College, "Engaging Community in First-Year Composition: Food Rhetoric in Action"

Kassia Shaw, Waubensee Community College & DePaul University, "Bridging Diversity and Community Partnerships in First-Year Composition"

*4-Creative Writing*

**C.05 Action MFAs: Strategies for Incorporating Creative Writing Pedagogies in the Composition Classroom**

This panel offers concrete strategies for incorporating creative writing pedagogy into the lessons for the first-year writing classroom.

Hilton Room 329, Level Three

**Chair:** Elsa Rogers, Hodges University

**Speakers:** Kara Mae Brown, University of California Santa Barbara

Kat Gonso, Northeastern University

Aaron Block, Northeastern University

Anne Wheeler, Springfield College, “What I Learned in MFA School, or How I Learned to Teach the ‘I’”

*5-History*

**C.06 Recovering Writing Center Histories and Discourses**

This panel recovers artifacts of writing center instruction, including histories of center directors and early uses of technology in these centers.

Hilton Room 343B, Level Three

**Chair:** Lee Tesdell, Minnesota State University, Mankato

**Speakers:** Alexander Landfair, New York University, “Technological ‘Solutionism’ in the Writing Center”

Sue Mendelsohn, Columbia University, “‘Raising Hell’: The Roots of Multiliteracy Instruction”

Lee Tesdell, Minnesota State University, Mankato, “Pioneer on the Iowa Prairie: Carrie Stanley and Her Writing Center Strategies at the State University of Iowa”

*6-Information Technologies*

**C.07 Women’s Ways of Practicing Digital Communities**

This panel presents three case studies of women’s literacy and rhetorical practices in digital spaces.

Hilton Room 338, Level Three

**Chair:** Melody Pickle, Kaplan University

**Speakers:** Bree Gannon, Michigan State University, “What Do You Dream Of: Identity and Social Literacy Practices of Religious Young Women on Pinterest”

Jennifer McVeigh, Purdue University, “She Is Worth Far More Than Rubies: Creating a Self through Online Narrative Writing”

Rebekah Sims, Purdue University, “She Is Worth Far More Than Rubies: Creating a Self through Online Narrative Writing”

Kainat Abidi, St. John’s University, “Silence as Defense: The Compositional Considerations of Women on Social Media”



*7-Institutional and Professional*

**C.08 Acting Out: The Legacy of Hephzibah Roskelly and Elizabeth Chiseri-Strater**

This roundtable will explore a legacy of mentoring, social action, and feminism of two of the field's leaders.

Hilton Ballroom of the Americas Salon B, Level Two

**Chair:** Joe Sample, University of Houston-Downtown

**Speakers:** Kathleen J. Ryan, Montana State University, "Working at Your Life: An Ethics of Responsibility"

Rebecca Jones, University of Tennessee, "Bird Groups: Collaborating with Heart"

Janet Bean, University of Akron, "Rhetorical Triangles and Ethnographic Triangulation: The Importance of Thirds"

Marsha Lee Baker, Western Carolina University, "Why Do I Teach Peaceably? Acting out Nonviolent Means and Ends"

Jackie Grutsch McKinney, Ball State University

*9-Language*

**C.09 Translation, Linguistic Memory, and the Impact of (English-Only) Language Policy**

These panelists explore different sites of trans-linguaging and policy-making.

Hilton Room 330, Level Three

**Chair:** Dagmar Scharold, University of Houston-Downtown

**Speakers:** Brittany Ramirez, UTRGV, "American Linguistic Memory & the Implications for First-Year Composition Courses"

Katherine Flowers, University of Illinois at Urbana Champaign, "Local Policies and National Networks: Text Histories of Two County-Level English Only Policies"

Terence Daniel McEneny, University of Texas at El Paso, "Translation as Composing"

*1-First-Year and Advanced Composition*

**C.10 Multimodal Composition as a Strategic Approach to First-Year Writing**

Critical perspectives on how multimodal composition might be leveraged strategically to promote and expand the values and outcomes of FYC.

Hilton 339B, Level Three

**Chair:** Rhonda Schlatter, Mesa Community College

**Speakers:** Karla Saari Kitalong, Michigan Technological University, “Multimodality as a Gateway into and out of FYC: Or, Remix as Transfer”

Lauren Bowen, University of Massachusetts, “Multimodal + Composition: Searching for the Fit, Not the Fix”

Abraham Romney, Michigan Technological University, “Border Perspectives on Expanding Definitions of Literacy through Multimodal Composition”

*12-Writing Pedagogies and Processes*

**C.11 Peer Perceptions: Conferencing and Feedback**

These papers examine conferencing and peer reviewing practices, using both case studies and broad data sets from first-year writing courses.

GRB Room 351F, Level Three

**Chair:** Michael Cripps, University of New England

**Speakers:** Kay Halasek, The Ohio State University, “Interrogating Peer Response as ‘Proxy’: Reframing and Reimagining Peer Review as Connected Practice”

Lisa Swan, University of Maryland, “Reexamining Writing Conferences: Underrepresented Student Perspectives”

Michael Cripps, University of New England, “Peers Take Action in Writing: A Content Analysis of Peer Feedback in the Composition Classroom”

*10-Professional and Technical Writing*

**C.12 Morals, Values, Emotions, and Cultures: Investigating Identity in Professional Communication Contexts**

The panelists highlight the complex development, negotiation, and integration of identities in diverse professional communication contexts (military, religious, intercultural, and classroom).

GRB Room 340A, Level Three

**Chair:** Robin Gosser Sexton, Auburn University

**Speakers:** Sheeba Varkey, St. John’s University, “Veterans’ Move to the Workplace: Authorship and Identity in Military and Civilian Resumes”

Annie Kelvie, University of Illinois at Urbana Champaign, “Writing in the Religious Professions: A Case Study”  
Theresa (Tess) Evans, Miami University, “Emotions Suppressed/Emotions Evoked: The Role of Pathos in Writing for Pragmatic Action”  
Sam Dragga, Texas Tech University, “Moralities, Values, and Robotics: Integrating Theories of Intercultural Communication”

*8-Taking Action*

**C.13 Making Meaningful Writing Happen: Action Plans for Writing Advocacy**

Based on findings from the Meaningful Writing Project and other key studies, participants will develop action plans for writing advocacy.

Hilton Grand Ballroom L, Level Four

**Chair:** Anne Ellen Geller, St. John’s University, “Making Meaningful Writing Happen: Action Plans for Writing Advocacy”

**Speakers:** Neal Lerner, Northeastern University, “Making Meaningful Writing Happen: Action Plans for Writing Advocacy”

Michele Eodice, University of Oklahoma, “Making Meaningful Writing Happen: Action Plans for Writing Advocacy”

*11-Research*

**C.14 Representing Authorship: Plagiarism, Inclusion, and (Academic) Citizenship**

This panel offers critical research-based analyses of academic citation practices and legitimizing discourses.

Hilton Room 336A, Level Three

**Chair:** Ritu Sharma, Kaplan University

**Speakers:** Diane Kelly-Riley, University of Idaho, “Reference Pages and Citation Practices as Instances of Assessment: A Case Study of Fairness Exploring Representations of Race and Sex in a Writing Studies Journal”

Suzanne Lane, Massachusetts Institute of Technology, “Source Use Across Genres: Lessons from Extending the Citation Project Methodology”

Elizabeth Kleinfeld, Metropolitan State University of Denver, “How and When First Year Students’ Understanding of Source Use Develops”

Enrique Paz, Miami University of Ohio, “Language of Documentation: Immigration and Plagiarism”

*13-Theory*

**C.15 Faster, Bigger, Cheaper: Ideologies of Efficiency in the College Writing Classroom**

Faster, cheaper—better? The long push for efficiency in writing instruction and assessment and its consequences for students.

GRB Room 340B, Level Three

**Chair:** Steve Lamos, University of Colorado-Boulder

**Speakers:** Paige Hermansen, University of Arkansas, “A Golden Bill of Goods: The Effects of For-Profit Promotional Discourse on Prospective Students”

Bonnie Tucker, University of Michigan, “Writing Instruction for Profit?”

Gail Gibson, University of Michigan, “Fix Them Faster: The Long Influence of Efficiency on Writing Remediation”

James Hammond, University of Michigan, “Variations on a Theme: Barrett Wendell and the Origins of Efficiency in Writing Assessment”

*14-Writing Programs*

**C.17 The Writing Center’s Online Presence**

In this session the perceptions of the writing center’s online presence are explored.

Hilton Room 336B, Level Three

**Chair:** Elizabeth Simison, University of Connecticut

**Speakers:** Anna Worm, Florida State University, “How We Feel about OWLS”

Courtney Werner, Monmouth University, “Enacting Our Ideologies: How Our Writing Center Websites (Don’t) Speak for Us”

Lindsay Sabatino, University of North Carolina-Greensboro, “Student Voice in Strategic Action: Students’ Perspectives of Online Writing Center Interactions”

*3-Community, Civic & Public*

**C.18 The Best of Three Worlds: Integrating Writing, Civic Engagement, and First-Year Experience Programs**

This panel examines first-year experience programs and strategies for ensuring high-impact outcomes in writing and civic engagement.

Hilton Ballroom of the Americas Salon A, Level Two

**Chair:** Patricia Bizzell, College of the Holy Cross

**Speakers:** Morgan Reitmeyer, Regis University, “Contemplatives in Action: Creating the First-Year Experience before the First Day of Class”

June Johnson Bube, Seattle University, “Framing the Themed Academic Writing Course as Civic Engagement”

Allen Brizee, Loyola University Maryland, “Civic Writing and #BaltimoreUprising: Health Equity, the Digital Divide, and Assessment in a First-Year Experience Program”

**Respondent:** Jenn Fishman, Marquette University

*8-Taking Action*

**C.19 Students, Faculty, and Curriculum: Responding to Public Perception and Public Policy**

Panelists will describe strategies for reclaiming writing curriculum and assessment in the face of public misperceptions and legislative accountability measures.

Hilton Room 337B, Level Three

**Chair:** Bradley Smith, Governors State University

**Speakers:** Susan Bernadzikowski, Cecil College, “The Students beyond the Stats”

Joanne Addison, University of Colorado, “How the Common Core State Standards Define What Writing Is and Does for College Composition Classrooms”

Elizabeth Burmester, Georgia State University, “Changing Perceptions of Writing: Take Action with Innovative Program Design in the Writing Major to Influence Public Policy Outside the Classroom”

Jerry Stinnett, Duquesne University, “Writing Outcomes as Strategic Action: Defining a Good Start Instead of Good Writing in First-Year Composition”

*6-Information Technologies*

**C.20 Action Movies: Filmmaking, Multimodality, and Critical Pedagogy**

Four educators offer experiences using filmmaking in multimodal critical pedagogies to empower students’ identities and compositions.

Hilton Room 337A, Level Three

**Chair:** Kefaya Diab, New Mexico State University

**Speakers:** Nina Ringer, The College of New Jersey

Kara Jensen, Georgia Military College

Albert Wray, University of North Carolina at Charlotte

Kefaya Diab, New Mexico State University

*1-First-Year and Advanced Composition*

**C.21 Enacting Information Literacy: Strategies for Library–Classroom Collaboration**

FYC in the library with the question: how should we work with librarians?

Hilton Room 339A, Level Three

**Chair:** Greta Vollmer, Sonoma State University

**Speakers:** Alexis Teagarden, University of Massachusetts Dartmouth, “The Reaction-Recapping a Semester-Long, Experiment in FYC-Library Collaboration”

Michael Carlozzi, Roger Williams University, “The Action-Framing Information Literacy in FYC and Library Science”

Anicca Cox, University of Massachusetts Dartmouth, “The Interaction Part II-or How Many Sources Does This Class Need?”

*9-Language*

**C.22 From Code-Switching to Code-Meshing: Validating the Brown/Black Voice**

This presentation looks at aspects of code-meshing and code-switching as vital tools for the composition course.

Hilton Room 342, Level Three

**Chair:** Patsy Watts, East Central College

**Speakers:** Gael Fonken, St Cloud State University, “Opening New Worlds: ¿Can L2 Spanish Literacy Become a WAC Research Goal?”

Kim Hensley Owens, Northern Arizona University, “Toward a Code-meshing Pedagogy: Embracing Students’ ‘Wild Tongues’”

Kay Losey, Grand Valley State University, “The Rhetoric of Written Code-switching: The Importance of Authorial Agency”

*10-Professional and Technical Writing*

**C.23 Designing for Usability and Accessibility**

Panelists provide strategies for teaching ethical design that fosters usability and accessibility.

Hilton Room 340A, Level Three

**Chair:** Mindy Williams, Central Oregon Community College

Kimberly Baker, University of Wisconsin-Milwaukee, “Boxed Cake Mix and a Fully Stocked Kitchen: Usability Research Projects can Help Prepare Students For the Classroom-to-Workplace Transition”

Thomas Henry, Utah Valley University, “Accessibility, Ethics, and Visual Design: Taking Action against Design That Hurts People”  
Erin Pastore, Merrimack College, “Designing a Wicked Syllabus: Questions and Potential Actions for an Evolving Professional Genre”  
Florence Elizabeth Bacabac, Dixie State University, “Invention Using Concept Maps for Multimedia and the Web: A Strategic Action Plan”

*11-Research*

**C.24 Negotiating Disability Disclosures in Qualitative Writing Studies Research**

Panelists reflect on researcher positionality, ethics of disclosure, and developing qualitative studies of disability and writing.

Hilton Room 340B, Level Three

**Chair:** Laura Metzger, Northwest Vista College

**Speakers:** Tara Kathleen Wood, Rockford University, “Who Can Write about Disability?”

Pamela Saunders, University of Illinois at Urbana Champaign, “Employing a Disability Studies Methodology to Rethink Access in Qualitative Research on Writing”

Allison Hitt, University of Central Arkansas, “Reciprocal Disclosures: Co-Constructing Knowledge about Disability and Writing”

*12-Writing Pedagogies and Processes*

**C.25 Issues in Contemplative Writing Pedagogy**

This panel examines various facets of contemplative writing pedagogy.

Hilton Room 343A, Level Three

**Chair:** Jason Helms, Texas Christian University

**Speakers:** Timothy Ballingall, Texas Christian University, “Genevieve Stebbins and the Rhetoricity of Breathing”

Ashley Rea, Florida State University, “Digital Contemplative Composition: A Feminist Approach to Inquiry”

Jackie Hoermann, Texas Christian University, “Bringing Bodies into Relief: Feminist Theory Action in Contemplative Writing Evaluation”

*13-Theory*

**C.26 The Legacy of *Textual Carnivals***

This panel marks the 25th anniversary of Susan Miller's *Textual Carnivals* by considering its wide-ranging legacy.

Hilton Grand Ballroom I, Level Four

**Chair:** Thomas Girshin, Ithaca College

**Speakers:** Charles I. Schuster, University of Wisconsin-Milwaukee,  
"Textual Carnivals and the Art of Subvocalization"

Jacqueline Rhodes, California State University, San Bernardino, "Susan Miller and the Queer Subject of Composition"

Thomas Girshin, Ithaca College, "Carnavalesque Pedagogy: Susan Miller and the Politics of FYW"

**Respondent:** Deborah H. Holdstein, Columbia College Chicago, "The Legacy of Susan Miller"

*14-Writing Programs*

**C.27 Reaffirming Praxis: Teaching First-Year Composition as Our Profession's Highest Calling**

We are reaffirming praxis to create and ground a first-year curriculum that helps students complete college and improve their writing.

GRB Room 351D, Level Three

**Chair:** Elaine Maimon, Governors State University, "Our Scholarly Strength Comes from the Classroom"

**Speakers:** Kerri Morris, Governors State University, "Meeting Students Where They Are Means Discovering Who They Are"

Reinhold Hill, Governors State University, "An Integrative Approach to General Education: Theory, Best Practices, and Implementation"

Rashidah Jaami' Muhammad, Governors State University, "Talkin' Writing: 21st Century Views, Praxis, and the Composing Process"

*7-Institutional and Professional*

**C.28 Standardization and Democratization in and of Writing Programs**

This panel enacts a debate about whether curricular standardization is necessary to democratize college writing.

Hilton Room 335C, Level Three

**Chair:** Chris Gallagher, Northeastern University

**Speakers:** Cathy Birkenstein, University of Illinois at Chicago

Chris Gallagher, Northeastern University

Gerald Graff, University of Illinois at Chicago

Bruce Herzberg, Bentley University



*8-Taking Action*

**C.29 Negotiating Space and Identity: Non-Native English-Speaking Writing Instructors' Strategies for Action**

This panel focuses on the experiences of non-native English-speaking writing instructors and ways to improve their working conditions.

GRB Room 351A, Level Three

**Chair:** Mariya Tseptsura, University of New Mexico

**Speakers:** Mariya Tseptsura, University of New Mexico, "Negotiations of NNESWI's Teacher Identity: A Case for Reflective Practice"

Judith Szerdahelyi, Western Kentucky University, "Taking Action against Negative Bias in Non-Native English Speaking Writing Instructors' Course and Faculty Evaluations"

Lilia Joy, Henderson Community College, "Embracing NNES Instructor's Identity in a Composition Classroom"

*1-First-Year and Advanced Composition*

**C.30 Taking Action to Foster Student Responsibility in the Twenty-First-Century Composition Classroom**

We will share multimodal best practices to foster student responsibility and personal action in first-year composition classrooms.

Hilton Room 344B, Level Three

**Chair:** Diana Wolfe, San Jacinto College

**Speakers:** Brenda Woods, University of Central Missouri

Amanda Drake, University of Central Missouri

Melody Niesen, University of Central Missouri

*6-Information Technologies*

**C.31 Difficulty as Possibility in Composing and Teaching with Digital Media**

This panel explores how writers encounter difficulty in digital composing and repositions difficulty as a generative and creative space.

Hilton Ballroom of the Americas Salon D, Level Two

**Chair:** Megan Adams, The University of Findlay

**Speakers:** Annette Vee, University of Pittsburgh, "Learning to Let Go of Competence: Digital Media Pedagogy at the Graduate Level"

Derek Van Ittersum, Kent State University, "Workflow Friction: Designing Writing Processes around Difficulty"

Tim Lockridge, Miami University, "Workflow Friction: Designing Writing Processes around Difficulty"

Rachael Sullivan, St. Joseph's University, "Learning from Women's Critical Engagement with Unfamiliar Technologies"

*3-Community, Civic & Public*

**C.32 Strategies for Building and Sustaining University-Community Writing Initiatives**

This panel examines how to sustain community-based writing projects amid academia's increasingly conflicted commitment to the public good.

Hilton Room 335A, Level Three

**Chair:** Janelle Adsit, Humboldt State University

**Speakers:** Veronica House, University of Colorado Boulder, "Eco-administration and the Engaged Writing Program"

Deborah Mutnick, Long Island University, "'We Make the Road by Walking': Integrating Community-Based Writing and Classroom Instruction in FYC"

Shannon Carter, Texas A&M University-Commerce, "Public History as Rhetorical Intervention: Building a Sustainable Infrastructure by Reframing Local Public Memory of Community Engagement"

Paul Feigenbaum, Florida International University, "Join the Club: Cultivating Student Activism Beyond the 'One-and-Done' Community-Writing Course"

*8-Taking Action*

**C.33 WAC in the Long Run: Strategies for Sustained Action in the Face of New and Old Challenges**

WAC directors at 3 colleges share situated actions to invent new strategies, refine old ones, and help attendees plan their own initiatives.

Hilton Ballroom of the Americas Salon F, Level Two

**Chair:** Timothy Oleksiak, Bloomsburg University

**Speakers:** Paul Puccio, Bloomfield College, "Building a Programmatic Ethos among Faculty for WAC/WID [or Building a Programmatic Ethos among Faculty for Writing across the College]"

David Fisher, Emory University, "Disrupting, Catalyzing, and Connecting through Digital WID"

Joonna Trapp, Emory University, "Disrupting, Catalyzing, and Connecting through Digital WID"

Brad Peters, Northern Illinois University, "Representing WAC as a Source of Sustainable Problem-solving Strategies"

*7-Institutional and Professional*

**C.34 Robbing Peter to Pay Paul: Writing Programs, Advocacy, and NTT in the Bureaucratized Academy**

As NTT faculty, we attempt curricular reform, but because of institutional hierarchies, we face roadblocks to our work.

Hilton Room 346A, Level Three

**Chair:** Elizabeth Vincelette, Old Dominion University, “The Ideal Meets the Real: Writing Center Labor Conditions and a Room of One’s Own”

**Speakers:** Sarah Appleton, Old Dominion University

Jeffrey Turner, Old Dominion University Research Foundation

*11-Research*

**C.35 Research Writing Studies: Issues of Subjectivity, Neurology, Intellectual Property, and Disciplinarity**

Panelists report on large-scale research projects examining disciplinary scholarship.

Hilton Ballroom of the Americas Salon E, Level Two

**Chair:** Lubie Alatraste, CUNY

**Speakers:** Chalice Randazzo, Eastern Michigan University, “Alliance Building and Researcher Neutrality in Qualitative Research: Implications for Human-Subjects Research in Composition”

Karen Lunsford, University of California-Santa Barbara, “Intellectual Property Stories in Writing Studies: Results from Two Empirical Studies on the Effects of IP Legislation, Policies, and Practices”

James P. Purdy, Duquesne University, “Intellectual Property Stories in Writing Studies: Results from Two Empirical Studies on the Effects of IP Legislation, Policies, and Practices”

Dylan Dryer, University of Maine, “A Disciplinary Federation or Just a Big Tent? A Comparative Corpus Analysis from 10 US Writing Studies Journals”

Julie Nelson Christoph, University of Puget Sound, “Do We Use ‘I’? Examining the History of the First Person in Composition Scholarship Using Corpus Analysis and Personal Interviews”

*5-History*

**C.36 Histories on the Move: Activating Institutional Histories in Writing Centers, Writing Programs, and Beyond**

This panel showcases the possibilities for “activating” local institutional histories to engage administrative and advocacy issues.

Hilton Ballroom of the Americas Salon C, Level Two

**Chair:** Sara Alvarez, University of Louisville

**Speakers:** Celeste Del Russo, University of Arizona, “The Storied Center: Active Archiving for Writing Center Tutor Training”

Elizabeth Leahy, University of Arizona, “Local Histories and Multilingual Student Engagement: A Trans-Hemispheric Approach”

Amy Lueck, Santa Clara University, “Activating Allies: Microhistories for Educational Advocacy”

*3-Community, Civic & Public*

**C.37 Marginalized Literacies: Let's Hear Them**

This panel looks and validates various examples of marginalized literacies.

Hilton Room 332, Level Three

**Chair:** Kathy Christie Anders, Texas A&M University

**Speakers:** Lin Dong, Georgia State University, Atlanta, “The Ignored and the Marginalized Ones: ‘Digital Divide’ of Literacy Practices and the Assessment for Older Adults”

Iswari Pandey, California State University, Northridge, “Reconsidering Literacy as Word Work in Motion”

Tika Lamsal, University of San Francisco, “Literate Identities beyond Borders: Transformative Literacy Practices of Bhutanese Refugees in the U.S.”

Rachel Lewis, Northeastern University, “Trans\*/fixed: Prison Transgender Literacy as Call to Action”

*6-Information Technologies*

**C.38 More Than the Sum: Faculty Collaboration in Designing and Teaching a Hybrid Writing Course**

Panelists critically reflect on their experiences collaborating to design and teach a hybrid writing course.

GRB Room 351C, Level Three

**Chair:** Kory Ching, San Francisco State University

**Speakers:** Kory Ching, San Francisco State University, “Better Together: Faculty Collaboration and the Hybrid Teaching Commons”

Doreen Deicke, San Francisco State University, “Killing Your Darlings: Setting Priorities in a Hybrid Course”

John Holland, San Francisco State University, “The Cycle of Peer Feedback and Revision in a Hybrid Course”

Ron Richardson, San Francisco State University, “Whose Writing? Shifting Ownership in a Hybrid Course from Teacher to Student”

Niki Turnipseed, University of Illinois at Urbana Champaign, “Taking the High Road: Reflective Strategies for Conscious Teacher Collaboration”

*13-Theory*

**C.39 More Than Words: Using Comics Responsibly in the Composition Classroom**

This session explores how a rhetorical analysis of comics (in the composition classroom) can promote a sense of citizenship and responsibility while being accessible.

Hilton Room 333, Level Three

**Chair:** Sonja Andrus, University of Cincinnati/Blue Ash College

**Speakers:** Michael Dimmick, University of Wisconsin-Madison, “Composing Citizenship Practices: Comic Books, Literacy, and Placemaking in African American Communities”

Amanda Athon, Governors State University, “Developing Inclusive Frameworks for Teaching Visual Rhetoric: Making Comic Lessons ADA Compliant”

Andre Jones, Kean University, “‘With Great Power Comes Great Responsibility’ —and So I Can’t Keep Quiet about Brian Michael Bendis’ Spider-Man”

# D Sessions: 3:15–4:30 p.m.

## Taking Action Workshop Sessions

**D.39 Taking Action Workshop: Naming and Narrowing**

Refer to page 16 for abstract.

Hilton Grand Ballroom A, Level Four

*Speaker:* Glenda Eoyang, HSD Institute

**D.40 Taking Action Workshop: Influencing Policy**

Refer to page 18 for abstract.

Hilton Grand Ballroom B, Level Four

*Speakers:* Carolyn Calhoon-Dillahunt, Yakima Valley Community College  
Lori Shorr, Temple University

## Poster Sessions

### Hilton Sky Walk, Level Two

**A Writing Center for Technical-Academic Literacy: Developing Strategies for Science Communication**

This poster details a project to help researchers to write a good scientific paper in Brazil and find successful publication.

Rosana Ferrareto Lourenço Rodrigues, Instituto Federal de São Paulo (IFSP)

**Best Practices for Service-Learning Reflection Assessment and Design: A Case Study of an Alternative Breaks Program**

New practices for reflection assessment and design work to alleviate ethical concerns about international service-learning.

Kim Lilienthal, North Carolina State University

**Family History Research Methodology for Rhetorical Writing**

Argues a conceptual methodology that has not been articulated in research methods texts to date: family history research methodology.

Nancy H. Button, Indiana University-Purdue University Fort Wayne

**Genocide, Cinema, and Human Rights Rhetorics of Early Twentieth Century America**

As a recovery project, my project examines the story of Aurora Mardiganian, a genocide survivor turned into a human rights poster-child.

Geghard Arakelian, Syracuse University, CCR

**Keep Mad and Tumblr On: Neurodivergent Identity and Autistic Self-Advocacy in Social Media–Based Counterpublics**

This project will analyze the rhetoric of self-advocacy in both established organizations and social media such as Twitter and Tumblr.

Geneva Canino, University of Houston

**One Goal—to Strengthen the Bonds That Form Our Society, One Essay at a Time.**

Houston startup answers the need to provide effective, online writing feedback for student writers, with retired teachers as advisers.

Vivian Colinas Jones, Lone Star College - Montgomery

**Taking Action in Basic Writing: Faculty Perceptions of Crucial Conditions for Effective Writing Instruction in the Basic Writing Course**

This poster presents the perceptions of faculty of Basic Writing at the two-year college regarding crucial conditions for teaching writing.

Nayele Villanueva, College of Southern Nevada

**“The Cookie Lobbyist” and Strategic Activism for Water Safety in West Virginia**

West Virginia’s “Cookie Lobbyist” helps activists and scholars consider new avenues for activism.

Tabetha Adkins, Texas A&M University-Commerce

*13-Theory*

**D.01 Deweyan Lineages: Writing, Action, and the Public Sphere**

An exploration of John Dewey's *The Public and Its Problems* in contemporary rhetoric and composition theory of writing and public action.

Hilton Room 332, Level Three

**Chair:** Lisa Arnold, North Dakota State University

**Speakers:** Stephen Schneider, University of Louisville

Jeremiah Dyehouse, University of Rhode Island

Antonio Ceraso, DePaul University

*8-Taking Action*

**D.02 Writing against Racism and Stereotypes**

The panelists suggest classroom-based methods of negotiating difference and acting against systemic racism.

Hilton Room 327, Level Three

**Chair:** Katie Arosteguy, University of California, Davis

**Speakers:** Adnan Salhi, Henry Ford College, "Taking Action to Fix and Repair without Misery or Despair"

Jeanette Lehn, Florida State University, "A Praxis for Critical Pedagogy beyond Student Centered Learning and towards the Negotiation of Difference"

Sophie Bell, St. John's University, "Strategies for Writing against Racism"

J.J. Andrews, University of Wisconsin-Madison, "Overcoming Stereotype Threats in Social Studies with Composition as Actionable Items"

*1-First-Year and Advanced Composition*

**D.03 Antiracist Classroom Practices: Enacting Socially Just Agendas**

This panel offers several antiracist classroom practices for teachers and students and a rhetorical listening of them as a response.

Hilton Room 335A, Level Three

**Chair:** John Duffy, University of Notre Dame

**Speakers:** Staci Perryman-Clark, Western Michigan University, "Racial Profiling and a WPA's Strategy for Institutional Change: A Call for Action"

Asao Inoue, University of Washington Tacoma, "Writing Assessment as an Antiracist Practice"

Victor Villanueva, Washington State University, "Not All That New: Visual Rhetorics and the Latina or Latino Student"

**Respondent:** Krista Ratcliffe, Purdue University



*13-Theory*

**D.04 Writing Time, Writing Spaces**

This panel explores the underrepresented influence of space and time on writing and professional activity.

Hilton Ballroom of the Americas Salon C, Level Two

**Chair:** Thomas Ballard, Iowa State University

**Speakers:** Hannah Rule, University of South Carolina, “The Touch and Feel of Typing”

Stacey Pigg, North Carolina State University, “Writing, Mobility, and the Rhetorical Constraints of Iterative Time”

Laura Micciche, University of Cincinnati, “Writing and Bent Chronology”

Dale Jacobs, University of Windsor, “A Matter of Trust: Vulnerable Relations, Hospitable Spaces”

Ben Lauren, Michigan State University, “Disjuncture, Difference, and Representation in Experience Maps”

*2-Basic Writing*

**D.05 Students Are Not Data Points: Empowering Individuals in Basic Writing Classes**

The politics of remediation are explored as panelists from one of the City Colleges of Chicago tell the story of how faculty pushed back.

Hilton Room 328, Level Three

**Chair:** Emily Beals, California State University, Fresno

**Speakers:** Kim Knutson, Wright College, “The National Politics behind the Marginalization of Basic Writing Courses and Programs”

Daniel Borzutzky, Wright College, “The Preservation of Genuine Open Access”

Susan Grace, Wright College, “Our (Successful) Ten-Year Battle against the Use of Flawed Standardized Placement Tests”

Tara Whitehair, Wright College, “A Critique of Baltimore’s Accelerated Learning Program (ALP) Model and the Associated Research from the Community College Research Center (CCRC)”

*3-Community, Civic & Public*

**D.06 Beyond the Helping or Hurting Binary: Examining Healthcare Rhetorics and Contexts**

These panelists examine divergent sites of healthcare and trauma to understand the rhetorical and social impact of current health care discourses.

Hilton Room 346A, Level Three

**Chair:** Linda Breslin, Southwestern Christian University

**Speakers:** Aimee Mapes, The University of Arizona, “Re-Authored Narratives: A Case Study of Reflective Writing for Veterans with SCI/D”

Michelle Day, University of Louisville, “Helping or Hurting?: Empowerment and Trauma-informed Practice in Literacy-mediated Community Engagement”

Stephen Cohen, University of Louisville, “The Rhetoric of Patients: How to Access Care in an Epidemic”

*5-History*

**D.07 New Directions in Transnational Asian/Asian American Rhetoric and Composition: Issues for Historiography, Digital Rhetoric, Racial Justice, and Writing Center Research**

This Asian/Asian American Caucus-sponsored roundtable highlights new directions in transnational Asian/Asian American rhetoric and writing.

Hilton Ballroom of the Americas Salon F, Level Two

**Chair:** Jolivette Mecnas, University of La Verne

**Speakers:** Chanon Adsanatham, University of Maryland, “Re-Placing Archival Studies in the Global Turn: Critical Methods for Researching Asian Rhetorics”

Priya Sirohi, Purdue University, “Rhetorics of South/Asian American Identity: Mapping Context, Purpose, and Use”

Patricia Poblete, Iowa State University, “Taking Action on Campus: Re-Examining ‘Asian’ Identities of Writers in the Writing Center”

Morris Young, University of Wisconsin-Madison, “Historicizing Transnational Asian American Rhetoric”

Vani Kannan, Syracuse University, “#ModelMinorityMutiny: Defining”

Xiaobo Wang, Georgia State University, “Convergence and Situatedness of Free Speech: WeChat as Site of Activism”

**Respondent:** Jennifer Sano-Franchini, Virginia Polytechnic Institute and State University

*6-Information Technologies*

**D.08 Pedagogical Threshold Concepts Derived from Online Writing Instruction: Or, Why Writing Teachers Should Resist the Enterprise Model of Online Course Design**

Writing teachers should be involved in creating the online writing classes we teach; that experience offers unique professional development.

Hilton Room 335B, Level Three

**Chair:** Renae Bruce, Texas Woman's University

**Speakers:** Jill Heney, Boise State University

Stephanie Cox, Boise State University

Jennifer Black, Boise State University

Melissa Keith, Boise State University

*1-First-Year and Advanced Composition*

**D.09 Scare Tactics: Working Theory into Action through Multimodal Praxis**

We will discuss how we have individually made use of multimodal horror texts within the FYC classroom as sociocultural artifacts.

Hilton Room 329, Level Three

**Chair:** Bri Lafond, Riverside City College

**Speakers:** Kristen Schellhous, University of La Verne, "We ARE the Walking Dead: Critically Engaging The Walking Dead with FYC Students"

Manar Gneim, California State University, San Bernardino

Bri Lafond, Riverside City College, "Ontology in the House: Mark Z. Danielewski's House of Leaves in the FYC Classroom"

*7-Institutional and Professional*

**D.10 Working Hard with Few Rewards: Life as a "Part-Time" Instructor**

This panel looks at the obstacles that part-time instructors face as part-time instructors.

Hilton Room 343A, Level Three

**Chair:** Amy Brumfield, Idaho State University

**Speakers:** Nancy Reichert, Kennesaw State University Marietta, "What Is in a Name?: Navigating Signification and Labor Practices in the Consolidated University as a Disabled Subject"

Adam Cogbill, University of New Hampshire, "'Our Best Work': Toward Increased Recognition for Teachers of Composition"

*continued on next page*

Ilknur Sancak-Marusa, West Chester University of Pennsylvania, “‘But I only have an M.A.’”-From Adjunct to Tenure-Track Faculty in a Four-Year State University”

Mary Laughlin, North Dakota State University, “Writing Feedback, Part-Time Writing Instruction: Intersections between Two Studies”

*14-Writing Programs*

**D.11 Retention and Student Success: Taking Action in Writing Programs and Classrooms**

This panel examines narratives and counternarratives of retention and student success within writing programs and institutions.

Hilton Room 330, Level Three

**Chair:** Eileen Camfield, University of the Pacific

**Speakers:** Ashley Holmes, Georgia State University, “Narratives of Retention and the Use of Big Data: How Institutional Discourses Impact Writing Programs”

Sarah Harris, Indiana University East, “When We Are All Talking about Our Writing: Success and Retention in the First-Year Writing Classroom”

Cristine Busser, Georgia State University, Atlanta, “Writing to Persist? Retention Research and Redefining Student Success”

*13-Theory*

**D.12 Disability Studies in Action: Cross-Locational Perspectives**

This panel pursues disability studies in action, analyzing how disability becomes deployed or neglected in various spaces of the university.

Hilton Room 338, Level Three

**Chair:** Margaret Price, The Ohio State University

**Speakers:** Sean Kamperman, The Ohio State University, “Lessons from Literacy Studies: Reframing Reading and Readers as Interdependent”

Paula Miller, The Ohio State University, “Writing Centers in Action: Writing Center Grand Narratives and Disability Studies”

Sara Franssen, The Ohio State University, “Taking Action through Writing Groups: Valuing Difference in the Writing Center”

Chad Iwertz, The Ohio State University, “‘I’m Not Crazy; My Mother Had Me Tested’: Disclosure and the Formation of Unequal Access”

*12-Writing Pedagogies and Processes*

**D.13 A New Look at Old Traditions**

This panel reexamines three standard practices: timed writing, study abroad, and essayist literacy.

Hilton Room 333, Level Three

*Chair:* Juliet Myrtetus, Pasadena City College

*Speakers:* Santosh Khadka, California State University, Northridge, “Teaching Essayist Literacy in the Multimedia World”

Nancy Wilson, Texas State University, “Composing Ourselves Abroad: Writing Our Way to Intercultural Competence”

Juliet Myrtetus, Pasadena City College, “Teach the Controversy: A Metacognitive Approach to Timed Writing Instruction”

*2-Basic Writing*

**D.14 Writing, Reading, Seeing, Doing: Contextualization in Basic Writing Courses**

Presenters will illustrate how contextualized curriculum and service learning projects engage students in authentic communication acts.

Hilton Room 336A, Level Three

*Chair:* Nick Carbone, Humanities Editorial Department, Macmillan

*Speakers:* Cynthia Kiefer, Scottsdale Community College, “Writing, Reading, Seeing, Doing: Contextualization in Basic Writing Courses”

Matthew Healy, Scottsdale Community College, “Students Taking Action: The Hunger Fair”

Ramona Goth, Scottsdale Community College, “Reading, Writing, and My Real Life”

*3-Community, Civic & Public*

**D.15 The Critical Place of Affect and Culture in Transnationalism: Case Studies from the Local and Global Contexts**

Case studies about agency and the use of narrative in developing transnational networks, enacting identity, and promoting social justice.

Hilton Room 335C, Level Three

*Chair:* Ligia Mihut, Barry University

*Speakers:* Shui-yin Sharon Yam, University of Wisconsin-Madison, “Personal Narratives as Modes of Civic Engagement”

Rachel Bloom-Pojar, University of Dayton, “From First World Saviors to Socios en Salud: Composing Digital Narratives of Global Health”

Sara Alvarez, University of Louisville, “Transnational Youth and Affect: Ethnographic Narratives of Emerging Practices and Polymedia”

*Respondent:* LuMing Mao, Miami University

*13-Theory*

**D.16 Bridging Cultures, Languages, and Lands: An Illustration of Latina/o and Chicanx Rhetorical Practices**

We illustrate three models of Latina/o and Chicanx rhetorical practices as we negotiate cultural and linguistic transitions in America.

Hilton Room 336B, Level Three

**Chair:** LauraAnne Carroll-Adler, University of Southern California

**Speakers:** Alexandra Hidalgo, Michigan State University, “A Video Exploration of the Hybrid Cultural Identities of Bilingual Latina/o Children”

Laura Gonzales, Michigan State University, “Insights into Multilingual Digital Work Coordination: ‘It’s Not about Writing in English or Writing in Spanish, It’s about Being All the Time in Both Worlds’”

Victor Del Hierro, Michigan State University, “Familia-From-Scratch: Disrupting Settler-Colonialism through Indigenous Chicanx Histories of Migration”

*5-History*

**D.17 Micro Histories of Access at Open Admissions Institutions**

These three presentations interrogate late 1960s to early 1970s micro-histories of open admissions in New York and elsewhere.

Hilton Room 337B, Level Three

**Chair:** Cheryl Smith, Baruch College, CUNY

**Speakers:** Miguel Franco, Ohio University, “Alienated: Urban Bodies Displaced from College Composition”

Sean Molloy, Hunter College, CUNY, “Teaching More Than Etiquette: Kenneth Bruffee’s FYW Program at Brooklyn College (1970-75)”

Cheryl Smith, Baruch College, CUNY, “Poetic Justice: A Micro History of Poetry and Protest during Open Admissions at City College, 1967-1972”

*6-Information Technologies*

**D.18 State of Play: Gaming, Writing, Teaching, and Research**

A mapping of the intersection of games and composition teaching, research, and writing.

Hilton 339B, Level Three

**Chair:** Richard Colby, University of Denver, “State of Play: A Short History”

**Speakers:** Jan Holmevik, Clemson University, “Ludic Literacy: The Missing Link”

Jennifer deWinter, Worcester Polytechnic Institute, “Empathy Games: Narratives, Choices, and Emotional Connections”

Rebekah Shultz Colby, University of Denver, “Trends in Game-based Writing Pedagogy”

Wendi Sierra, St. John Fisher College, “A ‘Compositional’ Approach to Digital Game Design”

Douglas Eyman, George Mason University, “Scholarship on Games: A Typology of Writing Studies Research Methods”

*7-Institutional and Professional*

**D.19 Preparing Teachers of College Writing: A Report on the New 4Cs Position Statement and Suggestions for Putting It into Action**

Report on the new 4Cs Position Statement on the Preparation and Professional Development of College Writing Teachers.

Hilton Room 340A, Level Three

**Chair:** Jennifer Carter, Georgia State University

**Speakers:** Sarah Z. Johnson, Madison Area Technical College

**Respondents:** Sarah Liggett, Louisiana State University

Nicholas Behm, Elmhurst College

Lori Ostergaard, Oakland University

*8-Taking Action*

**D.20 Slow and Lasting Change: Microshifts and the Development of Activist Writing Centers and Writing Programs**

We address how writing centers and programs can work with campus groups to support writing-for-change, activism, and sustainable partnerships.

Hilton Room 343B, Level Three

**Chair:** Harry Denny, Purdue University

**Speakers:** Stacy Nall, Purdue University, “The Campus as Community: An Alternative Approach to Service-Learning”

Nicholas Marino, Purdue University, “Aligning the Centers: Challenging Gender Oppression through Partnerships with the Writing Center and LGBTQ Center”

Jeffrey Gerding, Purdue University, “Everyday Activism: Writing Centers as Spaces for Sustained Public Engagement”

Tammy Conard-Salvo, Purdue University, “Do We Do That? Writing Centers and Social Justice Work”

*3-Community, Civic & Public*

**D.21 What's the Story: How Writing for Action Brought Our Urban Campus Garden to Life and Changed Our Relationships with Our Neighborhood**

By focusing on sustainable food production and nutrition in our storytelling, the HBCU campus organic garden helps students, faculty, and their neighborhood make the connection between a healthy lifestyle and their own educations.

Hilton Grand Ballroom I, Level Four

**Chair:** Jessie Casteel, University of Houston

**Speakers:** Dixie Goswami, Bread Loaf School of English

Danielle Holback, Allen University

Devon Muldrow, Allen University

Lillian Reeves, Allen University

*1-First-Year and Advanced Composition*

**D.22 Making Inequities Matter: Student Success as Action in Dual Enrollment Composition and Alternatives**

This panel outlines some problem areas with assessing student success in dual-credit programs and explores possible alternative approaches.

GRB Room 340B, Level Three

**Speakers:** Caroline Wilkinson, New Jersey City University

Jamila Kareem, University of Louisville

Casie Moreland, Arizona State University, Tempe

*10-Professional and Technical Writing*

**D.23 Writing for Industry and Workplaces**

This panel theorizes workplace writing within business and engineering in relation to authorship, audience, genre, and organizational cultures.

Hilton Room 340B, Level Three

**Chair:** Maria P. Chaves, SUNY Binghamton

**Speakers:** Katherine Robisch, Kent State University, "Writing Strategies for Action: What Seminar Speakers Can Teach Us"

Bernadette Longo, New Jersey Institute of Technology, "A New Resource for Situating Workplace Writing: Communication Workflows Presents Engineering Documents in Their Workflow Context"



Elisa Findlay, University of Wisconsin-Madison, “(Un)Commodified Texts: Ownership, Authorship, and Identity-Assertion in Workplace Writing”

Krista White, Kent State University, “Projecting Theory onto Application in Typified Workplace Writing”

Dave Kmiec, New Jersey Institute of Technology, “A New Resource for Situating Workplace Writing: Communication Workflows Presents Engineering Documents in Their Workflow Context”

*11-Research*

**D.24 Researching Threshold Concepts and Transfer**

Studies of the impact of teaching for transfer and designing instructions to reveal threshold concepts in composition.

GRB Room 351E, Level Three

**Chair:** Chen Chen, North Carolina State University

**Speakers:** Gita DasBender, Seton Hall University, “A Threshold Concepts Framework for First-Year Writing: Implications for Classroom Practice”

Robert Kaplan, Stony Brook University, “Report on a Study of Transfer in a New Writing Minor Program”

Peter Khost, Stony Brook University, “Report on a Study of Transfer in a New Writing Minor Program”

E. Shelley Reid, George Mason University, “The Lightbulb Has to Want to Change: Guiding and Assessing Student Intention as a Pathway to Learning Transfer in FYC”

*12-Writing Pedagogies and Processes*

**D.25 Metacognition Recognition, or I Know It When I See It**

Through audience action, this de-structured panel explores how to find and foster metacognition in textual, multimodal, and bodily practices.

GRB Room 351A, Level Three

**Chair:** Kamshia Childs, San Jacinto College

**Speakers:** Jennifer Eidum Zinchuk, Elon University

Jaclyn Fiscus, University of Washington

Jennifer LeMesurier, Colgate University

**Respondents:** Anis Bawarshi, University of Washington

Mary Jo Reiff, University of Kansas

*11-Research*

**D.26 Acting Strategically with Multilingual Writers: Results from a Cross-Institutional Research Study**

Presentation of results from a CCCC research initiative study of students' language repertoires with implications for pedagogy and policy.

GRB Room 351D, Level Three

**Chair:** Julie Nelson Christoph, University of Puget Sound

**Speakers:** Deirdre Vinyard, Emily Carr University of Art and Design, "Acting Strategically with Multilingual Writers: Results from a Cross-Institutional Research Study"

Shanti Bruce, Nova Southeastern University, "Acting Strategically with Multilingual Writers: Results from a Cross-Institutional Research Study"

Rebecca Lorimer Leonard, University of Massachusetts Amherst, "Acting Strategically with Multilingual Writers: Results from a Cross-Institutional Research Study"

*12-Writing Pedagogies and Processes*

**D.27 Empathy, Atheism, and Religion in the Writing Classroom**

This panel will explore the roles that empathy, atheism, and religion play in the teaching of writing.

GRB Room 351C, Level Three

**Chair:** Eric Leake, Texas State University

**Speakers:** Brandy Scalise, University of Kentucky, "Storytelling, Religious Identity, and the ClassOpening Discursive Possibilities through Narrative"

Scott Wagar, Miami University, "Atheist Students in the Composition Classroom"

Eric Leake, Texas State University, "Empathy and the Essay: Writing in Response to Perspective-Taking Prompts"

*8-Taking Action*

**D.28 African American Male Students Taking Actions to Embrace Their Literacies**

Demonstration of African American male identities of success shaped through literacy from FYC courses to ENG major declaration and graduation.

Hilton Ballroom of the Americas Salon B, Level Two

**Chair:** Geoffrey Clegg, Arkansas State University

**Speakers:** Yulanda M. McKinney, Monroe Community College

Joyce Russell, Fayetteville State University, “An Afrofuturistic Reading of Various Stories, Myths, and Legends: A Short Lesson in Improving Literacies among Young African American (Wo)men”

Lynne T. Jefferson, Saint Augustine’s University

*1-First-Year and Advanced Composition*

**D.29 Other Englishes: The Need to Acknowledge and Support Them**

This panel explores issues in L2 and international students and notes the importance of them.

Hilton Room 339A, Level Three

**Chair:** Amy Clements, St. Edward’s University

**Speakers:** Megan Bardolph, Penn State New Kensington, “Threshold Concepts and L2 Writers”

Lina Trigos-Carrillo, University of Missouri, “A Critical Approach to Academic Literacies in Latin America: A Multiple-Case Study”

Eric Rodriguez, California State University, Fullerton, “Entiendes?: Utilizing Inclusion Strategies in College Composition Classrooms”

Ling He, Miami University, “Writing Strategies for Action: Explicit Instruction in Digital Environments for ESL Writing”

*14-Writing Programs*

**D.30 Equity in the Writing Center: Questioning Assumptions about Anti-Racist Practice**

This session will explore the assumptions we make about the roles of access and equity in the creation of anti-racist writing centers.

Hilton Grand Ballroom L, Level Four

**Chair:** Janelle Jennings-Alexander, Florida State University

**Speakers:** Katie Levin, University of Minnesota, “Tricksterism, Access, and Scarcity in the R1 Writing Center”

Rachael Gary, University of Puget Sound, “Teaching Courageous Conversations”

Alba Newmann Holmes, Swarthmore College, “Disembodied Rhetoric”

*6-Information Technologies*

**D.31 CCCC Committee for Effective Practices in Online Writing: Student Matters**

We present the CCCC's Committee for Effective Practices in Online Writing's current research on "student matters."

Hilton Ballroom of the Americas Salon D, Level Two

**Chair:** Jennifer Clifton, University of Texas at El Paso

**Speakers:** Scott Warnock, Drexel University, "The Story of Our Class: A Shared Teacher & Student Narrative of an OWC"

Lisa Meloncon, University of Cincinnati, "Moving Past Individual Comments: A Study of a New Method for Student Feedback in Online Writing Classrooms"

Diana Gasiewski, Drexel University, "The Story of Our Class: A Shared Teacher & Student Narrative of an OWC"

Diane Martinez, Western Carolina University, "Through the Eyes of Our Students"

Sushil Oswal, University of Washington, "Through the Eyes of Our Students"

Meredith Singleton, University of Cincinnati, "Moving Past Individual Comments: A Study of a New Method for Student Feedback in Online Writing Classrooms"

*3-Community, Civic & Public*

**D.32 Taking Rhetorical Action to Church: Advocating Doubtful Belief as Ground for Faithful Conversation**

Consideration of rhetorical pedagogy's and practitioners' potential impact, from individuals through denominations in Christian tradition.

Hilton Room 342, Level Three

**Chair:** Gretchen Cobb, Indiana University of Pennsylvania

**Speakers:** Bradley Siebert, Washburn University, "Preaching as a Choir: Rehearsing Dissonance, Accepting Dissensus"

John MacLean, Illinois State University

Naomi Clark, Loras College

Kerrie Carsey, York College of Pennsylvania, "Student Credo: Connecting Belief and Identity in Writing"

Brian Derico, Cincinnati Christian University, "Teaching Rest as a Component of Praxis"

*5-History*

**D.33 Writing Hidden Histories Inside and Outside the Classroom**

This panel interrogates hidden or under-theorized sites of writing inside and outside the classroom, from the 16th to late 20th centuries.

