Index of Concurrent Sessions

In this index, Poster Sessions are listed as PS- followed by the session code.

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

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
A.25 Development of Writing Transfer via Research, Assessment, and Faculty Training
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
A.34 College Writing in High School: Writing Our Way out of Test Culture
B.15 Partnering with Institutional Archivists: Exploring the Archives as Potential Sites for Undergraduate Research and Creative Nonfiction Writing
B.20 Perspectives on Preparation and Performance: A Qualitative Study of College Students’ Approaches to Writing
B.22 Potentially Moving from Margin to Center: A Report on Arizona State University Writing Programs’ ProMod Interdisciplinary Collaborations
B.31 Inspiring Action by Enabling Agency in Interdisciplinary Advanced Writing Courses
B.34 Writing Transfer in Three STEM Contexts: Teacher Education in Physical Science, Career Preparation in Animal Science, and Cookbook Labs in Natural Science
C.02 If You Teach It, They Will Learn: Effects of Explicit Style Instruction in and beyond the Writing Class
C.10 Multimodal Composition as a Strategic Approach to First-Year Writing
C.21 Enacting Information Literacy: Strategies for Library-Classroom Collaboration
C.30 Taking Action to Foster Student Responsibility in the Twenty-First-Century Composition Classroom
D.03 Antiracist Classroom Practices: Enacting Socially Just Agendas
D.09 Scare Tactics: Working Theory into Action through Multimodal Praxis
D.22 Making Inequities Matter: Student Success as Action in Dual-Enrollment Composition and Alternatives
D.29 Other Englishes: The Need to Acknowledge and Support Them
E.04 Negotiating Competing Curricular, Institutional, and Disciplinary Interests in Advanced Composition
E.08 Write Where You Live: Creating a Culture of Writing in Student Housing
E.18 Writing: Dissertation, Thesis, and FYC
E.23  In Search of the Genuine A: Challenges in Evaluating Top-Tier Student Writing
E.28  Readers, Reading, and Metacognition in Action
F.06  Beyond the Workshop: Experiments in Big Comp
F.11  Asking Students to Do and to Be
F.17  Student Voices: Learning Styles and Transitional Rhetorics
F.25  Writing Program Administration in an Age of Reform
G.01  The Purposes of Required Writing?
G.07  Action Research, Active Reflection: Interrogating the Threshold Concepts of Teaching First-Year Writing
G.16  After the Essay: Multimodal Revisions to FYC
G.24  Disrupting Composition: Rhetorical and Activist Pedagogies for Change
G.26  Developing Institution-Wide Strategies for Graduate Writing Support in Tough Economic Times
H.05  Teaching through Strategic Troubling: Fostering Flexible Learning across Writing Curriculum Contexts
H.06  Writing in the Global: Case Studies from WID and WAC Work
H.08  No Longer “Experimental”: Collage as Normative Practice, from First-Year Writing to Dissertation
H.14  Getting around What Gets in the Way: Strategies for Success in FYC
H.22  Hostile Writing: A Need to Explore These Forbidden Spaces
H.24  Troublesome Contexts for Writing Transfer
H.26  