GRB Room 351F, Level Three

**Chair:** Alex Nielsen, Old Dominion University

**Speakers:** Michelle Kaczmarek, The Pennsylvania State University, State College, “Charles W. Eliot and the Jesuits: Rhetorical Education at the Turn of the Twentieth Century”

Alex Nielsen, Old Dominion University, “Sexualizing Survival: Gendered Texts, Survival Handbooks, and Nature Guides”

Laura Lisabeth, St. John’s University, “Documents of Culture, Documents of Barbarism: The Elements of Style and Standard English as a Commodity Fetish”

Matthew Nunes, Ohio University, “The Theme Writing Tradition: Origins of Early First-Year Composition Writing Assignments”

*12-Writing Pedagogies and Processes*

**D.34 Locating the “Learner” in Learning Transfer: (How) Does Identity Facilitate or Impede Transfer between Academic and Nonacademic Domains?**

Take action: How instructors and researchers might honor and recognize the role of learner identity in transfer #transfer #identity.

GRB Room 351B, Level Three

**Chair:** Aubrey Schiavone, University of Michigan

**Speakers:** Jenae Cohn, University of California, Davis

Anna Knutson, University of Michigan

Melody Pugh, United States Air Force Academy

*4-Creative Writing*

**D.35 Stories in Shale: Reconstructing the Fractured World**

Stories in Shale examines how creative writing about the Marcellus shale breaks polarizing rhetoric through peacemaking and activism.

Hilton Room 337A, Level Three

**Chair:** Melissa Goldthwaite, Saint Joseph’s University

**Speakers:** Jimmy Guignard, Mansfield University, “Stealth Activism: Creative Nonfiction in the Rhetoric Classroom”

Lilace Guignard, Mansfield University, “Standpoint Poetics: How the ‘I’ Can Connect (with) a Fracked Audience”

*continued on next page*

Ted Fristrom, Drexel University, “Underground”  
Ann E. Green, Saint Joseph’s University, “Pennsylvania Blue Stone:  
Writing as Activism”

*11-Research*

**D.36 Tagging Texts, Archives, and Walls: Innovation and  
Invention in Research Method Design**

By examining three diverse sites of research, this panel advocates for the generation of fluid, site-specific, and responsive methods.

Hilton Room 344B, Level Three

**Chair:** Denise Coblish, Kaplan University

**Speakers:** Kristi Girdhar, Northeastern University, “Methodological  
Orientations to the “

Kevin Smith, Northeastern University, “The ‘Productive Unease’ of  
Teacher Research: Collaborative Research through Writing in TEI”  
Charles Lesh, Northeastern University

*3-Community, Civic & Public*

**D.37 Action for Whom, for How Long, and with What Impact?  
Raising Problems, Generating Solutions through  
Community-Based Courses**

Community-based courses assume action, but how? Presenters raise issues and lead discussion toward participant-driven solutions.

Hilton Ballroom of the Americas Salon E, Level Two

**Chair:** Matt Davis, University of Massachusetts

**Speakers:** Connie Mick, University of Notre Dame

Joshua Schrifman, University of Miami

Joyce Meier, Michigan State University

Martha Webber, California State University Fullerton

Cheryl Duffy, Fort Hays State University

*8-Taking Action*

**D.38 (Inter)Disciplinary Literacies: Strategies for Taking Action and Expanding the Conversation**

Speakers share ways to foster dialogues and disciplinary literacy collaborations with middle and secondary teachers and university faculty.

GRB Room 340A, Level Three

**Chair:** Christine Cucciarre, University of Delaware

**Speakers:** Cathy Fleischer, Eastern Michigan University, “Opening the Dialogue”

Ann Blakeslee, Eastern Michigan University, “Expanding the Conversation”

Annette Wannamaker, Eastern Michigan University, “Rethinking the Pedagogy”



## E Sessions: 4:45–6:00 p.m.

### Taking Action Workshop Sessions

#### **E.38 Taking Action Workshop: Framing Messages**

Refer to page 17 for abstract.

Hilton Grand Ballroom A, Level Four

*Speaker:* Jenna Fournel, National Council of Teachers of English

#### **E.39 Taking Action Workshop: Making Action Plans**

Refer to page 19 for abstract.

Hilton Grand Ballroom B, Level Four

*Speaker:* Cathy Fleischer, Eastern Michigan University

### *2-Basic Writing*

#### **E.01 Acting toward Inclusivity: Closing the Achievement Gap in First-Year Writing**

Linguistic diversity, writing strategies, and placement procedures used to close the achievement gap in basic writing courses.

Hilton Room 327, Level Three

*Chair:* Lance Cummings, University of North Carolina Wilmington

*Speakers:* Jessica Parker, MSU Denver, “Mash-Ups and Code-Meshing: Taking Action on Linguistic Diversity and Inclusive Excellence”

Jane Vigil, MSU Denver

Gloria Eastman, Metropolitan State University of Denver, “Seeing What We Mean: Employing Visual Literacy Assignments and Reflective Practice to Engage Basic Writers”

### *13-Theory*

#### **E.02 Reading, Writing, Listening, Feeling: Experiential Engagement and the Fluid Classroom**

Notions of learning through experience are pursued via the modes of reading, writing, and listening.

Hilton Room 328, Level Three



**Chair:** Gita DasBender, Seton Hall University

**Speakers:** Matthew Overstreet, University of Pittsburgh, “Writing the Flux: William James and the Composition Classroom”

Daniel Libertz, University of Pittsburgh, “A Melding of New Critical Theory and Practice: Reading, Textbooks, and Student Experience, 1950-1970”

Ryan McGuckin, Louisiana State University, “Multimodal Listening: Variations on a Theme of Experience and the Embedded Registers of Writing and Music”

*8-Taking Action*

**E.03 Calling You In: Queer Worldmaking and Rhetorical Action**

This panel explores the rhetorical role of action within the discipline of rhet/comp through queer/LGBT issues and approaches.

Hilton Room 335A, Level Three

**Chair:** Christy Davis, University of Arkansas

**Speakers:** Matthew Cox, East Carolina University

Maria Novotny, Michigan State University

Timothy Oleksiak, Bloomsburg University

**Respondent:** Jacqueline Rhodes, California State University, San Bernardino

*1-First-Year and Advanced Composition*

**E.04 Negotiating Competing Curricular, Institutional, and Disciplinary Interests in Advanced Composition**

Panel explores the complicated ground of advanced composition, attending to course histories, content, and students’ writing development.

Hilton Room 329, Level Three

**Chair:** Jill Davis, Montana State University

**Speakers:** Michelle Neely, University of Colorado-Colorado Springs, “Promoting Metaknowledge in Advanced Composition: The Use of Eportfolios to Foster Transfer”

Katherine Mack, University of Colorado-Colorado Springs, “Advanced Composition: A Stepping Stone, but from Where to Where?”

Ann Amicucci, University of Colorado Colorado Springs, “Students’ Writing Selves: Positioning Non-Academic Literacy Practices in Advanced Composition”

Marilee Brooks-Gillies, Indiana University-Purdue University Indianapolis, “‘Rhetoric and Writing’ not ‘Rhetoric or Writing’: Negotiating Disciplinary Tensions and Pedagogical Choices”

**Respondent:** Ceil Malek, University of Colorado-Colorado Springs

*8-Taking Action*

**E.05 Action over Reaction: Strengthening Veteran Identity through Strategic Narratives**

Consideration of how writing professionals can create generative spaces in which veteran/military identities facilitate academic achievement.

Hilton Room 330, Level Three

**Chair:** Christopher Dean, University of California, Santa Barbara

**Speakers:** Micah Christopher Wright, The University of Texas at San Antonio

Marion Wilson, University of California San Diego

Ashley Bender Smith, University of Louisville

D Alexis Hart, Allegheny College

*2-Basic Writing*

**E.06 Shaping the Field, Shaping the Community, Shaping the Class: The Council on Basic Writing at 35 (Sponsored by the Council on Basic Writing)**

In our 35th year, former chairs of the Council on Basic Writing reflect on the past, present, and future of the group and the field.

Hilton Ballroom of the Americas Salon E, Level Two

**Co-Chair:** Michael Hill, Henry Ford Community College

**Co-Chair:** Lynn Reid, Fairleigh Dickinson University

**Speakers:** Karen Uehling, Boise State University

Susan Naomi Bernstein, Arizona State University, Tempe

J. Elizabeth Clark, LaGuardia Community College, CUNY

William Lalicker, West Chester University

Sugie Goen-Salter, San Francisco State University

Peter Adams, Community College of Baltimore County

*5-History*

**E.07 Praise, Blame, Educate: Epideictic Possibilities**

Historically informed inquiries focusing on epideictic rhetoric and its formative roles in generating, shaping, and negotiating the possible.

Hilton Room 335B, Level Three

**Speakers:** Jeff Walker, University of Texas at Austin, “The Mummy Speaks: What Byzantine Rhetoric Can Tell Us Now”

Ted Armstrong, Valparaiso University, “Rainolds’ Unrestricted Rhetoric”

Dale Smith, Ryerson University, “Education through ‘Black Art’:

Epideictic Oratory in the Black Arts Movement”

*1-First-Year and Advanced Composition*

**E.08 Write Where You Live: Creating a Culture of Writing in Student Housing**

A presentation on the Writing Affiliates Program: a co-curricular partnership between our expository writing program and residence life.

Hilton Ballroom of the Americas Salon D, Level Two

**Chair:** Marcos Del Hierro, University of New Hampshire

**Speakers:** Lorelei Ormrod, New York University

Normandy Sherwood, New York University

David Cregar, New York University

Michael Tyrell, New York University

Christine Malvasi, New York University

Mark Braley, New York University

Beth Kurkjian, New York University

David Ellis, New York University

*6-Information Technologies*

**E.09 Facebook Identities: Public and Private**

Taking into account public and semi-private performances of identity on Facebook, this panel provides case studies of those grieving, aging, professionalizing, and unfollowing.

Hilton Room 336A, Level Three

**Chair:** Sara DiCaglio, Pennsylvania State University

**Speakers:** Allegra Smith, Arizona State University, “I Can’t Facebook on My Dumb Phone: Digital Literacies beyond School and Work for Older Adults”

Kristin Ravel, University of Wisconsin-Milwaukee, “Beyond Unfriending, beyond Unfollowing: A Feminist Methodology for Interpreting Composition in Digital Environments”

Megan McIntyre, Dartmouth College, “Friends of Grief: Facebook, Mourning, and Digital Identity”

Christopher Andrews, McMurry University, “You Have a New Friend Request: Graduate Students, Facebook, and Self-Sponsored Professionalization”

*12-Writing Pedagogies and Processes*

**E.10 Objects and Agency in the Writing Classroom**

This panel discusses visual rhetoric and object-oriented theory as strategies for building student agency in composition courses.

Hilton Room 336B, Level Three

**Chair:** Lavinia Hirsu, University of North Carolina at Greensboro

**Speakers:** Lucy Johnson, Washington State University, “Changing Demographics: Visual Rhetoric and Emoji Narratives”

Caddie Alford, Indiana University, “Cold as Ice and Stiff as a Board: Reading and Writing with the Objects in Literary Doxa”

Lavinia Hirsu, University of North Carolina at Greensboro, “You’re Asking Me to Do What?: Object-Oriented Pedagogy in the Classroom”

*13-Theory*

**E.11 Interfacing Cultural Rhetorics: A History and a Call**

This roundtable critically engages with cultural rhetorics theories, methodologies, and curricula in rhetoric, composition, and tech comm.

Hilton Grand Ballroom I, Level Four

**Chair:** Linh Dich, Miami University

**Speakers:** Angela M. Haas, Illinois State University

Jennifer Sano-Franchini, Virginia Polytechnic Institute and State University

Gabriela Rios, University of Central Florida

Casie Cobos,

Donnie Johnson Sackey, Wayne State University

**Respondent:** Louise Wetherbee Phelps, Old Dominion University

*8-Taking Action*

**E.12 Taking Local Action, Writing Activist Networks through 4C4Equality**

We address 4C4Equality as networked organizing, viz., how we use digital tools in local work and how we share resources across communities.

Hilton Room 337B, Level Three

**Chair:** Marian Dillahunt, Methodist University

**Speakers:** Don Unger, St. Edward’s University

Michelle McMullin, Western Washington University

Liz Lane, Purdue University

*11-Research*

**E.13 Researching Trans- and Multi-Lingual Landscapes**

These studies highlight difference trans- and multi-lingual negotiations in international contexts.

Hilton Room 337A, Level Three

**Chair:** Mike Duncan, University of Houston-Downtown

**Speakers:** Michael Madson, University of Minnesota, “The Linguistic Landscape of Songdo, South Korea: Implications for Place, Writing, and Global Action”

Maria Prikhodko, Indiana University of Pennsylvania, “Nomadic Literacies: International Multilingual Students’ Negotiations in First-Year Multilingual Composition”

Emily Artiano, Northeastern University, “Vexed Tongues: Historicizing Translingualism in the Long Eighteenth Century”

*12-Writing Pedagogies and Processes*

**E.14 Language Theory into Action: Translingual and L2 pedagogy in the Writing Classroom**

This panel looks at three translingual writing class case studies to argue for more refined teaching practices.

Hilton Room 338, Level Three

**Chair:** Laura Ellis-Lai, Texas State University

**Speakers:** Suthathip Thirakunkovit, Purdue University, “Perceptions of Teacher Response to Student Texts: Comparing L1 and L2 Writers”

Tyler Carter, Purdue University, “Perceptions of Teacher Response to Student Texts: Comparing L1 and L2 Writers”

Kerri Hauman, Transylvania University, “A Translingual First-Year Seminar at a SLAC: Kind of Like FYC, Kind of Like BW, Kind of Like ESL, but Not Really Any of These”

James Wright, Transylvania University, “A Translingual First-Year Seminar at a SLAC: Kind of Like FYC, Kind of Like BW, Kind of Like ESL, but Not Really Any of These”

Aylin B Atilgan, University of California, Davis, “Call to Action for Inclusive Practices in Mainstream Composition Courses: An Institutional Writing Needs Analysis on Chinese Students”

*9-Language*

**E.15 Language Ideologies and Second Language Writing**

This panel offers an overview of theoretical and practical claims on second language writing mainly related to language ideologies.

Hilton Room 339A, Level Three

**Chair:** Pavel Zemliansky, University of Central Florida

**Speakers:** Jung Sook Kim, The Ohio State University, “‘Is that English?’:

Critical Language Awareness as a Strategy to Help Instructors

Incorporate Linguistic Diversity into Second Language Pedagogy”

Terese Thonus, University of Kansas, “The Disciplinarity of Second Language Writing”

Thomas McNamara, University of Illinois at Urbana-Champaign,

“Linguistic Difference on the Global Campus: Chinese Undergraduates, Language Ideology, and the Corporate University”

Eunjeong Lee, Penn State University, “An ‘Incubating’ Academic Writer: Learning and Teaching of Academic Writing in a U.S. IEP”

*9-Language*

**E.16 Second Language Writing Specialists as Writing Program Leaders: Opportunities for Advocacy**

SLW experts in writing program leadership positions explore what these positions make possible for multilingual writer advocacy.

GRB Room 351E, Level Three

**Chair:** Lindsey Ives, Embry-Riddle Aeronautical University

**Speakers:** Gail Shuck, Boise State University, ID

Susan Miller-Cochran, University of Arizona

Michelle Cox, Cornell University

Gigi Taylor, University of North Carolina at Chapel Hill

*13-Theory*

**E.17 Game Design as . . . : The Rhetorics of Designing Games**

It’s no longer a question of “if,” but a question of “how” we rhetorically situate game design within various scholarly contexts.

Hilton Ballroom of the Americas Salon F, Level Two

**Chair:** John Grant, Indiana University of Pennsylvania

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

Rochelle (Shelley) Rodrigo, University of Arizona

Sheryl Ruszkiewicz, Oakland University

Anjali Pattanayak, University of Wisconsin-Platteville

Mary Karcher, Wayne State University

Scott Reed, Georgia Gwinnett College

*I-First-Year and Advanced Composition*

**E.18 Writing: Dissertation, Thesis, and FYC**

These panelists talk about writing at the graduate and undergraduate levels.

Hilton 339B, Level Three

**Chair:** Olivia Walling, University of California Santa Barbara

**Speakers:** Jordan Canzonetta, Syracuse University, “Globalizing Plagiarism & Writing Assessment: A Case Study of Turnitin’s Discursive Teacher/Student Constructions across US Borders”

Kathryn Baillargeon, University of California, Santa Barbara, “Apprentices Becoming Masters: Dissertation Boot Camps and Navigating the Threshold between Graduate Student and Full-Fledged Member of a Discipline”

Meghan Hancock, University of Louisville, “Should I Know This Already?: A Case Study of New Graduate Students’ Experiences with Writing”

Jennifer Connolly, Southwestern Illinois College/Granite City HS, “Can’t Stop This Train: Overcoming Obstacles/Challenging Myths about FYC in the Dual Credit Classroom”

*II-Research*

**E.19 Curating Transdisciplinary Research on Place-Based Writing: An Interactive Introduction to 680 Open Access Video Clips of Teachers and Students**

Clips from videos of 38 teachers and students in place-based WID courses, shared through Creative Commons to prompt action strategies.

Hilton Room 340A, Level Three

**Chair:** Samantha Cosgrove, University of South Florida

**Speakers:** Chase Wiggins, University of Hawaii at Manoa, “Writing without Borders: From Place-Based Writing to Campus Activism and Beyond”

Scott Kaalele, University of Hawaii at Manoa, “Reflexive Analysis: The Dimensions of Culture and Geography in Coding Place-Based Data Sets”

Jim Henry, University of Hawaii at Manoa, “Real People in a Real Place: How IRB Discussions Led to Video Recordings of Research Participants”

Lisa Shea, University of Hawaii at Manoa, “The Potential of Creative Commons: Sharing Transdisciplinary Writing Research for Cross-Institutional Engagement Using a Digital Repository”

*14-Writing Programs*

**E.20 Curricular Overseeing vs. Curricular Liberties: Designing Infrastructures for Pedagogical Innovation**

This panel describes course designs in a writing program that fulfill curricular requirements yet still exemplify pedagogical creativity.

Hilton Room 340B, Level Three

**Chair:** Casie Fedukovich, North Carolina State University

**Speakers:** Erin M. Andersen, Graduate Center, CUNY “Designing Freshman Writing with Writing Centers: Not an Afterthought”

Robert Greco, The Graduate Center, CUNY, “Designing for the 21st Century: Integrating Digital Modes”

Seth Graves, The Graduate Center, CUNY, “Designing Activism into FYC: Small Activism for Big Investment for Student Writers”

Mark McBeth, John Jay College of Criminal Justice, “Designing Free-Range Curriculum (That Has Some Borders)”

Lindsey Albracht, The Graduate Center, CUNY, “Designing Activism into FYC: Small Activism for Big Investment for Student Writers”

**Respondent:** Tim McCormack, John Jay College of Criminal Justice

*8-Taking Action*

**E.21 Assessment and Representation: Reconsidering Assumptions about “Good” Writing**

Panelists interrogate current assessment practices and argue for more situated approaches to describe and analyze student writing.

Hilton Room 342, Level Three

**Chair:** Marino Fernandes, University of New Hampshire

**Speakers:** Craig A. Meyer, Texas A&M-Kingsville, “Is It Really about Assessment?: Teaching with the Realities of Student Experience”

Daniel Mahala, University of Missouri-Kansas City, “Consuming Assessments: Rubrics and the Circulation of Value in Writing Assessment”

Elizabeth Keating, University of Houston, “Standardized Testing and Post-Process Theory: Encouraging FYW Students to Understand Writing as Public, Interpretive, and Situated”

Nicholas Behm, Elmhurst College, “Synthesizing Dynamic Criteria Mapping with Third Wave Whiteness Theory: A Racially Conscious Approach to Writing Assessment”



*2-Basic Writing*

**E.22 Pathways of Support in Basic Writing Programs**

This panel investigates ways to support basic writing students in the areas of self-efficacy and access.

Hilton Room 343A, Level Three

**Chair:** Ruth Benander, University of Cincinnati Blue Ash College

**Speakers:** Ruth Benander, University of Cincinnati Blue Ash College, “Owning It: ePortfolios, Student Identity, and Entry into College Writing”

Daniel Sansing, University of Cincinnati Blue Ash College, “Owning It: ePortfolios, Student Identity, and Entry into College Writing”

Meghan Sweeney, Saint Mary’s College, “The (In)Action of College Student Readers: An Examination of Motivation and Self-Efficacy among Basic Reading and Writing Students”

Tristin Hooker, Missouri State University, “Putting Students in their Place: Remediation, Placement, and Self-Efficacy in Local Contexts”

Robin Murphy, East Central University, “People Like Me: Basic Writing Attitude, Access, Assessment, and Retention”

*1-First-Year and Advanced Composition*

**E.23 In Search of the Genuine A: Challenges in Evaluating Top-Tier Student Writing**

Using 1,000 essays from USC’s FYW course, this panel will explore challenges and questions related to evaluating students’ best writing.

Hilton Room 343B, Level Three

**Chair:** Jennifer Bankard, University of Southern California, “The Internet Trolls Under the ‘A’ Bridge: Online Grade Norming and Data Analytics”

**Speakers:** Dan Pecchenino, University of Southern California  
Jeffrey Chisum, University of Southern California

Ashley Karlin, University of Southern California, “‘But I did what you asked’: Interpreting the ‘A’ as Exceptional or Competent Work”

*8-Taking Action*

**E.24 Classroom Materials as Microcosm: Pushing against the Dominant Academic Discourse**

Panelists analyze the ways in which texts and curriculum reinforce dominant culture, creating defacto language policy.

GRB Room 340A, Level Three

**Chair:** Jessica Menkin, Texas Christian University

**Speakers:** Kristen Ruccio, Georgia State University, “Taking Action about Ableist Language in Composition Studies”

Brad Jacobson, University of Arizona, “Defining “Good Writing” in the Age of the Common Core: Curriculum as Language Policy”

Jessica Birch, Case Western Reserve University, “Transparency in Pedagogical Goals: Creating a Classroom Culture of Informed Consent”

Cedric Burrows, Marquette University, “Too Black, Too Strong: The Construction of the African American Male Writers in Composition Textbooks”

*3-Community, Civic & Public*

**E.25 Action, Advocacy, and Appalachia: Cultural-Rhetorical Strategies for Public Writing and Rhetorics**

This panel works to unveil productive strategies for rhetorical action in civic contexts by focusing on public advocacy work in Appalachia.

GRB Room 351A, Level Three

**Chair:** Megan Adams, The University of Findlay, “A Regional Rhetoric for Advocacy in Appalachia”

**Speakers:** Krista Bryson, The Ohio State University, “A Regional Rhetoric for Advocacy in Appalachia”

Jonathan Bradshaw, Miami University of Ohio, “Advocacy beyond Bricks: Creating Appalachian Networks for Change”

Kathryn Trauth Taylor, Miami University of Ohio, “Advocacy beyond Bricks: Creating Appalachian Networks for Change”

Megan Adams, The University of Findlay, “Entering In: Examining How to Engage Ethically in Appalachian Media-Based Work”

Travis Rountree, University of Louisville, “‘The Many Untruths’: Newspaper Representations of the Hillsville, VA Courthouse Shootout of 1912”

*12-Writing Pedagogies and Processes*

**E.26 Negotiating Academic Communities: Best Practices for Students and Faculty**

This panel illustrates effective strategies for creating a less abstract notion of the term *community* in academic environments.

Hilton Room 344B, Level Three

**Chair:** Chelsea Swick, Kent State University

**Speakers:** Chelsea Swick, Kent State University, “Who are you again?: Creating Community with Online Instruction”

Sarah DeLury, Kent State University, “There Is No Us in Team, Just I and Me: Encouraging Students to Actively Engage Communities Together”

Laura Leigh Morris, Furman University, “The Prison Writing Class: Creating Community in Spaces of Mistrust”

Colleen Thorndike, University of Mississippi, “Faculty Learning Communities as Sites of Interdisciplinary Community Building and Graduate Pedagogical Training”

*8-Taking Action*

**E.27 (Re)Defining Values for Writing**

Using distinct situations—liberal arts programs, international secondary education, and two-year colleges—panelists will examine how political forces and neoliberal marketing logics commodify writing curriculum.

Hilton Room 332, Level Three

**Chair:** Misty Fuller, University of North Florida, Jacksonville

**Speakers:** Jonathan Worley, St. Mary’s University College, “The Risks of Systematized Writing on Our Composition Classes: Lessons from Northern Ireland”

Neil Simons, University of Wisconsin-Milwaukee, “Real Action: Addressing the Needs and Potentialities of the Community College in a Post-Postmodern (and Probably Neoliberal) Composition Classroom”

Matt Dowell, Le Moyne College, “The Marketing of Writing: Commodification at the Financially Challenged Small Liberal Arts College, and the WPA’s Role”

Clayann Gilliam Panetta, Christian Brothers University, “The Risks of Systematized Writing on Our Composition Classes: Lessons from Northern Ireland”

Luke Winslow, San Diego State University, “Neoliberalism and the Decline of the Liberal Arts Tradition”

*1-First-Year and Advanced Composition*

**E.28 Readers, Reading, and Metacognition in Action**

These panelists explore metacognition across contexts to ask key questions about readers, writers, and reading practices.

Hilton Room 333, Level Three

**Chair:** Mary Tripp, University of Central Florida

**Speakers:** Kathryn Tucker, Nevada State College, “Metacognition in Action: First-Year Composition, Writing about Writing, and Writing Program Development”

Julie Myatt Barger, Middle Tennessee State University, “Re-envisioning Research Writing as Teaching Relationships between Readers and Texts through Metacognition”

Hollye Wright, University of Louisville, “AP English Language and Composition as a Site of First-Year Writing: The Place of Reading Instruction”

*5-History*

**E.29 Material Histories of Nineteenth-Century Writing and Rhetoric**

This panel spotlights three archival examples of 19th-century material rhetoric.

GRB Room 351C, Level Three

**Chair:** Mudiwa Pettus, The Pennsylvania State University

**Speakers:** Sue Hum, University of Texas at San Antonio, “The Visual Rhetorics of Representation: Chinese American Engagement with Anti-Chinese Sentiments in 19th-Century Photographs”

Michael Edwards, Washington State University, “Slavery, Computers, and Catharine Beecher’s Clock: The Multimodal Technologies and Digital Economies of Nineteenth-Century Composition Instruction”

Mudiwa Pettus, The Pennsylvania State University, “‘How Must the Little Colored Child Feel’: Edward Johnson’s A School History of the Negro Race as Revisionary African American Educational Historiography”

*6-Information Technologies*

**E.30 ELI Review as Strategic Action**

This panel presents findings on the use of ELI Review peer review software in online writing courses, WAC programs, and empirical research.

GRB Room 340B, Level Three

**Chair:** Laura Gabrion, Oakland University

*Speakers:* Joannah Portman-Daley, University of Rhode Island, “ELI Review in Online Writing Courses”

Nedra Reynolds, University of Rhode Island, “ELI Review in WAC Initiatives”

Ryan Omizo, University of Rhode Island, “ELI Review in Research”

*9-Language*

**E.31 Non-Native English-Speaking Faculty and Faculty Development**

This session explores the learning and teaching experiences of non-native English composition professors in order to analyze why they chose to teach in a language that is foreign to them and discusses the current fights and struggles non-English-speaking instructors encounter.

Hilton Room 346A, Level Three

*Chair:* John Gallagher, University of Illinois at Urbana Champaign

*Speakers:* Diana Fernandez, Barry University, “Non-Native Speakers of English: Why We Teach English Composition”

Jennifer Haan, University of Dayton, “Learning from the Multilingual Class/Faculty Development in First-Year Composition”

Lami Fofana-Kamara, Michigan State University, “Yet Another Fight to Dismantle the Master’s Language: Publicizing Non-Native English Speaker (Writing) Instructor (NESI) Struggles”

*8-Taking Action*

**E.32 Queer (Inter)Actions: Remediating Research and Embodying Methodology as Composition**

This session examines the (inter)active role of remediation, consent, and multimodality in queer methodology/ies for writing research.

GRB Room 351D, Level Three

*Chair:* David Green, Howard University

*Speakers:* Jon Wargo, Michigan State University, “Remediating Research and Composing Methodology: Inhabiting Writing and Examining Networked Literacies through Connective Ethnography”

Casey Miles, Michigan State University, “Tracing Queer Multimodal Methodology through the Documentary Series The Gender Project”

Kathleen Livingston, Michigan State University, “Playing with Consent: Lyric Essays on Consent in Queer Methodology”

*7-Institutional and Professional*

**E.33 Inter-Institutional Writing Strategies: Community College/University Collaborations in an Urban Transfer Network**

The roundtable discusses inter-institutional collaborations in writing studies within an urban transfer network.

Hilton Ballroom of the Americas Salon B, Level Two

**Chair:** Nicole Green, University of Nebraska-Lincoln

**Speakers:** Lisa Bickmore, Salt Lake Community College

Christie Toth, University of Utah

Stephen Ruffus, Salt Lake Community College

Andrea Malouf, Salt Lake Community College

Clint Gardner, Salt Lake Community College

Nic Contreras, University of Utah

Wes Porter, University of Utah

*9-Language*

**E.34 Writing across Margins and Borders**

These panelists explore L2 writing development across a variety of contexts.

GRB Room 351F, Level Three

**Chair:** Robin Greene, Methodist University

**Speakers:** Dwedor Ford, Central State University, “Writing across Languages: Case Studies of Second Language Writers”

Zsuzsanna Reed, Central European University Budapest, “Clued-In and Included: For the Margin of a Study on the Linguistic Challenges of Eastern European History Students Writing in English”

Kyung Min Kim, Indiana University of Pennsylvania, “Writing Strategies to Expand the Repertoire of Genres in Graduate Writing Education: A Multilingual Student’s Trajectory of Academic Literacy Practices and Negotiation”

*14-Writing Programs*

**E.35 Race Forever: Adventures in Writing Program Start-ups**

In this interactive panel, presenters will share multimodal presentations modeled after the Choose Your Own Adventure (CYOA) series, as they trace the decisions made and actions taken during their respective writing program start-ups.

GRB Room 351B, Level Three

**Chair:** Kristi Costello, Arkansas State University, “The Antimatter Formula: An Emergent Microhistory of Campus Writing Support”

**Speakers:** Airek Beauchamp, Binghamton University, SUNY, “The Antimatter Formula: An Emergent Microhistory of Campus Writing Support”

Dan Crocker, Southeast Missouri State University, “The Reality Machine: Avoiding Pitfalls, Starting A New Degree”

Missy Nieveen Phegley, Southeast Missouri State University, “Ninja Cyborg: WPA as Part-Human, Part-Robot Ninja”

### **E.36 Remembering Kent: CCCC Chairs’ Tribute**

In this session, we gather to share stories—lively, sad, engaging, or otherwise—about Kent Williamson. CCCC chairs from the past ten years will lead, offering brief reminiscences about their work with Kent. Others will be invited to share their memories as well.

Hilton Ballroom of the Americas Salon C, Level Two

**Co-Chair:** Joyce Locke Carter, Texas Tech University

**Co-Chair:** Linda Adler-Kassner, University of California, Santa Barbara

**Speakers:** Douglas Hesse, The University of Denver

Malea Powell, Michigan State University

Gwendolyn Pough, Syracuse University

Cheryl Glenn, Pennsylvania State University

Akua Duku Anokye, Arizona State University-West

Howard Tinberg, Bristol Community College

Charles Bazerman, University of California, Santa Barbara

Chris Anson, North Carolina State University

### *3-Community, Civic & Public*

### **E.37 Keeping Writing Relevant and Essential in Changing Times: Houston’s WITS (Writers in the Schools) Program**

In this panel, administrators and writers from Houston’s Writers in the Schools (WITS) program will describe how they have made a practice of adjusting and expanding programming to stay not only relevant but essential as educational culture and priorities change.

Hilton Room 335C, Level Three

**Speakers:** Deborah Mouton, Writers in the Schools Program

Meggie Monahan, Writers in the Schools Program

Tina Angelo, Writers in the Schools Program

*3-Community, Civic & Public*

**E.40 Does It Matter: Assessing Our Role as Agents of Social Change**

This panel begins by recognizing the power of community-based partnerships but explores whether adequate assessment practices have been developed.

Hilton, Grand Ballroom L, Level Four

**Chair:** Elaine Richardson, The Ohio State University, “On the Question of the Day”

**Speakers:** Steve Parks, Syracuse University, “Class Politics (or Just a New Funding Strategy?)”

Jessica Pauszek, Syracuse University, “Language and Literacy Rights (or We’ll Just Build Our Own College)”

Ellen Cushman, Northeastern University, “Agent of Social Change (Or Just a New Type of Scholarship?)”

**Respondent:** Paula Mathieu, “On Tactics and Assessment”





## Special Interest Groups

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6:30–7:30 p.m.

### **TSIG.01 Appalachian Rhetoric, Composition, and Literacy SIG**

Our meeting offers a two-part caucus, opening with a business meeting and concluding with opportunities for networking and collaboration.

Hilton Room 330, Level Three

*Co-Chairs:* Sara Webb-Sunderhaus, Indiana University-Purdue  
University Fort Wayne  
Jonathan Bradshaw, Miami University of Ohio

*2-Basic Writing*

### **TSIG.02 Council of Basic Writing SIG: Contemplating Action in the Classroom, Institution, State, Nation**

This collaborative meeting will focus on how BW instructors can use pedagogy to shape policies regarding writing instruction.

GRB Room 351C, Level Three

*Co-Chairs:* Elizabeth Baldrige, Illinois Central College  
Lynn Reid, Fairleigh Dickinson University  
Steve Lamos, University of Colorado Boulder  
Jason Evans, Prairie State College  
Michael Hill, Henry Ford Community College

*14-Writing Programs*

### **TSIG.03 Meeting of the International Network of Writing-Across-the-Curriculum Programs**

Annual CCCC session facilitated by Consultants Board, with Q and A groups on any aspect of WAC/WID planning and administration.

Hilton Ballroom of the Americas Salon C, Level Two

*Chair:* Chris Thaiss, University of California Davis  
*Discussion Leaders:* Michelle Cox, Cornell University  
Terry Zawacki, George Mason University  
Martha Townsend, University of Missouri  
Dilek Tokay, Sabanci University  
David Russell, Iowa State University

*continued on next page*

Dan Melzer, University of California, Davis  
Mary McMullen-Light, Metropolitan Community College-Longview  
Anne Ellen Geller, St. John's University  
Jeffrey Galin, Florida Atlantic University  
Vicki Tolar Burton, Oregon State University  
Pam Childers, The Clearing House

*3-Community, Civic & Public*

**TSIG.04 Race and Technology Special Interest Group**

This will be the second year meeting of the Race and Technology SIG.

GRB Room 340A, Level Three

*Speaker:* Phill Alexander, Miami University

*7-Institutional and Professional*

**TSIG.05 TSIG for the Women's Network: A Landscape for Change: Our Spaces, Our Selves**

SIG will provide discussion of women's status in the field; opportunity for networking, mentoring, and support for women faculty.

GRB Room 351D, Level Three

*Speaker:* Violet Dutcher, Eastern Mennonite University, "A Landscape for Change: Our Spaces, Our Selves"

*10-Professional and Technical Writing*

**TSIG.06 Writing and STEM**

Writing and STEM is a SIG for people who study and teach writing in and about STEM disciplines.

Hilton Room 329, Level Three

*Co-Chairs:* Mya Poe, Northeastern University  
Jennifer Mallette, Boise State University  
William FitzGerald, Rutgers University at Camden  
Jonathan Buehl, The Ohio State University  
Marie Paretti, Virginia Tech

*13-Theory*

**TSIG.07 Language, Linguistics, and Writing Standing Group Business Meeting**

A business meeting for the Language, Linguistics, and Writing Standing Group.

Hilton Ballroom of the Americas Salon E, Level Two

**Co-Chairs:** Craig Hancock, University at Albany  
Deborah Rossen-Knill, University of Rochester  
**Speakers:** Daniel Kies, College of DuPage  
Sandra Gollin-Kies, Benedictine University  
Nora Bacon, University of Nebraska at Omaha  
Carolyn Ostrander, Syracuse University  
Stella Wang, University of Rochester  
Joleen Hanson, University of Wisconsin-Stout  
Cornelia Paraskevas, Western Oregon University  
Stephanie Schlitz, Bloomsburg University  
Laura Aull, Wake Forest University  
Mary Rist, St. Edward's University  
Zak Lancaster, Wake Forest University  
Olga Lambert, Benedictine University  
Julie Amberg, York College of Pennsylvania  
Lynn Rudloff, St. Edward's University  
Cameron Mozafari, University of Maryland  
Airlie Rose, University of Massachusetts, Amherst

## **TSIG.08 Special Interest Group for Non-Native English-Speaking Writing Instructors**

The Special Interest Group for Non-Native English-Speaking Writing Instructors will host a session to create a space that will foster a sense of community, provide mutual support for reaching professional goals, provide a forum to share research ideas and collaborate on studies, and advocate for representation and work toward specific rights for the group that other minority groups already have.

Hilton Ballroom of the Americas Salon F, Level Two

**Chair:** Judith Szerdahelyi, Western Kentucky University  
**Speakers:** Mariya Tseptsura, University of New Mexico  
Lami Fofana-Kamara, Michigan State University  
Tatjana Schell, North Dakota State University

*7-Institutional and Professional*

## **TSIG.09 SIG: Senior, Late-Career, and Retired Professionals in Rhet/Comp/Writing Studies**

This year's SIG focuses on outreach to experts in disability and access issues, and on the needs of faculty approaching retirement.

Hilton Grand Ballroom A, Level Four

**Co-Chairs:** Louise Wetherbee Phelps, Old Dominion University  
Darsie Bowden, DePaul University

*3-Community, Civic & Public*

**TSIG.10 Teaching in Prison: Pedagogy, Research, and Literacies**

This SIG provides opportunities for prison literacy teachers and researchers to share opportunities for pedagogies and research.

Hilton Room 327, Level Three

**Co-Chairs:** Patrick Berry, Syracuse University, “Teaching in Prison: Pedagogy, Research, and Literacies”

Laura Rogers, Albany College of Pharmacy and Health Sciences, “Teaching in Prison: Pedagogy, Research, and Literacies”

*2-Basic Writing*

**TSIG.11 The 2016 Council on Basic Writing Business Meeting**

This will be a public meeting of the Council on Basic Writing Executive Board to discuss and act upon CBW business.

Hilton Room 344A, Level Three

**Co-Chairs:** Michael Hill, Henry Ford Community College  
Lynn Reid, Fairleigh Dickinson University

*1-First-Year and Advanced Composition*

**TSIG.12 Dual Enrollment Studies SIG**

The Dual Enrollment Studies SIG will provide a space to harness growth and understanding about current DE issues in Composition Studies.

Hilton Room 333, Level Three

**Speakers:** Casie Moreland, Arizona State University, Tempe  
Christine Denecker, The University of Findlay

*14-Writing Programs*

**TSIG.13 SIG for Untenured Writing Program Administrators**

This group helps WPAs navigate teaching, research, and administration in various types of programs (FYC, writing centers, WAC, and others).

Hilton Room 335A, Level Three

**Co-Chairs:** Tom Sura, West Virginia University  
Christopher Basgier, University of North Dakota

*5-History*

**TSIG.14 National Archives of Composition and Rhetoric**

The National Archives of Composition and Rhetoric gathers and stores rare materials and important records of interest to CCCC researchers.

Hilton Room 335B, Level Three

*Co-Chairs:* Robert Schwegler, University of Rhode Island  
O. Brian Kaufman, Quinebaug Valley Community College

*11-Research*

**TSIG.15 The Role of Reading in Composition Studies**

This SIG is an opportunity to foster reading scholarship and to discuss effective ways to teach reading within the writing classroom.

Hilton Room 335C, Level Three

*Co-Chairs:* Michael Bunn, University of Southern California, Los Angeles  
Debrah Huffman, Indiana University-Purdue University, Fort Wayne

*1-First-Year and Advanced Composition*

**TSIG.16 Zen and the Art of English Teacher Maintenance:  
Finding Wiser Ways of Being, Teaching, and Inhabiting  
the Earth**

Contemplative practices workshop and meeting of the Assembly for Expanded Perspectives on Learning.

Hilton Room 336A, Level Three

*Speakers:* Sharon Marshall, St. John's University  
Irene Papoulis, Trinity College  
Wendy Ryden, LIU-Post

*13-Theory*

**TSIG.17 Kenneth Burke Society at CCCC**

Annual gathering for Kenneth Burke Society members attending CCCC to discuss KBS business, scholarly trends, and upcoming projects.

Hilton Room 336B, Level Three

*Speaker:* Ethan Sproat, Utah Valley University

*10-Professional and Technical Writing*

**TSIG.19 Medical Rhetoric Standing Group Business Meeting**

Annual meeting of the Medical Rhetoric Standing Group.

Hilton Room 337A, Level Three

*Speakers:* Lisa Meloncon, University of Cincinnati

Barbara Heiffron, Louisiana State University

*11-Research*

**TSIG.20 Publishing Contemporary Perspectives on Cognition and Writing**

The Cognition and Writing Special Interest Group will meet to discuss publishing a book collection of research on cognition and writing.

Hilton Room 337B, Level Three

*Co-Chairs:* J. Michael Rifenburg, University of North Georgia

Patricia Portanova, Northern Essex Community College

*Discussion Leader:* Duane Roen, Arizona State University

*7-Institutional and Professional*

**TSIG.21 SIG Non-Western/Global Rhetorics**

Special Interest Group inviting scholars interested in international rhetorical studies beyond Western traditions.

Hilton Room 338, Level Three

*Speakers:* Keith Lloyd, Kent State University

Tarek Samra Graban, Florida State University

Nicole Khoury, American University of Beirut

Tamara Bassam Issak, Syracuse University

*13-Theory*

**TSIG.22 Rhetoric's Histories, Theories, Pedagogies Special Interest Group**

The "Rhetoric's Histories, Theories, Pedagogies" Special Interest Group was formed in 2013 to foster conversations about rhetoric at CCCC.

Hilton Room 339A, Level Three

*Co-Chairs:* Roxanne Mountford, University of Oklahoma

Lois Agnew, Syracuse University

*Speakers:* Suzanne Bordelon, San Diego State University

Bo Wang, California State University, Fresno

Ralph Cintron, University of Illinois at Chicago

Jack Selzer, Penn State University

Jeff Walker, University of Texas at Austin

*8-Taking Action*

**TSIG.23 International Writing Centers Association: Acting upon Ideas**

Writing center professionals will discuss our strategic plan for the coming years.

Hilton 339B, Level Three

*Speakers:* Harry Denny, Purdue University  
Amber Jensen, George Mason University  
Shareen Grogan, National University  
Kevin Dvorak, Nova Southeastern University  
Alanna Bitzel, The University of Texas at Austin

*11-Research*

**TSIG.24 Disability Studies Standing Group**

This will be a meeting of the standing group for Disability Studies, focusing on networking and sharing research.

Hilton Room 343A, Level Three

*Chair:* Tara Wood, Rockford University

**TSIG.25 Teaching for Transfer**

The Teaching for Transfer (TFT) curriculum includes three interlocking components: (1) key terms; (2) systematic reflection; and (3) students' Theory of Writing, articulated in a final assignment. Research demonstrates that in completing the course, students develop a knowledge of writing available for framing new writing tasks. In this Special Interest Group session, we'll introduce TFT quickly before breaking into small sessions addressing several issues, including misconceptions about TFT; TFT in FYC; TFT in upper-level writing courses; and specific adaptations to the TFT curriculum.

Hilton Grand Ballroom B, Level Four

*Speakers:* Kathleen Blake Yancey, Florida State University, Tallahassee  
Erin Workman, Florida State University, Tallahassee  
Kara Taczak, University of Denver, CO  
Liane Robertson, William Paterson University  
Matt Davis, University of Massachusetts, Boston

## **TSIG.26 Second Language Writing Standing Group Meeting**

GRB Room 351B, Level Three

*Co-Chairs:* Katie Silvester, Indiana University  
Pisarn Bee Chamcharatsri, University of New Mexico

## **TSIG.27 Academic Mothering in Rhetoric and Composition**

Open to all CCCC attendees, this SIG is a participant-led sharing session on academic mothering in rhetoric and composition.

Hilton Room 340A, Level Three

*Speaker:* April Baker-Bell





# Friday, April 8

## Special Events and Meetings

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### **Room and Location Names**

Sessions are located in both the George R. Brown Convention Center and the Hilton Americas–Houston using the abbreviations GRB and Hilton.

### **WPA-GO/CSOGS Mentoring @ Cs Breakfast**

GRB Convention Center, Room 351F

8:00 a.m.–9:15 a.m.

### **#TYCATakesAction**

Hilton Grand Ballroom L, Level Four

6:30 p.m.–7:30 p.m.

Formerly known as TYCA Talks, **#TYCATakesAction** is a place to find your tribe and connect with colleagues who teach at two-year colleges. At **#TYCATakesAction**, we will share news of emerging local, regional, and national issues, celebrate our students, and use our collective voice to advocate for our open-door institutions.

### **The Twenty-Ninth Annual Poetry Forum**

Hilton Grand Ballroom A, Level Four

7:30 p.m.–10:30 p.m.

The Poetry Forum: The Twenty-Ninth Annual Exultation of Larks will be held on Friday, 7:30–10:30 p.m. This forum has become a valued annual gathering for CCCC poets and friends of poetry. Those who write should bring original material to read for about five minutes. Those who enjoy the company of poets should come to listen, respond, and share in the pleasures of the occasion. Poet readers should contact Mary Minock (Language and Literature Department, Madonna University, 36600 Schoolcraft Rd., Livonia, MI 48150, [mminock@madonna.edu](mailto:mminock@madonna.edu)) if they have questions.

### **CCCC Jam**

**Hilton Ballroom of the Americas Salon E, Level Two**

9:30 p.m.–1:30 a.m.

Hosted by McGraw-Hill Education

## AWARDS PRESENTATIONS

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### CCCC Awards/Recognition Reception

Hilton Ballroom of the Americas Salon D,  
Level Two

5:00–6:30 p.m.

**Chair:** Linda Adler-Kassner, Program Chair/CCCC Associate Chair, University of California, Santa Barbara

At this reception we announce the winners of the 2016 Outstanding Book Award, the James Berlin Memorial Outstanding Dissertation Award, the Braddock Award, the award for best article in *TETYC*, the Nell Ann Pickett Award, and others. Past CCCC Chairs, distinguished guests, and international participants will be recognized. A light reception follows. Please take the time to come celebrate with your colleagues.

### OUTSTANDING BOOK AWARD

This award is presented to the author(s) or editor(s) of a book making an outstanding contribution to composition and communication studies. Books are evaluated for scholarship or research and for applicability to the study and teaching of composition and communication.

#### Outstanding Book Award Committee

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**Chair:** Vorris Nunley, University of California, Riverside  
Michelle Gibeault, University of Arkansas, Fayetteville  
Mya Poe, Northeastern University, Harvard, MA  
Annette Vee, University of Pittsburgh, PA  
Xiaoye You, Penn State University, University Park

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

## JAMES BERLIN MEMORIAL OUTSTANDING DISSERTATION AWARD

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Renamed to honor James Berlin, this award recognizes a graduate whose dissertation improves the educational process through research or scholarly inquiry or adds to the body of knowledge in composition studies.

### Berlin Outstanding Dissertation Award Committee

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**Chair:** Kelly Ritter, University of Illinois at Urbana-Champaign  
Aja Martinez, Binghamton University, NY  
Malea Powell, Michigan State University, East Lansing  
Donnie J. Sackey, Wayne State University, Detroit, MI  
Wendy Sharer, East Carolina University, Greenville, NC

For a listing of previous Berlin Outstanding Dissertation Award winners, please visit <http://www.ncte.org/cccc/awards/berlin>.

## THE RICHARD BRADDOCK AWARD

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The Richard Braddock Award is presented to the author of the outstanding article on writing or the teaching of writing in the CCCC journal, *College Composition and Communication*, during the year ending December 31 before the annual CCCC spring convention. The award was created to honor the memory of Richard Braddock, University of Iowa. Richard Braddock was an extraordinary person and teacher who touched the lives of many people in ways that this special award established in his name can only suggest.

### Braddock Award Committee

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**Chair:** Roxanne Mountford, University of Oklahoma, Norman  
Amanda Booher, University of Akron, OH  
Heidi McKee, Miami University, Oxford, OH  
Todd Ruecker, University of New Mexico, Albuquerque  
Pamela Takayoski, Kent State University, OH

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

## OUTSTANDING DISSERTATION AWARD IN TECHNICAL COMMUNICATION

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This award recognizes a dissertation in Technical Communication whose research is original, makes a contribution to the field, uses a sound methodological approach, demonstrates awareness of the existing research in the area studied, and demonstrates an overall high quality of writing.

### Outstanding Dissertation Award in Technical Communication Committee

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**Chair:** Laura Gurak, University of Minnesota, Minneapolis  
Kristin Arola, Washington State University, Pullman  
Brian McNely, University of Kentucky, Lexington  
Derek Mueller, Eastern Michigan University, Ypsilanti  
Raul Sanchez, University of Florida, Gainesville

For a listing of previous Outstanding Dissertation Award in Technical Communication winners, please visit <http://www.ncte.org/cccc/awards/techcommdissertation>.

## TECHNICAL AND SCIENTIFIC COMMUNICATION AWARDS

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This award recognizes outstanding books and articles in technical and scientific communication in six categories: Best Book, Best Original Collection of Essays, Best Article Reporting Qualitative or Quantitative Research, Best Article Reporting Historical Research or Textual Studies, Best Article on Philosophy or Theory, and Best Article on Pedagogy or Curriculum.

### Technical and Scientific Communication Awards Committee

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**Chair:** Richard Johnson-Sheehan, Purdue University, West Lafayette, IN  
Angela Haas, Illinois State University, Normal  
Carol Johnson, New Jersey Institute of Technology, Newark  
Keisha McKenzie, McKenzie Consulting Group  
Octavio Pimentel, Texas State University-San Marcos

For a listing of previous Technical and Scientific Communication Award winners, please visit <http://www.ncte.org/cccc/awards/techsci>.

## WRITING PROGRAM CERTIFICATE OF EXCELLENCE

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This award program, established in 2004, honors up to 20 writing programs a year. Programs must successfully demonstrate that their program meets the following criteria: it imaginatively addresses the needs and opportunities of its students, instructors, and locale; offers exemplary ongoing professional development for faculty of all ranks, including adjunct/contingent faculty; treats contingent faculty respectfully, humanely, and professionally; uses current best practices in the field; uses effective, ongoing assessment and placement procedures; models diversity and/or serves diverse communities; has appropriate class size; and has an administrator (chair, director, coordinator, etc.) with academic credentials in writing.

### Writing Program Certificate of Excellence Committee

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**Chair:** Roxanne Mountford, University of Oklahoma, Norman  
 Christine Alfano, Stanford University, CA  
 Isabel Baca, University of Texas at El Paso  
 David Green, Howard University, Washington, DC  
 William Torgerson, St. John's University, Queens, NY

For a listing of previous Writing Program Certificate of Excellence Winners, please visit <http://www.ncte.org/cccc/awards/writingprogramcert>.

## CCCC TRIBAL COLLEGE FACULTY FELLOWSHIP

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In March 2003, the Conference on College Composition and Communication (CCCC) initiated a new program, the Tribal College Faculty Fellowship Program. The Tribal College Faculty Fellowship offers financial aid to selected faculty members currently working at tribally controlled colleges to attend the CCCC Conference. This year we will be awarding up to two Tribal College Faculty Fellowships in the amount of \$1,250 each. With this Fellowship, CCCC hopes to create new opportunities for Tribal College Faculty members to become involved in CCCC and for CCCC to carry out its mission of serving as a truly representative national advocate for language and literacy education. Applicants are asked to submit a letter describing who they are as teachers and what they teach at their tribal college, what their research interests are, and what they hope to gain from the experience of attending CCCC (how it could help in their teaching or research). A selection committee including American Indian Caucus members reviews applications for the Tribal College Faculty Fellowship. Fellowships are awarded based on overall quality of the application letter.

## Tribal College Faculty Fellowship Committee

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**Chair:** Joyce Rain Anderson, Bridgewater State University, MA  
Casie Cobos, Illinois State University, Normal  
Resa Crane Bizzaro, Indiana University of Pennsylvania  
Rose Gubele, University of Central Missouri, Warrensburg  
Gabriela Rios, South Seattle College, WA

For a listing of previous Tribal College Faculty Fellowship winners, please visit <http://www.ncte.org/cccc/awards/tribalcollegefellow>.

## CCCC ADVANCEMENT OF KNOWLEDGE AWARD

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Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances writing studies.

### Advancement of Knowledge Committee

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**Chair:** Cynthia Selfe, Ohio State University, Columbus  
James Hill, Albany State University, GA  
Iris Ruiz, University of California, Merced

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

## CCCC RESEARCH IMPACT AWARD

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Established in 2011, this award is presented annually for the empirical research publication in the previous two years that most advances the mission of the organization or the needs of the profession.

### Research Impact Committee

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**Chair:** David G. Holmes, Pepperdine University, Malibu, CA  
Steve Parks, Syracuse University, NY  
Eva Payne, Chemeketa Community College, Salem, OR

For a listing of Previous Research Impact Award winners, please visit <http://www.ncte.org/cccc/awards/researchimpact>.

## CCCC LUIZ ANTONIO MARCUSCHI TRAVEL AWARDS

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Established in 2011, this award provides two \$1,000 travel reimbursement awards to scholars from Mexico or Central or South America who have papers accepted for presentation at the CCCC Convention. Selection of the winners is made by the CCCC Program Chair and a panel of judges selected from the Stage II program reviewers.

For a listing of previous Luiz Antonio Marcuschi Travel Award winners, please visit <http://www.ncte.org/cccc/awards/marcuschi>.

## CCCC GLORIA ANZALDÚA RHETORICIAN AWARD

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Established in 2013, this award supports graduate students or first-time presenters whose work participates in the making of meaning out of sexual and gender minority experiences with up to three \$750 awards for travel to the CCCC Convention.

### Gloria Anzaldúa Rhetorician Award—2016 Recipients

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Rachel Lewis, Northeastern University, Boston, MA  
Casey Miles, Michigan State University, East Lansing  
Erika M. Sparby, Northern Illinois University, DeKalb

### Gloria Anzaldúa Rhetorician Award Committee

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**Chair:** Eric Darnell Pritchard, University of Illinois at Urbana-Champaign  
Samantha Blackmon, Purdue University, West Lafayette, IN  
Michael J. Faris, Texas Tech University, Lubbock  
Kendall Gerdes, University of Texas at Austin

For a listing of previous Gloria Anzaldúa Rhetorician Award winners, please visit <http://www.ncte.org/cccc/awards/anzaldua>.

## CCCC LAVENDER RHETORICS AWARD FOR EXCELLENCE IN QUEER SCHOLARSHIP

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Established in 2013, this award is presented annually to three works (one book, one article, and one dissertation) published within the past two years that best make queer interventions into the study of composition and rhetoric.

### Lavender Rhetorics Award for Excellence in Queer Scholarship Committee

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**Chair:** Eric Darnell Pritchard, University of Illinois at Urbana-Champaign

## Article Award Subcommittee

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KJ Rawson, College of the Holy Cross, Worcester, MA  
R. Joseph Rodriguez, University of Texas at El Paso  
Rebecca Hayes, Michigan State University, East Lansing

## Book Award Subcommittee

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Alexandra Cavallaro, University of Illinois at Urbana-Champaign  
Seth Davis, Syracuse University, NY  
Serkan Gorkemli, University of Connecticut, Storrs

## Dissertation Award Subcommittee

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William Banks, East Carolina University, Greenville, NC  
G Patterson, Miami University, Oxford, OH

For a listing of previous Lavender Rhetorics Award for Excellence in Queer Scholarship winners, please visit <http://www.ncte.org/cccc/awards/lavender>.

## CCCC STONEWALL SERVICE AWARD

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Established in 2013, this award recognizes members of CCCC/NCTE who have consistently worked to improve the experiences of sexual and gender minorities within the organization and the profession.

## Stonewall Service Award Committee

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**Chair:** Eric Darnell Pritchard, University of Illinois at Urbana-Champaign  
Garrett Nichols, Bridgewater State University, MA  
Rhea Estelle Lathan, Florida State University, Tallahassee

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

## CCCC DISABILITY IN COLLEGE COMPOSITION TRAVEL AWARDS

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Established in 2014, these awards recognize scholarship dedicated to improving knowledge about the intersections of disability with composition and rhetoric, the value of disability as a source of diversity, inclusive practices and the promotion of access, and the value of disability as a critical lens.



## Disability in College Composition Travel Awards Committee

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**Chair:** Allison Hitt, University of Central Arkansas, Conway  
Patricia Dunn, Stony Brook University, NY  
Sushil Oswal, University of Washington, Tacoma  
Nicole Snell, Bentley University, Waltham, MA  
Amy Vidali, University of Colorado, Denver

## THE MARK REYNOLDS TETYC BEST ARTICLE AWARD

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The quarterly journal *Teaching English in the Two-Year College* selects each calendar year one article for its Best Article of the Year Award. Selection is based on excellence in five areas: content, style, development/organization, value to readers, and overall impression.

Jeff Sommers, Editor of *TETYC*, will present the award.

### Best Article Award Committee

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**Chair:** Teresa Thonney, Columbia Basin College, Pasco, WA  
Dianne Fallon, York County Community College, Wells, ME  
Robert Lazaroff, Nassau Community College, Garden City, NY  
Rebecca Fleming, Columbus State Community College, OH  
Hope Parisi, Kingsborough Community College, NY  
Christie Toth, University of Utah, Salt Lake City

For a listing of previous winners, please visit  
<http://www.ncte.org/tyca/awards/tetycaward>.

## NELL ANN PICKETT SERVICE AWARD

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Presented by the Two-Year College English Association to an outstanding teacher whose vision and voice have had a major impact on two-year college professionalism.

### Nell Ann Pickett Service Award Committee

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**Chair:** Leslie J. Roberts, Oakland Community College, Farmington Hills, MI  
Sandie Barnhouse, Charlotte, NC  
Laura Hammonds, South Bend, IN  
Sharon Mitchler, Centralia College, WA  
Shelley Rodrigo, Old Dominion University, Norfolk, VA

For a listing of previous winners, please visit  
<http://www.ncte.org/tyca/awards/pickett>.

## F Sessions: 8:00–9:15 a.m.

### Taking Action Workshop Sessions

#### **F.36 Taking Action Workshop: Naming and Narrowing**

Refer to page 16 for abstract.

Hilton Grand Ballroom A, Level Four

*Speaker:* Glenda Eoyang, HSD Institute

### Poster Session

Hilton Sky Walk, Level Two

#### **Corpus in Action: Creating Student-Centered and Context-Specific Corpora to Increase Awareness of Students' Literacy Practices for Course Design and Classroom Mutuality**

Creating corpora for writing courses can give insight into students' local iteracies and influence mutuality in the writing classroom.

Yasmin Rioux, University of Wisconsin-Platteville

#### **Curating the Research Assemblage: Methodology as Ethical Inter/action**

This poster frames research methodology as an assemblage with curatorial power, enabling ethical action through inter/active multimodality.

Elizabeth Catchings, University of California, Irvine

#### **Digital Mix: The Landscape of Digital Pedagogy in the Writing and Communication Classroom**

Our survey results describe attitudes, preferences, and practices regarding digital pedagogy in writing and communication classrooms.

Halcyon Lawrence, Georgia Institute of Technology

Liz Hutter, Georgia Institute of Technology

Joy Robinson, University of Alabama

Lisa Dusenberry, Armstrong State University

**Disciplinography of Rhet/Comp on Social Media: What Are We Doing in Our Facebook Groups?**

A content analysis of FB groups in Rhet/Comp to examine how their functions and member relationships help form disciplinary identity.

Chen Chen, North Carolina State University

**Generation Hashtag: Activism and Viral Online Rhetoric in 140 Characters or Less**

This presenter will show how online interaction through shortened digital rhetoric is forming a new discourse in political activism.

Kaitlyn Clark, California State University, Los Angeles

**Moving between the Military and Academy**

When individuals move between the military & higher education how do they recognize and negotiate contradictory expectations?

Catherine St. Pierre, Ohio State University/UPJ

**Reshaping Virtual Spaces: Using the College Writing Center to Create and Deliver Information Literacy Resources to Faculty**

The Writing Center created faculty-focused resources (in D2L) to promote WAC and explain information literacy to promote student success.

Nikki Borrenpohl, John A. Logan College

Matt Garrison, John A Logan College

**The Self as Subject: Strategies for Acting Up and Talking Back**

This poster explores using multimodal, multidisciplinary assignment design to encourage skills transfer from FYC to advanced WID courses.

Bonnie Erwin, Wilmington College

Marta Wilkinson, Wilmington College

**(Un)Planning FYC: Using a Translingual Approach to Course Design, Avoiding Problematic Assumptions**

The poster presentation will display results of teacher research using non-assumptive pedagogy in an American FYC course in South America.

Morgan Gross, Ball State University

**Writing through Big Data: Using MassMine in the Advanced Writing Classroom**

This poster displays the results of student research completed within the University of Florida class: "Writing through Big Data."

Aaron Beveridge, University of Florida

**F.01 Writing Feminism: Negotiating for Action across Public Spheres**

The presenters tap into key scenes in which feminist writing scholars challenge asymmetrical power and disrupt conventional ways of arguing.

Hilton Ballroom of the Americas Salon D, Level Two

*Chair:* Shareen Grogan, National University

*Speakers:* Shirley Logan, University of Maryland

Cheryl Glenn, Pennsylvania State University

Joyce Irene Middleton, East Carolina University

Krista Ratcliffe, Purdue University

*10-Professional and Technical Writing*

**F.02 Rhetorics of Health and Medicine: A Roundtable Examining the Breadth and future actions of an Emerging Sub-Field**

The roundtable addresses the wealth of current & future research areas in medical rhetoric and looks forward to future research actions.

GRB Room 351B, Level Three

*Chair:* Elizabeth Hollis, Norcross High School

*Speakers:* Jane Detweiler, University of Nevada, Reno, “Rhetorizing Medical Risk/Medicalizing Rhetoric of Risk: An Intersection for “Healthier” Communications Research and Teaching across Disciplines”

Kirk St. Amant, East Carolina University, “Expanding the Rhetoric of Health and Medicine to Global Contexts”

Lora Arduser, University of Cincinnati, “Medical Rhetoric as Activism: Public Discourse on Reproductive Rights”

Barbara Heiffron, Louisiana State University, “Expanding the Rhetoric of Health and Medicine to Global Contexts”

Drew Holladay, University of Louisville, “The Rhetoric of Mental Health: Psychiatry, Disability, and Neurorhetorics”

Amy Koerber, Texas Tech University, “Medical Rhetoric as Activism: Public Discourse on Reproductive Rights”

Erin A. Frost, East Carolina University, “Complicating Standard Care: Changing Public Discourses through Medical Digital Imaging Technologies”

*11-Research*

**F.03 Beyond Fundamentalism: Pedagogical Implications from Three Empirical Studies of Overlooked Christian Rhetorics**

Christian rhetorics—jeremiad, secular, and aspirational—that shape student writing in surprising ways. Implications for teaching.

Hilton Room 327, Level Three

**Chair:** Steffen Guenzel, University of Central Florida

**Speakers:** Jeffrey Ringer, University of Tennessee

Will Penman, Carnegie Mellon

Emily Cope, York College of Pennsylvania

Roxanne Mountford, University of Oklahoma

*14-Writing Programs*

**F.04 Supporting the Future of the Field: A Roundtable on Graduate Digital Pedagogy**

This roundtable offers strategies for supporting graduate digital pedagogy by describing an experimental peer-led practicum.

Hilton Ballroom of the Americas Salon F, Level Two

**Chair:** Anna Gurley, University of Oklahoma

**Speakers:** Lauren Hall, University of Pittsburgh

Carrie Hall, University of Pittsburgh

Jean Ferguson Carr, University of Pittsburgh

Kelsey Cameron, University of Pittsburgh

Kerry Banazek, University of Pittsburgh

Noel Tague, University of Pittsburgh

Katie Bird, University of Pittsburgh

*11-Research*

**F.05 Race and Writing Methods: Investigating Racism through Autoethnography, History, and Technology**

Our panel investigates racial methodology, emphasizing autoethnography, historiography, and technology.

Hilton Room 335C, Level Three

**Chair:** Christopher Carter, University of Cincinnati

**Speakers:** Iris Ruiz, University of California Merced

James Chase Sanchez, Texas Christian University

Alexandria Lockett, Spelman College

*1-First-Year and Advanced Composition*

**F.06 Beyond the Workshop: Experiments in Big Comp**

We describe four approaches to teaching writing in large classes, arguing that the small workshop need not be the default format for comp.

Hilton Room 335A, Level Three

**Chair:** Joleen Hanson, University of Wisconsin-Stout

**Speakers:** Kim Jaxon, California State University, Chico, “Epic Composition”

Tom Fox, California State University, Chico, “Epic Composition”

David Kellogg, Coastal Carolina University, “Leveraging Student Expertise in a Scientific Writing Class”

Laura Field, Montclair State University, “Space, Flexibility, Spontaneity: A Writing Studio Pilot Model”

Joseph Harris, University of Delaware, “The Large Class as Teaching Clinic”

Jessica Restaino, Montclair State University, “Space, Flexibility, Spontaneity: A Writing Studio Pilot Mode”

*8-Taking Action*

**F.07 Taking Action to Connect the Classroom and the Community**

In this session, panelists describe how to develop and sustain meaningful community-based literacy partnerships.

Hilton Room 329, Level Three

**Chair:** Brian Harrell, University of Akron

**Speakers:** Emily Yasonia, California State University, Los Angeles, “The 826LA Project: Incorporating a Service Learning Component into the English Classroom”

Petger Schaberg, University of Colorado, Boulder, “Learner-centered Strategies for Community Engaged Writing”

David Marquard, The University of North Carolina at Pembroke, “Blending the Binaries and Crossing the States: Connecting and Growing a University-Based Literacy Organization from One Academic Institution to Another”

Michael Shirzadian, The Ohio State University, “‘Pedagogies of Belonging’: University Collaborators in the Underprivileged High School Space”

*8-Taking Action*

**F.08 Activating Access: Disability in Campus, Classroom, and Online Spaces**

How can we learn from the rhetoric of disability activism and engage it in our own work as writing teachers and administrators?

Hilton Ballroom of the Americas Salon E, Level Two

**Chair:** Holly Hassel, University of Wisconsin, Marathon County

**Speakers:** Ruth Osorio, University of Maryland, “Toward Accessible Futures: Disability and Racial Justice Coalition-Building”

Andrew Lucchesi, The Graduate Center, CUNY, “Disrupting Ability: Student Disability Activist Rhetoric in Action”

Amy Vidali, University of Colorado Denver, “If They Can’t Get In: Rhetorical Advocacy in College Admissions”

Dale Katherine Ireland, The Graduate Center, CUNY, “Disabled Students and the Rhetoric of Verification in Online Writing Classes”

**Respondent:** Susan Naomi Bernstein, Arizona State University, Tempe

*13-Theory*

**F.09 Imagining Literate Lives: Drawing Lessons from Narrative, Memory, and Mobility**

Considers how embodied practices of imagining and remembering inform the actions of writing students and teachers.

Hilton Room 335B, Level Three

**Chair:** John Duffy, University of Notre Dame, South Bend

**Speakers:** Rachel Gramer, University of Louisville

Brice Nordquist, Syracuse University

Bronwyn T. Williams, University of Louisville

*8-Taking Action*

**F.10 Changing Demographics: No Longer a Monolingual Nation**

This panel discusses the importance of dual-language issues within composition, technical communication, and the workplace.

GRB Room 340A, Level Three

**Chair:** Angela M. Haas, Illinois State University

**Speakers:** Octavio Pimentel, Texas State University San Marcos,

“Opening the Gateway: The Power of Dual Language Composition Courses”

Kendall Leon, Portland State University

*continued on next page*

Alyssa Crow, University of Utah, “Beyond the Literacy Narrative: Promoting Critical Language Awareness and Positive Language Attitudes in First-Year Writing”

Isabel Baca, University of Texas at El Paso, “English-Spanish Workplace Writing: Its Many Benefits”

*1-First-Year and Advanced Composition*

**F.11 Asking Students to Do and to Be**

Eportfolios and embedded reflection allow insight into student thinking about who they are becoming as scholars, professionals, and citizens.

Hilton Room 338, Level Three

**Chair:** Barbara Blakely, Iowa State University

**Speakers:** Eric York, Iowa State University

Bryan Lutz, Iowa State University, “Complementing the Web-sensible Model: Towards a Post-postmodern Understanding of Identity Construction through ePortfolio Composition”

Kathy Rose, Iowa State University, “Encouraging Deep Learning through Eportfolios”

Barbara Blakely, Iowa State University, “Student Reflections on the E in Eportfolio: Beyond Browsers to Producers”

*14-Writing Programs*

**F.12 We Know Where the Action Is: It's in Writing Fellows (and We Got the Data to Prove It)**

This session reports on a year-long quantitative empirical study of Writing Fellows at a large, public, Masters-comprehensive university.

Hilton Grand Ballroom I, Level Four

**Chair:** Thomas Moriarty, San Jose State University

**Speakers:** Michelle Hager, San Jose State University, “Writing Centers and Writing Fellows: Forging Complementary Paths for Writing Support Services”

Thomas Moriarty, San Jose State University, “Measuring What Matters in Writing Fellows Programs”

Cindy Baer, San Jose State University

Richard McNabb, San Jose State University, “Writing Fellows as Instruments of Institutional Change”

Shane Diven, San Jose State University, “On the Front Lines: Embedded Instruction and the Developing Writer”



*13-Theory*

**F.13 New/Now Cognitivism: Strategies for Theory and “Literate Action”**

Five researchers draw distinctions between cognitive models of writing on one hand and neuroscientific models on the other hand.

Hilton Ballroom of the Americas Salon B, Level Two

**Chair:** Peter Elbow, University of Massachusetts, Amherst

**Speakers:** Jose Gomez, University of Texas at El Paso, “Connections between Memory, Neuroplasticity, and Writing: Implications for the Field of Rhetoric and Writing Studies”

Airlie Rose, University of Massachusetts, Amherst, “Audible Voice in Written Text”

Erin Williams, University of Saint Francis, “Toward a Second-Generation Cognitive Rhetoric”

Deborah Rossen-Knill, University of Rochester, “Relevance and Sentence Flow”

Brian Larson, Georgia Institute of Technology, “Relevance, Cognitive Environment, and Audience”

*2-Basic Writing*

**F.14 Truth or Consequences: When Project-based Pedagogy Pushes Back on Process**

The approach in this panel allows students to draw from within a rhetorical ecology toward outcomes that cannot be determined in advance.

Hilton Room 330, Level Three

**Chair:** Joshua Hilst, Utah Valley University

**Speakers:** Jacqueline Preston, Utah Valley University, “Consequences and Connections: Writing as Assemblage”

Joshua Hilst, Utah Valley University, “Notes toward a Consequentialist Pedagogy”

Benjamin Goodwin, Utah Valley University, “Pro-Crastination: Revising the Consequences for “Zero-Hour” Writers”

Elena Garcia, Utah Valley University

*12-Writing Pedagogies and Processes*

**F.15 Re-Actions: A Closer Look at Student Invention across Different Sites**

Qualitative research into how students recognize influence and generate ideas across their writing processes.

Hilton Room 332, Level Three

**Chair:** Cassie Hemstrom, University of California, Davis

**Speakers:** Jason Wirtz, Hunter College

Patricia Medved, St. John's University

Michael Reich, St. John's University

*3-Community, Civic & Public*

**F.16 Everyday Authors and Acts of Writing**

This panel considers how economic and technological upheaval have motivated the spread of "authorial consciousness."

Hilton Room 336A, Level Three

**Chair:** Beth Daniell, Kennesaw State University

**Speakers:** Deborah Brandt, University of Wisconsin, Madison

Kim Donehower, University of North Dakota

Timothy Laquintano, Lafayette College

*1-First-Year and Advanced Composition*

**F.17 Student Voices: Learning Styles and Transitional Rhetorics**

This panel looks at different forms of student voices.

Hilton Room 336B, Level Three

**Chair:** Thomas Henry, Utah Valley University

**Speakers:** Talitha May, Ohio University, "Transitional Rhetorics: An Ontological Pedagogy for the Composition Classroom"

Margaret Gonzales, Texas Lutheran University, "Un-Learning How to Write: Metacognition and Transformation in Advanced Composition"

Nuwar Mawlawi Diab, Lebanese American University, "Engagement, Error Revision, and Reflection: Tools to Reduce Learners' Lexical Errors"

*8-Taking Action*

**F.18 Taking Action through the News Media**

The focus will be on gaining access to public media by 3 presentations on strategies followed by audience participation in breakout groups.

Hilton Ballroom of the Americas Salon A, Level Two

**Speakers:** Millie Davis, National Council of Teachers of English, “Strategies and Tactics for Speaking to the Wider Public about Writing”  
Les Perelman, Massachusetts Institute of Technology, “Show Don’t Tell: The Rhetoric of Effective Presentations and Pitches to the Media”  
David Slomp, University of Lethbridge, “Engaging Media in the Pursuit of Action: Strategies for Reframing Public Discourse on Writing Assessment”

*13-Theory*

**F.19 Don’t Get Emotional: Teaching Writing and the Study of Emotional States**

This panel explores the need to consider emotion and well-being in the teaching of writing.

Hilton Room 337B, Level Three

**Chair:** Roberta Henson, Indiana Wesleyan University

**Speakers:** Courtney Patrick, Bay Path University, “Cultural Pre/Postmemory and Empathy: Why We Need to Embrace Trauma Writing”

Summer Dickinson, Mid-Plains Community College, “Sensation and Writing: Action for Somatic Minded Writing Instruction”

Jill Belli, New York City College of Technology, CUNY, “Writing Well-Being into our Pedagogy, Scholarship, & Discipline”

*5-History*

**F.20 Women and the Development of Composition Studies**

This panel examines the role that Ann Berthoff, Janet Emig, Andrea Lunsford, and Geneva Smitherman played in shaping composition studies.

Hilton 339B, Level Three

**Chair:** Christina LaVecchia, University of Cincinnati

**Speakers:** Russel Durst, University of Cincinnati, “Creating an Academic Field with a Political Agenda: Janet Emig and Composition Studies”  
Christina LaVecchia, University of Cincinnati, “Examining Ann E. Berthoff’s Philosophical Method”

Janine Morris, University of Cincinnati, “Reclaiming Composition and Rhetoric: Andrea Lunsford’s Feminist Historicizations”

Albertina Walker-Hughey, Texas Southern University, “Revolution at Its Core: Geneva Smitherman’s Perennial Authority in Rhetoric and Composition”

**Respondent:** Laura Micciche, University of Cincinnati

*8-Taking Action*

**F.21 Taking Action in WAC Work: The Student Anthology on Race**

This panel describes a grassroots WAC effort at one university to compile, edit, and publish an anthology of student writings about race.

Hilton Room 339A, Level Three

**Chair:** Jennifer Hewerdine, Arizona Western College

**Speakers:** Megan Schoen, La Salle University

Karen Reardon, La Salle University

Jaime Longo, La Salle University

Elizabeth Allan, Oakland University

*6-Information Technologies*

**F.22 Critical Praxis in Action: Discovering New Modes of Resistance in Digital Publics**

Theoretical approaches and applications for resistance, activism, and citizenship in digital public spheres.

Hilton Room 337A, Level Three

**Chair:** Lee Hibbard, University of Alabama in Huntsville

**Speakers:** Laura Williams, Georgia State University, “Epistemology as Activism: Cooperative Meaning-Making and Critical CyberCitizenship”

Clarissa Walker, University of Rhode Island, “The Second Field Site of Cyberactivism: Modes of Critical Praxis in Blogging Public Spheres”

Matthew Vetter, Ohio University, “The Online Encyclopedia [White, Western Males] Can Edit: Critical Digital Praxis in Wikipedia”

*8-Taking Action*

**F.23 Writing for Action, Writing for Change**

This panel offers strategies for engaging in public conversations about education policy.

Hilton Room 343A, Level Three

**Chair:** Lyra Hilliard, University of Maryland

**Speakers:** Katie Rose Guest Pryal, Pryal Consulting, Inc., “Writing for Action: A Crash Course in Journalism Genres”

Tim McCormack, John Jay College of Criminal Justice, “An Un-strategic Response: The Rhetorical Story of the End of Remediation”

Patricia Dunn, Stony Brook University, “What Makes Legislators Listen? Means of Persuasion Outside the Academy”

*12-Writing Pedagogies and Processes*

**F.24 Glitches as (Re)Action: Creating, Learning from, and Responding to Moments of Rhetorical Failure**

Reframing failure as (re)action, this panel seeks to explore and challenge moments when we don't achieve our intended rhetorical objective.

Hilton Room 340A, Level Three

**Chair:** Titcha Ho, Indiana University of Pennsylvania/Baruch College, CUNY

**Speakers:** Rory Lee, Ball State University, "Why am I Getting Downvoted?: The Yakarma of Rhetorical Failure"

Morgan Leckie, Miami University, "Why am I Getting Downvoted?: The Yakarma of Rhetorical Failure"

Kevin Rutherford, Miami University, "'Glitch'ing Our Way to Collaborating with Technology"

Elizabeth Saur, Miami University, "Feeling It Out: Normalizing Pedagogical Failure as (Re)Action"

*1-First-Year and Advanced Composition*

**F.25 Writing Program Administration in an Age of Reform**

Evidence-based discussion of political conditions affecting writing programs, with background, stakeholder review, and assessment strategies.

Hilton Room 342, Level Three

**Chair:** Amy Hodges Hamilton, Belmont University

**Speakers:** Fredrik deBoer, Purdue University

Tristan Abbott, Salem State University

Laurie Cubbison, Radford University

*8-Taking Action*

**F.26 Environmental and Scientific Rhetoric in Action**

This panel addresses environmental and scientific controversies and their extensive networks as well as methods for active engagement.

Hilton Room 340B, Level Three

**Chair:** Tanya Zarleno, University of South Florida

**Speakers:** Ryan Blank, University of South Florida, "Rhetoric as Taking Action: The Laguna Atascosa National Wildlife Refuge and the Challenges of Conservation"

Tiffany Wilgar Boyles, University of South Florida, "Seeing Stardust: Class, Culture, and The Nevada Test Site"

Stephanie Phillips, University of South Florida, "GMOsquitoes: Controversy over the Release of Genetically Modified Mosquitoes in the Florida Keys"

*9-Language*

**F.27 We Are Not Color Blind: Empowering Spanglish and Other Types of Code Switching**

This panel looks at code switching and the benefits it brings to the composition student.

Hilton Room 343B, Level Three

*Chair:* Jessica Shumake, University of Arizona

*Speakers:* Maria Carvajal, University of Illinois at Urbana-Champaign, “Spanglish in the Composition Class Leveraging Students’ Rhetorical Code-Switching Practices for Academic Writing”

Alyssa Cavazos, The University of Texas Rio Grande Valley, “Multilingualism in Composition Studies: Future Writing Educators Enact Multilingual Writing Strategies in Academic Research and Writing Pedagogies”

Bethany Davila, University of New Mexico, “Taking Responsibility: Identifying and Challenging Colorblindness in Talk about Student Writing”

*10-Professional and Technical Writing*

**F.28 Results of a Study on the Status of the Multi-major Professional Writing Course in U.S. Institutions of Higher Education**

The research team reports on a national survey on the status of the multi-major professional writing course in 2- and 4-year colleges.

Hilton Room 333, Level Three

*Chair:* Alice Horning, Oakland University

*Speakers:* Sarah Read, DePaul University

Mike Michaud, Rhode Island College, Kingston

Theresa Bailey, DePaul University

*11-Research*

**F.29 Research in Multimodal Composition, Literacies, and Assessment**

Panelists will present their research on the impact of multimodality on our disciplinary research methods and our students’ composing practices.

Hilton Room 328, Level Three

*Chair:* Gavin Hurley, Lasell College

*Speakers:* Sharon Sieber, Idaho State University, “The Great Multimodal Methodological Beatdown: Defending Composition’s Disciplinary Identity in Interdisciplinary Departments of English”

Cynthia Mitchell, University of Central Florida, “New Literacies in Action: Broadening the Possibilities for Transfer”

Francis Macarthy, Illinois State University, “Write, Type, Record: The Effects of Multimodality on Student Composing Processes and Outcomes”

Kathleen Baldwin, University of Massachusetts Amherst, “Multimodal Assessment in Action: ‘What We Really Value’ in New Media Texts”

Angela Petit, GLC Solutions, “The Great Multimodal Methodological Beatdown: Defending Composition’s Disciplinary Identity in Interdisciplinary Departments of English”

### *12-Writing Pedagogies and Processes*

## **F.30 Teaching Reading for Writing: Action-Oriented Approaches**

We introduce specific pedagogical strategies & processes to help students develop & demonstrate skills for successful reading & writing.

GRB Room 351E, Level Three

**Chair:** Beth Hewett, Defend & Publish

**Speakers:** Gregory Adams, University of Nebraska Omaha, “New Assessments for New Reading”

Michael Bunn, University of Southern California, Los Angeles, “Promoting Transfer: Teaching Students to Read Like a Writer”

Beth Hewett, Defend & Publish, “Reading to Learn in Online Writing Settings”

### *13-Theory*

## **F.31 Challenging the Rhetoric of Non-Neurotypicality: Documents, Stories, Memories**

This panel challenges our terms and conceptions of non-neurotypicality through and analysis of medical documents and storytelling.

GRB Room 351A, Level Three

**Chair:** Amy Wrobel Jamieson, Bowling Green State University

**Speakers:** Diane Scrofano, Moorpark College, “Memoirs of Mental Illness as Illuminated by Illness and Disability Narrative Theory”

Dirk Remley, Kent State University, “Calling the Brain to Action: Neural Attributes of Multimodal Persuasive Messages”

Elisabeth Miller, University of Wisconsin - Madison, ““I left the writing behind”: Aphasia, “Good” Writing, and Resisting Accommodation”

Elsa Martin, University of Texas at El Paso, “The Recategorization of Autism Spectrum Disorder in the DSM-V: Public Uptake and the Recategorization of Identities.”

*4-Creative Writing*

**F.32 Creative Nonfiction: Exploring the History and Imagining the Future of an Active Genre**

Creative nonfiction shapes and reflects the social and political dimensions of both disciplinary conversations and classroom pedagogy.

Hilton Ballroom of the Americas Salon C, Level Two

*Speakers:* Irene Papoulis, Trinity College

Melissa Goldthwaite, Saint Joseph's University, "The Literary, Feminist, and Pedagogical Roots of Creative Nonfiction in Composition Studies"

Jenny Spinner, Saint Joseph's University, "Will Creative Nonfiction Please Stand Up? Creative Nonfiction and Composition Studies"

*13-Theory*

**F.33 Networking the Discipline: Theorizing Assumptions, Offering Change**

This panel explores how theories of circulation, ecology, and networks can add to our understandings of the field.

GRB Room 351D, Level Three

*Chair:* Darin Jensen, Metropolitan Community College

*Speakers:* Dan Ehrenfeld, UMass Amherst, "Material Circulation and the Networked Public Sphere: Rethinking the Social and Spatial Politics of the "Public Turn""

Amy Williams, University of Utah, Salt Lake City, "Reading Is Still the Path: Theorizing Literacy through Metaphors of Movement"

Kristopher Lotier, Hofstra University, "How to Not Teach Writing: Postprocess Theory, Individualism, and Student Learning"

*3-Community, Civic & Public*

**F.34 "Listen!" The Legend of the Social Justice Warrior, or Games and Social Advocacy**

We explore three ways games have become powerful political-rhetorical artifacts that create social change and open doors for activism & advocacy.

Hilton Grand Ballroom L, Level Four

*Chair:* Samantha Blackmon, Purdue University

*Speakers:* Alex Layne, Purdue University, "Not Your Mama's Social Justice Warriors: On Advocacy and Activism in the Age of #GamerGate"

Samantha Blackmon, Purdue University, "Not Your Mama's Social Justice Warriors: On Advocacy and Activism in the Age of #GamerGate"

Lauren Woolbright, Clemson University, "Designs That Play: Why Scholars Should Design Games"



Katherine Hanzalik, Clemson University, “Setting an (Activist) Place at the Table: TRPGs as Tools of Political Subversion”  
Alisha Karabinus, Purdue University, “Not Your Mama’s Social Justice Warriors: On Advocacy and Activism in the Age of #GamerGate”

*8-Taking Action*

**F.35 From Analysis to Action: The NCTE Policy Analysis Initiative’s Role in Promoting Policy Change**

Roundtable explores the consequences/limitations of NCTE’s Policy Analysis Initiative, ending with time for local strategy development.

GRB Room 340B, Level Three

**Chair:** D. Alexis Hart, Allegheny College

**Speakers:** Janice Walker, Georgia Southern University, “Analysts and Advocates: Knowledge and Action”

Clancy Ratliff, University of Louisiana at Lafayette, “Starting a Local Discussion: Policy Analysis for the People”

Katherine V. Wills, Indiana University Purdue University, Columbus, “Policy Analysts: The Personal, the Political, and the Professional”

Susanmarie Harrington, University of Vermont, “Policy Analysis as a Habit of Mind”

**Respondents:** Michele Eodice, University of Oklahoma  
Michael Gos, Lee College

## G Sessions: 9:30–10:45 a.m.

### Taking Action Workshop Sessions

#### **G.36 Taking Action Workshop: Building Alliances**

Refer to page 17 for abstract.

Hilton Grand Ballroom A, Level Four

*Speaker:* Sarah Scanlon, Arkansas State Director for Bernie 2016

#### *1-First-Year and Advanced Composition*

#### **G.01 The Purposes of Required Writing?**

Should required writing courses serve students, institutions, “society,” or “the discipline?” 3 positions, with complex implications.

Hilton Ballroom of the Americas Salon A, Level Two

*Chair:* Cheryl Glenn, Pennsylvania State University

*Speakers:* Kathleen Blake Yancey, Florida State University, “Requiring All the Available Resources: Designing the Visual into First-year Composition (FYC) Curricula and Programs”

Charles Bazerman, University of California, Santa Barbara, “Required Writing: Institutional Logics and Imperatives meet Student Development”

Douglas Hesse, The University of Denver, “Required Writing as a Liberal Art, in the Twilight of the Liberal Arts”

*Respondent:* Howard Tinberg, Bristol Community College

#### *9-Language*

#### **G.02 Theory, Research, and Action: New Strategies for Students’ Right to Their Own Language**

This panel will examine, strategize, and theorize new possibilities for addressing language diversity in Writing classrooms.

Hilton, Ballroom of the Americas Salon C, Level Two

*Chair:* Sarah Z. Johnson, Madison Area Technical College

*Speakers:* Bonnie Williams, California State University Fullerton, “Teaching Language Diversity in ‘Official English’ States: Using Improvisation in Composition Instruction to Inspire Change in the ‘O.C.’”

Sherita Roundtree, The Ohio State University, “Are We Better Citizens Yet?: Language Politics, Diversity Requirements, and Student Citizens in the Writing Classroom”

April Baker-Bell, Michigan State University, “Writing While Black: Cultural and Linguistic Mismatch, Dehumanization, and Resistance in a Basic Writing Classroom”

Kedra James, North Carolina Wesleyan College, “You Don’t Know My Story: Valuing Life Experience and African American Language in Basic Writing Courses”

*10-Professional and Technical Writing*

**G.03 Taking Action, Building Community, and Sponsoring Literacy with Stanford’s Notation in Science Communication**

The panel uses Notation, an upper-division ePortfolio WAC initiative called the Notation in Science Communication (NSC), as an example of the challenges and obstacles of taking action to create opportunities for students to write beyond the required composition sequence in ways that support multimodal writing and learning in situated scientific contexts.

Hilton Room 328, Level Three

**Chair:** Christine Alfano, Stanford University

**Speakers:** Marvin Diogenes, Stanford University

Jennifer Stonaker, Stanford University

Cassie Wright, Southern New Hampshire University

*13-Theory*

**G.04 Listening Strategies for Feminist and Queer Action: Encountering an Erotic Ethics**

This panel brings Ratcliffe’s 2005 work on rhetorical listening into contact with scholarship on ethics and affect in feminist-queer theory.

Hilton Room 329, Level Three

**Chair:** Elizabeth Ellsworth, The New School for Liberal Arts

**Speakers:** Devon Kehler, University of Arizona, “Becoming Responsibly Respond-able: Voice Events and Generative Listening”

Meridith Kruse, University of Southern California, “Foucault’s Queer Ethical Ear”

Oren Whightsel, Lincoln College, “She Was Spinning: Rhetorical Listening and Queer Disidentification”

*8-Taking Action*

**G.05 Better Learning Technologies: Taking Action to Reframe Educational Technology Development for Writers and Writing Teachers**

An action agenda to create better technologies that support learning in writing classrooms.

Hilton Grand Ballroom I, Level Four

*Chair:* Erika Johnson, Texas Woman's University

*Speakers:* Melissa Graham Meeks, Gordon State College, "What Is Excellent Service and How Do We Know It When We See It?"

Michael McLeod, Michigan State University, "Engineering Better Writing Experiences for Teachers and Learners"

William Hart-Davidson, Michigan State University, "What Is a Learning Technology and How Do We Know One When We See One?"

*11-Research*

**G.06 Long-Term Research Collaborations: Strategy, Identity, Failure, and Moves toward Future Action**

Analytical stories of long-term research collaborations: success/failure, interpersonal issues, cultural rhetorics, and best practices.

Hilton Ballroom of the Americas Salon E, Level Two

*Chair:* Margaret Price, The Ohio State University

*Speakers:* Andrea Riley-Mukavetz, Bowling Green State University, "Writing as Collective Making: On Failure and Listening for What Needs to Be Told"

Margaret Price, Spelman College, "Shiny Happy Disabled People Holding Hands"

Malea Powell, Michigan State University, "Writing as Collective Making: On Failure and Listening for What Needs to Be Told"

Staci Perryman-Clark, Western Michigan University, "When Projects Fail and Succeed: Negotiating Publication Acceptances and Rejections in Collaborative Projects"

Daisy Levy, Southern Vermont College, "Writing as Collective Making: On Failure and Listening for What Needs to Be Told"

Cindy Selfe, The Ohio State University, "Tactics for Long-term Collaborations"

Collin Craig, St. John's University, "When Projects Fail and Succeed: Negotiating Publication Acceptances and Rejections in Collaborative Projects"

*1-First-Year and Advanced Composition*

**G.07 Action Research, Active Reflection: Interrogating the Threshold Concepts of Teaching First-Year Writing**

In this session, instructors explore how a threshold concepts approach informed their (and their students') experiences in the classroom.

Hilton Room 335B, Level Three

**Chair:** Jay Jordan, University of Utah

**Speakers:** Heidi Estrem, Boise State University, "A Threshold Concepts Framework for Learning to Teach First-Year Writing"

Marcel Brousseau, University of California, Santa Barbara, "Border Troubles: Teaching and Learning with Threshold Concepts in Two Disciplines"

Colin Johnson, Boise State University, "Expectations and Authority: Using Threshold Concepts to Recalibrate Student-Instructor Dynamics in the First-Year Writing Classroom"

Cheryl McKell, Boise State University, "When Identities Converge at the Border: Examining the Approach to Threshold Concepts from Numerous Positions as a Learner"

Shannon Brennan, University of California, Los Angeles, "Standing on the Threshold: Teaching (about) Disciplinary Knowledge"

*3-Community, Civic & Public*

**G.08 Negotiating Perception/Deception: Strategies toward Promoting Active Citizenry in the Community College Composition Classroom**

Panelists explore ways to teach rhetorical premises that promote critical engagement and active citizenry.

GRB Room 351D, Level Three

**Chair:** Jordan Molina, Santa Barbara City College

**Speakers:** Calin Anderson, Saddleback College

Monica Rodriguez, Palomar College

Chad Kelly, San Diego Mesa College

*12-Writing Pedagogies and Processes*

**G.09 The ContAct Zone: Lived Experience as Pedagogy for Action**

Using contact zone theory, this panel links cultural, historical, and multimodal literacies with composition students' lived experiences.

Hilton Room 330, Level Three

**Chair:** April Julier, Brazosport College

**Speakers:** Justin Vaught, University of Alabama

Cynthia Mwenja, The University of Alabama

Kristen Lushington, University of Alabama

Krystin Gollihue, North Carolina State University

*14-Writing Programs*

**G.10 Advocacy through Tutor Cultural Awareness and Action**

This session explores ways in which tutors can work towards a broader understanding of cultural competencies in writing centers.

Hilton Room 336A, Level Three

**Chair:** Seth Kahn, West Chester University of Pennsylvania

**Speakers:** Michael Turner, Northeastern University, "When Emotions are Centered: Tutor Reflexivity and Writing Center Culture"

John Marinan, Georgia Gwinnett College, "Where Are We Now? The Emergence and Consequences of the Generative Metaphor in Writing Center Research on Students with ASD"

Jennifer Maloy, Queensborough Community College, "The Role of Single-Sex Tutoring Sessions in ESL Students' Writing Journeys"

Mohamad Mazyar Nikoui-Tehrani, Rutgers University, "The Role of Single-Sex Tutoring Sessions in ESL Students' Writing Journeys"

*8-Taking Action*

**G.11 Taking Activist Action: Identity, Community, Pedagogy**

Teachers of writing discuss activist classrooms where the practice of writing is intimately bound to the politics of identity & community.

Hilton Ballroom of the Americas Salon D, Level Two

**Chair:** Stacey Waite, University of Nebraska-Lincoln, "This Seems Queer: Writing against Conventions"

**Speakers:** Jennifer Perrine, Drake University, "Who Is the Activist Here?: Students Writing for Change"

Lauren Gatti, University of Nebraska, "Speaking Back: On Public Discourse, Political Action, and Literacy Learning in a Preservice Teaching Environment"

Rachael Wendler Shah, University of Nebraska-Lincoln, “Activism from the ‘Other Side’: Community Members’ Perspectives of Collaborating with College Students”

Brandon Som, University of Southern California, “Citation as Activism: Listening and Writing in the Present Moment”

Jessica Masterson, University of Nebraska-Lincoln, “Speaking Back: On Public Discourse, Political Action, and Literacy Learning in a Preservice Teaching Environment”

### *13-Theory*

## **G.12 Writing’s Wreckage: What Happens When Writing Fails**

This panel explores the less-than-successful moments of writing. What does it mean when writing is abandoned, wrecked, lost, or broken?

Hilton Room 335C, Level Three

**Chair:** Christine Kervina, Northern Virginia Community College-Annandale

**Speakers:** Jenny Rice, University of Kentucky, Lexington, “Archival Wreckage: The Case of Oyneg Shabbos”

Casey Boyle, University of Texas, Austin, “In Defense of Nothing”

Michael Bernard-Donals, University of Wisconsin-Madison, “Writing with Abandon”

Victor Vitanza, Clemson University

### *5-History*

## **G.13 Archiving Actions: Recasting Women’s Rhetorical Spaces**

These presentations examine four sites of women’s activist rhetorics in political, religious, and community spaces.

Hilton Room 336B, Level Three

**Chair:** Brian Fehler, Texas Woman’s University

**Speakers:** Liane Malinowski, University of Massachusetts Amherst, “Women Rewriting Home and Neighborhood on Chicago’s West Side, 1889-1915”

Tiffany Kinney, University of Utah, “Colliding Radicalism and Religion: Mobilizing Feminism for Women in the Mormon Church”

Erin Banks-Kirkham, La Sierra University, “Reagan, Rhetoric, and Women Voters: Women’s Representation through Language in the 1980 Reagan Campaign for President”

Brian Fehler, Texas Woman’s University, “Archives of Action: Toward Pedagogies of Feminist Rhetorical Historiography”

*12-Writing Pedagogies and Processes*

**G.14 A New Prescription for Dialogic Action: Reframing the Writing Conference as a Contact Zone**

Framing the writing conference as a contact zone enables evaluation of how to include student perspectives in fostering writing knowledge.

Hilton Room 337B, Level Three

**Chair:** Carrie Kilfoil, University of Indianapolis, IN

**Speakers:** Angie Carter, Utah Valley University & IUP, “A New Prescription for Dialogic Action: Reframing the Writing Conference as a Contact Zone”

Aaron Gates, Utah Valley University, “A New Prescription for Dialogic Action: Reframing the Writing Conference as a Contact Zone”

Christopher Lee, Utah Valley University, Orem, “A New Prescription for Dialogic Action: Reframing the Writing Conference as a Contact Zone”

*11-Research*

**G.15 Using Research as a Writing Strategy to Promote Literacy Acquisition and Advocacy of Writing Instruction across Geographic and Disciplinary Contexts**

This panel presents 4 empirical projects located in South America, US, and Hawai‘i focused on writing and disciplinary literacy practices.

Hilton Room 338, Level Three

**Chair:** Lisa King, University of Tennessee-Knoxville

**Speakers:** Violeta Molina-Natera, Pontificia Universidad Javeriana Cali-Colombia, “Empowering Engineering Faculty for Teaching Writing”

Georganne Nordstrom, University of Hawaii at Manoa, “Qualitative Research as Critical Pedagogy: Working with Students as Co-Researchers to Promote Agency and Critical Literacy”

Elizabeth Narvaez-Cardona, University of California, Santa Barbara, “Latin-American Writing Initiatives in Engineering”

Charlyne Sarmiento, University of California, Santa Barbara, “Writing in the Science Lab: A Longitudinal Study of Undergraduates Developing Their Scientific Literacy”



*1-First-Year and Advanced Composition*

**G.16 After the Essay: Multimodal Revisions to FYC**

These speakers embrace recent calls to rethink the essay in FYC through video, gamification, and hybrid pedagogies.

Hilton Room 337A, Level Three

**Chair:** Russell Kirkscey, Texas Tech University

**Speakers:** Jennifer Fallas, UMass Dartmouth, “Meaning-Making in Student-Produced Video Interviews: Rhetorical and Narrative Analyses of Explorations and Reclamations of Identities in FYC Courses”

Sarah Dwyer, Valdosta State University, “Using Student Co-Research to Investigate Gamification in First-Year Composition”

Nathan Wagner, Georgia State University, “The Academic Essay Is Dead (and It Needs to Stay Buried)”

*11-Research*

**G.17 The Archival Turn in Rhetoric and Composition: Avenues for Research and Methodology**

This panel highlights technological as well as rhetorical considerations of producing and/or working with an archive.

GRB Room 351B, Level Three

**Chair:** Frederick-Douglass Knowles II, Three Rivers Community College

**Speakers:** Tatjana Schell, North Dakota State University

Miriam Mara, North Dakota State University

Jennifer Jacovitch

*12-Writing Pedagogies and Processes*

**G.18 Student Identities in Classroom Contexts: Negotiating Subjectivity and Power**

This panel offers four composition perspectives on transformative action-based pedagogies that engage the politics of location of students.

Hilton Room 339A, Level Three

**Chair:** Kirsten Komara, Our Lady of the Lake University

**Speakers:** Chad Seader, Syracuse University

Crystal Hendricks, Syracuse University

Rachael Shapiro, Syracuse University

Kate Navickas, Syracuse University

*9-Language*

**G.19 Uncovering the Hidden: Composition Scholarship as Language Activism**

This panel calls for language activism that uncovers covert implications in genre uptake, reflective writing, and institutional rhetoric.

GRB Room 340B, Level Three

**Chair:** Asao Inoue, University of Washington Tacoma

**Speakers:** Mandy Macklin, University of Washington, Seattle

Alison Cardinal, University of Washington Tacoma

Holly Gilman, South Seattle Community College

*8-Taking Action*

**G.20 Resistance to Standardization: Taking Action in Curriculum and Assessment**

Panelists share methods for unsettling preconceived notions of students and standardized curriculum.

Hilton 339B, Level Three

**Speakers:** Jason McIntosh, New Mexico Highlands University, “Placing Action: Place-based Writing as Resistance to Top-down Education Reform”

Stacy Day, Georgetown University, “Taking Action through Institutional Ethnography: Assessing What Students Are (or Aren’t) Learning about Writing as Work”

Sara Cooper, University of Houston, “Recovering the Poetry of Form amidst the Drift toward Formula: A Case Study of a Collaboration”

Erin Wecker, University of Montana, “Roots and Wings: Balancing Hybrid Sources of Knowledge in the Composition Classroom”

*10-Professional and Technical Writing*

**G.21 Studies in Public Writing & Entrepreneurship: Shared Value, Design Thinking, and User Experience**

Panelists examine theories and methods to enrich student engagement in writing practices at the heart of entrepreneurship and innovation.

Hilton Room 340A, Level Three

**Chair:** Lance Langdon, University of California-Irvine

**Speakers:** Scott Wible, University of Maryland

John Spartz, University of Wisconsin-Stout

Jonathan Maricle, University of South Carolina

*11-Research*

**G.22 Build-Up, Movement, and Surprise in Cross-Border Research: A Networked Approach**

This panel explores a networked methodological approach that emerged out of a survey-based project of 111 Canadian writing studies scholars.

Hilton Ballroom of the Americas Salon B, Level Two

**Chair:** Andrea A. Lunsford, Stanford University

**Speakers:** Jennifer Clary-Lemon, University of Winnipeg, “How Interdependencies Travel: Events and Temporality”

Derek Mueller, Eastern Michigan University, “Chreodic Build-up: Planning and Enacting a Networked Methodological Approach”

Louise Wetherbee Phelps, Old Dominion University, “Surprised by Research: Learning from a Cross-Border Study”

Andrea Williams, University of Toronto, “Surprised by Research: Learning from a Cross-Border Study”

**Respondent:** Roger Graves, University of Alberta

*7-Institutional and Professional*

**G.23 Decolonizing Retention: Indigenous Methodologies, SRTOL, and Contrastive Rhetoric in Composition Pedagogy and Program Design**

Critiques of retention discourse (Reichert Powell) are used to situate critical literacies/pedagogy initiatives at an R1 institution.

GRB Room 351A, Level Three

**Chair:** Pegeen Reichert Powell, Columbia College Chicago

**Speakers:** Rachel Sanchez, Washington State University, “An Experimental Writing Center as Retention Strategy”

Beth Buyserie, Washington State University, “SRTOL Pedagogy as a Retention Strategy”

Anna Plemons, Washington State University, “The Colonial Rhetoric of Progress in Retention Initiatives”

*1-First-Year and Advanced Composition*

**G.24 Disrupting Composition: Rhetorical and Activist Pedagogies for Change**

These panelists explore methods for bringing black, queer, feminist, and indigenous activism to the writing classroom.

Hilton Room 340B, Level Three

**Chair:** Erica Lange, Ohio University

**Speakers:** Danielle Slaughter, Georgia State University, “How Composition Classrooms Can Use Student-Led and Black Feminist Pedagogy for a New Generation of Activists in a Global and Multicultural Context”

Adam Ferguson, Tompkins-Cortland Community College, “Integrated Queer Theory in the Two-Year College Class Structures and Field Observations”

Yavanna Brownlee, Ohio University, Athens, “Indigenous Rhetorics and Awareness in the Writing/Composing Classroom”

Keely Mohon, Miami University, “They Say What?: Teaching Comparative Rhetoric in First-Year Composition to Combat Racism against International Students”

*8-Taking Action*

**G.25 Assessing Learning in Scenes of Discovery: Projection, Reflection, and (Social) Action**

We introduce a pedagogy of projection and reflection designed to discover, assess, and address the needs of diverse learners.

Hilton Grand Ballroom L, Level Four

**Chair:** Jenn Fishman, Marquette University

**Speakers:** Julie Lindquist, Michigan State University, “Directing by Following: Operationalizing the Curriculum for Diverse Learners”

Bump Halbritter, Michigan State University, “Cultivating Projections to Enact Reflection: Making the Most of Making Mistakes”

**Respondent:** Jenn Fishman, Marquette University, “Framing the Actions of Preflection”

*1-First-Year and Advanced Composition*

**G.26 Developing Institution-Wide Strategies for Graduate Writing Support in Tough Economic Times**

We describe institutional supports created for L1/L2 graduate writers, then engage the audience to capture action items for their contexts.

Hilton Room 342, Level Three

**Chair:** Thomas Lavelle, Stockholm School of Economics

**Speakers:** Talinn Phillips, Ohio University, “Reimagining a Writing Center for Graduate Students’ Needs”

Steve Simpson, New Mexico Tech, “Strategic Partnerships for Graduate Writing Support: Building a Campus-wide Support Network for L1 and L2 Graduate Student Writers”

Ghanashyam Sharma, Stony Brook University, “It Takes a Village: Situating Graduate Writing and Communication for International Students in the Context of Academic Transition and Success”

#### *9-Language*

### **G.27 Multilingualism: The New Power Language**

This session discusses the importance of multilingualism in the classroom.

Hilton Room 332, Level Three

**Chair:** Jessica Lee, University of Houston

**Speakers:** Hem Paudel, University of Iowa, “Bridging the Gap between Multilingualism and Multimodality through Developing a Theory of Techno-Linguistic Mediations”

Mehtap Kocatepe, Zayed University, University College “The Impact of Digital Out-of-Class Peer Interaction on Developing Second Language Learners’ Information Literacy Skills”

Tong Zhang, Indiana University of Pennsylvania, “Empower Multilingual Writers–Multiwriting in Second Language Learning Context”

#### *10-Professional and Technical Writing*

### **G.28 Technical Communication and Professionalization On- and Off-line**

This panel presents strategies for professionalizing technical communication students for virtual and face-to-face workplaces.

Hilton Room 343B, Level Three

**Chair:** Megan Levad, University of Michigan

**Speakers:** Vincent Robles, Iowa State University, “Fostering Symbolic-Analytic Editing Values in Advanced Communication Students”

Dauvan Mulally, Writing Professor, “The Invisible Office: Preparing Writing Students for the Virtual Workplace”

Scott Kowalewski, Saginaw Valley State University, “Strategic Articulation and Knowledge Management, Assessing Forward in TPC: Internships and Advisory Boards”

Steve Benninghoff, Eastern Michigan University, Ypsilanti, “Strategic Articulation and Knowledge Management, Assessing Forward in TPC: Internships and Advisory Boards”

Matt Baker, Iowa State University, “Fostering Symbolic-Analytic Editing Values in Advanced Communication Students”

*11-Research*

**G.29 Uncovering Students' Dispositions toward Writing: Taking Action on Stereotype Threat in Writing Classes through New Research**

Discusses cross-institutional empirical research on writing dispositions in order to counter stereotype threat in writing classrooms.

GRB Room 340A, Level Three

**Chair:** Paul Feigenbaum, Florida International University

**Speakers:** Andrew Suralski, University of Wisconsin-Eau Claire,

“Identifying Conditions for Stereotype Threat in First-Year

Composition: The Connection between Dispositions and Mindsets”

Vanessa Kraemer Sohan, Florida International University, ““I \_\_\_\_\_

Writing”: Measuring Students' Dispositions at a Hispanic Serving Institution”

Shevaun Watson, University of Wisconsin-Milwaukee, “Studying

Stereotype Threat: Methodological Concerns and Action-Oriented Advice”

*12-Writing Pedagogies and Processes*

**G.30 Respecting Rhetorical Choices: Coding as a Way of Reading L2 Writing**

Four WPAs examine the benefits and limitations of using rhetorically-based coding practices to read and assess L2 student writing.

GRB Room 351E, Level Three

**Chair:** Holly Bauer, University of California, San Diego

**Speakers:** Madeleine Picciotto, University of California, San Diego,

“Coding and Code-Switching: Tutor Training and L2 Writers”

Holly Bauer, University of California, San Diego, “Coding and Its

Limitations: FYC and the L2 Writer”

Karen Gocsik, University of California, San Diego, “Coding as a Way of Reading”

Jeff Gagnon, University of California, San Diego, “Reading L2 Papers in a Writing-Intensive Content Course”

*14-Writing Programs*

**G.32 Alumni in Action: Showing the Value of Degree Programs in Writing by Reflecting on the Work of Their Alumni**

Reports on research about paths taken by alumni of degree programs in writing and the implications for program design.

GRB Room 351C, Level Three

**Chair:** Jennifer Light, Indiana Wesleyan University  
**Speakers:** Ellen Schendel, Grand Valley State University  
Christopher Toth, Grand Valley State University  
Laurence Jose, Grand Valley State University

*5-History*

**G.33 Composing Activist Historiographies**

This panel explores the rhetorical, interventionist, and activist work of historiography.

Hilton Room 343A, Level Three

**Chair:** Ellen Cushman, Northeastern University  
**Speakers:** KJ Rawson, College of the Holy Cross, Worcester  
Elizabeth Ellis, University of Maryland  
Jessica Enoch, University of Maryland

*13-Theory*

**G.34 Rhetorics of Disruption**

This panel explores resistance to the terminologies associated with power and power structures.

Hilton Room 333, Level Three

**Chair:** Erika Lindemann, University of North Carolina at Chapel Hill  
**Speakers:** Joshua Barszczewski, University of Massachusetts, “Grinding Rhetorics: Embodiment and Agency in Geosocial Networks”  
Justin Hatch, University of Texas at Austin, “Civility as Suppression: COINTELPRO and Responding to Black Power”  
Elizabeth Bentley, University of Arizona, “Shaking up the Grid: Reimagining Peace as Play through #JewsAndArabsRefuseToBe Enemies”

*13-Theory*

**G.35 Re-Imagining the Student-Subject of Composition**

Composition has too narrowly defined its subject as a student looking to succeed in college writing tasks.

Hilton Room 335A, Level Three

**Chair:** Ann-Marie Lopez, McMurry University  
**Speakers:** Geoffrey Sirc, University of Minnesota  
Brooke Rollins, Lehigh University  
Jeff Rice, University of Kentucky  
Thomas Rickert, Purdue University

## H Sessions: 11:00 a.m.–12:15 p.m.

### Taking Action Workshop Sessions

#### **H.36 Taking Action Workshop: Framing Messages**

Refer to page 17 for abstract.

Hilton Grand Ballroom A, Level Four

*Speaker:* Jenna Fournel, National Council of Teachers of English

#### **H.37 Taking Action Workshop: Influencing Policy**

Refer to page 18 for abstract.

Hilton Grand Ballroom B, Level Four

*Speakers:* Lori Shorr, Temple University

Carolyn Calhoon-Dillahunt, Yakima Valley Community College

### Poster Sessions

#### Hilton Sky Walk, Level Two

##### **An Argument for Empathy in the Teaching of Writing**

Teaching empathy in composition in an effective means to precipitate action.

Katlyn Firestone, Michigan State University

##### **Answering Malinowitz's Call: Finding Out about Rhetoric & Composition's LGBTQ Students**

This poster focuses on how LGBTQ students' sexuality and sexual identity impact their writing and literacy practices.

Hillery Glasby, Ohio University

##### **Branding and Promoting Writing Programs at STEM Colleges**

The WPA and WC director collaborated using the Boston Consulting Group Matrix to brand Writing Studies to STEM colleagues.

Justin Everett, University of the Sciences

Patricia Egbert, University of the Sciences



**Digital Counterpublics: Writing Action through Augmented Reality Criticisms (ARCs)**

This poster showcases several augmented reality projects that demonstrate how writing with AR tools can promote social awareness and action.

Melissa Bianchi, University of Florida

Jacob Greene, University of Florida

**Engaging and Empowering Diverse Learners through Visual and Digital Tools**

This poster illustrates how digital tools and multimodal pedagogies can be used to make writing more accessible for diverse learners.

Diantha Smith, Idaho State University

**Multimodal Communication in the Disciplines: A Snapshot and Implications for Strategic Action in WAC/WID**

This poster addresses the scholarly/pedagogical roles of multimodal communication across disciplines and implications for WAC/WID programs.

Robin Snead, University of North Carolina-Pembroke

**New Black Boxes: Technologically Mediated Intercultural Rhetorical Encounters**

Presentation explores using Activity Theory and Actor-Network Theory for writing and analysis in digital intercultural rhetorical situations.

Beau Pihlaja, The University of Texas at El Paso

**Reading in the Studio: Taking Research-Based Action to Teach Disciplinary Reading Practices**

I will present research findings about writing studio courses as potential sites for identifying and addressing reading problems.

Nicole MacLaughlin, University of Notre Dame

**Taking Action on a Traditional Writing Strategy: Revising Peer Response for the Millennial Generation**

This poster outlines how peer response revised into group conferencing increases its effectiveness among the Millennial Generation.

Crystal Bickford, Southern New Hampshire University

**Writing for Transfer across General Education**

This poster details preliminary results of a longitudinal study that traces transfer in students' writing across Gen Ed and WID classes.

Morgan Gresham, University of South Florida St. Petersburg

*2-Basic Writing*

**H.01 Articulation and Transfer from High School through College**

These speakers discuss the challenges and promises of transfer between institutions, and from program to program within an institution.

Hilton Room 327, Level Three

**Chair:** Elizabeth Lopez, Georgia State University

**Speakers:** Brandie Bohney, Indiana University Purdue University Indianapolis, “Encouraging Transfer in Basic Writers Through Discovery”

James Pacello, Berkeley College, “Three Critical Methods for Teaching Basic Writing to Foster Transfer of Learning”

*3-Community, Civic & Public*

**H.02 #Activism: Literacies, Resistance, and Transhumanism**

In this session, panelists analyze the intersections of technologies and writing practices.

Hilton, Room 335A, Level Three

**Chair:** Kim Brian Lovejoy, Indiana University Purdue University Indianapolis

**Speakers:** Jessie Casteel, University of Houston, “Publicity Without End: the Transhuman Future of Publics and Counterpublics”

Elizabeth Losh, University of California, San Diego, “The Metadata Is the Message: Hashtag Activism and Social Movements”

*5-History*

**H.03 Revisiting, Recovering, and Revising Literacy**

These speakers historicize definitions of Literacy on both national and regional scales, particularly as focused on activism and advocacy.

Hilton Room 328, Level Three

**Chair:** Peter Mortensen, University of Illinois at Urbana-Champaign

**Speakers:** Areti Sakellaris, Northeastern University, “(Shadow) Literacy Sponsorship in the Archive: Woody Guthrie’s Correspondence with Alan Lomax at the Archive of American Folk Song”

Ryan Skinnell, San Jose State University, “Conceding Composition: How FYC Helped Reorient Higher Education in the GI Bill Era”  
Samantha NeCamp, University of Cincinnati, “The Newspaper as Archive: Recovering Literacy Sponsorship in Central Appalachia”  
Peter Mortensen, University of Illinois at Urbana Champaign, “Revisiting Assumptions in Historical Research on Literacy: A Necessary Prelude to Activism”

*6-Information Technologies*

**H.04 Multimodal Literacy in Academic Discourse: The Question of Teaching Technology in Online Composition Classes**

We seek to answer the question: How important is it to teach technology when implementing multimodal composition?

Hilton Room 329, Level Three

**Chair:** Elizabeth Loyer, University of South Florida

**Speakers:** Andrew Bouelle, University of New Mexico

Maya Alapin, University of New Mexico

Tiffany Bouelle, University of New Mexico

*1-First-Year and Advanced Composition*

**H.05 Teaching through Strategic Troubling: Fostering Flexible Learning across Writing Curriculum Contexts**

We discuss how to foster transfer and flexible knowledge through a variety of instructional approaches in the classroom and writing center.

Hilton Room 330, Level Three

**Chair:** Ryan Roderick, Carnegie Mellon

**Speakers:** Ana Cooke, Carnegie Mellon University, “‘Troubling’

Meta-awareness: Fostering Transfer through Strategic Reflections”

Jessica Harrell, Carnegie Mellon University, “‘Troubling’ Instructor

Feedback: Fostering Transfer Through Strategic Commenting”

Nisha Shanmugaraj, Carnegie Mellon University, “Building the Bridge:

Fostering Transfer from First-Year Writing to STEM Contexts”

Danielle Wetzel, Carnegie Mellon University, “Teaching Writing for the

Wheelhouse: Students’ Perceptions of Their Learning”

*1-First-Year and Advanced Composition*

**H.06 Writing in the Global: Case Studies from WID and WAC Work**

We explore the articulation between the globalization of the academy, and WAC and WID pedagogies and curricula, using three US case studies.

Hilton Room 335B, Level Three

**Chair:** Andrew Lucchesi, The Graduate Center, CUNY

**Speakers:** Rebecca Dingo, University of Massachusetts, “Engaging the Globe through Writing Human Rights”

Rachel Riedner, George Washington University, “Translocal Writing Pedagogies and Literacies in Ireland and South Africa”

Jonathan Dueck, The George Washington University, “Live and Face-to-Face: Engaging the Local through Performance in the Writing Classroom”

**Respondent:** Jennifer Wingard, University of Houston

*14-Writing Programs*

**H.07 The Translingual Writing Center**

This session explores language diversity as a central component of writing center work.

Hilton Room 336A, Level Three

**Chair:** Terese Thonus, University of Kansas

**Speakers:** Nancy Alvarez, St. John’s University, “Tutoring while Latina: Making Space for Nuestras Voces in the Writing Center”

Adam Gray, Fashion Institute of Technology, SUNY, “Translingual (Re)Actions to Writing Situations: Peer Writing Tutors as Language and Genre Diplomats”

Marino Fernandes, University of New Hampshire, “Now You’re Speaking My Language: Non-Native English Speakers H.E.L.P.ing Peer Multilingual Writers”

Tzu-Shan Chang, Wenzao Ursuline University of Languages, “What Risks Is a Writing Center Ready to Confront? A Case Study of an Adapted Writing Center in L2 Context”

*1-First-Year and Advanced Composition*

**H.08 No Longer “Experimental”: Collage as Normative Practice, from First-Year Writing to Dissertation**

Collage is not an “experimental” rhetorical choice but one that should be taught and accepted at all levels of writing instruction.

Hilton Room 335C, Level Three

**Chair:** Tara Roeder, St John's University  
**Speakers:** Sharon Marshall, St. John's University  
Dan Collins, Manhattan College  
Derek Owens, St. John's University  
Nathalie Virgintino, St. John's University  
**Respondent:** Roseanne Gatto, St John's University

*3-Community, Civic & Public*

**H.09 Neuroqueer Rhetorics, Neuroqueering Rhetoric**

Caucus and SIG members discuss intersectionality, oppression, & social justice in CCCC & build a coalition to enact change. #alliance4action

Hilton Grand Ballroom I, Level Four

**Chair:** Garrett Nichols,  
**Speakers:** Melanie Yergeau, University of Michigan, "Rhetoric - Not Otherwise Specified"  
Elizabeth Grace, National Louis University, "Neuroqueer Warrant"  
Elizabeth Hassler, Humboldt State University, "Online Community Moderation Meets Universal Design?: NeuroQueer Leadership and Facilitation Rhetorics"  
Bridget Allen, Autonomous Press, The Octans Partnership, "Neuroqueering Constructs within the Lived Experience"  
Michael Monje, Autonomous Press, "Neuroqueer Vocabulary as an Eclipse-Box: Exploring Sub- and Super-Textual Vocabularies for Witnessing Nonverbal Thought"

*6-Information Technologies*

**H.10 Theorizing Rhetoric and Language in Digital Gaming Spaces**

Using rhetorical and cultural theories, this panel investigates writing and second language practices in digital gaming spaces.

Hilton Room 336B, Level Three

**Chair:** Michael Lueker, Our Lady of the Lake University  
**Speakers:** Jennifer England, New Mexico State University, "Using Virtual Game Spaces to Stimulate Critical Thinking, Rhetorical, and Reflective Writing Skills in the College Composition Classroom"  
Erica Baumle, Texas Tech University, "Taking Action: Examining the Digital as Composition Instruction"  
Matthew Kelly, University of Pittsburgh, "The Game of Writing, the Writing of Games: Creating Functional Epistemologies in the Composition Classroom"  
Sonia Sharmin, University Of Georgia, "Second Language Writing: A Rhizomatic Approach through Gaming Forums"

*7-Institutional and Professional*

**H.11 Strategies of New Writing Faculty: A Discussion on the Construction of Professional Identity**

A discussion of the study “Faculty Identity Construction through Language,” funded by the 2015 CCCC Research Initiative grant.

Hilton Room 337A, Level Three

**Chair:** Ryan Madan, WPI

**Speakers:** Brittany Salin Tilley, Nova Southeastern University

Claire Lutkewitte, Nova Southeastern University

Molly Scanlon, Nova Southeastern University

Juliette Kitchens, Nova Southeastern University

*13-Theory*

**H.12 Queering Rhetorics: Rethinking Archival History and Multimodality**

This panel uses queer theory as a framework for rereading archival and multimodal methods.

Hilton Room 337B, Level Three

**Chair:** Marcela Hebbard, University of Texas-Pan American

**Speakers:** Benjamin Zender, University of Massachusetts Amherst,

“‘Dear Lou’: Archival Orientations, Queer Performances, and the Sexual Minorities Archives”

Gerald Jackson, University of South Carolina, “Performance and Disidentification: Towards a Theory of Queer Modalities and Networked Communication”

Michael Baumann, University of Louisville, “Taking Action to Avoid Apathy: Theorizing Queer Histories”

*8-Taking Action*

**H.13 Writing and (Re)Action: RTTP and Composition**

Our panel will demonstrate Reacting to the Past in action and will present, perform, and embody the pedagogy as a composition best practice.

Hilton Room 342, Level Three

**Chair:** Elizabeth Grbavcich, University of Wisconsin-Superior

**Speakers:** Rachel Bowser, Georgia Gwinnett College, Atlanta,

“(Re)Action to Darwin: Pedagogy of Problem-Solving”

Allison Belzer, Armstrong State University, “(Re)Action to Rousseau and Cicero: Transformation and Communication across the Curriculum”

Elizabeth Howells, Armstrong State University, “(Re)Action to Socrates: Retention, Progression, and Composition”

*1-First-Year and Advanced Composition*

**H.14 Getting around What Gets in the Way: Strategies for Success in FYC**

These presenters explore critical, reflective strategies to support writers in FYC.

Hilton Room 333, Level Three

**Speakers:** Martha Schaffer, Case Western Reserve University, “A Theory of Self-Assessment: Writing One’s Own Potential”

Jennifer Gray, College of Coastal Georgia, Brunswick, “‘I’m a procrastinator because...’: Adding Student Voices to the Conversations about Procrastination in First-Year Writing Courses”

Bret Zawilski, Appalachian State University, “Managing the Materials: Roadblocks, Workarounds, and Dispositions in Digital Remediations”

*12-Writing Pedagogies and Processes*

**H.15 Bringing Tacit Writing Knowledge to Light: On The Possibilities and Limitations of Fostering Explicit Awareness of Disciplinary Writing Practices**

In 3 case studies, we discuss the benefits of and obstacles to developing writers’ explicit knowledge of their writing practices.

Hilton Room 338, Level Three

**Chair:** Zak Lancaster, Wake Forest University

**Speakers:** Zak Lancaster, Wake Forest University, “Turning Up the Volume on Valued Argumentative Moves in Philosophy”

Andrea Olinger, University of Louisville, “When Self-report Contradicts Practice: Understanding the Tenacity of Writers’ Beliefs”

Megan Callow, University of Washington, “The Universal vs. the Particular: How Discipline Shapes faculty Conceptions of Writing”

*11-Research*

**H.16 Digital Research**

This panel provides ethical strategies and practices for researching and coding digital writing and digital spaces.

Hilton Room 343A, Level Three

**Chair:** Keith Rhodes, Hastings College

**Speakers:** Benjamin Miller, Graduate Center, CUNY, “Climbing the Writing Studies Tree: Profiles of Mentorship”

*continued on next page*

Naomi Silver, University of Michigan, “Coding ePortfolios for Web-Sensibility: Putting Multimodality into Action in Qualitative Research Analyses”

Cristy Beemer, University of New Hampshire, “Honoring the Avatar: Acting Responsibly in Online Research Methodology”

Katelyn Burton, University of Rhode Island, “Obscurity, Obsolescence, and Deletion, Oh My! Coping with Ephemerality in Digital Writing Research”

#### *7-Institutional and Professional*

### **H.17 What New Second Language Writing Professionals Are Doing to Break the Mold: Opportunities, Responsibilities, and Challenges**

Panelists explore opportunities and challenges untenured L2 writing professionals face as administrators, teachers, and scholars.

GRB Room 351A, Level Three

**Chair:** Gail Shuck, Boise State University

**Speakers:** Katherine Silvester, Indiana University, “Entering the Fray: A Multilingual Writing Coordinator’s First-Year Experience”

Lindsey Ives, Embry-Riddle Aeronautical University, “Inventing This Position: SLW Administration at a Private Technical University”

Tanita Saenkhum, University of Tennessee, “Working toward a Tenured WPA: Researching, Teaching, and Administrating”

Missy Watson, The City College of New York, CUNY, “Pushing Back at Pushback: Ideological Constraints Facing SLW Administrators”

#### *8-Taking Action*

### **H.18 New Thoughts on Writing and First-Language Teaching**

Recognizing the political character of writing and language use, what new actions shall we take in classrooms, universities, and at large?

Hilton Ballroom of the Americas Salon B, Level Two

**Chair:** Jaime Mejia, Texas State University

**Speakers:** Christine Farris, Indiana University

David Bleich, University of Rochester

Deborah H. Holdstein, Columbia College Chicago

Todd Craig, Medgar Evers College, CUNY

Keith Gilyard, Pennsylvania State University

**Respondent:** Kelly Ritter, University of Illinois at Urbana Champaign



*11-Research*

**H.19 The Genre Project: An Interim Report on Collaborations between WPAs and Disciplinary Faculty about Genre and the Problem of Transfer**

This interactive roundtable reports on research involving collaborations between WPAs and faculty about genre and the problem of transfer.

Hilton Ballroom of the Americas Salon D, Level Two

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

**Speakers:** Emily Bunner, University of North Carolina at Chapel Hill, “Reading and Genre Based Writing”

Jennifer Stockwell, University of North Carolina at Chapel Hill, “The Genre Project: Studying Transfer from FYC to Disciplinary Courses”  
Ashley Hall, Alma College, “Activating Transfer beyond FYC”

Sarah Singer, University of North Carolina at Chapel Hill, “Identifying Genres to Encourage Transfer”

Jane Danielewicz, University of North Carolina Chapel Hill, “Faculty Expectations of Student Writing in Disciplinary Courses”

*14-Writing Programs*

**H.20 Civil Discourse and the Writing Center: Code-Meshing, Euphemizing, and Troubling Correctness**

This presentation explores the possibilities and possible pitfalls of teaching and engaging in civil discourse in and for writing centers.

Hilton Room 339A, Level Three

**Chair:** Lilian Mina, Miami University

**Speakers:** Tatiana Glushko, Jackson State University

Douglas Kern, University of Maryland, “Teaching Truths in Tutor Training”

Kathi Griffin, Jackson State University, “Negotiating”

Molly Parsons, University of Michigan, “I Wouldn’t Call It Conflict”

*12-Writing Pedagogies and Processes*

**H.21 WAW, Reconsidered**

Avenues for expanding WAW and facilitating discussions on WAW 2.0 aspirations for action in our teaching, research, and administration.

Hilton Ballroom of the Americas Salon C, Level Two

**Chair:** Paige Mitchell, University of Maine

**Speakers:** Kelly Wavering, St. Louis Community College

Christina Grant, University of Alberta

Heather Camp, Minnesota State University, Mankato

Jan Rieman, University of North Carolina, Charlotte

Rebecca Block, Daytona State University

Barbara Bird, Taylor University

*1-First-Year and Advanced Composition*

**H.22 Hostile Writing: A Need to Explore These Forbidden Spaces**

This panel explores various forms of hostile writing spaces and its need to explore those spaces.

Hilton 339B, Level Three

**Chair:** Michele Moragne e Silva, St. Edward's University

**Speakers:** Ashley Ludewig, University of Louisville, "The Military Meets the University: Understanding Literacy Practices and Patterns of Sponsorship among First-Year Military Students and Student Veterans"  
PJ Vierra, University of Texas, El Paso, "The University and the Porn Star"

Stephen Whitley, Collin College, "Action, Reflection, Conscientization: Teaching Critical Thinking Skills in a Hostile Environment"

*8-Taking Action*

**H.23 Roles for Writing Studies in Graduate Writing Support: Three Sites for Action**

This panel offers approaches, tools, and critical perspectives for comp/rhet scholars to support grad student writers.

Hilton Room 343B, Level Three

**Chair:** Jenae Cohn, University of California, Davis

**Speakers:** Heather Blain Vorhies, University of North Carolina, Charlotte  
Linda Macri, University of Maryland  
Kate Mangelsdorf, University of Texas at El Paso

*1-First-Year and Advanced Composition*

**H.24 Troublesome Contexts for Writing Transfer**

These panelists explore the "trouble" of transfer in multiple contexts and other research-based responses for making transfer work.

Hilton Room 340A, Level Three

**Chair:** Renee Moreno, California State University, Northridge

**Speakers:** Lisha Daniels Storey, University of Massachusetts Amherst, "Standardized Testing and Students' Prior Knowledge: Implications for "Transfer"'"

Mariam Kushkaki, Arizona State University, Tempe, “Unapologetically Embrace the General Education Function: Reconciling Transfer and Writing about Writing with First-Year Composition”  
Sandie Friedman, George Washington University, “Concepts of Transfer in Multidisciplinary First-Year Composition Programs”

*7-Institutional and Professional*

**H.25 Risky Business: Neoliberalism, Corporate Culture, and Higher Education**

This panel examines the ways neoliberalism influences both the action and inaction of writing teachers, students, and administrators.

Hilton Room 340B, Level Three

**Chair:** Joan Mullin, University of North Carolina Charlotte

**Speakers:** Paige Hermansen, University of Arkansas

Zachary Beare, University of Nebraska-Lincoln, “But Will This Get Me a Job?”

Marcus Meade, University of Nebraska-Lincoln, “Do We Lead or Follow?: Leadership and Management in Teacher Development”

Darin Jensen, Metropolitan Community College, “Neoliberalism and the Community College”

**Respondent:** Shari Stenberg, University of Nebraska-Lincoln

*1-First-Year and Advanced Composition*

**H.26 Breathe, Move, and Write: Embodied Thinking Creates Engaged Writers**

This panel offers contemplative pedagogies to help our students connect with all texts, the world & each other, using breath, mind, and body.

GRB Room 351C, Level Three

**Chair:** Asao Inoue, University of Washington Tacoma

**Speakers:** Emily Beals, California State University, Fresno, “The Contemplative Writing ClassA Mindfulness Based Approach toward Ontological Meaning-Making”

Donna Strickland, University of Missouri, “Composing with Relational Mindfulness”

Jennifer Consilio, Lewis University, “Let’s Get Moving: Using Mind, Movement, and Imagination in the Writing Classroom”

*14-Writing Programs*

**H.27 Embrace the Funk: Rhetorically Repositioning Two-Year College WPA Work as Social Justice**

A dialogue on how rhetorically repositioning two-year college writing program development as social justice requires embracing the funk.

GRB Room 340A, Level Three

*Chair:* Caitlin Elliott, Liberty University

*Speakers:* Kirsten Higgins, Green River Community College, “Speaking the Language of Two-Year College Faculty”

Jeffrey Klausman, Whatcom Community College, “The Funk of WPA Work at the Two-Year College”

Anthony Warnke, Green River Community College, “Speaking the Language of Two-Year College Faculty”

*11-Research*

**H.28 Transnational Ethnography in Action: An Updated Framework for Studying the Global Circulation of People and Writing**

This session examines methodological frameworks for transnational literacy ethnography.

GRB Room 351D, Level Three

*Chair:* Melissa Nivens, Midwestern State University

*Speakers:* Eileen Lagman, University of Illinois at Urbana Champaign, “Literacy Remains: Transnational Ethnography and Literacy as Loss”

Kate Vieira, University of Wisconsin-Madison, “Fieldwork with a Five-Year Old: Transnational Literacy Research on Three Continents”

Steven Alvarez, University of Kentucky, “A Translocational Orientation to Transnational Ethnography and Translingual Literacies”

*2-Basic Writing*

**H.29 Redefining Behaviors and Quality: Course Contracts and the Negotiation of “Good Writing” in a First-year Basic Writing Course**

Four graduate instructors will discuss how the use of course contracts in a basic writing course can lead to increased student success.

GRB Room 340B, Level Three

*Chair:* Tony Scott, Syracuse University

**Speakers:** Olivia Bushardt, University of Southern Mississippi, “Risk and Improvement: Basic Writers and Course Contracts”  
Allison Tharp, The University of Southern Mississippi, “Student-Teacher Negotiation of Quality Writing with Course Contracts”  
Emily Martin, University of Southern Mississippi, “Continuous Revision, Course Contracts, and ‘Good Writing’”  
Missy Wallace, University of Southern Mississippi, “Negotiating Student-Teacher Anxiety with Course Contracts”

*7-Institutional and Professional*

**H.30 GED to College Degree: Nontraditional Students & Alternative Pathways to College**

High school equivalency courses are pathways to college and important sites of learning for graduate students preparing to teach writing.

Hilton Room 332, Level Three

**Chair:** Christine O’Keefe, University of New Hampshire

**Speakers:** Maria Vint, City College of New York, “The Bridge to Success: GED Program at LaGuardia Community College”

Wynne Ferdinand, John Jay College/LaGuardia Community College, CUNY, “GED to College Degree: Supporting Transitions to College Writing Classrooms”

Barbara Gleason, City College of New York, City University of New York, “Expanding the Boundaries of Composition Graduate Education to Include Adult Learning & Adult Education”

*3-Community, Civic & Public*

**H.31 “Stories That Change You”: Birth Stories as Rhetorical Action**

This panel explores how the composition and sharing of stories facilitate or suggest possible actions.

GRB Room 351B, Level Three

**Chair:** Carolyn Ostrander, Syracuse University

**Speakers:** Marika Seigel, Michigan Technological University

Lori De Hertogh, Washington State University

Sheri Rysdam, Utah Valley University

*6-Information Technologies*

**H.32 Multimodal Literacies: Sonic Pedagogies and Robot Languages**

The panelists consider the relationships between sonic pedagogy, multimodal literacies, and natural language generation software.

GRB Room 351E, Level Three

**Chair:** Sushil Oswal, University of Washington

**Speakers:** Michael Harker, Georgia State University, “Don’t Just Do Something, Sit There: Listening for the Resurgence of Expressivism and the New Action(s) of Literacy”

Matthew Sansbury, Georgia State University, “Taking Action by Transferring Literacy across Multimodal Contexts: ‘Visual Languages That Interface Many Kinds of Discourses’”

*11-Research*

**H.33 Conundra of Tracing Learning Transfer: Methodological Reflections and Data Early in a Longitudinal Study**

We examine methodological confounds in identifying transfer of learning from FYC to later writing as sources of insight themselves.

Hilton Ballroom of the Americas Salon A, Level Two

**Speakers:** Miles Nolte, Montana State University, “Writing in the Student Learning Experience: Student Perceptions of the Role of Writing in Their Classes”

Kim Hoover, Montana State University, “Transferring Concepts without Vocabulary: Nonlinguistic Metacognition”

Mark Schlenz, Montana State University, “Heisenberg and the Learning Transfer Interview”

Doug Downs, Montana State University, “Do We Know \*Anything\*? On Designing Fault-Probable Methods”

*2-Basic Writing*

**H.34 Basic Writing at the Edges of Feasibility: A Cross-Institutional Comparison of Shifting Demographics, Assessment as Praxis, and Curricular Reform**

Inspired by calls to move basic writing to the “leading edge,” we explore the potential that arises when BW-as-usual is no longer feasible.

GRB Room 351F, Level Three

**Chair:** Susan Naomi Bernstein, Arizona State University, Tempe

**Speakers:** Andrew Anastasia, Frostburg State University, “Frayed Edges: Negotiating the Affective Dimensions of Basic Writing Program Assessment and Reform”

Joyce Meier, Michigan State University, “From Edge to Center: Re-Framing a Preparation-for-College-Writing Course”

William DeGenaro, The University of Michigan Dearborn, “What Can Basic Writing Feasibly Do?”

**Respondent:** Susan Naomi Bernstein, Arizona State University, Tempe

*8-Taking Action*

**H.35 Writing as Making; Making as Writing**

This panel will explore what’s possible in our research and practice when we position writing as making, and making as writing, and the ways that it can support taking action and countering systemic inequities as well as the questions and challenges raised.

Hilton Grand Ballroom L, Level Four

**Chair:** Elyse Eidman-Aadahl, National Writing Project

**Speakers:** Mia Zamora, Kean University Writing Project

Peter Kittle, Northern California Writing Project

Jennifer Beradino, Museum of Fine Arts

Lil Brannon, University of North Carolina, Charlotte

## I Sessions: 12:30–1:45 p.m.

### Taking Action Workshop Sessions

#### I.36 Taking Action Workshop: Naming and Narrowing

Refer to page 16 for abstract.

Hilton Grand Ballroom A, Level Four

*Speaker:* Glenda Eoyang, HSD Institute

#### I.37 Taking Action Workshop: Making Action Plans

Refer to page 19 for abstract.

Hilton Grand Ballroom B, Level Four

*Speaker:* Cathy Fleischer, Eastern Michigan University

### 3-Community, Civic & Public

#### I.01 The Company We Keep: Taking Action with Partners in the Study of Religion and Rhetoric

This panel examines resources within religious rhetorics for taking institutional and pedagogical action.

GRB Room 340A, Level Three

*Chair:* Beth Daniell, Kennesaw State University

*Speakers:* TJ Geiger, Lamar University, “‘Speaking Christian’: Writing Teachers’ Religious Vocabularies”

Heather Thomson-Bunn, Pepperdine University, “‘He Who Keeps Them Awake’: A Native American Rhetor Addresses the Composition Classroom”

Vicki Tolar Burton, Oregon State University, “Spiritual Climate Change at a Land Grant University: Marcus Borg’s Rhetorical Legacy”

*Respondent:* Beth Daniell, Kennesaw State University

### 12-Writing Pedagogies and Processes

#### I.02 Between the Lines: Exploring Difference in Students’ Response to Feedback

This session reports on the results of two research projects that explore how students understand and respond to feedback on their writing.

Hilton Ballroom of the Americas Salon C, Level Two



**Chair:** Lindee Owens, University of Central Florida

**Speakers:** Bridget Wagner, DePaul University

Lauri Dietz, DePaul University, “What Do We Talk about When We Talk about Writing: Writing Fellows”

Darsie Bowden, DePaul University, “Responding to Writing: Student Perspective”

Amanda Gaddam, DePaul University, “Perceptions and Reality of Students’ Revisions”

**Respondent:** Nancy Sommers, Harvard University

### *11-Research*

## **I.03 By the Tutors, For the Tutors: Undergraduate Research in the Writing Center**

This panel argues for a writing center in which the research agenda is carried forward by the primary stakeholders: the tutors themselves.

Hilton Room 327, Level Three

**Chair:** Melissa Ianetta, University of Delaware

**Speakers:** Rachael Zeleny, Alvernia University, “Creating a (Tiny) Army: Undergraduate Research as an Agent of Institutional Change”

Michael McCamley, University of Delaware, “To Be Real: Harnessing the Benefits of Undergraduate Research in Tutor Training”

Melissa Ianetta, University of Delaware, “Strange Angels and Stranger Angles: Genre Transformation in Undergraduate Research”

### *8-Taking Action*

## **I.04 Resocializing Writing Assessment: Articulating Social Justice Perspectives in Writing Assessment Practice**

We frame social justice theory for the purposes of writing assessment and describe three models of assessment as social action.

Hilton Grand Ballroom L, Level Four

**Chair:** Asao Inoue, University of Washington Tacoma

**Speakers:** Matthew Gomes, Michigan State University, “Decolonizing Methodologies for Writing Program Assessment”

Mya Poe, Northeastern University, “Articulating the Possibilities of Social Justice Theory”

Irvin Peckham, Drexel University, “Redistributing Power in Writing Assessment”

David Green, Howard University, “Using Writing Assessment at HBCUs to Address Racial Injury”

*3-Community, Civic & Public*

**I.05 Renegotiating the Public Imagination of American War: Masculinist Tropes of Veterans, War, and Trauma**

This panel reconfigures masculinist tropes about military service in veterans' writing, military rhetorics, and the composition classroom.

Hilton Room 328, Level Three

*Chair:* Liam Corley, U.S. Naval Academy

*Speakers:* Mariana Grohowski, Massachusetts Maritime Academy, "The Trope of the Female Veteran in Military Women's War Writing"

Lydia Wilkes, Idaho State University, "Deliberating across Difference in the Composition Classroom"

April Cobos, Old Dominion University, "The Trope of the Warrior: Negotiating Warrior Ethos as a Female in a Combat Related Military Community"

*8-Taking Action*

**I.06 Ready, Set . . . Action? Stories as a Means of Going Public**

Speakers on this panel offer an appreciative critique of narrative as composition's primary means of going public amidst reform.

Hilton Room 329, Level Three

*Chair:* Donald Pardlow, Claflin University

*Speakers:* Merrilyne Lundahl, University of Nevada, Reno

Katrina Miller, University of Nevada, Reno

Jim Webber, University of Nevada, Reno

*13-Theory*

**I.07 Acting by Design: Multimodal Activism on the Streets, in the Classroom, and through the Writing Center**

This panel examines multimodality's power as an agent of activism across three sites: the streets, the classroom, and the writing center.

Hilton Room 330, Level Three

*Chair:* Kristie Fleckenstein, Florida State University

*Speakers:* Katherine Bridgman, Texas A&M University-San Antonio, "In the Heart of Multimodal Activism: Crafting a Visible Community of Writers through the Writing Center"

Kristie Fleckenstein, Florida State University, "Synaesthetic Persuasion: Multimodal Activism as a Rhetoric of the Senses"

Scott Gage, Colorado State University-Pueblo, "A Pedagogy of Multimodal Activism: Resisting the Multimodal Message in the Classroom"

*10-Professional and Technical Writing*

**I.08 Global Contexts of Scientific Literacies**

Panelists will bring diverse global contexts (China and Mexico) for considering scientific literacies in the pedagogy and practice of technical communication.

Hilton Ballroom of the Americas Salon F, Level Two

**Chair:** Joanna Paull, Lakeland Community College

**Speakers:** Laura Vazquez, Benémerita Universidad Autónoma de Puebla, “Scientific Disciplines and Literacy: Communication in Second Language Challenge of Mexican Doctoral tudents”

Suresh Canagarajah, Pennsylvania State University, “Multimodal Resources of Multilingual Professionals in STEM Writing: An Activity-based Orientation”

Xiaoli Li, University of Dayton, “Technical Translation as Bridge Course for Technical Communication in ESL Contexts: A Case Study of Technical Translation in China”

Baotong Gu, Georgia State University, “East Meets West on Flat Design: The Convergence and Divergence of Chinese and American Rhetorical Principles”

Meng Yu, Georgia State University, “East Meets West on Flat Design: The Convergence and Divergence of Chinese and American Rhetorical Principles”

Huiling Ding, North Carolina State University, “Technical Translation as Bridge Course for Technical Communication in ESL Contexts: A Case Study of Technical Translation in China”

*1-First-Year and Advanced Composition*

**I.09 Do the Right Thing: Ethics as Classroom Action**

This panel offers pedagogical strategies for supporting ethical awareness in the writing classroom.

GRB Room 340B, Level Three

**Chair:** Bronwyn T. Williams, University of Louisville

**Speakers:** John Duffy, University of Notre Dame, South Bend, “Enactments of Virtue”

Paula Mathieu, “Mindful Inquiries: Stillness as Ethical Social Action”

Lois Agnew, Syracuse University, “Language Ethics: Revitalizing Style in the Writing Classroom”

*10-Professional and Technical Writing*

**I.10 Collaborative Teaching and Integration—Where Writing Positions Itself between STEM Education and Professional Accreditation**

Problem-based learning for engineering students in an activity-based, collaborative environment with integrated assignments for project work.

Hilton Room 332, Level Three

**Chair:** Les Perelman, Massachusetts Institute of Technology

**Speakers:** Tatiana Teslenko, The University of British Columbia

Hongxing Qi, The University of British Columbia

Michael Schoen, The University of British Columbia

*13-Theory*

**I.11 Re-Reading Appalachia: Literacy, Place, and Cultural Resistance**

This panel argues that theories of Appalachian literacies must account for the specific regional history and uses of the term “literacy.”

Hilton Room 336A, Level Three

**Chair:** Kim Donehower, University of North Dakota

**Speakers:** Joshua Iddings, Virginia Military Institute, “Re-reading Appalachian Literacy: A Functional Linguistics Approach”

Emma Howes, Coastal Carolina University, “Libraries and Living Rooms: An Exploration of Where Archives and Communities Meet”

Sara Webb-Sunderhaus, Indiana University-Purdue University Fort Wayne, “Re-shaping Literacy Studies: A Theory of—and for—Appalachia”

*13-Theory*

**I.12 Decolonizing Writing, Writing as Decolonization**

Challenging and unsettling Eurocentric approaches through indigenous rhetorics and decolonial activism.

Hilton Room 336B, Level Three

**Chair:** Laurie Pinkert, University of Central Florida

**Speakers:** Gail MacKay, University of Saskatchewan

Qwo-Li Driskill, Oregon State University

Chelsea Murdock, University of Kansas

*12-Writing Pedagogies and Processes*

**I.13 Disability Studies and Transformative Access**

Transforming access in graduate seminars, writing processes, and classroom technologies.

Hilton Room 337A, Level Three

**Chair:** Patricia Poblete, Iowa State University

**Speakers:** Carly West, University of Missouri-St. Louis, “Transforming Technology”

Lauren Terbrock, University of Missouri-St. Louis, “Transforming Process”

Lauren Obermark, University of Missouri-St. Louis, “Transforming Graduate Education”

*1-First-Year and Advanced Composition*

**I.14 Transfer: Strategies for Action, Strategies for Trouble?**

These panelists explore the often trouble work of threshold concepts in order to rethink current notions of transfer.

Hilton Room 337B, Level Three

**Chair:** Gardner Pottorff, University of Central Missouri

**Speakers:** David Gugin, University of Guam, “Strategic Action: A New Look at Transfer”

Pegeen Reichert Powell, Columbia College Chicago, “Threshold to What? Teaching Transient Knowledge about Writing”

Hilary Sarat-St. Peter, Columbia College Chicago, “Threshold to What? Teaching Transient Knowledge about Writing”

Ruth Mirtz, Kansas Wesleyan University, “Troublesome or Just Trouble?: Mapping Composition Threshold Concepts and the ACRL Information Literacy Framework”

*13-Theory*

**I.15 Queering Composition: Pedagogy for Activism, Identity, and Change**

This panel gives examples of writing pedagogies for change.

Hilton Room 339A, Level Three

**Chair:** Amanda Pratt, University of Nevada, Reno

**Speakers:** Rachael Ryerson, Ohio University, “Queer(i)ed Composition: Taking Action against the Violence of (Hetero)Normativity”

Janine Butler, East Carolina University, “Composing through a Different Lens: Write Your Identity in the \_\_\_\_\_”

Matthew Boedy, University of North Georgia, “Writing as Renaming: How to Move the Conversation via Isocrates”

*8-Taking Action*

**I.16 Challenges of Large-Scale Writing Assessment: Portfolios, Through-Course Assessments, and Other Emerging Innovations**

This roundtable presents perspectives on developing writing assessments from psychometricians, WPAs and first-year composition instructors.

Hilton Ballroom of the Americas Salon D, Level Two

**Chair:** Brandon Abdon, College Board

**Speakers:** Michael Neal, Florida State University

Cassandra Love, College Board

Marisa Klages, LaGuardia Community College, CUNY

Carl Whithaus, University of California, Davis

Sheila Carter-Tod, Virginia Tech

Bob Broad, Illinois State University

Patrick Clauss, University of Notre Dame

*12-Writing Pedagogies and Processes*

**I.17 Redefining Narrative Writing as a Strategy for Action**

Demonstrates the benefits of using narrative in new ways to introduce students to academic writing tasks and to incorporate digital genres.

Hilton Room 338, Level Three

**Chair:** Janet Auten, American University

**Speakers:** Karen Shaup, Georgetown University

Janet Auten, American University

Alison Klein, University of Massachusetts, Dartmouth

*8-Taking Action*

**I.18 Partnering with the Status Quo: Theories, Histories, and Cases of Problematic Partnerships for Action-Oriented Practitioners**

This panel investigates problematic partnerships, or relationships with organizations whose interests may not align clearly with our own.

Hilton Room 335A, Level Three

**Chair:** Lan Wang, West Virginia State University

**Speakers:** Sarah R. Robbins, Texas Christian University, “Composing

Collaborations: Setting Problematic Partnerships in Historical Context”

Jeff Grabill, Michigan State University, “From the Lab to the World: The Problematic Partnerships of Engagement”  
Todd DeStigter, University of Illinois at Chicago, “Unsettling Arguments: Preparing Writing Teachers in the Age of School Reform”  
Tyler Branson, University of California Santa Barbara, “Situating Problematic Partnerships in the Field of Composition”

*14-Writing Programs*

**I.19 Localized Sites of Assessment, Action, and Transformation**

This session explores curriculum and assessment in local contexts.

Hilton 339B, Level Three

**Chair:** Brandon Katzir, Louisiana State University

**Speakers:** Logan Bearden, Florida State University, “A Model for Multimodal Curricular Transformation”

Natalie Szymanski, University of Hawaii-West O’ahu, “‘Auamo Kuleana: Calling Learning Community Students to Writerly Action through Culturally Relevant Practices”

David Giovagnoli, Illinois State University, “What If They Get the Wrong Values?: Localism and Writing Assessment”

*1-First-Year and Advanced Composition*

**I.20 Tasting the Golden Waters: Exploring Different Writing Rhetorics**

The panel looks at different ways to view and improve writing.

Hilton Room 340A, Level Three

**Chair:** Laura Nissley, Lindsey Wilson College, “A WAC Call to Action: Using Writing to Increase Learning in Human Physiology Courses”

**Speakers:** Erin Wais-Hennen, Lindsey Wilson College, “A WAC Call to Action: Using Writing to Increase Learning in Human Physiology Courses”

Sarah Summers, Rose-Hulman Institute of Technology, “Reflection as Action: Reflective Writing in the STEM Classroom”

Amelia Herb, Massachusetts Institute of Technology, “(En)acting the Discipline: Decoding the Visual Rhetoric of Physics”

*12-Writing Pedagogies and Processes*

**I.21 Instructor Feedback as an Interactive Process:  
Using Qualitative Data to Develop Effective Feedback  
Strategies**

Presents results of qualitative studies exploring the function of feedback in face-to-face and online settings at two public universities.

Hilton Room 340B, Level Three

**Chair:** Clancy Ratliff, University of Louisiana

**Speakers:** Laura Gabrion, Oakland University, “Navigating New Discourses: Raising Students’ Self-Efficacy through Interactive Feedback Practices”

Justine Neiderhiser, Ohio Northern University, “Discourses of (Dis)Engagement: Interpreting Students’ Responses to Instructor Feedback to Promote Engagement in the Writing Process”

Jennifer Coon, Oakland University, “Building Relationships and Writers: Conferencing with F2F and Online Students”

*1-First-Year and Advanced Composition*

**I.22 Initiatives for Non-Traditional Students**

Pedagogical initiatives for helping students to be engaged with and through writing practices beyond classrooms.

Hilton Room 342, Level Three

**Chair:** Kristina Reardon, College of the Holy Cross

**Speakers:** Joan Wedes, University of Houston-Downtown, “Making Writing Relevant and Essential to First-year, Career-track Students”

Scott Lasley, University of New Hampshire, “In Different Time Zones: Public Discourse and Third-Shift Workers in the FYC Classroom”

Genevieve Garcia de Mueller, University of New Mexico, “Transcultural Linguistic Migration: Migrant Activist Genres as a Mode of Rhetorical Transfer”

*1-First-Year and Advanced Composition*

**I.24 L2 Writing Practices**

Presentations that explore factors related to prior genre knowledge and genre practices mainly related to non-traditional students.

Hilton Room 343B, Level Three

**Chair:** Jan Rieman, University of North Carolina, Charlotte

**Speakers:** Saveena Veeramoothoo, University of Maine, “International Students in the Translingual Class Transfer from High School to FYC to WID”



Amanda Brooks, Florida State University, “The Effect of Prior Genre Knowledge on Students’ Self-Efficacy”

Soohyon Ji, Purdue University, “Placement of L2 Writers: A Judgment Call?”

Xinqiang Li, Michigan State University, “Texts We Live By—One More Dimension of Chinese Writing Culture”

*12-Writing Pedagogies and Processes*

**I.25 Identifying and Eliciting Students’ Metacognitive Development**

A report on our research on evidence of metacognition in ePortfolios with structured interaction for participants to find applications.

Hilton Room 343A, Level Three

**Chair:** Mary Rist, St. Edward’s University

**Speakers:** Sarah Brown, DePaul University, “Coding ‘Assignments’ versus Coding ‘Connective Tissue’”

Michelle Navarre Cleary, DePaul University, “Guiding Faculty toward Developing Metacognition”

Julie Bokser, DePaul University, “Metacognitive Markers across ePortfolios: Results of Research with the Inter/national Coalition on ePortfolio Research (INCEPR)”

Kathryn Wozniak, DePaul University, “Coding as a Method for Identifying Metacognitive Markers in Student Work”

*8-Taking Action*

**I.26 Acting as If: The De-centered Writing Program as a Framework for Success in Community College Writing Programs**

This panel demonstrates how a de-centered community college writing program generates student as well as faculty agency and autonomy.

GRB Room 351A, Level Three

**Chair:** Rochelle (Shelley) Rodrigo, University of Arizona

**Speakers:** Lori Ungemah, Guttman Community College, CUNY

Nate Michelson, Guttman Community College

Jane E Hindman, Guttman Community College

*13-Theory*

**I.27 Negotiating Interactions around Difference: Identity and Responsibility in Communities, Workplaces, and Classrooms**

What communicative responsibilities do people claim? How are power and agency distributed in cross-racial and cross-disability interactions?

Hilton Grand Ballroom I, Level Four

**Chair:** Victor Villanueva, Washington State University

**Speakers:** Vershawn Young, University of Waterloo, “I Am Not Freddie Gray, but I Want Justice: Access, Equity, and the Racial Responsibility of Black Men and Police Officers”

Annika Konrad, University of Wisconsin-Madison, “Having to ‘Sell Sell Sell’: Locating Responsibility in the Everyday Rhetorical Labor of Disability”

Stephanie Kerschbaum, University of Delaware, “Cultivating Disability Awareness: The Responsibilities of Disabled Faculty Members at Work”

**Respondent:** Victor Villanueva, Washington State University

*1-First-Year and Advanced Composition*

**I.28 Academic Integrity and the International Student: Supporting Multilingual Writers**

The recent surge in international enrollment has challenged writing programs to develop new forms of support for multilingual writers.

GRB Room 351B, Level Three

**Chair:** Jorge Gomez, El Paso Community College

**Speakers:** Jonathan Hunt, University of San Francisco, “Ghostwriting and the Credibility of Students and Writing Programs”

Julie Sullivan, University of San Francisco, “Ghostwriting Human Rights and the First-Year Experience”

Brij Lunine, University of California, Santa Cruz, “Making the Analytical Personal by Design”

Brenda Rinard, University of California, Davis, “Preventing Plagiarism: How WAC Programs Can Help”

*11-Research*

**I.29 Research with/from/about Underrepresented Communities**

This panel presents research, composing, and pedagogical practices for studying and recovering difference as it pertains to race, women, STEM, and the Deaf community.

GRB Room 351E, Level Three

**Chair:** Kenneth Ronkowitz, New Jersey Institute of Technology

**Speakers:** Edward Hahn, University of Minnesota, “Reviewing Writing, Rethinking Race: A Tale of Practice and Persuasion”

Gretchen Cobb, Indiana University of Pennsylvania, “Corpus Linguistics Methodology: Analyzing the Sociolinguistic Practices of Deaf Writers”

Cristyn Elder, University of New Mexico, “Increasing Success among Underrepresented Students with a ‘Writing to Learn’ Approach in STEM Gateway Courses”

Henrietta Shirk, Montana Tech of The University of Montana, “The Invisible Woman in the Archives: New Perspectives on Historical Research Methods”

*7-Institutional and Professional*

**I.30 WPAs in Action: Navigating Institutional Infrastructures, Cultivating Relevant Textual Practices**

Panelists explore the affordances and constraints of creating, sustaining, and archiving FYW genres of teaching and learning.

GRB Room 351C, Level Three

**Speakers:** Allison Kranek, University of Illinois at Urbana Champaign, “In a Writing Habit of Mind: College Mission Statements and the WPA Framework for Success”

Ellery Sills, Purdue University, “Disciplining the Digital: The CWPA Outcomes Statement as Infrastructure for Emerging Genres”

Amanda Girard, Michigan Technological University, “Archival Action: Best Practices for Writing Program Administrator’s Digital Archives”

*6-Information Technologies*

**I.31 From Posturing to Positioning: Encouraging Rhetorical Sophistication through Multimodal Pedagogies**

Presenters illustrate multi-modal writing for social action in first-year composition, service-learning, capstones, and the public sphere.

GRB Room 351D, Level Three

**Chair:** Lillian Bridwell-Bowles, Louisiana State University

**Speakers:** Christina Armistead, Louisiana State University, “Where the Edges Meet: Cultural Clashes in Multi-Modal Writing for Service-Learning”

Lindsay Head, Louisiana State University, ““Counterpublic” Writing for Grown-ups: WikiLeaks as a Case Study for Digital Action”

Lillian Bridwell-Bowles, Louisiana State University, “Citizenship in a Digital Future: Multimodal Writing in a Rhetoric, Writing, & Culture Capstone”

Christine Jeansonne, Louisiana State University, “First-Year Facebook: Demonstrations in Taking Action versus Digital Posturing”

*7-Institutional and Professional*

**I.32 Feminist Action for Women Writing Program  
Administrators: Movements for Change in the Academy**

A roundtable taking up feminist activism through issues women writing program administrators face in a dynamic yet still patriarchal academy.

Hilton Ballroom of the Americas Salon B, Level Two

**Chair:** Krista Ratcliffe, Purdue University

**Speakers:** Melissa Nicolas, Drew University

Anna Sicari, St. John's University

Roxanne Mountford, University of Oklahoma

Elizabeth Boquet, Fairfield University

**Respondents:** Michele Eodice, University of Oklahoma

Cheryl Glenn, Pennsylvania State University

*7-Institutional and Professional*

**I.33 Demystifying the Job Market: Taking Action toward  
Transparency through Data and Narrative**

Data-driven reports & narrative experiences depict the current comp/rhet job market, giving job seekers & their advisors insights/guidance.

Hilton Ballroom of the Americas Salon E, Level Two

**Chair:** Lynn Rudloff, St. Edward's University

**Speakers:** Carrie Leverenz, Texas Christian University, "Finding a Fit: An Assessment of Job Seekers' Experiences of the Job Market in Rhetoric and Composition"

Andrea Rosso Efthymiou, Hofstra University, "The Sustainable WPA: A Contingent Dissertator becomes a Tenure-track Faculty Member"

Caroline Dadas, Montclair State University, "Interview Practices as Accessibility"

Christopher Friend, University of Central Florida, "From Mickey Mouse to Cigar City: What Flexibility, Interdisciplinarity, and a Two-Hour Drive Can Do for Employability"

Amanda Licastro, The Graduate Center, CUNY

**Respondent:** Jim Ridolfo, University of Kentucky

*7-Institutional and Professional*

**I.34 Fostering Academic Collaborations: Co-Mentoring as Strategic Action in Rhetoric and Composition**

We investigate aspects of co-mentoring to ask how the practice can support the pedagogical values and professional careers of R/C scholars.

Hilton Room 333, Level Three

**Chair:** Risa P. Gorelick, Research Network Forum

**Speakers:** Janice Walker, Georgia Southern University, Statesboro

Patricia Ericsson, Washington State University, “Re-seeing the ‘Boss Compositionist’ through a Compound Lens of Co-mentoring”

Jennifer Stewart, Indiana Purdue University Fort Wayne, “Co-Mentoring via Intentional Interaction: Or How I Learned to Stop Feeling Isolated and Use Social Media for More Than Quizzes”

Michael Day, Northern Illinois University, “Taking Action by Paying It Forward: As We Were Mentored, so Shall We Co-mentor”

*11-Research*

**I.35 Applying for a CCCC Research Grant: A Mentoring Session**

Experienced researchers and members of the CCCC Research Committee will be available to talk with those interested in drafting proposals for CCCC research awards.

Hilton Room 344A, Level Three

**Speakers:** Margaret Price, The Ohio State University

Karen Lunsford, University of California-Santa Barbara

Rebecca Rickly, Texas Tech University

Christiane K. Donahue, Dartmouth and Université de Lille III

Ben McCorkle, The Ohio State University

## J Sessions: 2:00–3:15 p.m.

### Taking Action Workshop Sessions

#### **J.35 Taking Action Workshop: Framing Messages**

Refer to page 17 for abstract.

Hilton Grand Ballroom A, Level Four

*Speaker:* Jenna Fournel, National Council of Teachers of English,  
Washington, DC

#### **J.36 Taking Action Workshop: Building Alliances**

Refer to page 17 for abstract.

Hilton Grand Ballroom B, Level Four

*Speaker:* Sarah Scanlon, Arkansas State Director for Bernie 2016

### Poster Sessions

#### Hilton Sky Walk, Level Two

#### **A History of Hotdogs: Critical Eating in an Age of Foodieism**

Interrogating the history & rhetoric of foods via the modern hotdog; an ancient Roman sausage recipe grants insight into a lost discourse.

Samuel Fuller, Clemson University

#### **Becoming Style Chameleons: How Well Do Students Give Teachers “What They Want”?**

This poster investigates the ability of students to adjust their writing styles to local rhetorical situations, i.e., teachers.

William FitzGerald, Rutgers University-Camden

Brynn Kairis, Rutgers University-Camden

#### **Coadyuvante as Program Development Paradigm: Using Activist Strategies in WAC/WID Faculty Development**

The activist strategy of coadyuvante is remediated as administrative and pedagogical heuristics aiding WAC/WID faculty development efforts.

Tricia Serviss, Santa Clara University

**English Language Teacher Education in Libya: Affordances and Constraints**

The presenter discusses a case study that explored a Libyan English language teacher education program's affordances and constraints.

Entisar Elsherif, Indiana University of Pennsylvania

**FYC Student Perceptions of Writing and Learning Disabilities**

Data compiled over two years on the perception of writing abilities of students with learning disabilities in FYC.

Peter Elliott, Anderson University

**Identifying and Demonstrating Genre Knowledge: A Preliminary Assessment Heuristic in FYC Classrooms**

Assessment created for FYC focused on genre theory that enabled instructors and students to identify specific goals and purpose for course.

Laurenn Jarema, Illinois State University

Kayla Bruce, Arizona State University

**Posted: Too Teaching Intensive!**

A recent trend in hiring temporary "teaching-intensive" faculty ignores professional guidelines to ensure quality writing instruction.

Frost McLaughlin, Lord Fairfax Community College

**Reframing Rhetoric in the Workplace: A Socio-Epistemic Pedagogical Approach for Professional Writing**

A professional writing curriculum centered on socio-epistemic rhetoric, aiming to improve rhetorical knowledge transfer into work settings.

Holly Fulton, Arizona State University/Mesa Community College

**Strategic Writing Support in Courses through Collaboration**

A poster on strategies to tailor writing sessions to contextualize the writing process for university students in courses.

Nancy C. Johnston, University of Toronto

*11-Research*

**J.01 Methods, Models, and Means of Undergraduate Research in Rhetoric and Composition: A Roundtable Discussion**

Undergraduates can be-and are-researchers in rhet/comp. This roundtable addresses the hows and whys of UG research pedagogy in our field.

Hilton Ballroom of the Americas Salon D, Level Two

*Chair:* Alissa Russell, George Mason University

*Speakers:* Dominic DelliCarpini, York College of Pennsylvania, “The Writing Center as Lab for Authentic Undergraduate Research”

Wendy Hayden, Hunter College, CUNY, “Providing “Wiggle Room”: How Designing Inquiry-Based Assignments Encourages Undergraduate Research”

Heather Adams, University of Alaska Anchorage, “Thinking Like a Researcher: Using Key Terms to Cultivate Undergraduate Research Dispositions”

Jack Selzer, Penn State University, “How First-Year Students Research the Rhetoric of the Civil Rights Movement”

J.R. Collins, University of Alaska Anchorage, “Including the Undergraduate Perspective in Pedagogy: A Community Engaged Model for Undergraduate and Faculty Collaborative Research”

*5-History*

**J.02 Uncovering and Recovering Actors in Rhetorical Instruction**

These presentations uncover four important figures in writing studies and rhetorical education from the 19th and 20th centuries.

GRB Room 351C, Level Three

*Chair:* John Dunn, Eastern Michigan University

*Speakers:* Lindy Briggette, University of Rhode Island, Providence, “Rhythm, Repetition, and Response as Strategic Action: Evidence of Embodied Rhetoric in Julia Child’s Production of Multimodal Texts”

Anita August, Sacred Heart University, “She the People! Frances E. Willard’s ‘Do Everything Policy’ as Logos Politikos at the 1893 World’s Columbian Exposition”

Henrietta Wood, University of Missouri-Kansas City, “Confronting Injustice: Mary McLeod Bethune and the “Persistent Protest” for African American Rights, 1936-1942”

John Dunn, Eastern Michigan University, “A Writer Gets Political: What Donald Murray’s 1954 Pulitzer Prize-Winning Editorials Can Teach Us about “Rhetoric and Ideology in the Writing Class””



*6-Information Technologies*

**J.03 Digital Activism toward Social Justice**

This panel negotiates rhetorical resistance and resilience in the contexts of contemporary digital social justice movements.

Hilton Room 327, Level Three

**Chair:** Carol Rutz, Carleton College

**Speakers:** Melissa Larabee, University of Illinois at Urbana Champaign, “Best Unfriends: Ferguson, Facebook, and the Perils of Knowing Thy Enemy”

LauraAnne Carroll-Adler, University of Southern California, “The Digital Activists Are Coming: Social Media and the Rhetoric of Public Discourse after Ferguson”

Antonio Byrd, University of Wisconsin-Madison, “The Color-Line and Computational Literacy”

Leigh Gruwell, Auburn University, “Feminist Rhetorical Resilience: Taking Action against Gendered Hate Online”

*1-First-Year and Advanced Composition*

**J.04 Flipped Professional Development for Hybrid Courses: Preparing Graduate Student Instructors to Teach in a Contemporary First-Year Writing Program**

The session discusses implementation and assessment of a flipped instructor development initiative for a large first-year writing program.

Hilton Room 328, Level Three

**Chair:** Emmett Ryan, Indiana University of Pennsylvania

**Speakers:** RayChel Lowrance, Texas Tech University, “Meeting Instructors Face-to-Face”

Monica Norris, Texas Tech University, “Flipping the Development Program”

Susan Lang, Texas Tech University, “Setting the Context for Contemporary Professional Development Programs”

*12-Writing Pedagogies and Processes*

**J.05 The Value of Presence: Strategic Uses of Contemplative Practices in the Writing Classroom**

The panel explores how to address broad challenges by working with contemplative practices for writing process and pedagogy.

Hilton Room 329, Level Three

**Chair:** Rebecca Babcock, University of Texas Permian Basin

**Speakers:** John Guelcher, “Moving Meditation, Flow, and the Writing Process in the Composition Classroom”

*continued on next page*

Eberly Barnes, University of California San Diego, “Adventures in Mindfulness at the University: Visions and Realities for Contemplative Practices in TA Training and Writing Programs”

Leah Anderst, Queensborough Community College, “Meditation, Mindfulness, Metacognition, and High-Stakes Testing in the Basic Writing Classroom”

**Respondent:** Barry Kroll, Lehigh University

## **J.06 Assembling Composition**

Panel will examine the role of assemblage in three settings: postcard production, indigenous gathering practices, and the FYC classroom.

Hilton Room 335B, Level Three

**Chair:** Andrea Scott, Pitzer College, Claremont

**Speakers:** Stephen McElroy, Florida State University, “‘Greetings from Asbury Park’: The Persistent Legacy of the Large Letter Postcard”

Kristin Arola, Washington State University, “Assemble with Care: An Indigenous Approach to Assemblage”

Travis Maynard, Florida State University, “Copy, Combine, Transform: Assemblage in First-Year Composition”

**Respondent:** Kathleen Blake Yancey, Florida State University

### *8-Taking Action*

## **J.07 Translation as Action: Finding the Words for Cross-Language Community Action**

After sharing case studies in cross-language settings, we invite audience members to design a heuristic for deploying translation as action.

Hilton Room 330, Level Three

**Chair:** Karen Wink, U.S. Coast Guard Academy

**Speakers:** Jennifer Clifton, University of Texas at El Paso, “Low-Riders in Action: Creating a Borderland Aesthetic, Invoking a Gift Economy through Tecno-Sovereignty”

Elizabeth Kimball, Drew University, “Confianza in Action: Finding New Terms for Assessment”

Elenore Long, Arizona State University, “Makhada in Action: Cultivating Rhetoricity among Strangers Otherwise Divided by Difference”

*9-Language*

**J.08 Transnational Composition: (Geo)Political Considerations for Writing Research, Publication, and Pedagogy**

Roundtable bringing together writing teacher-researchers working and studying across a range of geographic and institutional locations.

Hilton Grand Ballroom I, Level Four

**Chair:** Brice Nordquist, Syracuse University

**Speakers:** Julia Kiernan, Michigan State University

Chenchen Huang, Pennsylvania State University

Lisa Arnold, North Dakota State University

Natalia Smirnova, Nat'l Research Univ. Higher School of Econ

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

**Respondents:** Min-Zhan Lu, University of Louisville

Bruce Horner, University of Louisville

*8-Taking Action*

**J.09 Four Strategies for Writing In/Action**

Drawing from four strategies for in/action, this panel explores the pedagogical possibilities of enacting receptive writing practices.

Hilton Room 332, Level Three

**Chair:** Sonia Sharmin, University Of Georgia

**Speakers:** Christian Smith, Coastal Carolina University

Paul Cook, Indiana University Kokomo

Lisa Bailey, University of South Carolina

Lindsay McManus, University of South Carolina

*7-Institutional and Professional*

**J.10 Independent Writing Departments and Programs: The Dynamics of Independence**

Presenters engage with the changing nature of independence in the context of broad and ongoing economic and structural changes in higher ed.

Hilton Ballroom of the Americas Salon C, Level Two

**Chair:** Leslie Werden, Morningside College

**Speakers:** Dara Regaignon, New York University, "Collaborative Writing Program (Re)Design"

Brian McNely, University of Kentucky, "When Hanging Your Shingle Isn't Enough: Recruitment in Independent Writing Programs"

Heidi McKee, Miami University, "One Major? No, Thank You: Navigating an Independent Writing Degree in an English Department"

*13-Theory*

**J.11 Practices of Rhetorical Invention**

This panel frames practices and strategies for rhetorical invention to discuss the role of repetition and unoriginality.

Hilton Room 336A, Level Three

**Chair:** Ryan Skinnell, San Jose State University

**Speakers:** Bradfield Dittrich, University of New Hampshire, “Those Who said Our Things Before Us: The Role of Unoriginality in Invention”

Erika Strandjord, Concordia College, “Repetition as the Embodiment of Memory in Craft Rhetorics”

Kendra Fullwood, College of the Holy Cross, “Rhetorical Invention as Cultural Invention”

*12-Writing Pedagogies and Processes*

**J.12 Practicing Writing as Social Act: Writing Group Pedagogy in the Context of the Writing Center**

This panel explores writing group pedagogy within writing centers as a means to disrupt authority and promote writing as social act.

Hilton Room 336B, Level Three

**Chair:** Michelle Miley, Montana State University

**Speakers:** Jess Carroll, Montana State University, “Peer Tutor Writing Group”

Michelle Miley, Montana State University, “Writing Studio”

Zack Bean, Montana State University, “Creative Writing Workshop”

*1-First-Year and Advanced Composition*

**J.13 Challenges and Opportunities of Technological Environments**

This panel analyses different scenarios for teaching FYC through digital-technology environments.

Hilton Room 337A, Level Three

**Chair:** Emily Standridge, University of Texas Tyler

**Speakers:** Emily Isaacs, Montclair State University, “Assessing FYC Course Redesigns under Pressure”

Sarah Prasad, AANAPISI Project, San Jose State University, “Making the Case for Hybrid First-Year Composition in a SJSU Post-MOOC World: One Lecturer’s Journey”

*10-Professional and Technical Writing*

**J.14 Second Generation ABET: Bridging the Gap between Engineering Communication Curricula and Professional Identities**

This panel offers qualitative studies of the links between engineering communication curricula and the work and public lives of engineers.

Hilton Grand Ballroom L, Level Four

*Chair:* Mya Poe, Northeastern University

*Speakers:* Jennifer Mallette, Boise State University

Elane Wisniewski, University of Michigan

*11-Research*

**J.15 Translating Data into Action: Coordinating University and Program-Specific Writing Assessment**

This panel will explore how WPAs and assessment coordinators can make standardized survey data relevant to local writing programs.

Hilton Room 337B, Level Three

*Chair:* Kristiane Stapleton, University of Houston

*Speakers:* Darci Thoune, University of Wisconsin-La Crosse

Bryan Kopp, University of Wisconsin-La Crosse

Patrick Barlow, University of Wisconsin-La Crosse

*14-Writing Programs*

**J.16 If You Build It, Will They Come? Extending the Writing Center Inside and Outside Our Walls**

This panel focuses on how writing centers can increase inclusivity and support Native American students' rhetorical sovereignty.

Hilton Room 343B, Level Three

*Chair:* Heather Bruce, University of Montana

*Speakers:* Heather Flute, North Dakota State University

Kelly Sassi, North Dakota State University

Phillip Bode, North Dakota State University

*14-Writing Programs*

**J.17 Power, Politics, and Accreditation: Effecting Culture Change with Writing-Focused QEPs**

How writing faculty can take action, overcome resistance, and instigate change with a writing-focused Quality Enhancement Plan.

Hilton Room 338, Level Three

**Chair:** Kendra Andrews, North Carolina State University

**Speakers:** Michael Pemberton, Georgia Southern University, “Elbowing Your Way to the Head Table: Taking Action when a QEP Ignores the Writing Center”

Meghan Dykema, Florida State University, “Accountability, Assessment, Advocacy: Writing-Focused QEPs as Strategies for Action”

Frances Crawford, University of Mary Hardin-Baylor, “Taking Your QEP-Sweet Time: For Every Action...”

Toby Coley, University of Mary Hardin-Baylor, “Taking Your QEP-Sweet Time: For Every Action...”

*12-Writing Pedagogies and Processes*

**J.18 Understanding Our Habits of Mind: Clarifying Disciplinary, Assessment, and Transfer**

This panel presents a discussion about how the field and unique institutions can better discuss terms and requirements for transfer and assessment.

Hilton Room 339A, Level Three

**Chair:** Sarah King, University of Toronto Scarborough

**Speakers:** Sarah King, University of Toronto Scarborough, “Could Habits be a Threshold Concept-or Practice-for Writing Pedagogy?”

Laura Tabor, Earlham College, “Teaching for Rhetorical and Civic Transfer: Using Iterative Definition Building to Promote Key-Terms Transfer”

Denise Krane, Santa Clara University, “Rubrics and Transfer: Do Product Rubrics Interfere with the Transfer of Learning, and Are Process Rubrics a Solution?”

*14-Writing Programs*

**J.19 WPA Work as Strategic Action**

This panel seeks to disrupt the idea that WPA work is strictly bureaucratic: instead explores contextualized means of action.

Hilton 339B, Level Three

**Chair:** Kathleen Cassity, Hawaii Pacific University

**Speakers:** Amy Nichols, University of Louisville, “The WPA Course: Pursuing Miller’s Intellectual Bureaucrat”

Nathaniel Street, University of South Carolina, “Affirming Connectivity: Towards a New Mode of WPA Identity Production”  
Amy Heckathorn, California State University, Sacramento, “Know when to Fold ‘Em: When Walking Away Is the Only Action Left”

*12-Writing Pedagogies and Processes*

**J.20 Enacting New Theories of Revision**

Theories of rhetoric, backward transfer, and the gestalt provide new insight into the integrative nature of revision as a threshold concept.

Hilton Room 335A, Level Three

**Chair:** Paul Butler, University of Houston

**Speakers:** Bruce Ballenger, Boise State University, “The Gestalt of Revision”

Kelly Myers, Boise State University, “Metanoic Revision: Turning toward Emotion in Writing and Revision”

Donna Qualley, Western Washington University, “Mapping a Conceptual Topography of Revision as a Process of Backward Transfer”

*1-First-Year and Advanced Composition*

**J.21 Albert E. Krahn Debates Peter Elbow at the 2016 CCCC Convention**

Punctuate with voice or eye? Two speakers will debate-ceding the remaining time to the “third speaker,” the audience, for discussion.

Hilton Room 343A, Level Three

**Chair:** Peter Elbow, University of Massachusetts Amherst

**Speakers:** Peter Elbow, University of Massachusetts Amherst  
Albert Krahn, University of Wisconsin-Milwaukee

*8-Taking Action*

**J.22 Mobilizing Tenure-Track Faculty for Adjunct Equity**

We describe successful adjunct-equity activism in multiple contexts and offer recommendations for TT/T faculty to use in their own efforts.

Hilton Ballroom of the Americas Salon A, Level Two

**Chair:** Mark Sursavage, University of Houston

**Speakers:** Seth Kahn, West Chester University

Amy Lynch-Binieck, Kutztown University

Tonya Ritola, University of California, Santa Cruz

**Respondent:** Mitzi Jones, University of Arkansas-Fort Smith

*1-First-Year and Advanced Composition*

**J.23 Martin, Ministers, and Music: Listening to African American Rhetorics in the Writing Classroom**

These writers revisit classic African American texts and contexts to explore new ideas about engaging writers.

Hilton Room 340A, Level Three

**Chair:** Terese Thonus, University of Kansas

**Speakers:** Brittney Boykins, Tallahassee Community College, “Venacular (Community) Workshop: Black Church Literacy Practices Working in the Composition Classroom”

Kristen Miller, Tuskegee University, “‘To, CC’ or ‘To, BCC’: Lessons in Audience and Medium from King’s ‘Letter from a Birmingham Jail’”

Clark Moreland, University of Texas of the Permian Basin, “The Hegemonic Ascendancy of Martin Luther King Jr.’s ‘Letter from Birmingham Jail’ in FYC Anthologies”

*12-Writing Pedagogies and Processes*

**J.24 Visual Rhetoric for Social Change in the Writing Classroom**

This panel looks at the possible ways various visual texts can expand our definitions of writing and social change.

GRB Room 340A, Level Three

**Chair:** Heather Graves, University of Alberta

**Speakers:** Rosanne Carlo, College of Staten Island (CUNY), “Students as Actors, Not Consumers: Toward a Heuristic for the Production of Graphic Novels in the Composition Classroom”

Brenda Hardin Abbott, Bay Path University, “Challenging Gendered Scripts in Education through Movie Trailers: The Critical Potential of iMovie”

Heather Graves, University of Alberta, “Ethical Energy, Immoral Energy: Strategies for Teaching Visual Argument for Social Change”

*6-Information Technologies*

**J.25 Just Going to Leave This Here: Empirical Study of Social Media**

A panel of five flash presentations on empirical studies of social media practices and a discussion of digital literacy and research methods.

GRB Room 340B, Level Three

**Chair:** Kristen Moore, Texas Tech University

**Speakers:** Ehren Pflugfelder, Oregon State University, “Technical Writing in the Wild: Redditing and Writing”



- Michael Faris, Texas Tech University, “Professional Use of Social Media in Writing Studies”
- Randall Monty, University of Texas Rio Grande Valley, “Where and How It Goes: Multimodal Transfer among Transnational Students”
- Stephanie Vie, University of Central Florida, “What’s Going On?: Challenges and Opportunities for Social Media Use and Research”
- Amber Buck, University of Alabama, “A Life Lived Socially: Longitudinal Studies of Social Media Use”

*3-Community, Civic & Public*

**J.26 The Pleasures of Writing for New Audiences: A Tribute to Sondra Perl**

Three veteran teacher/writers share experiences writing for public audiences and reflect on the implications for teaching and learning.

Hilton Ballroom of the Americas Salon B, Level Two

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

**Speakers:** Nancy Sommers, Harvard University, “Blogging for The Huffington Post: Finding a Public Voice”

Chris Anson, North Carolina State University, “The Genre of the Public Review: Expeditions into the Wilds of TripAdvisor”

Eli Goldblatt, Temple University, “‘Rome Notes’: Poetic Data along the Appian Way”

*8-Taking Action*

**J.27 Digital Technologies as Agents for Change**

In this session, panelists examine how online media are used to affect change in local and global contexts.

Hilton Room 340B, Level Three

**Chair:** Xiaobo Wang, Georgia State University

**Speakers:** Baotong Gu, Georgia State University, “Situated Free Speech and Democracy: Design of WeChat and Activism”

Jessica Ouellette, University of Massachusetts Amherst, “The Viability of Digital Spaces as Sites for Transnational Feminist Action and Engagement: A Study of Rhetorical Circulation”

Carrie Grant, Purdue University, “What’s the Power of an All-Girls Tech Camp?: A Study of Feminist Intervention”

Jennifer Williams, Chandler-Gilbert Community College, “Social Media Action: Using FaceBook to Fight YouTube”

Xiaobo Wang, Georgia State University, “Situated Free Speech and Democracy: Design of WeChat and Activism”

*14-Writing Programs*

**J.28 Threshold Concepts and the Two-Year College:  
Reshaping Writing Courses, Writing Programs,  
and Writing Centers**

This panel explores the generative potential of threshold concepts in two-year colleges.

Hilton Room 342, Level Three

**Chair:** Joyce Walker, Illinois State University

**Speakers:** Marlena Stanford, Salt Lake Community College, “What Must Transfer to Transfer-Level Writing Courses?: Developing a Pre-Transfer Level Writing Curriculum Using Threshold Concepts”  
Terry Peterman, Texas Christian University, “Interrogating Subject Landscapes: Writing Centers as Threshold Concepts of Learning”  
Justin Jory, Salt Lake Community College, “Minimalistic Design: Threshold Concepts and Writing Program Development at the Two-Year College”

Mark Blaauw-Hara, North Central Michigan College, “Opening Portals to Occupational Disciplines Using Threshold Concepts”

*1-First-Year and Advanced Composition*

**J.29 Research as Action: Studying Metacognition in the  
Writing Classroom**

This panel will share the results of two studies about metacognition and transfer in writing classrooms.

GRB Room 351A, Level Three

**Chair:** Jennifer Johnson, University of California, Santa Barbara

**Speakers:** Randi Browning, University of California, Santa Barbara, “Transfer and Threshold Concepts: Developing Metacognitive Habits of Mind and Reflexive Practices in Writing Classes”

Ilene Miele, University of California, Santa Barbara, “Transfer and Threshold Concepts: Developing Metacognitive Habits of Mind and Reflexive Practices in Writing Classes”

Nicole Warwick, University of California, Santa Barbara, “Assessing Metacognition in First-Year Composition at UC Santa Barbara”

Josh Mehler, University of California, Santa Barbara, “Assessing Metacognition in First-Year Composition at UC Santa Barbara”

*3-Community, Civic & Public*

**J.30 Ohio Farm Narratives: A Feminist Approach to Collaboration, Conversation, and Action**

This presentation utilizes feminist rhetorical practices in order to explore the century-old farming narratives of rural Ohioans.

Hilton Room 333, Level Three

**Chair:** Jeannie Waller, University of Arkansas

**Speaker:** Christine Denecker, The University of Findlay

*7-Institutional and Professional*

**J.31 Writing for Cross-National Engagement: Research, Pedagogy, Advocacy**

This panel discusses work across three institutions to promote cross-national engagement in writers, writing programs, and writing centers.

GRB Room 351B, Level Three

**Chair:** Susan Thomas, The University of Sydney, “Turning Japanese: Writing Center Collaborations between Nagoya University and the University of Sydney”

**Speakers:** George Pullman, Georgia State University, “Cross-Cultural Rhetoric: The Myth of East and West”

Frances Di Lauro, The University of Sydney, “International Participatory Writing Using Mobile Technologies”

Robert Cummings, University of Mississippi, “OER and International Composition”

*8-Taking Action*

**J.32 Hispanic-Serving Institutions: Strategies for Big Data, Intellectual Ferment, and Emotional Communities**

We boost Latino completion when we contextualize big data, spark intellectual ferment, and recognize the power of emotional communities.

GRB Room 351E, Level Three

**Speakers:** Linda Palumbo, Cerritos College

Gilbert Contreras, Cerritos College

Frank Gaik, Cerritos College

*8-Taking Action*

**J.33 Influencing Public Policy**

Hilton Ballroom of the Americas Salon E, Level Two

**Chair:** Jennifer Foradori, Idaho State University

**Speakers:** Emily Kirkpatrick, National Council of Teachers of English

Douglas Hesse, The University of Denver

Anne Ruggles Gere, University of Michigan

Kathleen Fitzpatrick, Modern Language Association

*11-Research*

**J.34 Acting on Data: Corpus-Based, Computer-Aided Analysis of Student Writing**

Exploring new ways to engage the study of writing, this session uses data-driven analyses to challenge understandings of student writing.

Hilton Room 335C, Level Three

**Chair:** Sara West, University of Arkansas

**Speakers:** Duncan Buell, University of South Carolina, “Revision as Big Data: Correlating Student Revisions with Key Situational Variables”

Thomas Peele, The City College of New York, “Revising Revision: Big Data Analysis of Students’ Revision Practices”

Laura Aull, Wake Forest University, “Tagging Texts to Learn How Student Writers Overstate Arguments”

Chris Holcomb, University of South Carolina, “Revision as Big Data: Correlating Student Revisions with Key Situational Variables”

## K Sessions: 3:30–4:45 p.m.

### Taking Action Workshop Sessions

**K.36 Taking Action Workshop: Influencing Policy**

Refer to page 18 for abstract.

Hilton Grand Ballroom A, Level Four

*Speakers:* Lori Shorr, Temple University

Carolyn Calhoun-Dillahunt, Yakima Valley Community College

**K.37 Taking Action Workshop: Making Action Plans**

Refer to page 19 for abstract.

Hilton Grand Ballroom B, Level Four

*Speaker:* Cathy Fleischer, Eastern Michigan University

#### *2-Basic Writing*

**K.01 Helping the Academically Underserved: Reinvesting in Basic Writing at a Four-Year University**

A panel that looks at the process of creating basic writing program for underserved Appalachian students at an HBCU.

Hilton Room 327, Level Three

*Chair:* Dayna Goldstein, Kent State University

*Speakers:* Jessica Barnes-Pietruszynski, West Virginia State University

Jeff Pietruszynski, West Virginia State University

Barbara Ladner, West Virginia State University

#### *3-Community, Civic & Public*

**K.02 Visual, Online, and Geographic Spaces: Places for Social Action**

Panelists investigate visual rhetorics, social media, and geographic information systems as methods for instituting social change.

Hilton Room 328, Level Three

*Chair:* Gregory Wilson, Texas Tech University

*continued on next page*

**Speakers:** Leigh Elion, University of Wisconsin-Madison, “Tactical Multi-Modality: San Francisco’s Community Muralists Respond to Gentrification”

Clayton Benjamin, University of Central Florida/USF Sarasota, “Humanities and GIS?: Situating Geographic Information Systems in Humanities Research”

John Gagnon, Michigan State University, “Making Docile: Visual Signage as an Exertion of State Power in Lansing’s Eastside”

*1-First-Year and Advanced Composition*

**K.03 Writing for Real This Time: Authenticity through WID in FYC Sequence Design**

The panelists seek to understand what place, if any, WID and student-directed learning objectives have in the FYC classroom.

Hilton Room 329, Level Three

**Chair:** Alison Witte, Trine University

**Speakers:** Marlene Galvan, University of Texas Rio Grande Valley, “Integrating Genre Study of Discourse Communities into the FYC Sequence”

Shoney Flores, University of Texas Rio Grande Valley, “Reflecting Forward: Students Thinking about FYC Transfer through Real Writing Assignments”

Andrew Hollinger, University of Texas Rio Grande Valley, “Build Something Awesome: Sustainable Assignment Design and Assessment”

Thomas De La Cruz, University of Texas Rio Grande Valley, “Real Research for Real Audiences”

*8-Taking Action*

**K.04 Teaching While Black: Academic Profiling in Action**

Our presentation will foreground ways to take action against oppressive institutionalized forces through teaching and mentoring coalitions.

Hilton Ballroom of the Americas Salon F, Level Two

**Chair:** Beverly Moss, Ohio State University, “Teaching While Black: Academic Profiling in Action”

**Speakers:** Telsha Curry, Syracuse University, “Teaching While Black: Academic Profiling in Action”

Joyce Hill, The University of Akron, “Teaching While Black: Academic Profiling in Action”

*13-Theory*

**K.05 Strategies for (Ambiguous) Writing Situations: Using Kenneth Burke as/in Posthuman Writing Studies**

This panel considers writing in posthuman contexts using Burke's work. An unconventional juxtaposition as a strategy for evolving situations.

Hilton Room 336A, Level Three

**Chair:** Courtney Wooten, Stephen F. Austin State University

**Speakers:** Kellie Sharp-Hoskins, New Mexico State University, "Going through the Motions and Actions: Burke, New Materialism, and Revision"

Chris Mays, University of Nevada, Reno, "Revision as Heresy: Writing, Change, and Kenneth Burke's Piety"

Nathaniel Rivers, Saint Louis University, "Predetermined Writing"

*7-Institutional and Professional*

**K.06 Publishing in CCCC's Studies in Writing and Rhetoric**

Making the submission and review process of the CCCC SWR monograph series transparent.

Hilton Room 335C, Level Three

**Chair:** Victor Villanueva, Washington State University

**Speakers:** Anna Plemons, Washington State University, "Navigating the System"

Lauren Rosenberg, Eastern Connecticut State University, Willimantic, "One Author's Experiences"

**Respondents:** Deborah H. Holdstein, Columbia College Chicago  
Stephanie Kerschbaum, University of Delaware

*12-Writing Pedagogies and Processes*

**K.07 Mass Education and Unbundled Access: MOOCs and the New BA**

This panel analyzes MOOCs and other online-only institutions in terms of rhetoric of access and global learning initiatives.

Hilton Room 330, Level Three

**Chair:** David Fleming, University of Massachusetts Amherst

**Speakers:** David Fleming, University of Massachusetts Amherst, "Writing in the Unbundled University"

Brian Henderson, Southern Illinois University Edwardsville, "Education for the Masses or Money-Making Monstrosity?: A Critical Analysis of Global Freshman Academy"

Evin Groundwater, University of Illinois at Urbana Champaign, "The Egalitarian Rhetoric of Massive Open Online Courses (MOOCs)"

*8-Taking Action*

**K.08 Actions against Stereotype Threat: Reflection, Tutoring, and Service-Learning**

This presentation discusses three actions to decrease stereotype threat: reflective writing, tutoring, and service-learning.

Hilton Room 336B, Level Three

**Chair:** Glenn Hutchinson, Florida International University

**Speakers:** Cayce Wicks, Florida International University, “Reflective Writing in the ClassTaking Action against Stereotype Threat”

Darrel Elmore, Florida International University, “Service Learning in Action: Strategies for Combating Stereotype Threat through Community Engagement”

Glenn Hutchinson, Florida International University, “Dual-Enrollment Partnership: Tutoring, Mindset, & High-Stakes Testing”

**Respondent:** Paul Feigenbaum, Florida International University

*13-Theory*

**K.09 Recontextualizing Writing Pedagogies**

This panel offers different lenses to recontextualize composing, writing pedagogies, and Chicana student development as writers.

Hilton Room 337A, Level Three

**Chair:** Emily Wright, Methodist University

**Speakers:** Lana Oweidat, Goucher College, “Anti-Islamophobia Pedagogy: Global Citizenship, Transnational Feminism, and Rhetorical Education”

Kelly Medina-Lopez, New Mexico State University, “When I Drowned My First Words: Using the La Llorona Myth to Understand Chican@ Writerly Development”

Dhruba Neupane, University of Waterloo, “The Importance of Not Meaning: Linguistic Others and a Critique of Intention”

*8-Taking Action*

**K.10 Strategies for Campus-Wide Change**

This panel offers pragmatic, context-specific models for improving undergraduate writing education.

Hilton Room 337B, Level Three

**Chair:** Ti Wu, University of California, Santa Barbara

**Speakers:** Brad Queen, U.C. Irvine, “Taking Action on Class Size in First-Year Composition”



Deborah Marrott, Utah Valley University, “Giving Credit Where Credit Is Due: Taking Strategic Action to Secure Credit toward Graduation for a University’s Basic Writing Course”

Deborah Bertsch, Columbus State Community College, “Taking Action to Support Repeating FYC Students: The Writing Center for Credit Project”

Elizabeth Lopez, Georgia State University, “Rhetorical Curriculum Design: A Case Study in Action-Oriented Undergraduate Program Revision with Assessment for Critical Thinking”

*1-First-Year and Advanced Composition*

**K.11 Up for Negotiation: Politics and Pedagogy in Advanced Writing Courses and Writing Centers**

Speakers on this panel represent multiple responses to sites where state and institutional politics have attempted to influence pedagogy.

Hilton Room 339A, Level Three

**Speakers:** Jonne Akens, Texas A&M University Texarkana

Corrine Hinton, Texas A&M University Texarkana

Jesse Morrow, Texas A&M University Texarkana

Ben Lindsay, Texas A&M University Texarkana

Doc McGuire, Texas A&M University Texarkana

*1-First-Year and Advanced Composition*

**K.12 Pathways to Success: Finding Your Academic Voice**

This panel explores the different ways to succeed through writing.

Hilton 339B, Level Three

**Chair:** Nadia Zamin, Indiana University of Pennsylvania

**Speakers:** Sonya Green, Lipscomb University, “Finding an Academic Voice through Peer Review: Writing Strategies for First-Year Composition Students”

Stephanie Conner, College of Coastal Georgia, “Creating Curious Readers and Effective Responders: Using Writing Center Coaches for Peer Review in First-Year Composition”

Daniel Bernal, University of Arizona, “Meta-Genre for the Meta-Major: Writing with the Guided Pathways to Success (GPS) Movement”

*5-History*

**K.13 Agency and Action in Microhistories of Composition**

Panelists use the methods of microhistory to recover agencies and actions of people left unexamined by composition's grand narratives.

Hilton Room 335A, Level Three

**Chair:** Bruce McComiskey, University of Alabama at Birmingham

**Speakers:** Bruce McComiskey, University of Alabama at Birmingham

David Gold, University of Michigan

Suzanne Bordelon, San Diego State University

*8-Taking Action*

**K.14 Assessment in Disability Studies Research: Improving Research Sites to Appeal to Wider Audiences in Higher Education**

We report on mixed-methods studies of disability in higher education and discuss audience as it pertains to assessment.

Hilton Room 340A, Level Three

**Chair:** Megan Keaton, Florida State University

**Speakers:** Matthew Zajic, University of California, Davis, "Exploring Clinical Writing Assessment of School-age Children with Disabilities to Inform Postsecondary Writing Research"

Dev Bose, University of Arizona, "Rethinking Assessment Approaches in Online Writing Instruction through Composition Preceptorship"

Ella Browning, University of South Florida, "The Critical Accessibility Framework: Students' Assessment of Accessibility in Technical Communication"

Lauren Cagle, University of South Florida, "The Critical Accessibility Framework: Students' Assessment of Accessibility in Technical Communication"

**Respondent:** Brenda Brueggemann, University of Louisville

*6-Information Technologies*

**K.15 Writing-toward-Action in Epic Open Learning: A Praxis-Oriented Approach to MOOC Design**

In this panel, the presenters will share how they used praxis-oriented inquiry as a form of writing-toward-action to design a FYC MOOC.

Hilton Room 343A, Level Three

**Chair:** Jennifer Enoch, Florida State University

**Speakers:** Angela Clark-Oates, Arizona State University, "Global Academy, Local Learners: What Can MOOCs Tell Us about Writing (About) Communities?"

Mark Haunschild, Arizona State University, “Marketing Misnomers:

What We Talk about When We Talk about MOOCs”

Michelle Stuckey, Arizona State University, “We’re All Novices Here:

Reimagining Student-Centered Learning in MOOCs”

**Respondent:** Duane Roen, Arizona State University

*8-Taking Action*

**K.16 Taking Action at the Border: Acknowledging and Addressing Differences among the Diverse**

Data from writing students at universities on the U.S.-Mexico border help us to take action to improve writing instruction for all students.

Hilton Room 343B, Level Three

**Chair:** Jeanette Lehn, Florida State University

**Speakers:** Mais Al-Khateeb, New Mexico State University, “Listening to Diverse Student Voices: Student Reported Challenges and Successes in Border Writing Programs”

Patti Wojahn, New Mexico State University, “Taking Action and Making Changes in Border Writing Programs”

Karen Trujillo, New Mexico State University, “Listening to Diverse Student Voices: Student Reported Challenges and Successes in Border Writing Programs”

K.T. Shaver, California State University Long Beach, “Asking Questions about Students Challenges and Successes in Border Writing Programs”

Beth Brunk-Chavez, University of Texas at El Paso, “Asking Questions about Students Challenges and Successes in Border Writing Programs”

*7-Institutional and Professional*

**K.17 Assessing Institutions, Programs, Centers, and Spaces**

The panelists will provide strategies and tactics for researching and assessing institutions, programs, and digital studio spaces toward frameworks for supporting student success, multiliteracies, and intra-institutional partnerships.

Hilton Room 340B, Level Three

**Chair:** Rachel Efstathion, Temple University

**Speakers:** Vandana Gavaskar, Ventura College, “When the Rubber Hits the Road: Writing and Institutional Assessments”

Fernando Sanchez, Purdue University, “Of Evolutions and Mutations: Assessment as Tactics for Action in WAC Partnerships”

Jason Custer, Florida State University, “More Modalities, More Problems: Establishing a Framework and Assessment Practices for Multimodal Composition Support Structures”

*11-Research*

**K.18 Research on Materiality and Embodiment**

This panel presents frameworks and findings for investigating big data, intersectionality, and narrativity as it pertains to embodiment and materiality.

Hilton Room 335B, Level Three

**Chair:** Amy Cicchino, Florida State University

**Speakers:** Melissa Yang, University of Pittsburgh, “Progress Pigeon[hole]–Interactive Animal Rhetorics”

Kathleen Daly, University of Wisconsin-Madison, “Beyond Digital Ubiquity: Material Consequences of Big Data Rhetoric in Higher Education”

Ondrea Quiros, El Paso Community College, “Bridging the Divide: Helping College Freshmen Deal with Adversity by Bringing in the Community”

Jacob Craig, Florida State University, “What Gives Shape to Writing Practices: Investigating How Composing Environments and Writing Technologies Shape Writers’ Practices over Time”

Arturo Valdespino, El Paso Community College, “Bridging the Divide: Helping College Freshmen Deal with Adversity by Bringing in the Community”

*12-Writing Pedagogies and Processes*

**K.19 Can You Hear Me Now?: Using Audio to Teach Writing**

The panel demonstrates the valued ways sound can be effectively used to teach writing.

Hilton Room 332, Level Three

**Chair:** Andrew Burgess, Florida State University

**Speakers:** Andrew Burgess, Florida State University, “What’s That Sound?: Toward a Multimodal Understanding of Music as Mode-In-Relation”

Shannon Mrkich, West Chester University, “Dictating Student Feedback: Bring Your ‘Voice’ Alive in Print”

Jennifer Ware, Wright State University, “Sound Action: Experiential Learning with Audio Documentaries and Museum Artifacts”

*1-First-Year and Advanced Composition*

**K.20 Rhetorical Listening: Difference, Materiality, and the Classroom**

These panelists explore methods for engaging meaningfully with others and developing actions for change.

Hilton Room 342, Level Three

**Chair:** Amy Lueck, Santa Clara University

**Speakers:** Esther Schupak, Bar-Ilan University, “Implications of Listening Rhetoric for the Composition Classroom”

Shersta Chabot, Arizona State University, “Pedagogies of Strategic Action: Composition as Engagement with Women’s Material Culture”

Jonathan Seggelke, Metropolitan State University of Denver, “Against Me! and Caitlyn Jenner: Using Rhetorical Analysis in First-Year Composition to Investigate Gender Norms”

Christina Grimsley, Texas Woman’s University, “Gender, Multimodal Writing, and Flipped Teaching: How New Definitions of Literacy Impact Women in the Classroom”

*8-Taking Action*

**K.21 Reclaiming Rhetorics of Resistance in the 21st Century**

Panelists in this session examine rhetorical impediments to the political effectiveness of Leftist activism in the 21st century.

GRB Room 351A, Level Three

**Chair:** Kainat Abidi, St. John’s University

**Speakers:** Valerie Smith, University of Waterloo, “Activism That Endures: Idle No More v Conservative Tactical Rhetoric”

Chitra Karki, University of Waterloo, “The Third Gaze: Intracultural Conflict and the Fracturing of Solidarity among Transnational Migrant Communities”

Frankie Condon, University of Waterloo, “Right-wing Rhetoric and Social Media in an Age of Repressive Tolerance”

*1-First-Year and Advanced Composition*

**K.22 Getting Involved: Civil and Legal Literacy**

This panel explores civic and legal writing as possible ways to engage with the community.

GRB Room 340B, Level Three

**Chair:** Robert Gilmor, University of Denver

**Speakers:** Joe Wagner, Bowling Green State University Firelands, “Taking Legal Action in the First-Year Composition Class”

Drew Loewe, St. Edward’s University, “Threshold Concepts for Legal Writers”

Christopher Foree, Texas Christian University, “A Civil Tone and a Critical Eye: Encouraging Dual-Credit Students to Think Like College Students and Act Like Citizens”

*12-Writing Pedagogies and Processes*

**K.23 Build It and They Won't Come: Action Plan for the Stealth Veteran**

Effective pedagogies for invisible veterans who disaffiliate but are still marked by military literacies and experience.

GRB Room 351B, Level Three

**Chair:** Mariana Grohowski, Massachusetts Maritime Academy

**Speakers:** A. R. Mallory, Iowa State University, "Respecting Veterans' Desire for Invisibility in the Writing ClassPedagogical Theory and Practice That Supports without Labeling"

Liam Corley, U.S. Naval Academy, "Not Your Granddaddy's Veteran: Disaffiliation and the Composition Classroom"

Derek Handley, Community College of Allegheny County, "Another Mission: Citizenship Pedagogy in the First-Year Writing Classroom"

*14-Writing Programs*

**K.24 Visualizing the Labor of Writing Center through RAD Research: Toward the Materiality of the Everyday Work of Teaching and Learning for Students, Staff, and Professionals**

Using empirical research to spur and sustain action, this panel explores labor and its materiality for a range of writing center audiences.

GRB Room 340A, Level Three

**Chair:** Harry Denny, Purdue University

**Speakers:** Harry Denny, Purdue University, "Most Served, Least Served, Best Served?: Writing Center Assessment as Advancing Social Justice Dialogue"

Patrick Love, Purdue University, "Writing Center Sessions as Articulated Labor: Strategies to Assess Tutoring Strategies and Make Work Visible"

Mary McCall, Purdue University, "Avoid Going on the Defensive: Articulating Writing Center Assessment through the Invisible Labor of Annual Reports"

Beth Towle, Purdue University, "Tutoring as (Hard) Labor: How Assessment Makes Writing Center Work Visible to Institutions"

*11-Research*

**K.25 Innovations in Big Data Research**

This panel shares big data research that helps our field to better understand discursive shifts in threshold concepts, archives, and embodiment.

GRB Room 351D, Level Three

*Chair:* Scott Banville, Nicholls State University

*Speakers:* Valerie Robin, Georgia State University, “Innovation and the Digital Archive of Literacy Narratives: An Exploration and Implementation of Innovation in Rhetoric and Composition”

Kristine Johnson, Calvin College, “Discursive Thresholds”

Kateland Wolfe, Georgia State University, “The Embodied and Embedded Practices of Embodiment: A ‘Distant Reading’ of Embodiment Scholarship”

Michael Neal, Florida State University, “Undergraduate Inquiry: Archival Research as an Alternative to the Ubiquitous Research Paper”

*13-Theory*

**K.26 Exploring the Rhetoric of New Media and Identity**

This panel explores how we teach and talk about new media and identity in the field and with our students.

GRB Room 351C, Level Three

*Chair:* Kelly Blewett, University of Cincinnati

*Speakers:* Justin Hodgson, Indiana University, “Exploring the New Aesthetic: Hyperrhetoricity, New Media, and Mediated Expectations”

Erika Sparby, Northern Illinois University, “Anonymity, Design, and Identification: The Rhetorical Construction of Identity on Digital Social Media”

Chris Gerben, St. Edward’s University, “Perceptual Beta: The Importance of Changing Terms for Online and ‘New’ Writing with Our Students”

*7-Institutional and Professional*

**K.27 Advocating for First-Year Writing and Library Partnerships through Shared Threshold Concepts**

Using shared threshold concepts, we partnered to advocate against one-off, skills-focused writing and research instruction.

GRB Room 351E, Level Three

*Chair:* I. Moriah McCracken, St. Edward’s University

*Speakers:* Brittney Johnson, St. Edward’s University

Kayla Sulewski, St. Edward’s University

*8-Taking Action*

**K.28 Threshold Concepts, Affective Dispositions, Writing Transfer, and Writer Identity: An Action-Oriented Session for Connections and Collaboration**

Participate in integrative research on threshold concepts, dispositions, transfer, and identity to generate robust writing frameworks.

Hilton Grand Ballroom I, Level Four

**Chair:** Barbara Bird, Taylor University

**Speakers:** Mary Tripp, University of Central Florida

Barbara Bird, Taylor University

Lisa Tremain, Occidental College

*3-Community, Civic & Public*

**K.29 Investigating “Consequences” of a Community Literacy Partnership: Results from a Study of “Writing for Change”**

This session presents the results of our assessment of a community literacy partnership involving high school and college students.

Hilton Room 333, Level Three

**Chair:** Tina Bly, University of Oklahoma

**Speakers:** Justin Lohr, University of Maryland

Carly Finkelstein, Northwestern High School

Heather Lindenman, University of Maryland

*7-Institutional and Professional*

**K.30 Transaction, Inaction, and Reaction: The Many “Actions” of Adjunct Composition Work**

This session interrogates the current disabling communication between adjunct and TT faculty and proposes alternatives that unite both.

Hilton Ballroom of the Americas Salon E, Level Two

**Chair:** Matthew Boedy, University of North Georgia

**Speakers:** Carol Haviland, California State University, San Bernardino,

“What-Us? Yes-YOU!!”

Maggie Cecil, California State University San Bernardino, “Writing Centers Do It Better”

Gina Hanson, California State University, San Bernardino, “Language Matters Here Too”

Chloe de los Reyes, California State University, San Bernardino



*4-Creative Writing*

**K.31 Composing Disability Memoir as Transformative Action**

Memoir and life writing provide a creative platform for narratives that take transformative action to challenge normative assumptions.

Hilton Grand Ballroom L, Level Four

**Chair:** Madaline Walter, Benedictine College

**Speakers:** Hilary Selznick, Illinois State University, “Acting Strategically: Disabled Life Writing as a New Rhetoric of Pain”

Madaline Walter, Benedictine College, “Wielding a Crayon in a Battle for the ‘Mad’: Emilie Autumn’s *The Asylum for Wayward Victorian Girls*”  
Shannon Walters, Temple University, “Collaboration for Action: Disability and Multimodal Revision in I”

Tonya Stremlau, Gallaudet University, “Taking Writing Matters into Our Own Hands: A Deaf Writing Workshop”

*7-Institutional and Professional*

**K.32 Resilience and Agency: Taking Action on Labor, Curriculum, and the Work of Writing Program Administration**

Panelists share strategies for enhancing WPA resilience in light of economic pressures and institutional constraints.

Hilton Ballroom of the Americas Salon C, Level Two

**Speakers:** Jonathan Udelson, University of Louisville, “Total Quality for Whom?: Attending to the Emotional Dimensions of Contingent Instructors’ Work in an Age of Fast Capitalism”

Shari Stenberg, University of Nebraska-Lincoln, “Sustaining Good WPA Work in Hard Institutional Times: A Study of Veteran WPAs’ Strategies for Resilience and Agency”

James Beitler, Wheaton College, “Defining Transitions: Building WPA Agency in Changing Times”

Brett Griffiths, University of Michigan, “Rethinking ‘Class’: Poverty, Pedagogy, and Two-Year College Writing Programs”

Debbie Minter, University of Nebraska-Lincoln, “Sustaining Good WPA Work in Hard Institutional Times: A Study of Veteran WPAs’ Strategies for Resilience and Agency”

*7-Institutional and Professional*

**K.33 Taking Action and Taking Responsibility: A Roundtable for Caucuses, Special Interest Groups, Standing Groups, and the NCTE/CCCC**

This roundtable/conversation addresses institutional constraints that have led to a “siloeing” rhetoric that frames caucuses as non-intersectional, discrete groups, while the label of “special” implies the broader organization is unmarked and white. What are our responsibilities to our caucuses and what responsibilities do the caucuses have to each other?

Hilton Ballroom of the Americas Salon B, Level Two

**Chair:** Garrett Nichols, Bridgewater State University

**Speakers:** Qwo-Li Driskill, Oregon State University, “Coalition and Decolonization: An American Indian Caucus Manifesto”

Tara Wood, Rockford University, “Recognizing Interdependence”

Linh Dich, Miami University, “Shaping ‘Our’ Public, Professional Identity: The Influence of Interest Groups on the Broader Organization”

Casie Cobos, “Decentering the Polis”

Al Harahap, University of Arizona

Elaine Richardson, The Ohio State University, “Seeing Each Other for Radical Coalition Building”

Garrett Nichols, Bridgewater State University, “An Alliance beyond Signal-Boosting”

*7-Institutional and Professional*

**K.34 Finding Meaning in the Midst of Academe’s Identity Crisis**

We discuss ways to reimagine our work as compositionists at mid-career, given the widespread feeling of discontent about academe.

Hilton Room 338, Level Three

**Chair:** Angela Crow, James Madison University

**Speakers:** Angela Crow, James Madison University, “Belonging and Bicycles, Finding a Comfortable Fit for Mid-Life Advocacy”

Cindy Moore, Loyola University Maryland, “Career Contemplation with the Life-Changing Magic of Tidying Up”

Annette Powell, Bellarmine University, “Searching for Tommy Merton, Institutional Identity and Personal Mission”

Peggy O’Neill, Loyola University Maryland, “Losing Your Way or Exploring New Territory?”

*1-First-Year and Advanced Composition*

**K.35 Enacting Knowledge Transfer at the Community College:  
Three Case Studies of Writing Transfer across Disciplines  
and Programs**

This panel will trace the transfer knowledge acquired by students as they navigate the community college curriculum.

Hilton Ballroom of the Americas Salon A, Level Two

**Chair:** Howard Tinberg, Bristol Community College

**Speakers:** Howard Tinberg, Bristol Community College, “Using Transfer Knowledge to Bridge College and Work”

Holly Pappas, Bristol Community College

Jean-Paul Nadeau, Bristol Community College

## Special Interest Groups

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6:30 p.m.–7:30 p.m.

### **FSIG.01 American Indian Caucus Business Meeting**

Business Meeting for American Indian Caucus.

Hilton Ballroom of the Americas Salon E, Level Two

*Speakers:* Joyce Rain Anderson, Bridgewater State University  
Resa Crane Bizzaro, Indiana University of Pennsylvania  
Malea Powell, Michigan State University

*3-Community, Civic & Public*

### **FSIG.02 Asian/Asian American Caucus**

Caucus business meeting.

Hilton Room 335A, Level Three

K. Hyoejin Yoon, West Chester University

### **FSIG.03 Black Caucus**

Hilton Ballroom of the Americas Salon F, Level Two

*Co-Chairs:* David E. Kirkland, Michigan State University  
Elaine Richardson, The Ohio State University

*7-Institutional and Professional*

### **FSIG.04 Labor Caucus SIG Business Meeting**

Open to all, this SIG offers a space to discuss labor, update on the caucus's progress, and develop strategies for change.

Hilton Ballroom of the Americas Salon C, Level Two

*Co-Chairs:* Marc Bousquet, Emory University  
Susan Naomi Bernstein, Arizona State University, Tempe  
Mitzi Jones, University of Arkansas-Fort Smith  
Craig Crowder, University of Kentucky  
Heather Julien, Emory University  
Jessica Philbrook, University of Missouri  
Vandana Gavaskar, Ventura College  
Sue Doe, Colorado State University, Fort Collins  
Maxwell Philbrook, University of Missouri  
Amy Lynch-Binieck, Kutztown University

*7-Institutional and Professional*

**FSIG.05 Latin@ Caucus Business Meeting**

Caucus Business Meeting.

Hilton Room 335C, Level Three

*Co-Chairs:* Raul Sanchez, University of Florida

Iris Ruiz, University of California Merced

Bruce Martin, University of Houston

*8-Taking Action*

**FSIG.06 Writing with Current, Former, and Future Members of the Military**

SIG supports instructors who work with veterans, ROTC and Academy cadets, and currently-serving members of the military.

Hilton Room 333, Level Three

*Co-Chairs:* D. Alexis Hart, Allegheny College

Michael Edwards, Washington State University

*1-First-Year and Advanced Composition*

**FSIG.07 Progressive Approaches to Grammar, Punctuation, and Usage SIG**

This SIG will explore progressive approaches to grammar in the classroom, taking action by using grammar as a set of tools, not rules.

Hilton Room 330, Level Three

*Speaker:* Joseph Salvatore, The New School

*4-Creative Writing*

**FSIG.08 Creative Nonfiction in Action: The Difference a Postcard Makes**

Experienced creative nonfiction writers will discuss ways to invite all writers to use and teach this genre.

Hilton Ballroom of the Americas Salon B, Level Two

*Co-Chairs:* Libby Falk Jones, Berea College

Douglas Hesse, The University of Denver

Kathleen Blake Yancey, Florida State University

*14-Writing Programs*

**FSIG.09 Undergraduate Consortium in Rhetoric and Writing**

This SIG addresses the needs of CCCC's participants working in undergraduate rhetoric and writing studies (courses, programs, majors).

GRB Room 351D, Level Three

*Co-Chair:* Helen Foster, University of Texas, El Paso

*Speaker:* Angela Petit, GLC Solutions

*3-Community, Civic & Public*

**FSIG.10 SIG on Arab, Arab American, and Muslim Identity and Issues**

This SIG's aim is to bring together scholars, teachers, and theorists interested in issues related to Arabs and Muslims.

Hilton Room 332, Level Three

*Chair:* Tamara Issak, Syracuse University, "SIG on Arab and Muslim Issues"

*Co-Chair:* Lana Oweidat, Goucher College, "SIG on Arab and Muslim Issues"

*9-Language*

**FSIG.11 Transnational Composition Standing Group**

Facilitates exchanges of writing programs, pedagogies and resources across geographic, linguistic, cultural and institutional borders.

Hilton Room 327, Level Three

*Chair:* Brice Nordquist, Syracuse University

*11-Research*

**FSIG.12 Special Interest Group on Undergraduate Research**

This SIG provides an opportunity for those interested in undergraduate research to discuss relevant issues.

GRB Room 340A, Level Three

*Speakers:* Megan Schoettler, Miami University of Ohio

Michael Zerbe, York College of Pennsylvania

*7-Institutional and Professional*

**FSIG.13 IWDPA Business Meeting**

The annual business meeting of the Independent Writing Departments and Programs Association, a Standing Group of the CCCC.

Hilton Room 342, Level Three

**Co-Chairs:** Alice Myatt, University of Mississippi, University  
Leslie Werden, Morningside College

*1-First-Year and Advanced Composition*

**FSIG.14 Contemplative Writing Pedagogies Special Interest Group**

This SIG offers a forum for discussion and support for best practices in mindfulness and contemplative writing pedagogies.

Hilton Room 337A, Level Three

**Speakers:** Emily Beals, California State University, Fresno  
Jennifer Consilio, Lewis University  
Donna Strickland, University of Missouri, Columbia

*7-Institutional and Professional*

**FSIG.15 Play and Game Studies Special Interest Group**

The PGS SIG aims to provide scholars with opportunities to network, share ideas and information, and discuss play and games in composition.

Hilton Room 335B, Level Three

**Co-Chairs:** Stephanie Vie, University of Central Florida  
Danielle Roach, Miami University and Old Dominion University  
Dawn Opel, Arizona State University  
Jennifer deWinter, Worcester Polytechnic Institute  
Kevin Moberly, Old Dominion University  
Megan Mize, Old Dominion University  
Kris Purzycki, University of Wisconsin, Milwaukee  
Jill Morris, Frostburg State University  
Emily Bunner, University of North Carolina at Chapel Hill

*12-Writing Pedagogies and Processes*

**FSIG.16 Adult Writers in Diverse Contexts SIG**

We will discuss enhancing the engagement of adult learners in their writing courses through a focus on relevance and applicability.

GRB Room 351C, Level Three

**Co-Chairs:** Barbara Gleason, City College of New York, CUNY  
Sonia Feder-Lewis, Saint Mary's University of Minnesota

*13-Theory*

**FSIG.17 Rhetoric and Religious Traditions Standing Group  
Business Meeting**

This is the annual meeting of the Rhetoric and Religious Traditions Standing Group. Anyone interested is welcome to attend.

Hilton Room 329, Level Three

*Speaker:* Jeffrey Ringer, University of Tennessee

*6-Information Technologies*

**FSIG.18 Special Interest Group for Effective Practices in Online  
Writing Instruction: Student Matters and the CCCC  
OWI Principles and Effective Practices**

The SIG leaders will report on research findings about students' experiences with OWI and prompt a discussion about participants' students.

Hilton Room 338, Level Three

*Co-Chairs:* Kevin Eric DePew, Old Dominion University  
Mahli Mechenbier, Kent State University, Twinsburg

*3-Community, Civic & Public*

**FSIG.19 Community Literacy, Service-Learning, and Public  
Rhetorics (SIG)**

This SIG provides collaborative space for participants to share their research, pedagogy, and current projects.

Hilton 339B, Level Three

*Co-Chairs:* Connie Snyder Mick, Notre Dame University  
Joyce Meier, Michigan State University, "Community Literacy,  
Service-Learning, and Public Rhetorics SIG"

*4-Creative Writing*

**FSIG.20 Creative Writing SIG: Creating a Writing Space**

We explore ways in which fiction and poetry can energize our research and practice as teachers, scholars, and writers.

Hilton Room 336A, Level Three

*Co-Chairs:* Benjamin Miller, CUNY Graduate Center  
Ben Ristow, Hobart and William Smith Colleges



*14-Writing Programs*

**FSIG.21 Studio PLUS Special Interest Group**

The Studio PLUS SIG supports writing instruction and programs operating in “third spaces” across labels and institutions.

Hilton Room 336B, Level Three

*Chair:* Rhonda Grego, Midlands Technical College

*1-First-Year and Advanced Composition*

**FSIG.22 Working-Class Culture and Pedagogy**

This is the annual business meeting of the Working-Class Culture and Pedagogy SIG.

Hilton Room 340B, Level Three

*Co-Chairs:* Jennifer Beech, University of Tennessee at Chattanooga  
William Thelin, University of Akron

*14-Writing Programs*

**FSIG.23 Graduate Student Special Interest Group: Graduate Student Mentorship**

An open roundtable discussion between experienced faculty and graduate students regarding best practices in grad student mentorship.

Hilton Ballroom of the Americas Salon A, Level Two

*Co-Chairs:* Caddie Alford, Indiana University  
Jennifer Warfel Juskiewicz, Indiana University  
*Speakers:* Katie Zabrowski, Saint Louis University  
Nathaniel Rivers, Saint Louis University  
Allison Carr, Coe College  
Laura Micciche, University of Cincinnati

*7-Institutional and Professional*

**FSIG.24 Academic Mothering in Rhetoric and Composition**

Open to all CCCC attendees, this SIG is a participant-led sharing session on academic mothering in rhetoric and composition.

Hilton Room 337B, Level Three

*Speaker:* April Baker-Bell, Michigan State University

**FSIG.25 Queer Caucus**

Hilton Room 343A, Level Three

*Co-Chairs:* Donnie Sackey, Wayne State University  
Becca Hayes, Michigan State University

**FSIG.26 Caucus after the Caucus**

Post Caucus meet up as a group.

Hilton Ballroom of the Americas Salon D, Level Two

8:00–9:00 p.m.

*Speakers:* Donnie Sackey, Wayne State University

Jennifer Sano-Franchini, Virginia Polytechnic Institute and State University

Elaine Richardson, The Ohio State University

**FSIG.27 English Education/Composition Connections**

This SIG is a forum for professionals in composition, English education, and related areas to meet, discuss issues, and build community.

Hilton Room 340A, Level Three

*Co-Chair:* Mark Letcher, Lewis University

Ken Lindblom, Stony Brook University

Gretchen Rumohr-Voskuil, Aquinas College

**FSIG.28 Writing-about-Writing Standing Group**

The Writing-about-Writing Standing Group supports the development of writing-about-writing pedagogies for college writing courses. The group meets to build community and exchange ideas, sharing resources and ideas about what works in WAW classrooms and why. This meeting will also elect new at-large members to the group's steering committee.

Hilton Room 339A, Level Three

*Chair:* Doug Downs

# **Saturday, April 9**

## **Special Events and Meetings**

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### **Room and Location Names**

Sessions are located in both the George R. Brown Convention Center and the Hilton Americas - Houston using the abbreviations GRB and Hilton.

### **Two-Year College Saturday Program**

Sponsored by the Two-Year College English Association (TYCA)

### **Two-Year College English Association Annual Breakfast and Awards—Saturday**

Hilton Ballroom of the Americas Salon A, Level Two  
7:00 a.m.–8:00 a.m.

Admission is by advance registration only.

## TYCA FAME AWARD

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This award acknowledges the best mention of the two-year college appearing in any media during the previous year. The award gives credit to those reporters, writers, filmmakers, and others who seek out and publicize exemplary students, faculty, programs, campuses, and/or recognize the two-year college system.

The winner will be announced at the TYCA Breakfast.

### Fame Award Committee

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**Chair:** Joy Barber, Montana State University, Billings  
Sterling Warner (Past Chair), Evergreen Valley College, San Jose, CA  
Carmen Carrasquillo, Miramar College, San Diego, CA  
Michael Dinielli, Chaffey College, Alta Loma, CA  
Brett Griffiths, University of Michigan, Ann Arbor  
Bruce Henderson, Fullerton College, CA  
Martha Henning, Portland Community College, OR  
Jeffrey Klausman, Whatcom Community College, Bellingham, WA  
Mandana Mohsenzadegan, Evergreen Valley College, San Jose, CA  
Howard Tinberg, Bristol Community College, Fall River, MA

For a listing of previous winners, please visit <http://www.ncte.org/tyca/awards/fame>.

## DIANA HACKER TYCA OUTSTANDING PROGRAMS IN ENGLISH AWARDS FOR TWO-YEAR TEACHERS AND COLLEGES

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These awards are given annually to honor two-year teachers and their colleges for exemplary programs that enhance students' language learning, helping them to achieve their college, career, and personal goals.

Winners are to be announced at the TYCA Breakfast.

### Outstanding Programs Award Committee

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**Chair:** Jeff Andelora, Mesa Community College, AZ  
Judy Angona, Ocean County College, Tom's River, NJ  
Sravani Banerjee, Evergreen Valley College, San Jose, CA  
Dodie Forrest, Yakima Valley Community College, WA  
Juliette Ludeker, Howard Community College, Columbia, MD

For a listing of previous winners, please visit <http://www.ncte.org/tyca/awards/programs>.

## ANNUAL BUSINESS/TOWN MEETING

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Hilton Ballroom of the Americas Salon B, Level Two

8:00 a.m.–9:15 a.m.

*All members and newcomers of CCCC are invited to attend and vote at the business meeting.*

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

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

**CCCC Assistant Chair:** Carolyn Calhoon-Dillahunt, Yakima Valley Community College, WA

**CCCC Secretary:** Jessie L. Moore, Elon University, NC

**CCCC Executive Secretary/Treasurer:** Emily Kirkpatrick, NCTE, Urbana, IL

**CCCC Parliamentarian:** Rochelle Rodrigo, Old Dominion University, Norfolk, VA

### *Established Rules for Conduct of the Annual Business Meeting*

1. All voting members should be properly identified, and only members in good standing may vote in the business meeting.
2. A quorum of seventy-five members of CCCC in good standing is required for the transaction of business in this meeting.
3. Anyone wishing the floor should go to a microphone and give his or her name and institution when recognized by the chair.
4. If procedural rules are adopted by a majority vote of the members present, a two-thirds vote will be required to suspend or amend them.
5. Members may offer for discussion and action a sense-of-the-house motion, as specified in item 4 in the “Basic Rules for the Handling of Resolutions.” Such motions, if passed, will be broadcast to the members, not as an official CCCC statement, but as the wish of the majority of the members voting at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or another appropriate CCCC body, and can become the substance of a resolution at the next annual convention.
6. *Sturgis’s Standard Code of Parliamentary Procedure* applies on all questions of procedure and parliamentary law not specified in the Constitution, Bylaws, or other rules adopted by CCCC.
7. The Parliamentarian interprets the rules on parliamentary procedures.
8. A secret ballot will be ordered by a motion to vote by secret ballot and an affirmative vote of at least ten members.

### *Procedural Rules Proposed for Adoption at the Annual Business Meeting*

In discussion of resolutions and all other items of business except sense-of-the-house motions:

- a. Three minutes will be allowed for each speaker each time.
- b. No one may speak a second time on a subject until all who wish to speak have been heard.

- c. The presiding officer will attempt to provide a balance in recognizing pro and con speakers. If there are no speakers opposing a motion under consideration, the chair may ask the house to move immediately to a vote in order to expedite the business.
- d. Discussion will be limited to no more than fifteen minutes (not including discussion of amendments) on any main motion or resolution; this time may be extended in ten-minute increments by consent of the body.
- e. Discussion of an amendment to a motion or resolution will be limited to no more than ten minutes; this time may be extended in six-minute increments by consent of the body.
- f. Amendments to amendments will not be accepted, in order to avoid confusion.

In discussion of sense-of-the-house motions:

- a. To be considered for deliberation, a sense-of-the-house motion must be prepared in writing, must not exceed 50 words, and must be submitted to the chair in three copies before the call for the adoption of the agenda at the beginning of the business meeting. (Brief prefatory statements in explanation of the motion are not part of the motion and need not be submitted in writing.)
- b. A sense-of-the-house motion may not be amended, except for editorial changes acceptable to the mover.
- c. Speakers on sense-of-the-house motions shall be limited to two minutes each, except by dispensation of the chair.
- d. Discussion of sense-of-the-house motions shall be limited to ten minutes, except by dispensation of the chair.

### ***Basic Rules for the Handling of Resolutions at the Annual Business Meeting***

- 1. A call for resolutions will appear in the February issue of *College Composition and Communication*. Proposed resolutions received by the chair of the Resolutions Committee two weeks before the conference require the signature of only five conference members; however, additional signatures are welcome as a means of indicating the base of support for the resolution.
- 2. The function of the Resolutions Committee is to review all resolutions presented and to prepare resolutions of its own in areas in which it or the Executive Committee believes conference action is needed. Special attention will be given to including areas covered in sense-of-the-house motions passed at the last Annual Business Meeting. In reviewing resolutions, the Resolutions Committee is responsible for combining all resolutions that duplicate one another in substance and for editing all resolutions.

The Resolutions Committee will report all properly submitted resolutions to the Annual Business Meeting with a recommendation for action.

Resolutions that call for conference action in the areas in which the CCCC Constitution assigns authority to the officers or the Executive Committee will be clearly labeled as advisory to the officers or the Executive Committee.

Resolutions of appreciation may be prepared by the CCCC officers and may be presented by the Resolutions Committee.

The Resolutions Committee will hold an open meeting during the Special Interest Group time period to clarify and discuss these resolutions with concerned conference members. It is especially urgent that the authors of resolutions or their delegates come to this meeting. Although no new resolutions may be added at this time, members suggesting additional resolutions will be informed that they may introduce sense-of-the-house motions at the Annual Business Meeting in accordance with the rule given in item 4 below. The Resolutions Committee will also have a closed meeting after the open meeting to make such editorial and substantive changes as the deliberations of the open meeting may suggest.

3. As necessary, resolutions will be retyped so that complex changes will be incorporated into the copies of the resolutions distributed at the Annual Business Meeting.

During the report of the Resolutions Committee at the Annual Business Meeting, one member of the Committee will read the “resolved” portion of each resolution and move its adoption. Adoption will require only a simple majority of members present. Action will be taken on each resolution before the next resolution is presented.

The CCCC officers at their post-convention session will determine the dissemination of, and the action to be taken on, all resolutions adopted.

4. Members may offer sense-of-the-house motions for discussion and action. Such motions, if passed, will be announced to CCCC members, not as official CCCC statements, but as the will of the majority of members at the Annual Business Meeting. Sense-of-the-house motions can affect action by the Executive Committee, or by another appropriate CCCC body, as well as become the substance of a resolution at the next annual convention. In order to be considered, sense-of-the-house motions of no more than 50 words must be presented in writing (three copies) to the chair of the Annual Business Meeting before the adoption of the agenda.

## **TYCA Executive Committee Meeting**

Hilton Room 344A, Level Three

9:00 a.m.–5:00 p.m.

## L Sessions: 9:30–10:45 a.m.

### *3-Community, Civic & Public*

#### **L.01 Historiographic Participatory Action Research: Reciprocity and Benefits in “Sweet Home Alabama”**

This panel examines methodology, negotiation, and service learning pedagogy in a PAR project situated in a historic Black town in the south.

Hilton Room 327, Level Three

**Chair:** Michelle Bachelor Robinson, The University of Alabama

**Speakers:** Margaret Holloway, The University of Alabama, “Taking Action: Service Learning and Historiographic Research”

Michelle Bachelor Robinson, The University of Alabama, “Actions Speak Louder than Words: The Making of Academic and Community-Based Partnerships”

Khirsten Echols, University of Louisville, “Ideas to Action: Mixing Methods and Taking Names”

### *1-First-Year and Advanced Composition*

#### **L.02 Facilitating Transfer from FYC to Other Courses: Two Research-Supported Approaches**

Two approaches to explicitly teaching for transfer in FYC increased student motivation to transform rhetorical knowledge for other contexts.

Hilton Room 335B, Level Three

**Chair:** Keith Comer, Victoria University of Wellington

**Speakers:** Ryan Roderick, Carnegie Mellon, “A Wiki to Facilitate Transfer?”

Susan Tanner, Carnegie Mellon, “The Effects of Collaborative Reflection”

Michael Williams, Carnegie Mellon, “Enactment of a Wiki Assignment across Three Course Sections”

Joanna Wolfe, Carnegie Mellon University, “Building a Curriculum for Transfer with Comparative Genre Analysis”

Barrie Olson, UC Blue Ash, “Evaluating a Curriculum for Transfer with Comparative Genre Analysis”



*8-Taking Action*

**L.03 Curricular Crossroads: Teaching Professional Writing for Civic Purposes**

This panel repurposes action-oriented genres of business and professional writing to effect change in the public sphere.

Hilton Room 332, Level Three

*Chair:* Lauren Connolly, Lewis-Clark State College

*Speakers:* Patrick McHugh, University of California, Santa Barbara

Ljiljana Coklin, University of California Santa Barbara

Peter Huk, University of California, Santa Barbara

*13-Theory*

**L.04 Whispers in the Corner: The Rhetoricity of Gossip**

This panel suggests gossip can empower marginalized individuals to speak by providing a space in which subversive thinking can be voiced.

Hilton Room 328, Level Three

*Chair:* Pamela VanHaitsma, Old Dominion University

*Speakers:* Laura Buchholz, Old Dominion University, “‘Let Me Peep over Your Shoulder and Tell You a Story’; Narration and Domestic Space in the Work of Fanny Fern”

Sarah Spangler, Old Dominion University, “Partitioned Conversations: Extolling the Virtues of Gossip as a Subversive Feminist Rhetorical Strategy for Community and Productivity”

Megan Mize, Old Dominion University, “‘Talke Woorth the Hearynge’: Historically Situating the Rhetorical Nature of Gossip in Early Modern Conduct Manuals”

*5-History*

**L.05 Activism and Action: Rhetorical Histories of Labor**

These papers examine how histories of labor have informed and been informed by rhetorical action.

Hilton Room 329, Level Three

*Chair:* Rebecca Gerdes-McClain, The University of Oklahoma

*Speakers:* Rebecca Gerdes-McClain, The University of Oklahoma, “Acting from History: Edwin Hopkins and Labor Reform”

Joseph Bartolotta, University of New Mexico, “‘Action Based on Knowledge Is Power:’ Multiliteracies and Advocacy in the International Ladies’ Garment Workers’ Union”

David Hudson, University of Wisconsin-Madison, “Curating Literacy-in-Action: Managing the Meanings of Literacy at Hull House’s Labor Museum”

*13-Theory*

**L.06 Redefining and Reimagining the Religious within and beyond the Writing Classroom**

The papers on this panel ask new questions about how religious discourse unfolds in our students' writing.

Hilton Ballroom of the Americas Salon C, Level Two

**Chair:** Jeffrey Ringer, University of Tennessee

**Speakers:** William Duffy, University of Memphis, "Say So: Negotiating Proclamation in Composition"

Paul Lynch, Saint Louis University, "Religion as a Mode of Composition"

Lisa Zimmerelli, Loyola University Maryland, "Centering Faith"

Christopher Brown, University of Arizona, "Trans-gressive Potentials of the Conversion Narrative for Composition Pedagogy"

*6-Information Technologies*

**L.07 Develop, Design, Deliver: Teaching Graduate Students to Teach Writing Online**

This panel looks at the need for preparing graduate students to teach online writing instruction through programs and courses.

Hilton Room 335C, Level Three

**Chair:** Elif Demirel, Karadeniz Technical University

**Speakers:** Heidi Harris, University of Arkansas at Little Rock, "When OWI Meets QM: Online and Graduate Student Response to Principles-Based Course Design"

Kelli Cargile-Cook, Texas Tech University, "Developing an OWI Infrastructure to Support Novice Instructors"

Kevin Eric DePew, Old Dominion University, "Why Tiaras Matter in OWI: Using Experiential Instructional Delivery to Prepare Online Writing Instructors"

S. David Grover, Texas Tech University

*12-Writing Pedagogies and Processes*

**L.08 Action-Based Pedagogies and Multimodal Writing**

This panel presents action-based pedagogies and multimodal assignments that position students to take strategic action in various ways.

Hilton Room 330, Level Three

**Chair:** Ann Dean, University of Massachusetts Lowell

**Speakers:** Roopika Risam, Salem State University, "Writing Maps, Writing the World: A Critical Mapping Pedagogy"

Laurie Gries, University of Florida, "Making Writing Circulate, Making Writing Matter: A Pedagogy of Doing"

Erin Anderson, University of Massachusetts, “Composing the Veteran Experience: A Project-Based Pedagogy”

Tanya Rodrigue, Salem State University, “Composing with Sound: A Pedagogy of Offering”

*8-Taking Action*

**L.09 Crossing the Threshold: Identifying Threshold Concepts for Students, Teachers, and the University through Assessment**

Assessment reveals threshold concepts, leading to actions that transform curriculum, train teachers, and communicate beyond writing programs.

Hilton Room 333, Level Three

*Speakers:* Amanda Sladek, University of Kansas

Sonya Lancaster, University of Kansas

Julie Perino, University of Kansas

Charlene Summers, University of Kansas

*13-Theory*

**L.10 Writing and Illness**

This panel explores the physicality of writing.

Hilton Room 346A, Level Three

*Chair:* Liz Dennis, Barton College

*Speakers:* Erin Frymire, Northeastern University, “When the Body Writes Back: Torture and Embodied Composition in the 21st Century”

Rebecca Miner, Northern Michigan University, “Writing Illness Stories: Considering Shared Expressions of Self-Advocacy”

*1-First-Year and Advanced Composition*

**L.11 Pedagogy and Ideas: The First-Year Composition Class**

This panel explores different pedagogies and ideas to be successful.

Hilton Room 336A, Level Three

*Speakers:* Quanisha Charles, Indiana University of Pennsylvania, “The Frustrations and Successes of Undergraduates Writing within Academe”

Beatrice Mendez Newman, The University of Texas-Pan American, “Being Wrong and Good Ideas: Connections, Innovations, and Writing Possibilities in First-Year Reader Programs”

Michael Smith, Purdue University, “A Transdisciplinary Experiment in First-Year Composition”

Michele Irwin, OISE/University of Toronto, “Expressive Writing: A Gateway to Creative Composing”

*7-Institutional and Professional*

**L.12 Graduate Students: Key to a University's Success**

This panel explores issues of networking graduate writing courses and perceptions of academic writing and how these are important in making universities successful.

Hilton Room 336B, Level Three

**Chair:** Jennifer England, New Mexico State University

**Speakers:** Meridith Reed, North Carolina State University, “Communities of Support: Investigating the Informal Peer-to-Peer Mentoring of GTAs”  
Crystal Colombini, University of Texas at San Antonio, “From Preparatory Pedagogy to “Publish or Perish:” Academic Writing Genres and the Developing Scholar”

Laurie Pinkert, University of Central Florida, “Writing within Our Discipline: Surveying Writing Courses in Graduate Programs in Rhetoric and Composition”

*1-First-Year and Advanced Composition*

**L.13 Remixing Collaboration: (In)Visible Practice and Pedagogy**

This panel examines collaboration in three sites: composition scholarship, peer consultations, and classroom activities.

Hilton Room 337A, Level Three

**Chair:** Rebecca Fraser, The Harry Van Arsdale Center for Labor Studies

**Speakers:** Amy Berrier, University of North Carolina at Greensboro  
Stacy Rice, University of North Carolina at Greensboro  
Brenta Blevins, University of North Carolina at Greensboro

*8-Taking Action*

**L.14 Collaboration in Action: Using Quantitative Data-Driven Arguments to Advocate for Ethical Labor Models**

Presents methods of advocating for ethical, sustainable labor models. Emphasizes focus on data and sensitivity to institutional hierarchy.

Hilton Room 343A, Level Three

**Chair:** Anita Furtner Archer, Raytheon

**Speakers:** Elizabeth Barnes, Boise State University  
Jan Roser, Boise State University  
Christi Nogle, Boise State University  
Michelle Payne, Boise State University  
Heidi Naylor, Boise State University

*13-Theory*

**L.15 Negotiating Otherness: An Exploration of Intersections between Autobiographical Video and Rhetoric**

This panel aims to add a new facet to our field's discussion of Otherness by using video to present the issue.

Hilton Room 343B, Level Three

**Chair:** Heather Blain Vorhies, University of North Carolina at Charlotte

**Speakers:** Shewonda Leger, Michigan State University, "What Does a Haitian Look Like?: Learning to Maintain Two Cultures without Overlooking One"

Erin Schaefer, Michigan State University, "Video Literacy Narrative Assignment: Discovering and Transforming Emotion and Prejudice"

Anne Von Petersdorff, Michigan State University, "Foreign Bodies: Embodied Encounters of Female Travelers between Egypt and Germany"

**Respondent:** Alexandra Hidalgo, Michigan State University,

*14-Writing Programs*

**L.16 Preparing for a Changing Professional Landscape: Junior Faculty, Disciplinarity, and Graduate Education**

Roundtable participants will discuss how graduate education might accommodate the increasingly complex identities of "Writing Studies."

Hilton Ballroom of the Americas Salon F, Level Two

**Chair:** Brad Lucas, Texas Christian University

**Speakers:** Jennifer Courtney, Rowan University, "Not English and beyond First-Year Writing"

Kelly Kinney, University of Wyoming, "Navigating Program Independence: Lessons for Junior Faculty outside English"

Gregory Giberson, Oakland University, "Changing Contexts of Disciplinarity: New Faculty, the Writing Major, and Independence"

**Respondents:** Jennifer Clary-Lemon, University of Winnipeg  
Lori Ostergaard, Oakland University

*12-Writing Pedagogies and Processes*

**L.17 Searching the Disciplines: Improving Student Writing Self-Efficacy through Departmental Collaboration**

This panel will describe strategies for cross-departmental collaboration in order to improve student self-efficacy in research and writing.

Hilton Room 337B, Level Three

**Chair:** Peter Gray, Queensborough Community College, CUNY

**Speakers:** Mia Reisweber, Leeward Community College, University of Hawaii, Hilo

Daniel Reardon, Missouri University of Science and Technology

Julie Phelps, Missouri University of Science and Technology

Jossalyn Larson, Missouri University of Science and Technology

*8-Taking Action*

**L.18 Activist Literacies within and beyond the Classroom**

This session demonstrates methods of “doing” social justice work in the classroom and community.

Hilton Room 338, Level Three

**Chair:** Christopher Teutsch, West Chester University of Pennsylvania

**Speakers:** Cara Kozma, High Point University, “Community Publishing within the Undergraduate Writing Major: A Strategy for Action”

Bret Keeling, Northeastern University, “First-Year Writing and Advocacy: The Poster Session as a Forum for Developing Students’ Sense of Civic Responsibility”

Nicole Higgins, University of Missouri-Kansas City, “Writing Community, Righting Self”

Virginia Crisco, California State University-Fresno, “Activist Literacy and The kNOw Youth Media’s Restorative Justice Project: Shaping Literate Action in Neoliberal Contexts”

*1-First-Year and Advanced Composition*

**L.19 Taking Action: Personal Writing, Ethnography, and Reflection**

This session will address tools for using ethnography as to track analyze and respond to patterns in student writing.

Hilton Room 339A, Level Three

**Chair:** Kay Halasek, The Ohio State University

**Speakers:** Tara Hembrough, Southeastern Oklahoma State University, “Writing Strategies for Action: A Case Study about an Interdisciplinary Curriculum of Sustainability and Ecomposition in First-semester Composition, Speech Communication, and University College Courses”

Andrew Wilson, University of Florida, “Reflection as Research: Strategies for Teaching and Writing (with) Sincerity”

Jesse Davie-Kessler, Stanford University, “Ethnographic Fieldnotes as a Pedagogical Tool: Scaffolding the First-Year Writing Experience”

Stuart Brooks, University of Houston, “What Can Writing Do for You? Personal Writing in the FYC Classroom”

*12-Writing Pedagogies and Processes*

**L.20 Assessment, Accountability, and Strategies of Collaboration**

This panel theorizes strategies for assessment, including student-generated measures.

Hilton Grand Ballroom L, Level Four

**Chair:** Joseph Cirio, Florida State University

**Speakers:** Jenny Martin, Bridgewater College, “Student-Generated Rubrics as a Pedagogical Strategy 2”

Alice Trupe, Bridgewater College, “Student-Generated Rubrics as a Pedagogical Strategy 2”

Bruce Bowles, Florida State University, “Taken Out of Context?: Examining the Influence of Context on Teachers’ Written Responses to Student Writing”

Judith Fourzan, University of Texas at El Paso, “Stretching the Hermeneutic Circle, Stretching Writing Assessment Theory: A Theoretical Comparison between Two Institutions”

Joseph Cirio, Florida State University, “The Affect of Assessment, Cueing Accountability through the Flows of Communities and Disciplines”

*1-First-Year and Advanced Composition*

**L.21 Rap and Hip-Hop in the Writing Classroom**

These panelists explore the art and craft of hip-hop and rap and generative models for first-year and advanced writers.

Hilton 339B, Level Three

**Chair:** Deborah Scaggs, Texas A&M International University

**Speakers:** Jill McKay Chrobak, Oakland University, “‘Good’ Rap Is Writing and ‘Good’ Writing Is WORK: Teaching the Art of Comp/Rhet Using the Art of Rap”

Kyesha Jennings, Danville Community College, “Social Analysis: Using Hip-Hop and Visual Literacy as a Writing Strategy”

Earl Brooks, Pennsylvania State University, “Black Music in the Composition Classroom”

*13-Theory*

**L.22 Political Rhetoric: Ethos, Agency, and Courage**

This panel explores how current political rhetoric creates or destroys a speaker's ethos.

Hilton Room 340A, Level Three

**Chair:** Jason Hoppe, United States Military Academy

**Speakers:** Rachel Wolford, Texas Tech University, "Re-creating Her Own Possibilities: Analyzing Hillary Clinton through Synchronic and Diachronic Models of Rhetorical Agency"

Bernie Miller, Eastern Michigan University, "Wars, Rhetorical Wars, and the Role of Women in the Military"

Michael Sobiech, Carson-Newman University, "A Conspiracy Ethos: The Role of 'Character' in Marginal Messages"

*13-Theory*

**L.23 Political Literacy in Composition: Critical Pedagogy, Multiple Voices, or Activism?**

Oppositions and possible common grounds among critical-pedagogy, pluralist, and activist theories of political literacy in composition.

Hilton Room 335A, Level Three

**Chair:** Jonathan Alexander, University of California, Irvine

**Speakers:** Donald Lazere, Cal Poly San Luis Obispo, "Pedagogy of Those Who Support the Oppressor"

William Thelin, University of Akron, "Examining the Self in Critical Pedagogy"

Teresa Grettano, The University of Scranton, "Jesuit Pedagogy and Political Literacy in FYW"

*13-Theory*

**L.24 Interrogating Digitized Whiteness: Renderings of Whiteness in Mediated Writing Spaces**

This panel discusses how racialized whiteness emerges in digital, public writing in order to expose and challenge that hegemony.

Hilton Ballroom of the Americas Salon D, Level Two

**Chair:** Krista Ratcliffe, Purdue University

**Speakers:** Tammie M Kennedy, University of Nebraska at Omaha, "Exposing White Normativity in Hillary Clinton's Presidential Campaign"



Nicole Snell, Bentley University IDCC, “When Reality Goes Really Wrong: Whiteness, Captioning, and Reality TV”

Kristi McDuffie, University of Illinois, “Negotiating Whiteness in Parent Reports of Child Racial Awareness”

**Respondent:** Joyce Irene Middleton, East Carolina University

*14-Writing Programs*

**L.25 Exploring Strange New Worlds: Launching a First-Year Composition Program while Following the WPA Roadmap AND Navigating the Texas Core Curriculum**

Panel discusses launch of their FYC program that follows both TX Core and WPA outcomes, reinventing UHCL 40 years after its founding.

Hilton Room 340B, Level Three

**Chair:** Bernie Hall, University of Houston-Clear Lake

**Speakers:** Christal Seahorn, University of Houston-Clear Lake, “Flying the Plane while Building It: WPA Action Strategies in a Time of Exponential Growth”

Chloe Diepenbrock, University of Houston-Clear Lake, “Downward Ho!: From Covered Wagons to Space Shuttles”

Lorie Jacobs, University of Houston-Clear Lake, “Exploration and Discovery: Taking Action to Streamline Degree Completion”

Leticia French, University of Houston-Clear Lake, “First Contact: Navigating New Terrain, Negotiating New Intersections, and Welcoming New Students”

*11-Research*

**L.26 Researching with and through the Personal**

These panelists explore sites of physical and emotional trauma through ethnographic and personal writing/inquiry practice.

Hilton Room 342, Level Three

**Chair:** Julia Kiernan, Michigan State University

**Speakers:** Rebecca Rickly, Texas Tech University, “Too Close for Comfort: Conducting Research about Lived Experiences”

Todd Snyder, Siena College, “Mountain Violence and Coal Country Pugilism: Writing about Fighting”

Ashley Doonan, University of New Hampshire, “Vicarious Trauma in the Class: A Cautionary Analysis”

Christopher Basgier, University of North Dakota, “Disciplinary Performances in the Senior Capstone: Writing Genres in Authentic Contexts”

*7-Institutional and Professional*

**L.27 Institutional Whiteness and the Uneven Work of “Diversity”**

Participants share critical readings of institutional whiteness as central to the task of taking action as compositionists in higher ed.

Hilton Grand Ballroom I, Level Four

**Chair:** Jamila Kareem, University of Louisville

**Speakers:** Matthew Abraham, University of Arizona

Christopher Keller, University of Texas Rio Grande Valley

Carmen Kynard, St. John’s University

Aja Martinez, Binghamton University, SUNY

Collin Craig, St. Johns University

*6-Information Technologies*

**L.28 Growing #digital Communities: The Tools, the Prison, and the Writing Classroom**

This panel is concerned with the politics and pedagogies of using software and social media within and to foster communities.

Hilton Room 344B, Level Three

**Chair:** Rhea Estelle Lathan, Florida State University

**Speakers:** Kevin Brock, University of South Carolina, “Git as Site for Distributed and Iterative Rhetorical Action”

Mary Stewart, University of California, Davis, “Peripheral Vision: Challenges of and Strategies for Building Community in Online FYC”

Marco Fernando Navarro, Rensselaer Polytechnic Institute, “The Digital Future of Teaching Writing in Prisons: Digital Pedagogy in Digitally Contested Spaces”

Leah Heilig, Texas Tech University, “A New Essay: Hashtag Campaigns as Community Writing”

*13-Theory*

**L.30 Composition, Rhetoric, and Disciplinarity: Coming to Terms with Our Past and Taking Action for the Future**

Leaders provide background on disciplinarity, and engage the attendees in breakout discussions regarding specific questions on the topic.

Hilton Ballroom of the Americas Salon A, Level Two

**Chair:** Rita Malenczyk, Eastern Connecticut State University

**Discussion Leaders:** Susan Miller-Cochran, University of Arizona

Kathleen Blake Yancey, Florida State University

**Speakers:** Gwendolynne Reid, North Carolina State University,

“Interrogating Our Schema for Discipline as Category”

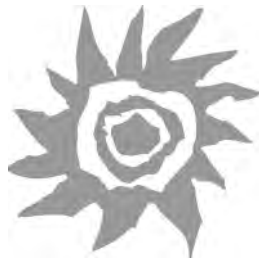
Barry Maid, Arizona State University, “What Others Think Matters”

Jennifer Maher, University of Maryland, Baltimore County, “Embracing  
Disciplinary Magnanimity”

Elizabeth Wardle, University of Central Florida, “Understanding  
Disciplinarity in Terms of Our Values”

Kristine Hansen, Brigham Young University, “Discipline and Profession:  
Can Composition and Rhetoric Be Both?”

Whitney Douglas, Boise State University, “Conceptualizing Disciplinarity  
through Curriculum”



## M Sessions: 11:00 a.m.–12:15 p.m.

### *1-First-Year and Advanced Composition*

#### **M.01 Fostering “Rhetorical Researchers” and Developing Information Literacy through FYC Instructor/Librarian Collaboration**

This panel focuses on the action first-year instructors can take in collaboration with instructional librarians to create better researchers.

Hilton Room 332, Level Three

**Chair:** Lauren Rosenberg, Eastern Connecticut State University, Willimantic

**Speakers:** Paul LaPrade, University of Texas at El Paso, “‘Workshopping the Library’: Cultivating Information Literacy in the First-Year Composition Class”

Consuelo Salas, University of Texas at El Paso, “‘Flipping the Library’: Instructor/Librarian Collaboration within FYC”

Angela Lucero, The University of Texas at El Paso, “‘Flipping the Library’: Instructor/Librarian Collaboration within FYC”

Leslie Arms, The University of Texas at El Paso, “‘Workshopping the Library’: Cultivating Information Literacy in the First-Year Composition Class”

### *12-Writing Pedagogies and Processes*

#### **M.02 Global, Social, and Digital: Digital Tools and Strategies in the Writing Classroom**

The panelists will review strategies for encouraging student writing and revision through online tools.

Hilton Room 327, Level Three

**Chair:** Elizabeth Losh, University of California, San Diego

**Speakers:** Amber Nichols-Buckley, University of Mississippi, “Beyond Hashtag Activism: Moving Academic Writing into Students’ Online Social Spheres”

Marohang Limbu, Michigan State University, East Lansing, “Networked Pedagogy: Global Writing Strategies in Action”

Philip Andrew Klobucar, New Jersey Institute of Technology, “Click and Read: Using Computer Assisted Text Analysis Tools in the Digital Classroom”

Karen Forgette, University of Mississippi, “Beyond Hashtag Activism: Moving Academic Writing into Students’ Online Social Spheres”

*13-Theory*

**M.03 Framing Visual Composition and Multimedia Writing**

This section presents initiatives to discuss structures and implications on visual composition and multimedia writing.

Hilton Room 328, Level Three

**Chair:** Kassia Shaw, Waubensee Community College & DePaul University

**Speakers:** Joshua Abboud, University of Kentucky, Lexington, “Crushed Bodies: Aftershock Rhetoric and Screened Events”

Timothy Elliott, Texas Tech, “Revisiting, Re-visioning, and Retelling an Urban Redevelopment Project Using Visual Narratives”

Brian Ballentine, West Virginia University, “Writing Animals: A Spatial Multimedia Project”

*3-Community, Civic & Public*

**M.04 What Does It Mean for Prison Research and Teaching to Go Public?**

What does it mean for prison research and teaching to go public? Panel addresses ethical complications from a diverse set of prison contexts.

Hilton Ballroom of the Americas Salon D, Level Two

**Chair:** Erika Sparby, Northern Illinois University

**Speakers:** Cory Holding, University of Pittsburgh, “No Other Argument Is Possible”

Patrick Berry, Syracuse University, “The Romance of Prison Writing and Public Responsibility”

Laura Rogers, Albany College of Pharmacy and Health Sciences, NY, “Public Archives, Shared Spaces: What Happens when Incarcerated Men Meet the ‘Incorrigible Girls’ of New York?”

Tobi Jacobi, Colorado State University, Fort Collins, “The Challenges of Going Public with Archival Prison Materials”

Wendy Hinshaw, Florida Atlantic University, “Sustaining Transformative Change”

**Respondent:** Peter Mortensen, University of Illinois

*6-Information Technologies*

**M.05 Big, Lean, Open, and Howling: Proposals for Digital Futures**

This panel proposes digital futures for our discipline, programs, and pedagogy.

Hilton Room 329, Level Three

**Chair:** Joyce Locke Carter, Texas Tech University, Lubbock

**Speakers:** Jordan Frith, University of North Texas, “Big Data and the Words behind the Numbers”

Meredith Johnson, University of South Florida, “Lean Technical Communication: Toward Sustainable Program Administration”

Caleb Milligan, University of Florida, “In Tune with *Howling Dogs* and En(Twine)d with Electracy: Teaching Ergodic Rhetoric through Nonlinear Pedagogy”

Elizabeth Chamberlain, University of Louisville, “Big, Lean, Open, and Howling: Proposals for Digital Futures”

*7-Institutional and Professional*

**M.06 Reworking Boundaries of Language and Discipline: Translingual Theory, Second Language Writing, Comparative Rhetorics, and Transnational Research**

This roundtable examines ways to rework boundaries between SLW, translingual theory, comparative rhetoric, and transnational scholarship.

Hilton Ballroom of the Americas Salon B, Level Two

**Chair:** Min-Zhan Lu, University of Louisville

**Speakers:** LuMing Mao, Miami University, Ohio

Christiane K. Donahue, Dartmouth and Université de Lille III

Bruce Horner, University of Louisville

Jay Jordan, University of Utah

Jonathan Hall, York College, City University of New York

*1-First-Year and Advanced Composition*

**M.07 Wanting Students to Succeed: Peer Conferences and Feedback**

This panel explores the importance of peer conferences and peer feedback.

Hilton Room 330, Level Three

**Chair:** Henrietta Wood, University of Missouri-Kansas City

**Speakers:** Clarissa N. West-White, Bethune-Cookman University, Daytona Beach, FL, “P2P+1: Facilitating Peer Conferences That Build Skill, Approachability, and Retention”

Wendy Bilen, Trinity Washington University, “P2P+1: Facilitating Peer Conferences That Build Skill, Approachability, and Retention”  
Denise Comer, Duke University, Raleigh, NC, “Providing Peer Feedback as a Site of Writing Transfer”

*13-Theory*

**M.08 Preachin’, Laughin’, Theorizin’: Black Women on Rhetoric, Language Policies, and Intimate Spaces**

This presentation illustrates Black women’s rhetorical offerings through preaching, laughter, and language appropriation.

Hilton Grand Ballroom B, Level Four

**Chair:** Emily Yasonia, California State University, Los Angeles

**Speakers:** Cona Marshall, Michigan State University, “Is God Sexist?: Methods of Womanist Homiletic Rhetoric”

Wonderful Faison, Michigan State University, “We Ain’t Approve This: Black Women’s Thoughts on a National Language Policy”

Ronisha Browdy, Michigan State University, “‘Ain’t That the Truth’: Laughing as a Rhetorical Practice within Black Women’s Language in Intimate Spaces”

*1-First-Year and Advanced Composition*

**M.09 New Frames for Transfer: Remix, Kairos, and Noticing Protocols for Enhancing Transfer**

This panel explores contexts and genres for enhancing transfer in FYC.  
Hilton Room 336A, Level Three

**Chair:** Toby Coley, University of Mary Hardin-Baylor

**Speakers:** Chris Kreiser, Slippery Rock University, PA, “All Writing Is Writing, Right? Linking Kairos in First-Year Writing with the Tropes of Writing in the Disciplines”

Cynthia Johnson, Miami University, “Transfer in Action: Reframing Digital Remix Projects as Learning Transfer”

Nawwaf Alhazmi, Purdue University, “Noticing as a Necessary Condition for Transfer”

*8-Taking Action*

**M.10 Framing Circulation for Action: Frameworks for Enabling Action via Circulation Studies**

Panel presents frameworks for making circulation actionable by linking circulation theories with our normalized experiences of circulation.

Hilton Room 335C, Level Three

**Chair:** Douglas Eyman, George Mason University

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**Speakers:** John Silvestri, Miami University  
Layne Gordon, University of Louisville  
Kellie Gray, George Mason University, Fairfax, VA

*13-Theory*

**M.11 Queering Assessment: Engaging Alternative Validity Arguments**

Our panel works to refocus assessment as a critical project for enhancing student learning.

Hilton Room 343A, Level Three

**Chair:** William Banks, East Carolina University

**Speakers:** Nicole Caswell, East Carolina University, “Embracing Failure to Disrupt Success Narratives in Writing Assessment”

Rexford Rose, East Carolina University, “Queer Validity Inquiry in the Writing Center”

Stephanie West-Puckett, East Carolina University, Greenville, North Carolina, “Open Badging as Participatory Digital Assessment”

Susan Spangler, Fredonia State University of New York, ““Flipping” Assessment: Queering Discourse and Practice in Grading Student Writing”

William Banks, East Carolina University, “Embracing Failure to Disrupt Success Narratives in Writing Assessment”

*8-Taking Action*

**M.12 Advocating for Our Missions: Writing (Our) Programs with Integrity in Hostile Environments**

Speakers will share their responses to outside pressures to change their programs and help participants create their own strategies.

Hilton Ballroom of the Americas Salon C, Level Two

**Chair:** Stephen Wilhoit, University of Dayton

**Speakers:** Dawn Shepherd, Boise State University, “Reform Makes Strange Bedfellows, or How One Writing Program Used Educational Reform to Reform Course Placement”

Lauren Ingraham, Univ of TN-Chattanooga, “Keeping a University FYC Program Viable When Community College Tuition Is Free”

Rita Malenczyk, Eastern Connecticut State University, “When ‘Transform’ Is a Dirty Word: Working Together to Hold on to What’s Working”

Holly Hassel, University of Wisconsin, Marathon County, “When the System Is Broken: Effecting Change to Assess Student Readiness at Open-Access Institutions”



*8-Taking Action*

**M.13 Writing for Advocacy and Agency**

This panel offers rhetorical strategies for fostering survivor agency within the context of the justice system.

Hilton Room 337A, Level Three

*Chair:* Keith Vyvial, Alvin Community College

*Speakers:* Stephanie Larson, University of Wisconsin-Madison, “Trauma Literacy and Advocacy Strategies: When Sexual Assault Policy Obscures Victim Agency”

Maggie Shelledy, University of Illinois at Urbana-Champaign, “A Significant and Transformative Struggle: Rhetorical Agency in the Prison Classroom”

Melody Bowdon, University of Central Florida, Orlando, “Taking Action: Rhetoric and Child Advocacy”

Matthew Heard, University of North Texas, Denton, “Writing in the Foster Care System”

*11-Research*

**M.14 Think-Tank for Newcomers: Developing Papers and Sessions for CCCC 2017**

At this think-tank, newcomers will have an opportunity to develop ideas for papers and sessions for CCCC 2017 under the guidance of established scholars in the field with expertise in the various clusters in rhetoric, composition, and communication studies.

Hilton Ballroom of the Americas Salon E, Level 2

*Chair:* Joonna Trapp, Emory University

*14-Writing Programs*

**M.15 Writing (Center) Strategies for Action for Underrepresented Populations**

This session will critically examine the writing center’s tutoring strategies by bringing underrepresented client populations to the fore.

Hilton Room 337B, Level Three

*Chair:* Matt Davis, University of Massachusetts, Boston

*Speakers:* Aimee Jones, Florida State University, Tallahassee, “Lessons from International Students: Rethinking Tutoring Practices for International Multilingual Writers”

Heather Lang, Florida State University, Tallahassee, “Engaging Disability in the Writing Center”

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Karen Bilotti, Roger Williams University, “Underrepresented Students and the Evolution of a Writing Center in Theory and Practice”

Jack M. Downs, Washington State University Spokane, “International Students and the Idea of a Writing Center: A Narrative Case Study”

*12-Writing Pedagogies and Processes*

**M.16 Creating Conditions for Action: Designing Composition Spaces for Learning, Enculturation, and Usability**

Strategic design of learning environments to address students’ usability, participation, information poverty, and enculturation needs.

Hilton Room 338, Level Three

**Chair:** Lee Torda, Bridgewater State University, MA

**Speakers:** Nicole Guinot Varty, Wayne State University, “This Is Actually Fun!: Meeting Student Needs for Community and Support beyond the Classroom through a Composition Learning Community”

Ruth Boeder, Wayne State University, “When Ignorance Isn’t Bliss: Proactively Identifying and Responding to Student Information Poverty”

Vytautas Malesh, Wayne State University, “Digital Spaces, Video Faces: Ethos and Discourse in the Online Classroom”

Luke Thominet, Wayne State University, “Think Like a Student: Usability Testing to Evaluate Curriculum Design”

*8-Taking Action*

**M.17 Lights, Camera, Action: Setting the Stage for Understanding the Diverse Learning Needs of Teachers and Students in Writing Classrooms**

This panel will provide frameworks which address the needs of non-traditional students in the writing classroom.

Hilton Room 339A, Level Three

**Chair:** Brian Stone, Huston Tillotson University

**Speakers:** Daliborka Crnkovic, The University of Texas at El Paso, “Teachers in the Role of Non-Traditional Students: A Framework for Preparing Teachers to Respond to Linguistically Diverse Students”

Cassandra Dulin, University of Texas at El Paso, “Frameworks for Serving the Institutional and Programmatic Support Systems in Writing Studies for the Non-Traditional Student in California State Universities”

Tanya Robertson, The University of Texas at El Paso, “Library Literacy: A Framework for Addressing the Needs of a Diverse Student Population”

Melanie Salome, University of Texas at El Paso, “Education Reform Policies in Action: The Marginalization of Diverse Student Populations in Higher Education”

*14-Writing Programs*

**M.19 Writers on the Verge: Researching Summer Transition Programs (and Why We Should Do More of It)**

Summer transition programs should be critical for rhet/comp scholarship as most of these programs include writing instruction.

Hilton Room 342, Level Three

*Chair:* Sarah Read, DePaul University

*Speakers:* Jada Augustine, California State University, Northridge

Jens Lloyd, University of California, Irvine

Lance Langdon, University of California-Irvine

*11-Research*

**M.20 Local/Regional Practices: Recovering, Translating, and Strategic Practices from Spaces and Contexts of Coloniality**

This presentation focuses on local/regional practices, within physical or digital contexts that reveal spaces/context of coloniality.

Hilton Grand Ballroom L, Level Four

*Chair:* Damian Baca, University of Arizona, Tucson

*Speakers:* Romeo Garcia, Syracuse University, “‘The Beginning Somewhere Project’: Border(ed) Practices, Rhetoric, and Subject-Identities”  
Cruz Medina, Santa Clara University, “Strategic Digital Practices and Decolonial Epistemology”

Karriann Soto, Syracuse University, “A Geopolitical Consideration of Lolita Lebrón’s Rhetorics of Defiance: Tracing a Genealogy across Oceanic Borderspaces”

*Respondents:* Jaime Mejia, Texas State University, San Marcos

Aja Martinez, Binghamton University, SUNY

Jaime Mejia, Texas State University, San Marcos

*12-Writing Pedagogies and Processes*

**M.21 Sound and Listening as Embodied Acts for Writing Research and Pedagogy**

This panel investigates the role of embodied sound and listening in writing studies research and pedagogy.

Hilton 339B, Level Three

*Speakers:* Crystal VanKooten, Oakland University, “‘Should I Talk to the Camera or to You?’: Using Video to Listen to Voices and Bodies in Interview Research”

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Harley Ferris, University of Louisville, “Re-sounding Feedback: The Role of the Voice in Assessment”

Laura Feibush, University of Pittsburgh, “The Earful Body: Investigating Pedagogies of Aurality”

**Respondent:** Jonathan Stone, University of Utah

*3-Community, Civic & Public*

**M.22 Rhetoric and Feminist Activism**

This panel presents diverse analysis of community language use to highlight the importance of incorporating feminist rhetoric and activism.

Hilton Room 340A, Level Three

**Chair:** Jessica Philbrook, University of Missouri

**Speakers:** Johanna Phelps-Hillen, University of South Florida, Tampa, “Renegotiating the Terms of ‘Service.’ The Rhetoric of ‘Service’ in the Engaged University”

Collette Caton, Rochester Institute of Technology, “Hit Like a Girl: The Rhetorical Power of the DIY Ethos in Roller Derby”

Jennifer Nish, American University of Beirut, Lebanon, “Revision as a Feminist Strategy: Composing Activist Publics on Social Networking Sites”

Shannon Shaw, Texas State University, “I Like the Way You Move: Catcall Rhetoric In Society”

*7-Institutional and Professional*

**M.24 Getting to the Core: When FYC Moves out of the English Department**

A cross-disciplinary panel examines their collaborative efforts to develop a new program and department, CORE, that replaces FY writing.

Hilton Room 340B, Level Three

**Chair:** Wendy Olson, Washington State University Vancouver

**Speakers:** Bethany Shepherd, Adrian College

Benjamin Dettmar, Adrian College

Linda Learman, Adrian College

Melissa Stewart, Adrian College

*5-History*

**M.25 Periodicals and Activism in the 19th Century**

In this presentation, speakers focus on the periodical as an archive for activism, rhetoric, and writing instruction.

Hilton Room 333, Level Three

**Chair:** Katherine Fredlund, Indiana State University

**Speakers:** Tara Propper, University of Pittsburgh, “Race, Place, and Textual Activism: Historicizing Theories of Place vis-a-vis Turn of the Century African American Periodicals”

Kristi Richard Melancon, Mississippi College, “Industrious Men and Noble Women: Enacting Home in the Black Press”

Katherine Fredlund, Indiana State University, “The Rhetoric of Movements: Activist Periodicals and the Production of Collaborative Rhetorics”

*2-Basic Writing*

**M.26 From Inquiry to Informed Action: “RAD” Research and Mandatory Writing Center Visits for Developmental Writers**

A report on research exploring whether mandatory writing center visits affect the attitudes & writing practices of developmental writers.

Hilton Room 344B, Level Three

**Chair:** Halle Neiderman, Kent State University

**Speakers:** Jennifer Scott, Shawnee State University

Cynthia Hermanson, Shawnee State University

Marc Scott, Shawnee State University

*7-Institutional and Professional*

**M.27 Hearing the Forgotten Voice**

This panel looks at diverse issues of language within universities.

Hilton Room 346A, Level Three

**Chair:** Kristin Milligan, Texas State University

**Speakers:** Shirley E. Faulkner-Springfield, Virginia State University, “Framing and Claiming the Literacy Practices of Two Eighteen-Year-Old African American Males who Self-Identified as Success Academic Writers”

Erec Smith, York College of Pennsylvania, “A Cypher’s Tale: Scenes from the Margins of Culture and Disciplinarity”

Dylan Travis, Arkansas State University, “The Translingual Approach: Research into Writing Centers and WAC/WID Programs”

*14-Writing Programs*

**M.28 Theory, Practice...Talk and Snacks: How One Faculty Professional Learning Community Discovered Action through Collaboration**

Discussing how our Faculty Professional Learning Community in Rhetoric and Composition has had a positive, complex impact on our department.

Hilton Room 335B, Level Three

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**Chair:** Tyreek Minor, Florida State University

**Speakers:** Laura Yoo, Howard Community College, “Inquiry, Deep Learning, and Professional Partnerships: Faculty Learning Communities Affecting Change”

Juliette Ludeker, Howard Community College, “Active Listening, Active Sharing, Active Changing: One Faculty Learning Community’s Role in Shifting Department Culture”

Sylvia Lee, Howard Community College, “One Action Leads to Others: The (Unexpected) Influence of FPLC in Changing Pedagogical and Administrative Approaches”

#### *4-Creative Writing*

### **M.29 Storytelling and Identity**

This session explores narrative as an interventive tool of exploration of traditional forms of scholarship and classroom practices.

Hilton Ballroom of the Americas Salon A, Level Two

**Chair:** Rebecca Manery, University of Michigan, Ann Arbor

**Speakers:** Mary Hedengren, University of Texas, Austin, “Teaching Talent: Creative Writing Pedagogy in the 21st Century”

Karen Schiler, Oklahoma City University, “Strategic Transfers: Exploring Pedagogical Metaphors in Creative Writing and Composition”

Bess Fox, Marymount University, “Personal Academic Scholarship: A Status Update”

Marshall Kitchens, Oakland University, “Race and Storytelling”

#### *14-Writing Programs*

### **M.30 Required Writing Center Visits: Adding Numbers—and Nuance—to the Conversation**

Our panel offers both qualitative and data-driven explorations of the complex (and contested!) issues that surround “mandatory” tutoring.

Hilton Room 336B, Level Three

**Chair:** Jonathan Maricle, University of South Carolina, Columbia

**Speakers:** M. Melissa Elston, Northwest Missouri State University, “Data-Driven Best Practices for Mandatory Tutoring Sessions”

Liz Egan, Millsaps College, “Messaging (and Massaging) Writing Center Requirements”

Nicholas D. Kirse, Northwest Missouri State University, “Data-Driven Best Practices for Mandatory Tutoring Sessions”

Melody Denny, Cottey College, “Writing Studio: Directed Self-Placement and ‘Required’ Writing Center Visits”

*8-Taking Action*

**M.31 (Transfer) Student-Centered Assessment**

Brief descriptions of three models for assessing the writing of transfer students will lead to planning for programs for specific contexts.

Hilton Ballroom of the Americas Salon F, Level Two

**Chair:** Anna Knutson, University of Michigan

**Speakers:** Benjamin Keating, University of Michigan, “Implementing DSP for Transfer Students: A Mini Case Study”

Anne Ruggles Gere, University of Michigan, “What Transfer Students Need”

Erin Whittig, University of Arizona, “Showing the Work: Transfer Portfolios as an Option for Satisfying Composition Requirements”

Brad Hammer, University of North Carolina, “Portfolio Evaluation and Assessing Preparedness”

**Respondent:** Naomi Silver, University of Michigan

*8-Taking Action*

**M.32 Using the Assessment Story Project to Advocate for Students and Teachers**

This panel will report on NCTE’s 2015 Assessment Story Project using examples that are relevant to college writing teachers.

Hilton Grand Ballroom A, Level Four

**Chair:** Peggy O’Neill, Loyola University Maryland

**Speakers:** Jenna Fournel, National Council of Teachers of English

Darren Cambridge, National Council of Teachers of English, “Using the Assessment Story Project to Advocate at the National Level”

**Respondent:** Kathleen Blake Yancey, Florida State University

## **N Session: 12:30 p.m.–1:45 p.m.**

### **N.01 Taking Action Plenary: Next Steps**

This final session of the conference will draw on the concerns tweeted, posted, or otherwise made visible through the convention. The panelists and participants will consider, together, how CCCC can address these concerns and how we can draw on strategies from the Taking Action Workshops.

Hilton Ballroom of the Americas Salon B, Level Two

**Co-Chairs:** Linda Adler-Kassner, University of California, Santa Barbara  
Joyce Locke Carter, Texas Tech University

**Speakers:** Jenna Fournel, National Council of Teachers of English  
Cathy Fleischer, Eastern Michigan University

Glenda Eoyang, HSD Institute

Lori Shorr, Temple University

Carolyn Calhoon-Dillahunt, Yakima Valley Community College

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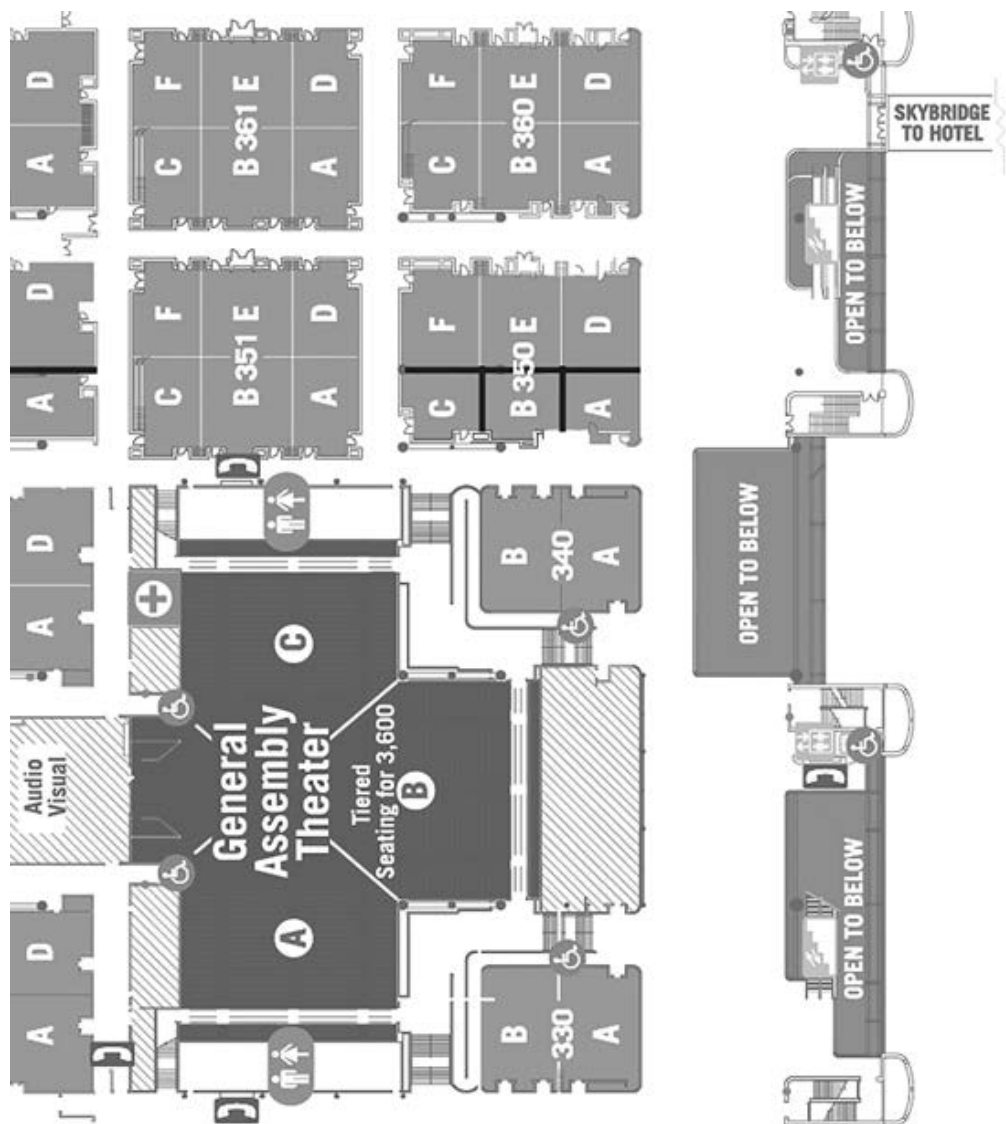
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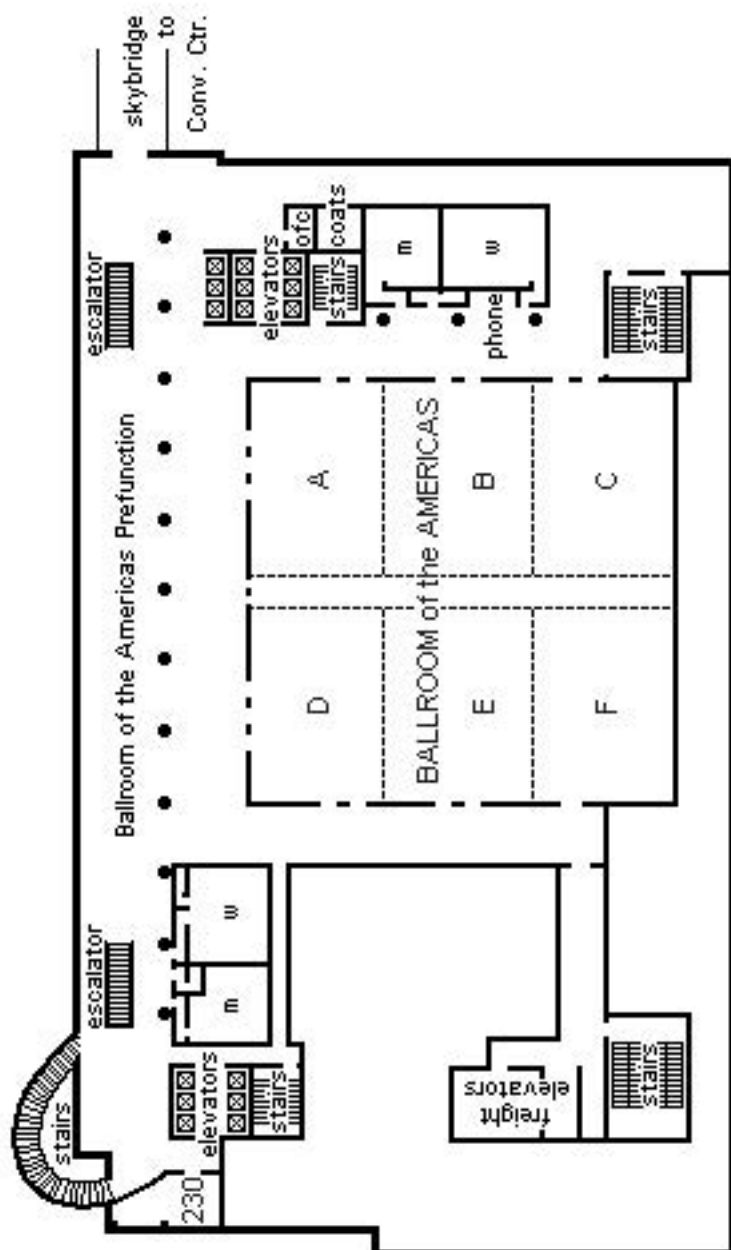
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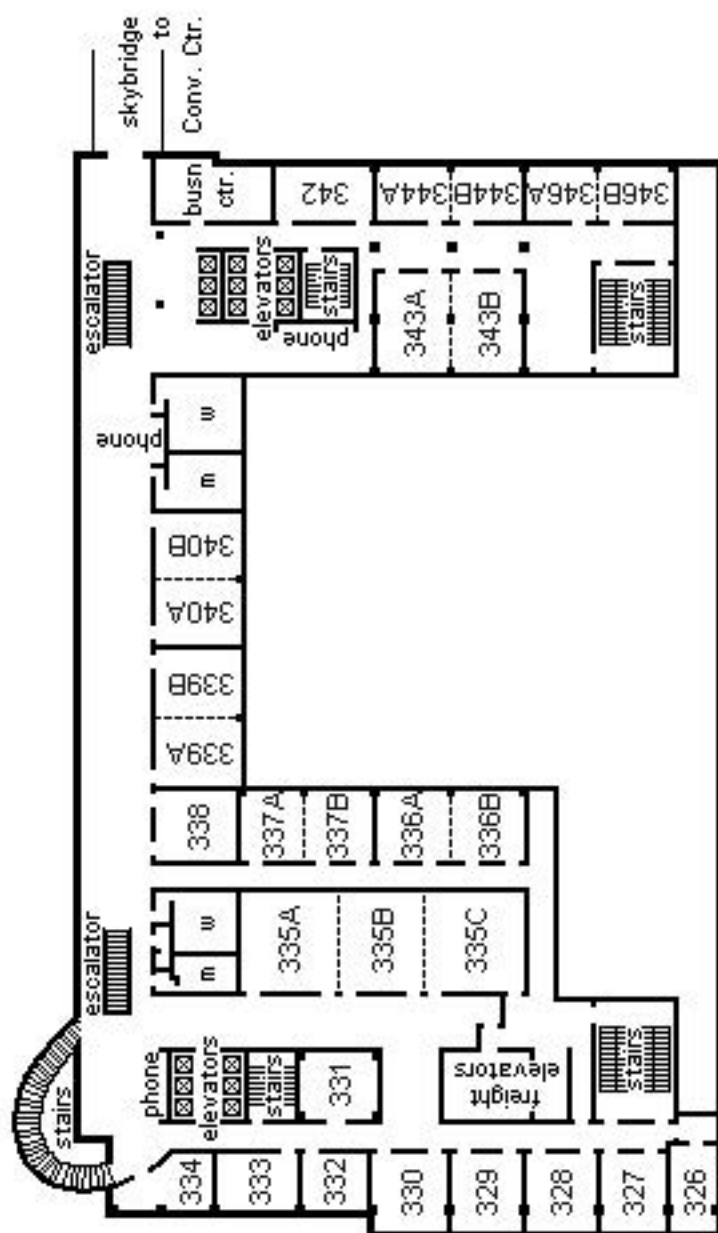
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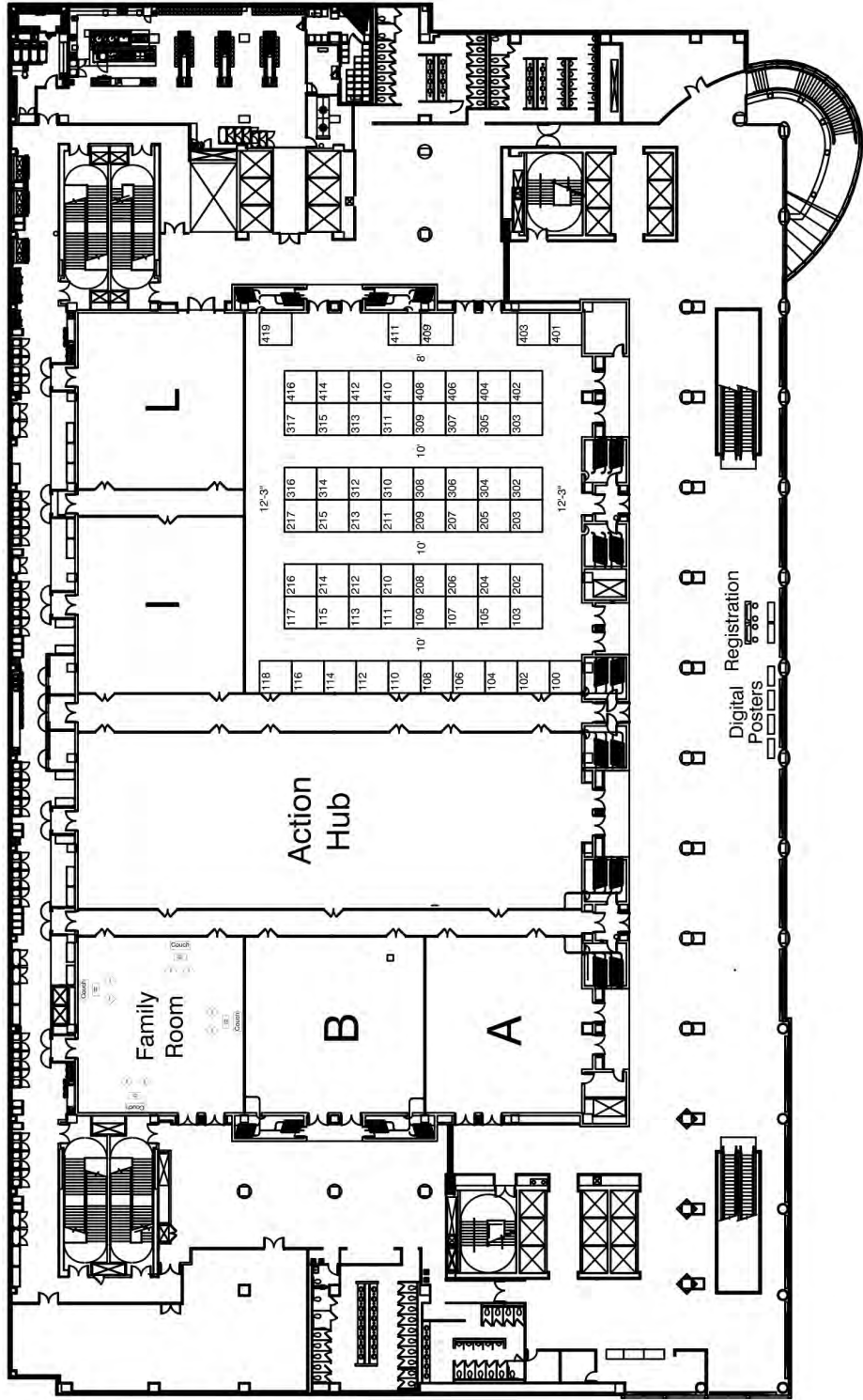
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# New from NCTE

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*Essays on Literacy Education  
in Honor of Kent D. Williamson*

Darren Cambridge and  
Patricia Lambert Stock, editors  
Foreword by Linda Darling-Hammond  
228 pp. 2015. Grades PreK–College.

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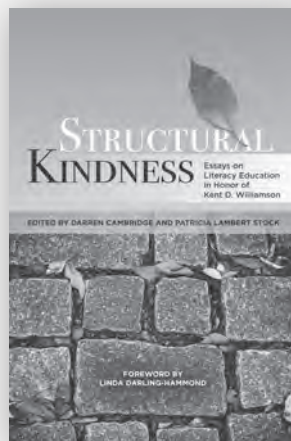
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In his role as executive director of the National Council of Teachers of English (NCTE), the late Kent D. Williamson influenced the course of literacy teaching and learning, especially in the first years of the twenty-first century. In this collection, influential scholars and practitioners pause to reflect on his intellectual leadership and the impact of his vision. Taken together, these essays document the profession's hard-earned wisdom about the issues and challenges facing literacy educators in the current era of dramatic social, cultural, and technological change. The collection also launches the work of the newly established Kent D. Williamson Policy and Advocacy Center in Washington, DC, as it demonstrates ways in which the profession can connect literacy research, theory, and practice to educational policy and advocacy.



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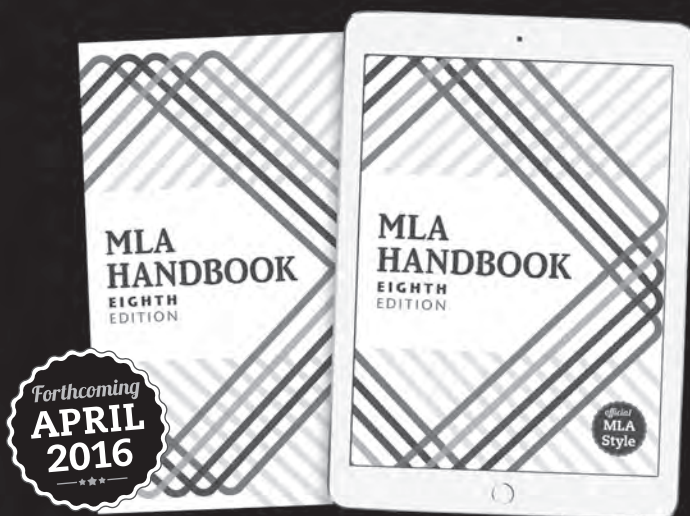
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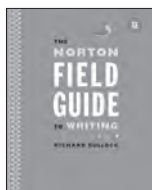
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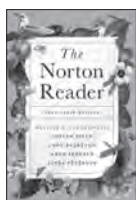
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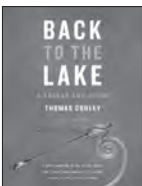
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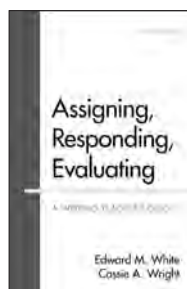
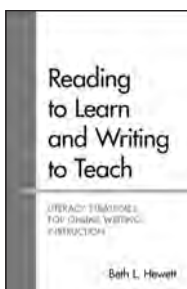
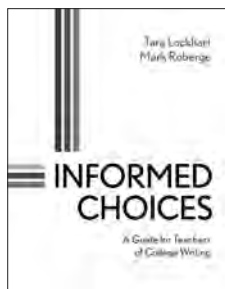
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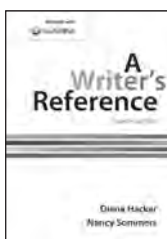
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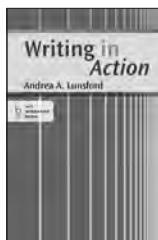
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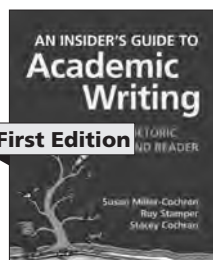


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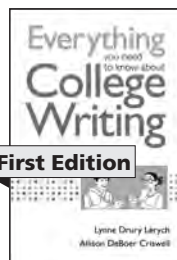
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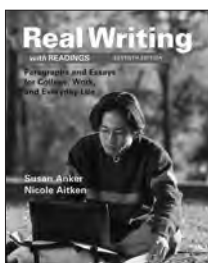
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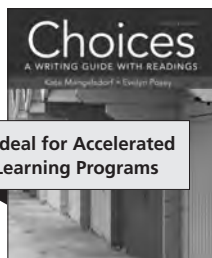
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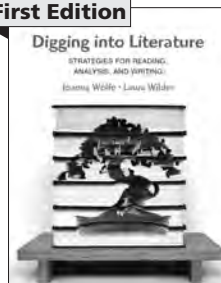
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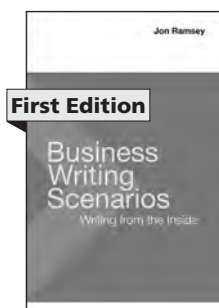
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This special issue explores why the subject of reading in English studies acquired visibility in the 1980s and 1990s only to fall into relative neglect and then experience a recent resurgence. Contributors explore a wide range of interests, motivations, and approaches, including the role of reading in classical rhetoric, the use of reading in writing workshops and writing centers, and the challenges to reading posed by the digital era.

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### *Recognizing Change at a Community Writing Center*

Tiffany Rousculp

CCCC/NCTE Studies in Writing & Rhetoric Series

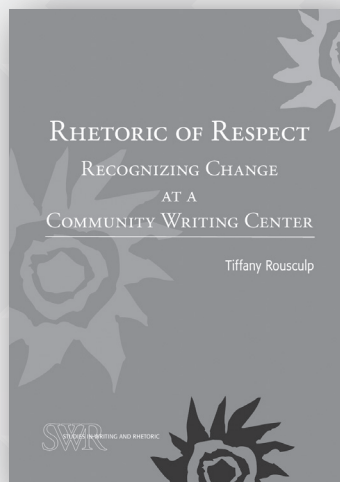
185 pp. 2014. College.

ISBN 978-0-8141-4147-2. No. 41472.

\$34.00 member/\$36.00 nonmember

Drawing from her decade leading Salt Lake Community College's Community Writing Center (CWC), Tiffany Rousculp advocates cultivating relationships within a "rhetoric of respect" that recognizes the abilities, contributions, and goals of all participants. Rousculp calls for understanding change not as a result or outcome, but as the potential for people to make choices regarding textual production within regulating environments.

The book's dynamic movement through stories of failure, success, misunderstanding, and discovery is characteristic of the way in which academic-community relationships in transition pivot between disruption and sustainability. By inquiring into the CWC's history, evolution, internal dynamics, relationships with stakeholders, and interplay between power and resistance, Rousculp situates the CWC not as an anomaly in composition studies but as a pointer to where change can happen and what is possible in academic-community writing partnerships when uncertainty, persistence, and respect converge.



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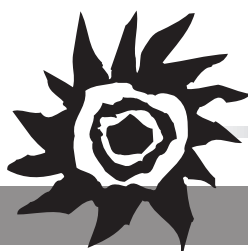


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*Writing in the Lives of Adult Learners*

Lauren Rosenberg

185 pp. 2015. College.

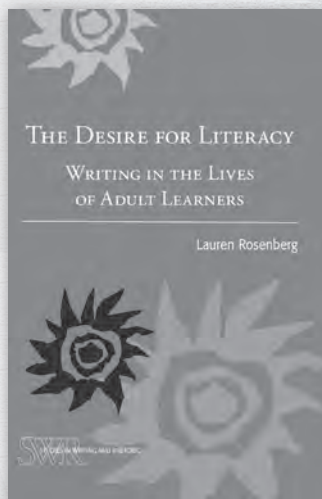
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The literate tend to take their literacy and all it affords them for granted; they are equally likely to assume that nonliterate people do not know, think, or understand in the ways they do, that the silence of nonliteracy is both intrinsic and deserved. But as Lauren Rosenberg illustrates, marginalized adult learners are quite capable of theorizing about their position in society, questioning dominant ideas, disrupting them, and challenging traditional literacy narratives in American culture. In *The Desire for Literacy: Writing in the Lives of Adult Learners*, Rosenberg takes up the imperative established by community literacy researchers to engage with people in communities outside of formal schooling in an effort to understand adult learners' motivations and desires to become more literate when they choose reading and writing for their own purposes. Focusing on the experiences, knowledge, and perspectives of four adult learners, she examines instances in which participants resist narratives of oppression, particularly when they become authors. Rosenberg's qualitative study demonstrates that these adult learners are already knowledgeable individuals who can teach academics about how literacy operates, not only through service-learning lenses of reflection and action, but also more radically in terms of how students, instructors, and scholars of composition think about the meanings and purposes of literacy.



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Through a blend of African American cultural theory and literacy and rhetorical studies highlighting the intellectual and pedagogical traditions of African American people, Rhea Estelle Lathan argues that African Americans have literacy traditions that represent specific, culturally influenced ways of being in the world. She introduces gospel literacy, a theoretical framework analogous to gospel music within which to consider how the literacy activities of the Civil Rights Movement illuminate a continual interchange between secular and religious ideologies. Lathan demonstrates how gospel literacy is deeply grounded in an African American tradition of refusing to accept the assumptions underlying European American thought and institutions, including the oppression of African American people and the denial of full citizenship rights.

Lathan's critical historical analysis of the Citizenship Schools on South Carolina's Sea Islands draws on oral histories, personal interviews, and archival data, allowing her to theorize about African American literacy practices, meanings, and values while demonstrating the symbiotic relationship between literacy and the Civil Rights Movement. Central to her research are local participants who contributed to the success of citizenship education, and she illuminates in particular how African American women used critical intellectualism and individual creative literacy strategies to aid in the struggle for basic human rights.



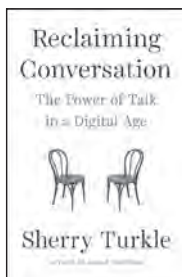
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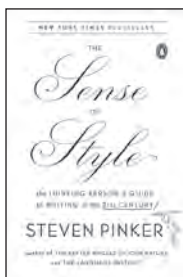
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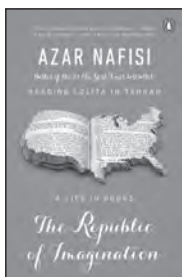


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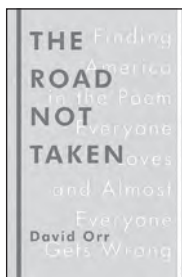
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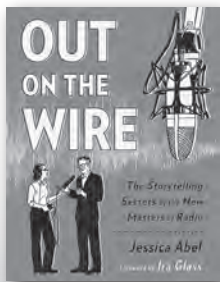
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**Note:** The number of sessions in each cluster is proportional to the number of proposals submitted in each cluster.

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- M.07 Wanting Students to Succeed: Peer Conferences and Feedback
- M.09 New Frames for Transfer: Remix, Kairos, and Noticing Protocols for Enhancing Transfer
- PS-B Writing for Creative Repurposing: Assessing Transferability in a New Writing Course
- PS-B Rubrics in Action: Students and Instructors Collaborating in Writing Assessment
- PS-B Dispelling Myths, Encouraging Communication: Exploring Faculty Perspectives on Writing across Campus
- PS-D What Did I Learn? Using Word Clouds as an Assessment Tool
- PS-F (Un)Planning FYC: Using a Translingual Approach to Course Design, Avoiding Problematic Assumptions
- PS-H Multimodal Communication in the Disciplines: A Snapshot and Implications for Strategic Action in WAC/WID
- PS-J FYC Student Perceptions of Writing and Learning Disabilities

## **2-Basic Writing**

- A.02 Transforming Writing Programs to Support Underprepared Students’ Progress as College Readers
- A.20 Assessment, Pedagogy, and Curriculum in Basic Writing
- B.17 Basic Writing at Community Colleges: Redesigning Curriculum and Professional Development
- C.03 Nothing Basic about It: Taking Action for Student Success
- D.05 Students Are Not Data Points: Empowering Individuals in Basic Writing Classes
- D.14 Writing, Reading, Seeing, Doing: Contextualization in Basic Writing Courses
- E.01 Acting toward Inclusivity: Closing the Achievement Gap in First-Year Writing
- E.06 Shaping the Field, Shaping the Community, Shaping the Classroom: The Council on Basic Writing at 35 (Sponsored by the Council on Basic Writing)
- E.22 Pathways of Support in Basic Writing Programs
- F.14 Truth or Consequences: When Project-based Pedagogy Pushes Back on Process



- H.01 Articulation and Transfer from High School through College
- H.29 Redefining Behaviors and Quality: Course Contracts and the Negotiation of “Good Writing” in a First-Year Basic Writing Course
- H.34 Basic Writing at the Edges of Feasibility: A Cross-Institutional Comparison of Shifting Demographics, Assessment as Praxis, and Curricular Reform
- K.01 Helping the Academically Underserved: Reinvesting in Basic Writing at a Four-Year University
- M.26 From Inquiry to Informed Action: “RAD” Research and Mandatory Writing Center Visits for Developmental Writers
- PS-B Creating Successful International L2 Writers from the Basics
- PS-D Taking Action in Basic Writing: Faculty Perceptions of Crucial Conditions for Effective Writing Instruction in the Basic Writing Course

### **3-Community, Civic & Public**

- A.21 Activist Pedagogies: Service-Learning and Civic Engagement
- B.02 Queer Action in the Extracurriculum
- B.03 Writing Sustainability in the College Classroom: Reimagining Communities through Action
- B.19 Writing Black Lives to Matter: Civic and Digital Engagements to Sustain the Revolution
- C.04 Connecting Students to Community in First-Year Composition
- C.18 The Best of Three Worlds: Integrating Writing, Civic Engagement, and First-Year Experience Programs
- C.32 Strategies for Building and Sustaining University-Community Writing Initiatives
- C.37 Marginalized Literacies: Let’s Hear Them
- D.06 Beyond the Helping or Hurting Binary: Examining Healthcare Rhetorics and Contexts
- D.15 The Critical Place of Affect and Culture in Transnationalism: Case Studies from the Local and Global Contexts
- D.21 What’s the Story: How Writing for Action Brought Our Urban Campus Garden to Life and Changed Our Relationships with Our Neighborhood
- D.32 Taking Rhetorical Action to Church: Advocating Doubtful Belief as Ground for Faithful Conversation
- D.37 Action for Whom, for How Long, and with What Impact? Raising Problems, Generating Solutions through Community-Based Courses
- E.25 Action, Advocacy, and Appalachia: Cultural-Rhetorical Strategies for Public Writing and Rhetorics
- E.37 Keeping Writing Relevant and Essential in Changing Times: Houston’s WITS (Writers in the Schools) Program
- E.40 Does It Matter: Assessing Our Role as Agents of Social Change
- F.16 Everyday Authors and Acts of Writing
- F.34 “Listen!” The Legend of the Social Justice Warrior, or Games and Social Advocacy

- G.08 Negotiating Perception/Deception: Strategies toward Promoting Active Citizenry in the Community College Composition Classroom
- H.02 #Activism: Literacies, Resistance, and Transhumanism
- H.09 Neuroqueer Rhetorics, Neuroqueering Rhetoric
- H.31 “Stories That Change You”: Birth Stories as Rhetorical Action
- I.01 The Company We Keep: Taking Action with Partners in the Study of Religion and Rhetoric
- I.05 Renegotiating the Public Imagination of American War: Masculinist Tropes of Veterans, War, and Trauma
- J.26 The Pleasures of Writing for New Audiences: A Tribute to Sondra Perl
- J.30 Ohio Farm Narratives: A Feminist Approach to Collaboration, Conversation, and Action
- K.02 Visual, Online, and Geographic Spaces: Places for Social Action
- K.29 Investigating “Consequences” of a Community Literacy Partnership: Results from a Study of “Writing for Change”
- L.01 Historiographic Participatory Action Research: Reciprocity and Benefits in “Sweet Home Alabama”
- M.04 What Does It Mean for Prison Research and Teaching to Go Public?
- M.22 Rhetoric and Feminist Activism
- PS-D “The Cookie Lobbyist” and Strategic Activism for Water Safety in West Virginia

#### **4-Creative Writing**

- A.04 Reconsidering Professional Credentials of Writing Program Faculty
- C.05 Action MFAs: Strategies for Incorporating Creative Writing Pedagogies in the Composition Classroom
- D.35 Stories in Shale: Reconstructing the Fractured World
- F.32 Creative Nonfiction: Exploring the History and Imagining the Future of an Active Genre
- K.31 Composing Disability Memoir as Transformative Action
- M.29 Storytelling and Identity
- PS-F Generation Hashtag: Activism and Viral Online Rhetoric in 140 Characters or Less

#### **5-History**

- A.23 Conversations with the Past: Historiography in Research and Pedagogy
- B.05 Histories of Action: Revisiting Composition’s Past to Understand Composition’s Present
- C.06 Recovering Writing Center Histories and Discourses
- C.36 Histories on the Move: Activating Institutional Histories in Writing Centers, Writing Programs, and Beyond
- D.07 New Directions in Transnational Asian/Asian American Rhetoric and Composition: Issues for Historiography, Digital Rhetoric, Racial Justice, and Writing Center Research
- D.17 Micro Histories of Access at Open Admissions Institutions

- D.33 Writing Hidden Histories Inside and Outside the Classroom
- E.07 Praise, Blame, Educate: Epideictic Possibilities
- E.29 Material Histories of Nineteenth-Century Writing and Rhetoric
- F.20 Women and the Development of Composition Studies
- G.13 Archiving Actions: Recasting Women's Rhetorical Spaces
- G.33 Composing Activist Historiographies
- H.03 Revisiting, Recovering, and Revising Literacy
- J.02 Uncovering and Recovering Actors in Rhetorical Instruction
- K.13 Agency and Action in Microhistories of Composition
- L.05 Activism and Action: Rhetorical Histories of Labor
- M.25 Periodicals and Activism in the 19th Century
- PS-B The Literate Citizen-Soldier: Threat, Anxiety, and the Creation of Federal K-12 Education Reform
- PS-D Genocide, Cinema, and Human Rights Rhetorics of Early Twentieth Century America
- PS-J A History of Hotdogs: Critical Eating in an Age of Foodieism

## **6-Information Technologies**

- A.06 Digital Identity and Community
- A.24 Authors and Their Devices: Digital Composing Strategies
- A.28 Enacting (Digital) Citizenship in (University of) Houston
- A.29 Bringing the Office to the Classroom: How Computer Simulations Enhance Proposal Writing for Technical Writing Students
- B.06 A Digital Alphabet Soup: MOOCs, DLNs, and GNLEs
- B.32 Making Meaning: The Maker Movement and Writing Studies
- C.07 Women's Ways of Practicing Digital Communities
- C.20 Action Movies: Filmmaking, Multimodality, and Critical Pedagogy
- C.31 Difficulty as Possibility in Composing and Teaching with Digital Media
- C.38 More Than the Sum: Faculty Collaboration in Designing and Teaching a Hybrid Writing Course
- D.08 Pedagogical Threshold Concepts Derived from Online Writing Instruction: Or, Why Writing Teachers Should Resist the Enterprise Model of Online Course Design
- D.18 State of Play: Gaming, Writing, Teaching, and Research
- D.31 CCCC Committee for Effective Practices in Online Writing: Student Matters
- E.09 Facebook Identities: Public and Private
- E.30 ELI Review as Strategic Action
- F.22 Critical Praxis in Action: Discovering New Modes of Resistance in Digital Publics
- H.04 Multimodal Literacy in Academic Discourse: The Question of Teaching Technology in Online Composition Classes
- H.10 Theorizing Rhetoric and Language in Digital Gaming Spaces
- H.32 Multimodal Literacies: Sonic Pedagogies and Robot Languages

- I.31 From Posturing to Positioning: Encouraging Rhetorical Sophistication through Multimodal Pedagogies
- J.03 Digital Activism toward Social Justice
- J.25 Just Going to Leave This Here: Empirical Study of Social Media
- K.15 Writing-toward-Action in Epic Open Learning: A Praxis-Oriented Approach to MOOC Design
- L.07 Develop, Design, Deliver: Teaching Graduate Students to Teach Writing Online
- L.28 Growing #digital Communities: The Tools, the Prison, and the Writing Classroom
- M.05 Big, Lean, Open, and Howling: Proposals for Digital Futures
- PS-D One Goal—to Strengthen the Bonds That Form Our Society, One Essay at a Time
- PS-F Writing through Big Data: Using MassMine in the Advanced Writing Classroom
- PS-F Disciplinography of Rhet/Comp on Social Media: What Are We Doing in Our Facebook Groups?
- PS-H Digital Counterpublics: Writing Action through Augmented Reality Criticisms (ARCs)

## **7-Institutional and Professional**

- A.07 Developing Scholarly Momentum: Action Plans for Faculty, Graduate Students, and Their Mentors
- A.18 Information Literacy and Foundational Writing: Transforming Curricula and Programs through Collaborative Outcomes
- A.30 The Extracurriculum within Our Walls
- A.33 Professionalizing Graduate Teaching Assistants: How Advisors Support Successful Writing Instruction
- A.37 Faculty Developer as Activist: Strategies for Writing Instructors and WPAs
- B.07 Rethinking Teaching & Learning Practices for Diverse Populations in the University: A Roundtable on Taking Pedagogical & Administrative Action
- B.29 Interrogating (Cross)Disciplinarity: Personal and Professional Identities at Work
- B.37 Enacting Career Diversity in Rhetoric and Composition: Different Pathways for a Professional Life with a PhD in Rhetoric and Composition
- C.08 Acting Out: The Legacy of Hephzibah Roskelly and Elizabeth Chiseri-Strater
- C.28 Standardization and Democratization in and of Writing Programs
- C.34 Robbing Peter to Pay Paul: Writing Programs, Advocacy, and NTT in the Bureaucratized Academy
- D.10 Working Hard with Few Rewards: Life as a “Part-Time” Instructor
- D.19 Preparing Teachers of College Writing: A Report on the New 4Cs Position Statement and Suggestions for Putting It into Action
- E.33 Inter-Institutional Writing Strategies: Community College/University Collaborations in an Urban Transfer Network

- G.23 Decolonizing Retention: Indigenous Methodologies, SRTOL, and Contrastive Rhetoric in Composition Pedagogy and Program Design
- H.11 Strategies of New Writing Faculty: A Discussion on the Construction of Professional Identity
- H.17 What New Second Language Writing Professionals Are Doing to Break the Mold: Opportunities, Responsibilities, and Challenges
- H.25 Risky Business: Neoliberalism, Corporate Culture, and Higher Education
- H.30 GED to College Degree: Nontraditional Students & Alternative Pathways to College
- I.30 WPAs in Action: Navigating Institutional Infrastructures, Cultivating Relevant Textual Practices
- I.32 Feminist Action for Women Writing Program Administrators: Movements for Change in the Academy
- I.33 Demystifying the Job Market: Taking Action toward Transparency through Data and Narrative
- I.34 Fostering Academic Collaborations: Co-Mentoring as Strategic Action in Rhetoric and Composition
- J.10 Independent Writing Departments and Programs: The Dynamics of Independence
- J.31 Writing for Cross-National Engagement: Research, Pedagogy, Advocacy
- K.06 Publishing in CCCC's Studies in Writing and Rhetoric
- K.17 Assessing Institutions, Programs, Centers, and Spaces
- K.27 Advocating for First-Year Writing and Library Partnerships through Shared Threshold Concepts
- K.30 Transaction, Inaction, and Reaction: The Many "Actions" of Adjunct Composition Work
- K.32 Resilience and Agency: Taking Action on Labor, Curriculum, and the Work of Writing Program Administration
- K.33 Taking Action and Taking Responsibility: A Roundtable for Caucuses, Special Interest Groups, Standing Groups, and the NCTE/CCCC
- K.34 Finding Meaning in the Midst of Academe's Identity Crisis
- L.12 Graduate Students: Key to a University's Success
- L.27 Institutional Whiteness and the Uneven Work of "Diversity"
- M.06 Reworking Boundaries of Language and Discipline: Translingual Theory, Second Language Writing, Comparative Rhetorics, and Transnational Research
- M.24 Getting to the Core: When FYC Moves out of the English Department
- M.27 Hearing the Forgotten Voice
- PS-H Branding and Promoting Writing Programs at STEM Colleges
- PS-J English Language Teacher Education in Libya: Affordances and Constraints

## **8-Taking Action**

- A.17 Beyond Common Ground: Listening Rhetorically as a Framework for Action in a Digital Story Project

- A.19 Don't Just Talk about It, Be about It: Moving beyond Conversation to Integrate HBCU Contributions into the Field of Composition
- A.31 Resources for Teaching Writing to Support #BlackLivesMatter at Predominantly White Institutions
- B.04 Whose Writing? For What Purpose?: Taking Action with Writing about (Multilingual) Writing
- B.18 Local Transformations, Local Publics: Actualizing through Activism
- B.30 Addressing the "Practical and Critical" in Translingual Approaches to Writing Strategies for Action
- B.33 The Promises and Perils of DIY Activism in Networked Digital Publics: Action, Agency, and Intervention
- C.01 Taking Action to Build and Improve Writing Programs
- C.13 Making Meaningful Writing Happen: Action Plans for Writing Advocacy
- C.19 Students, Faculty, and Curriculum: Responding to Public Perception and Public Policy
- C.29 Negotiating Space and Identity: Non-Native English-Speaking Writing Instructors' Strategies for Action
- C.33 WAC in the Long Run: Strategies for Sustained Action in the Face of New and Old Challenges
- D.02 Writing against Racism and Stereotypes
- D.20 Slow and Lasting Change: Microshifts and the Development of Activist Writing Centers and Writing Programs
- D.28 African American Male Students Taking Actions to Embrace Their Literacies
- D.38 (Inter)Disciplinary Literacies: Strategies for Taking Action and Expanding the Conversation
- E.03 Calling You In: Queer Worldmaking and Rhetorical Action
- E.05 Action over Reaction: Strengthening Veteran Identity through Strategic Narratives
- E.12 Taking Local Action, Writing Activist Networks through 4C4Equality
- E.21 Assessment and Representation: Reconsidering Assumptions about "Good" Writing
- E.24 Classroom Materials as Microcosm: Pushing against the Dominant Academic Discourse
- E.27 (Re)Defining Values for Writing
- E.32 Queer (Inter)Actions: Remediating Research and Embodying Methodology as Composition
- F.07 Taking Action to Connect the Classroom and the Community
- F.08 Activating Access: Disability in Campus, Classroom, and Online Spaces
- F.10 Changing Demographics: No Longer a Monolingual Nation
- F.18 Taking Action through the News Media
- F.21 Taking Action in WAC Work: The Student Anthology on Race
- F.23 Writing for Action, Writing for Change
- F.26 Environmental and Scientific Rhetoric in Action
- F.35 From Analysis to Action: The NCTE Policy Analysis Initiative's Role in Promoting Policy Change

- G.05 Better Learning Technologies: Taking Action to Reframe Educational Technology Development for Writers and Writing Teachers
- G.11 Taking Activist Action: Identity, Community, Pedagogy
- G.20 Resistance to Standardization: Taking Action in Curriculum and Assessment
- G.25 Assessing Learning in Scenes of Discovery: Projection, Reflection, and (Social) Action
- H.13 Writing and (Re)Action: RTTP and Composition
- H.18 New Thoughts on Writing and First-Language Teaching
- H.23 Roles for Writing Studies in Graduate Writing Support: Three Sites for Action
- H.35 Writing as Making; Making as Writing
- I.04 Resocializing Writing Assessment: Articulating Social Justice Perspectives in Writing Assessment Practice
- I.06 Ready, Set...Action? Stories as a Means of Going Public
- I.16 Challenges of Large-Scale Writing Assessment: Portfolios, Through-Course Assessments, and Other Emerging Innovations
- I.18 Partnering with the Status Quo: Theories, Histories, and Cases of Problematic Partnerships for Action-Oriented Practitioners
- I.26 Acting as If: The De-centered Writing Program as a Framework for Success in Community College Writing Programs
- J.07 Translation as Action: Finding the Words for Cross-Language Community Action
- J.09 Four Strategies for Writing In/Action
- J.22 Mobilizing Tenure-Track Faculty for Adjunct Equity
- J.27 Digital Technologies as Agents for Change
- J.32 Hispanic-Serving Institutions: Strategies for Big Data, Intellectual Ferment, and Emotional Communities
- J.33 Influencing Public Policy
- K.04 Teaching while Black: Academic Profiling in Action
- K.08 Actions against Stereotype Threat: Reflection, Tutoring, and Service-Learning
- K.10 Strategies for Campus-Wide Change
- K.14 Assessment in Disability Studies Research: Improving Research Sites to Appeal to Wider Audiences in Higher Education
- K.16 Taking Action at the Border: Acknowledging and Addressing Differences among the Diverse
- K.21 Reclaiming Rhetorics of Resistance in the 21st Century
- K.28 Threshold Concepts, Affective Dispositions, Writing Transfer, and Writer Identity: An Action-Oriented Session for Connections and Collaboration
- L.03 Curricular Crossroads: Teaching Professional Writing for Civic Purposes
- L.09 Crossing the Threshold: Identifying Threshold Concepts for Students, Teachers, and the University through Assessment
- L.14 Collaboration in Action: Using Quantitative Data-Driven Arguments to Advocate for Ethical Labor Models
- L.18 Activist Literacies within and beyond the Classroom



- L.29 Using the Assessment Story Project to Advocate for Students and Teachers
- M.10 Framing Circulation for Action: Frameworks for Enabling Action via Circulation Studies
- M.12 Advocating for Our Missions: Writing (Our) Programs with Integrity in Hostile Environments
- M.13 Writing for Advocacy and Agency
- M.17 Lights, Camera, Action: Setting the Stage for Understanding the Diverse Learning Needs of Teachers and Students in Writing Classrooms
- M.31 (Transfer) Student-Centered Assessment
- PS-B A Small School with a Changed Writing Culture: Taking Action through Faculty Development
- PS-D Best Practices for Service-Learning Reflection Assessment and Design: A Case Study of an Alternative Breaks Program
- PS-H Reading in the Studio: Taking Research-Based Action to Teach Disciplinary Reading Practices
- PS-J Coadyuvante as Program Development Paradigm: Using Activist Strategies in WAC/WID Faculty Development
- PS-J Identifying and Demonstrating Genre Knowledge: A Preliminary Assessment Heuristic in FYC Classrooms
- PS-J Posted: Too Teaching Intensive!

## **9-Language**

- A.09 Writing Our Way to Access: L2 Writers Engage with Revision, Strategies, and Genre Awareness
- A.36 Literacy Development and Rhetorical Invention in the Multilingual Classroom
- A.38 Healing the Split between Language and Writing: Practical Advice for the Composition Classroom (This Panel Is Supported by the Standing Group in Language, Linguistics, and Writing)
- B.09 “The Accent’s on Me”: Agency, Personal Narrative, and the L2 Writer
- B.23 Rhetorical Practices and Language Tensions
- C.09 Translation, Linguistic Memory, and the Impact of (English-Only) Language Policy
- C.22 From Code-Switching to Code-Meshing: Validating the Brown/Black Voice
- E.15 Language Ideologies and Second Language Writing
- E.16 Second-Language Writing Specialists as Writing Program Leaders: Opportunities for Advocacy
- E.31 Non-Native English-Speaking Faculty and Faculty Development
- E.34 Writing across Margins and Borders
- F.27 We Are Not Color Blind: Empowering Spanglish and Other Types of Code Switching
- G.02 Theory, Research, and Action: New Strategies for Students’ Right to Their Own Language
- G.19 Uncovering the Hidden: Composition Scholarship as Language Activism



- G.27 Multilingualism: The New Power Language
- J.08 Transnational Composition: (Geo)Political Considerations for Writing Research, Publication, and Pedagogy
- PS-B So Superman Walks into a Writing Center: Translingual Approach Implementation for Both Earthlings and Non-Earthlings
- PS-D Writing with an Accent: L2 Writers' Authorial Identity and Silenced Voice in Academic Writing

## **10-Professional and Technical Writing**

- A.10 Ethics in Action: Place-Based Ethics and Experience Architecture
- B.10 Labeling, Naming, and Visualizing Health and Illness: How Food Labels, FDA Reports, and Ebola Charts Can Help Teach Rhetorical Analysis
- B.24 Medical Rhetoric and Scientific Communication
- C.12 Morals, Values, Emotions, and Cultures: Investigating Identity in Professional Communication Contexts
- C.23 Designing for Usability and Accessibility
- D.23 Writing for Industry and Workplaces
- F.02 Rhetorics of Health and Medicine: A Roundtable Examining the Breadth and Future Actions of an Emerging Sub-Field
- F.28 Results of a Study on the Status of the Multi-Major Professional Writing Course in U.S. Institutions of Higher Education
- G.03 Taking Action, Building Community, and Sponsoring Literacy with Stanford's Notation in Science Communication
- G.21 Studies in Public Writing & Entrepreneurship: Shared Value, Design Thinking, and User Experience
- G.28 Technical Communication and Professionalization On- and Off-line
- I.08 Global Contexts of Scientific Literacies
- I.10 Collaborative Teaching and Integration—Where Writing Positions Itself between STEM Education and Professional Accreditation
- J.14 Second Generation ABET: Bridging the Gap between Engineering Communication Curricula and Professional Identities
- PS-D A Writing Center for Technical-Academic Literacy: Developing Strategies for Science Communication
- PS-H New Black Boxes: Technologically Mediated Intercultural Rhetorical Encounters
- PS-J Reframing Rhetoric in the Workplace: A Socio-Epistemic Pedagogical Approach for Professional Writing

## **11-Research**

- A.05 Studying Action in Medicine through Surrogates, Simulations, and Other Shadow Work
- A.08 How to Hold a Slippery Fish: Methodological Challenges and Solutions for Studying Student Dispositions

- A.11 Approaching FYC from a Research Perspective: Using Teacher and Corpus Inquiry to Impact Practice
- A.22 The Transfer of Transfer Project: Researching the Efficacy of Teaching for Transfer (TFT) in Four Courses and on Four Campuses
- A.26 Taking Action on Intellectual Property with Open Educational Resources
- B.01 The National Census of Writing Database and Diversity in Writing Programs (CWPA-Sponsored Session)
- B.11 Time to Take Stock: What We Can (and Can't) Learn from Current CHAT Methodology in Writing Studies Research
- B.12 Citation Practice, Documentation Style, and Scholarly Writing: New Possibilities and New Frameworks
- B.25 Research as Social Action: Situating Critical Discourse Analysis within Rhetoric and Composition Studies
- C.14 Representing Authorship: Plagiarism, Inclusion, and (Academic) Citizenship
- C.24 Negotiating Disability Disclosures in Qualitative Writing Studies Research
- C.35 Research in Writing Studies: Issues of Subjectivity, Neurology, Intellectual Property, and Disciplinarity
- D.24 Researching Threshold Concepts and Transfer
- D.26 Acting Strategically with Multilingual Writers: Results from a Cross-Institutional Research Study
- D.36 Tagging Texts, Archives, and Walls: Innovation and Invention in Research Method Design
- E.13 Researching Trans- and Multi-Lingual Landscapes
- E.19 Curating Transdisciplinary Research on Place-Based Writing: An Interactive Introduction to 680 Open Access Video Clips of Teachers and Students
- F.03 Beyond Fundamentalism: Pedagogical Implications from Three Empirical Studies of Overlooked Christian Rhetorics
- F.05 Race and Writing Methods: Investigating Racism through Autoethnography, History, and Technology
- F.29 Research in Multimodal Composition, Literacies, and Assessment
- G.06 Long-Term Research Collaborations: Strategy, Identity, Failure, and Moves toward Future Action
- G.15 Using Research as a Writing Strategy to Promote Literacy Acquisition and Advocacy of Writing Instruction across Geographic and Disciplinary Contexts
- G.17 The Archival Turn in Rhetoric and Composition: Avenues for Research and Methodology
- G.22 Build-Up, Movement, and Surprise in Cross-Border Research: A Networked Approach
- G.29 Uncovering Students' Dispositions toward Writing: Taking Action on Stereotype Threat in Writing Classes through New Research
- H.16 Digital Research
- H.19 The Genre Project: An Interim Report on Collaborations between WPAs and Disciplinary Faculty about Genre and the Problem of Transfer

- H.28 Transnational Ethnography in Action: An Updated Framework for Studying the Global Circulation of People and Writing
- H.33 Conundra of Tracing Learning Transfer: Methodological Reflections and Data Early in a Longitudinal Study
- I.03 By the Tutors, For the Tutors: Undergraduate Research in the Writing Center
- I.29 Research with/from/about Underrepresented Communities
- I.35 Applying for a CCCC Research Grant: A Mentoring Session
- J.01 Methods, Models, and Means of Undergraduate Research in Rhetoric and Composition: A Roundtable Discussion
- J.15 Translating Data into Action: Coordinating University and Program-Specific Writing Assessment
- J.34 Acting on Data: Corpus-Based, Computer-Aided Analysis of Student Writing
- K.18 Research on Materiality and Embodiment
- K.25 Innovations in Big Data Research
- L.26 Researching with and through the Personal
- M.14 Think-Tank for Newcomers: Developing Papers and Sessions for CCCC 2017
- M.20 Local/Regional Practices: Recovering, Translating, and Strategic Practices from Spaces and Contexts of Coloniality
- PS-A Undergraduate Researcher Poster Session
- PS-B Testing Reading-Preview Techniques to Encourage Student Reading
- PS-D Family History Research Methodology for Rhetorical Writing
- PS-F Curating the Research Assemblage: Methodology as Ethical Inter/action
- PS-F Digital Mix: The Landscape of Digital Pedagogy in the Writing and Communication Classroom
- PS-F Corpus in Action: Creating Student-Centered and Context-Specific Corpora to Increase Awareness of Students' Literacy Practices for Course Design and Classroom Mutuality
- PS-F Moving between the Military and Academy
- PS-H Answering Malinowitz's Call: Finding Out about Rhetoric & Composition's LGBTQ Students
- PS-J Becoming Style Chameleons: How Well Do Students Give Teachers "What They Want"?

## **12-Writing Pedagogies and Processes**

- A.03 (Dis)appearing Collaborative Bodies: Re-Perceiving the Writing Center/Classroom Divide to Engage Third-Space Pedagogies
- A.12 Creating Comunidad Situated Writing Curriculum at Hispanic Serving Institutions: Writing beyond Theoretical Borders
- A.27 Teaching Writing as Rhetorical Action in Schools and Colleges
- A.35 Wikipedia as Social Action: Learning the Genre, Questioning Notability, Minding the Gaps

- B.08 Stories That Matter: Student Documentaries as Impactful Collaborative Writing
- B.13 Theorizing Responsive Action: Sensate Engagement, Critical Expressivism, and Rhetorical Gaslighting
- B.21 I See What You Mean: Using Infographics to Inspire Action across Diverse Curricula
- B.26 Storying as Action: Using Narrative to Co-Create Identity in the Writing Classroom
- B.38 Response in Action: Negotiating the Intentions of Students, Teachers, and Peer Reviewers
- C.11 Peer Perceptions: Conferencing and Feedback
- C.25 Issues in Contemplative Writing Pedagogy
- D.13 A New Look at Old Traditions
- D.25 Metacognition Recognition, or I Know It When I See It
- D.27 Empathy, Atheism, and Religion in the Writing Classroom
- D.34 Locating the “Learner” in Learning Transfer: (How) Does Identity Facilitate or Impede Transfer between Academic and Non-Academic Domains?
- E.10 Objects and Agency in the Writing Classroom
- E.14 Language Theory into Action: Translingual and L2 Pedagogy in the Writing Classroom
- E.26 Negotiating Academic Communities: Best Practices for Students and Faculty
- F.15 Re-Actions: A Closer Look at Student Invention across Different Sites
- F.24 Glitches as (Re)Action: Creating, Learning from, and Responding to Moments of Rhetorical Failure
- F.30 Teaching Reading for Writing: Action-Oriented Approaches
- G.09 The ContAct Zone: Lived Experience as Pedagogy for Action
- G.14 A New Prescription for Dialogic Action: Reframing the Writing Conference as a Contact Zone
- G.18 Student Identities in Classroom Contexts: Negotiating Subjectivity and Power
- G.30 Respecting Rhetorical Choices: Coding as a Way of Reading L2 Writing
- H.15 Bringing Tacit Writing Knowledge to Light: On the Possibilities and Limitations of Fostering Explicit Awareness of Disciplinary Writing Practices
- H.21 WAW, Reconsidered
- I.02 Between the Lines: Exploring Difference in Students’ Response to Feedback
- I.13 Disability Studies and Transformative Access
- I.17 Redefining Narrative Writing as a Strategy for Action
- I.21 Instructor Feedback as an Interactive Process: Using Qualitative Data to Develop Effective Feedback Strategies
- I.25 Identifying and Eliciting Students’ Metacognitive Development
- J.05 The Value of Presence: Strategic Uses of Contemplative Practices in the Writing Classroom

- J.12 Practicing Writing as Social Act: Writing Group Pedagogy in the Context of the Writing Center
- J.18 Understanding Our Habits of Mind: Clarifying Disciplinarity, Assessment, and Transfer
- J.20 Enacting New Theories of Revision
- J.24 Visual Rhetoric for Social Change in the Writing Classroom
- K.07 Mass Education and Unbundled Access: MOOCs and the new BA
- K.19 Can You Hear Me Now?: Using Audio to Teach Writing
- K.23 Build It and They Won't Come: Action Plan for the Stealth Veteran
- L.08 Action-Based Pedagogies and Multimodal Writing
- L.17 Searching the Disciplines: Improving Student Writing Self-Efficacy through Departmental Collaboration
- L.20 Assessment, Accountability, and Strategies of Collaboration
- M.02 Global, Social, and Digital: Digital Tools and Strategies in the Writing Classroom
- M.16 Creating Conditions for Action: Designing Composition Spaces for Learning, Enculturation, and Usability
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Letter-number combinations after names indicate sessions. Abbreviations are as follows: AW-Afternoon Workshop, CWS- Performing Feminist Action, DP- Consortium of Doctoral Programs, FSIG-Friday Special Interest Group, IP- Intellectual Property in Composition Studies, MD- Master's Degree Consortium, MW-Morning Workshop, PF.2-Poetry Forum, QRN-Qualitative Research Network, RNF-Research Network Forum, RP- Rhetoricians for Peace, SEW- Poetry Forum, TSIG-Thursday Special Interest Group, W-All Day Workshop, WSIG-TYCA Fame Award. Poster sessions are abbreviated as PS- followed by the session code.

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 DeVoss, Dànienne Nicole, IP  
 deWinter, Jennifer, W.04, D.18, FSIG.15  
 Dhir, Deepti, PS-B  
 Di Lauro, Frances, J.31  
 Diab, Kefaya, MW.08, C.20  
 DiCaglio, Sara, E.09, CWS  
 Dich, Linh, E.11, K.33  
 Dickinson, Hannah, MW.05  
 Dickinson, Summer, F.19  
 Diepenbrock, Chloe, L.25  
 Dietz, Lauri, I.02  
 Dilger, Bradley, B.34  
 Dillahun, Marian, E.12  
 Dimmick, Michael, C.39  
 DiNatale, Leah, A.23  
 Ding, Huiling, I.08  
 Dingo, Rebecca, W.01, W.03, H.06  
 Dinitz, Susan, A.18  
 Diogenes, Marvin, G.03  
 Dittrich, Bradfield, J.11  
 Diven, Shane, F.12  
 Do, Tom, MW.16  
 Dockter, Jason, A.01  
 Doe, Sue, AW.09, FSIG.04  
 Donahue, Christiane K., W.03, WSIG, B.11,  
     I.35, M.06  
 Donehower, Kim, F.16, I.11  
 Dong, Lin, C.37  
 Doonan, Ashley, L.26  
 Doran, Erin, W.06  
 Doroholschi, Claudia, MW.16

Dougherty, Timothy R., A.31  
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 Dowell, Matt, E.27  
 Downs, Doug, FSIG.28, H.33  
 Downs, Jack M., M.15  
 Dragga, Sam, C.12  
 Drake, Amanda, C.30  
 Drake, Kimberly, MW.13  
 Driscoll, Dana, A.08  
 Driskill, Qwo-Li, AW.14, I.12, K.33  
 Dryer, Dylan, B.11, C.35  
 Dueck, Jonathan, W.03, H.06  
 Duffey, Suelynn, A.30  
 Duffy, Cheryl, D.37  
 Duffy, John, D.03, F.09, I.09  
 Duffy, William, L.06  
 Dulin, Cassandra, M.17  
 Dunbar-Odom, Donna, B.18  
 Duncan, Mike, E.13  
 Dunn, John, J.02  
 Dunn, Patricia, A.01, F.23  
 Durst, Russel, B.11, F.20  
 Dusenberry, Lisa, PS-F  
 Dutcher, Violet, TSIG.05  
 Dvorak, Kevin, TSIG.23  
 Dwyer, Sarah, W.04, G.16  
 Dyehouse, Jeremiah, D.01  
 Dykema, Meghan, J.17

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Eastman, Gloria, E.01  
 Echols, Khirsten, L.01  
 Edwards, Dustin, B.33  
 Edwards, Michael, E.29, FSIG.06  
 Efstathion, Rachel, K.17  
 Egan, Liz, M.30  
 Egbert, Patricia, PS-H  
 Ehrenfeld, Dan, F.33  
 Eichberger, Ryan, B.24  
 Eidman-Aadah, Elyse, H.35  
 Elbow, Peter, MW.04, F.13, J.21  
 Elder, Cristyn, AW.02, I.29  
 Elder, David, A.25  
 Elion, Leigh, K.02  
 Elliott, Caitlin, H.27  
 Elliott, Katie, B.26  
 Elliott, Meaghan, B.23  
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Elliott, Timothy, M.03  
 Ellis, David, E.08  
 Ellis, Elizabeth, G.33  
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 Elmore, Darrel, K.08  
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 Elston, M. Melissa, M.30  
 Ene, Estela, W.03  
 Engel, Steven, MW.05  
 England, Jennifer, H.10, L.12  
 Enoch, Jennifer, K.15  
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 Eodice, Michele, C.13, F.35, I.32  
 Eoyang, Glenda, A.39, D.39, F.36, I.36, N.01  
 Epps-Robertson, Candace, W.12  
 Erby, Brandon, B.19  
 Ericsson, Patricia, I.34  
 Eriksson, Ann-Marie, W.03  
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 Erwin, Bonnie, PS-F  
 Escorcía, Dyanne, W.03  
 Espósito, Lauren, W.11  
 Estrem, Heidi, W.05, G.07  
 Evans, Jason, TSIG.02  
 Evans, Scott, A.28  
 Evans, Theresa (Tess), C.12  
 Evans-Tokaryk, Tyler, W.03, B.25  
 Everett, Justin, PS-H  
 Eyman, Douglas, D.18, M.10

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Fahim, Norah, AW.08, B.07  
 Fairbanks, Katya, AW.06  
 Faison, Wonderful, M.08  
 Fallas, Jennifer, G.16  
 Faris, Michael, J.25  
 Farris, Christine, A.16, H.18  
 Fatahipour, Majid, W.03  
 Faulkner-Springfield, Shirley E., M.27  
 Feder-Lewis, Sonia, FSIG.16  
 Fedukovich, Casie, E.20  
 Fehler, Brian, G.13  
 Feibush, Laura, M.21  
 Feigenbaum, Paul, AW.04, C.32, G.29, K.08  
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 Ferguson, Adam, G.24  
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Ferris, Harley, M.21  
 Field, Laura, F.06  
 Fields, Cynthia, B.26  
 Findlay, Elisa, D.23  
 Fine, Lauren, A.29  
 Finkelstein, Carly, K.29  
 Finnegan, Damian, W.03  
 Firestone, Katlyn, PS-H  
 Fiscus, Jaclyn, D.25  
 Fish, Sarah, PS-B  
 Fisher, David, C.33  
 Fishman, Jenn, C.18, G.25, CWS  
 FitzGerald, William, AW.02, TSIG.06, PS-J  
 Fitzpatrick, Kathleen, B.12, J.33  
 Fleckenstein, Kristie, I.07  
 Fleischer, Cathy, C.41, D.38, E.39, I.37, K.37, N.01  
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 Flessert, Amy, A.30  
 Fletcher, Lane, B.29  
 Flores, Shoney, K.03  
 Flowers, Katherine, C.09  
 Flute, Heather, J.16  
 Fodrey, Crystal, B.13  
 Fofana-Kamara, Lami, E.31, TSIG.08  
 Folk, Moe, AW.13  
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 Foradori, Jennifer, J.33  
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 Foree, Christopher, K.22  
 Forgette, Karen, M.02  
 Foster, Helen, FSIG.09  
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 Fralix, Brandon, B.01  
 Franco, Miguel, D.17  
 Frank Dew, Debra, AW.02  
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 Friedman, Sandie, H.24  
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 Frost, Erin A., F.02  
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 Fuller, Misty, E.27  
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 Fullwood, Kendra, J.11  
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 Gagnon, Jeff, G.30  
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 Gaik, Frank, J.32  
 Gainer, Kim, IP  
 Galante, Nicole, W.11  
 Galin, Jeffrey, IP, TSIG.03  
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 Gallaher, Robin, C.01  
 Galvan, Marlene, K.03  
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 Garcia de Mueller, Genevieve, I.22  
 Gardner, Clint, E.33  
 Garrett, Shawn, W.11  
 Garrison, Matt, PS-F  
 Gary, Rachael, D.30  
 Gasiewski, Diana, MW.07, D.31  
 Gates, Aaron, G.14  
 Gatti, Lauren, G.11  
 Gatto, Roseanne, MW.08, H.08  
 Gavaskar, Vandana, K.17, FSIG.04  
 Gebhardt-Burns, Susan, A.32  
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 George, Jessica, A.16  
 Gerben, Chris, K.26  
 Gerdes-McClain, Rebecca, L.05  
 Gerding, Jeffrey, D.20  
 Gere, Anne Ruggles, B.35, J.33, M.31  
 Getz, Dan, A.14  
 Giaimo, Dr. Genie, W.06

Giarrusso, Christina, A.33  
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 Gindlesparger, Katie, AW.12  
 Giordano, Joanne, W.06, A.02  
 Giovagnoli, David, I.19  
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 Girdharry, Kristi, D.36  
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 Gleason, Barbara, W.05, FSIG.16, H.30  
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 Glushko, Tatiana, H.20  
 Gneim, Manar, D.09  
 Gocsik, Karen, G.30  
 Goen-Salter, Sugie, E.06  
 Gold, David, MW.15, K.13  
 Goldblatt, Eli, AW.12, J.26  
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 Gomes, Matthew, I.04  
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 Gómez, Andrés, MW.16  
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 Gonzales, Laura, D.16  
 Gonzales, Margaret, F.17  
 Gonzalez-Alvarez, Paula, C.01  
 Goodwin, Benjamin, F.14  
 Gordon, Jessica, B.06  
 Gordon, Layne, M.10  
 Gorelick, Risa P., I.34, RNF  
 Gorzelsky, Gwen, A.08  
 Gos, Michael, F.35  
 Goswami, Dixie, D.21  
 Goth, Ramona, D.14  
 Graban, Tarez Samra, MW.15, A.13, B.15,  
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 Grabill, Jeff, I.18  
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 Graff, Gerald, C.28  
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Graham Meeks, Melissa, G.05  
 Gramer, Rachel, F.09  
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 Grant, Carrie, J.27  
 Grant, Christina, H.21  
 Grant, John, E.17  
 Grate, Lanette, RP  
 Graves, Heather, J.24  
 Graves, Roger, G.22  
 Graves, Seth, E.20  
 Gray, Adam, H.07  
 Gray, Jennifer, H.14  
 Gray, Kellie, M.10  
 Gray, Peter, L.17  
 Grbavcich, Elizabeth, PS-B, H.13  
 Greco, Robert, E.20  
 Green, Ann E., D.35, W.09  
 Green, David, AW.14, A.19, G.20, I.04  
 Green, Elise, MW.09  
 Green, McKinley, A.21  
 Green, Nicole, E.33  
 Green, Sonya, K.12  
 Greene, Jacob, PS-H  
 Greene, Robin, E.34  
 Greenwell, Amanda, W.12  
 Grego, Rhonda, FSIG.21  
 Gregory, Christine, B.02  
 Gresham, Morgan, PS-H  
 Grettano, Teresa, L.23, RP  
 Gries, Laurie, L.08  
 Griffin, June, W.11  
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 Griffiths, Brett, W.06, K.32  
 Griffo, Rachel, W.03, A.13, B.30  
 Grimsley, Christina, K.20  
 Grogan, Shareen, TSIG.23, F.01  
 Grohowski, Mariana, AW.09, I.05, K.23  
 Gross, Morgan, PS-F  
 Groundwater, Evin, K.07  
 Grover, S. David, L.07  
 Grutsch McKinney, Jackie, C.08  
 Gruwell, Leigh, J.03  
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 Guinot Varty, Nicole, M.16

Gulley, Beth, W.03  
 Gurley, Anna, F.04  
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Haan, Jennifer, E.31  
 Haas, Angela M., E.11, F.10  
 Hager, Michelle, F.12  
 Hahn, Edward, I.29  
 Halasek, Kay, C.11, L.19  
 Halbritter, Bump, G.25  
 Hall, Ashley, H.19  
 Hall, Bernie, L.25  
 Hall, Betsy, B.03  
 Hall, Carrie, F.04  
 Hall, Jonathan, M.06  
 Hall, Lauren, F.04  
 Hallman, Rebecca, A.28  
 Hamilton, Lindsay, A.21  
 Hammer, Brad, M.31  
 Hammer, Steven, MW.14  
 Hammond, Alli, B.19  
 Hammond, James, C.15  
 Hamper, Margaret Bertucci, B.17  
 Hancock, Craig, MW.18, A.38, TSIG.07  
 Hancock, Meghan, E.18  
 Handley, Derek, K.23  
 Handly, Derek, AW.09  
 Hannah, Mark, B.29  
 Hansen, Kristine, L.30  
 Hanson, Gina, K.30  
 Hanson, Joleen, MW.16, TSIG.07, F.06  
 Hanzalik, Katherine, MW.08, F.34  
 Harahap, Al, K.33  
 Harker, Michael, H.32  
 Harrell, Brian, MW.09, C.04, F.07  
 Harrell, Jessica, H.05  
 Harrington, Susanmarie, F.35  
 Harris, Heidi, L.07, MW.07  
 Harris, Joseph, F.06  
 Harris, Sarah, D.11  
 Hart, D. Alexis, E.05, F.35, FSIG.06  
 Hart-Davidson, William, G.05  
 Hartman, Kathy, AW.13  
 Hassel, Holly, F.08, M.12  
 Hassler, Elizabeth, H.09  
 Hastings, Phyllis, MW.13  
 Hatch, Justin, G.34

Hauman, Kerri, E.14  
 Haunschild, Mark, K.15  
 Haviland, Carol, K.30  
 Hayden, Wendy, MW.15, J.01  
 Hayes, Amanda, B.23  
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 Hayes, Rebecca, E.32, FSIG.25  
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 Healy, Matthew, D.14  
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 Hebbard, Marcela, H.12  
 Heckathorn, Amy, J.19  
 Hedengren, Mary, M.29  
 Hedge, Stephanie, B.33  
 Heifferon, Barbara, F.02, TSIG.19  
 Heilig, Leah, L.28  
 Heinert, Jennifer, W.06, A.02  
 Helms, Jason, C.25  
 Hembrough, Tara, AW.09, L.19  
 Hemmeter, Gail, B.05  
 Hemmeter, Thomas, B.06  
 Hemstrom, Cassie, F.15  
 Henderson, Brian, K.07  
 Henderson, Gae Lyn, RP  
 Hendricks, Crystal, G.18  
 Hendrix Soto, Aimee, A.34  
 Heney, Jill, D.08  
 Hennes, Jack, A.26  
 Henriksen, Linda, B.07  
 Henry, Jim, E.19  
 Henry, Thomas, C.23, F.17  
 Henson, Roberta, F.19  
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 Hewerdine, Jennifer, RNF, F.21  
 Hewett, Beth, MW.07, F.30  
 Hibbard, Lee, W.04, F.22  
 Hidalgo, Alexandra, W.08, D.16, L.15  
 Higgins, Kirsten, H.27  
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 Hill, Joyce, K.04  
 Hill, Michael, W.05, E.06, TSIG.02, TSIG.11  
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 Hindman, Jane E, I.26  
 Hines, Diana, B.18  
 Hinojosa, Isaac, A.12  
 Hinshaw, Wendy, MW.13, M.04  
 Hinton, Corrine, K.11  
 Hinton, Romana, A.36  
 Hirsu, Lavinia, E.10  
 Hitt, Allison, C.24  
 Hixson-Bowles, Kelsey, PS-B  
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 Hodges Hamilton, Amy, F.25  
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 Hoermann, Jackie, C.25  
 Hogg, Charlotte, CWS, C.01  
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 Holdstein, Deborah H., MW.06, C.26, H.18,  
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 Hollis, Elizabeth, F.02  
 Holloway, Margaret, L.01  
 Holmes, Ashley, D.11  
 Holmes, Caitlin, B.01  
 Holmevik, Jan, D.18  
 Holt, Travis, MW.09  
 Holton, Noel, B.08  
 Hooker, Tristin, E.22  
 Hoover, Kim, H.33  
 Hoppe, Jason, L.22  
 Horner, Bruce, J.08, M.06  
 Horning, Alice, F.28  
 Horn-Walker, Elizabeth, CWS  
 House, Veronica, AW.04, C.32  
 Howells, Elizabeth, H.13  
 Howes, Emma, I.11  
 Hryniuk, Katarzyna, W.03  
 Huang, Chenchen, W.03, J.08, CWS  
 Hudson, David, L.05  
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 Hurley, Gavin, F.29  
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Hutter, Liz, PS-F  
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Ianetta, Melissa, I.03  
Iddings, Joshua, I.11  
Ingraham, Lauren, M.12  
Inman, Joyce, MW.04  
Inoue, Asao, MW.04, D.03, G.19, H.26, I.04  
Ireland, Dale Katherine, F.08  
Irwin, Michele, L.11  
Isaacs, Emily, J.13  
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Jackson, Austin, AW.14  
Jackson, Brian, A.29  
Jackson, Gerald, H.12  
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Jackson, Rebecca, MD, A.30  
Jacobi, Tobi, MW.13, M.04  
Jacobs, Dale, MW.05, D.04  
Jacobs, Lorie, L.25  
Jacobs, Valerie Seiling, MW.01, AW.01  
Jacobson, Brad, E.24  
Jacovitch, Jennifer, G.17  
James, Kedra, G.02  
James, Whitney, PS-B  
Jamieson, Amy Wrobel, F.31  
Janak, Kevin, B.18  
Jarema, Laurenn, PS-J  
Jarkas, Najla, W.03  
Jarvis, Ereck, B.20  
Jaxon, Kim, F.06  
Jeansonne, Christine, I.31  
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Jensen, Amber, TSIG.23  
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Johnson, Kristine, K.25  
Johnson, Lucy, E.10  
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Johnson, Rachel, B.31  
Johnson, Sarah Z., D.19, G.02  
Johnston, Nancy C., PS-J  
Jolliffe, David, AW.04, A.27  
Jones, Aimee, M.15  
Jones, Andre, C.39  
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Jones, Libby Falk, W.09, FSIG.08  
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Kaalele, Scott, E.19  
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Kairis, Brynn, PS-J, MW.02  
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Kaufman, O. Brian, W.06, TSIG.14

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 Keller, Christopher, L.27  
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 Kies, Daniel, AW.07, TSIG.07  
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 Kirby, Henry, MW.05  
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 Knutson, Anna, D.34, M.31  
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 Koenig, Emilie, B.27  
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 Kruse, Meridith, G.04  
 Kuebrich, Benjamin, AW.04  
 Kunka, Jennifer, B.18  
 Kuriger Suiter, Greta, W.10  
 Kurkjian, Beth, E.08  
 Kurlinkus, William C., B.28  
 Kurtyka, Faith, W.11  
 Kushkaki, Mariam, H.24  
 Kyburz, Bonnie Lenore, B.12  
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 LaFrance, Michelle, W.05  
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 Lalicker, William, AW.12, E.06  
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Lang, Susan, J.04	Li, Xinqiang, I.24
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Lannin, Amy, W.01	Light, Jennifer, G.32
Lanser, Aaron, A.24	Lilienthal, Kim, PS-D
LaPrade, Paul, M.01	Limbu, Marohang, M.02
Laquintano, Timothy, F.16	Lindblom, Ken, FSIG.27
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Larson, Brian, F.13	Lindenman, Heather, K.29
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Larson, Kyle, A.03	Lindsay, Ben, K.11
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Lauren, Ben, D.04	Lockett, Alexandria, F.05
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Lavelle, Thomas, MW.16, G.26	Loewe, Drew, K.22
Lawrence, Halcyon, PS-F	Logan, Shirley, F.01
Layne, Alex, F.34	Lohr, Justin, K.29
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Leahy, Elizabeth, C.36	Longo, Jaime, F.21
Leake, Eric, D.27, MD	Lopez, Ann-Marie, G.35
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Leckie, Morgan, F.24	Losey, Kay, C.22
Lee, Christopher, G.14	Losh, Elizabeth, H.02, M.02
Lee, Eunjeong, E.15	Lotier, Kristopher, F.33
Lee, Jessica, G.27	Love, Cassandra, I.16
Lee, Melissa, B.30	Love, Patrick, K.24
Lee, Rory, F.24	Lovejoy, Kim Brian, AW.14, H.02, RNF
Lee, Sylvia, M.28	Lowe, Charles, A.26
Lefebvre, Lyndsey, B.19	Lowrance, RayChel, J.04
Leger, Shewonda, L.15	Loyer, Elizabeth, H.04
Lehn, Jeanette, D.02, K.16	Lu, James, A.24
LeMesurier, Jennifer, D.25	Lu, Min-Zhan, J.08, M.06
Leon, Kendall, W.08, F.10	Lucas, Brad, L.16
Leonard, Rebecca Lorimer, D.26	Lucchesi, Andrew, W.05, F.08, H.06
Leonard, Scott, MW.01, AW.01	Lucero, Angela, M.01
L'Eplattenier, Barbara, A.36	Ludeker, Juliette, M.28

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 Lunine, Brij, I.28  
 Lunsford, Andrea A., G.22  
 Lunsford, Karen, MW.10, C.35, IP, I.35  
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 Mack, Katherine, E.04  
 Mack, Nancy, MW.08  
 MacKay, Gail, AW.11, I.12  
 Mackiewicz, Jo, MW.10, B.16  
 Macklin, Mandy, G.19  
 MacLaughlin, Nicole, PS-H  
 MacLean, John, D.32  
 Macri, Linda, H.23  
 Madan, Ryan, H.11  
 Madson, Michael, E.13  
 Mahaffey, Cat, A.11  
 Mahala, Daniel, E.21  
 Maher, Jennifer, L.30  
 Mahoney, Kevin, AW.13  
 Maid, Barry, L.30  
 Maimon, Elaine, C.27  
 Malek, Ceil, E.04  
 Malek, Joyce, AW.02  
 Malenczyk, Rita, L.30, M.12  
 Malesh, Vytautas, M.16  
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 Manery, Rebecca, M.29  
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 Marinan, John, G.10  
 Marino, Nicholas, D.20  
 Marquard, David, F.07  
 Marrott, Deborah, K.10  
 Marshall, Cona, M.08  
 Marshall, Sharon, TSIG.16, H.08  
 Martin, Bruce, FSIG.05  
 Martin, Elsa, F.31  
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 Martin, Jenny, L.20  
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 Martinez, Diane, MW.07, D.31  
 Martorana, Christine, CWS  
 Masterson, Jessica, G.11  
 Mathewson, Jami, W.10  
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 Mawlawi Diab, Nuwar, W.03, F.17  
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 McCall, Mary, K.24  
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 McCartan, Laura J., W.07  
 McCloud, Wendy, MW.07  
 McComiskey, Bruce, K.13  
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 McCracken, I. Moriah, K.27  
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McKell, Cheryl, G.07	Miller, Kristen, J.23
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McMorrow, Martin, W.03	Miner, Rebecca, L.10
McMullen-Light, Mary, TSIG.03	Minock, Mary, SEW, PF.2
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Melzer, Dan, TSIG.03	Monje, Michael, H.09
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Morrow, Jesse, K.11  
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 NeCamp, Samantha, MW.16, H.03  
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 Oleksiak, Timothy, AW.02, C.33, E.03  
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 O'Meara, Katherine Daily, B.07  
 Omizo, Ryan, E.30  
 O'Neill, Megan, B.29  
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 Opel, Dawn, FSIG.15  
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 Osorio, Ruth, F.08, CWS  
 Ostergaard, Lori, A.01, D.19, L.16  
 Ostrander, Carolyn, TSIG.07, H.31, CWS  
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Pimentel, Octavio, F.10  
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Pokorny-Golden, Carissa, AW.13  
Pompos, Melissa, AW.03  
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 Prasad, Sarah, J.13  
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 Price, Margaret, D.12, G.06, I.35  
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 Riley-Mukavetz, Andrea, G.06  
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 Rist, Mary, TSIG.07, I.25  
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 Roeder, Tara, H.08, MW.08  
 Roen, Duane, MW.06, A.04, TSIG.20, K.15  
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 Russell, Alissa, J.01  
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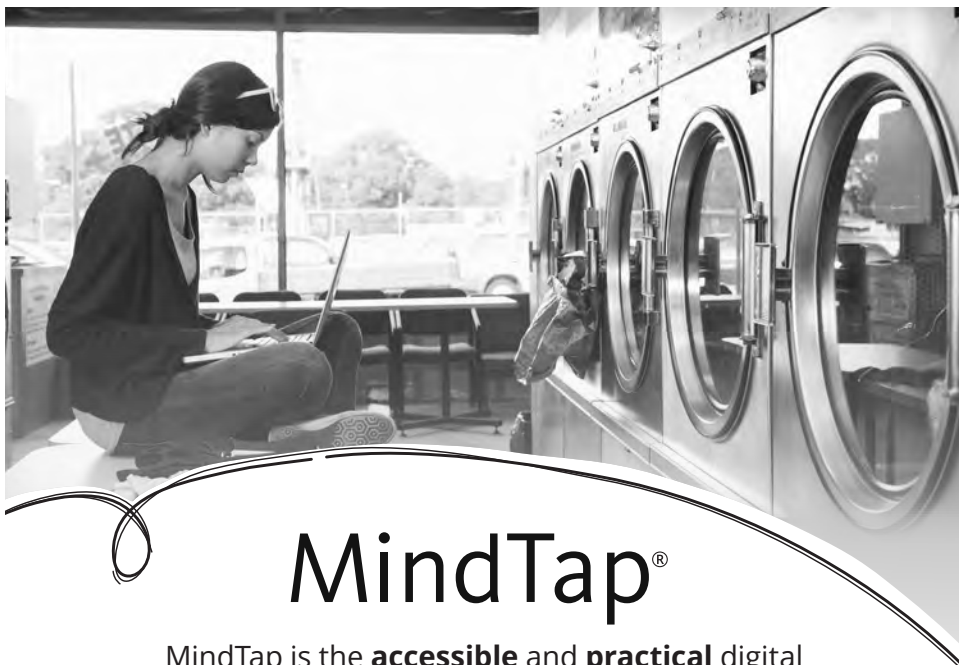
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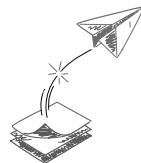
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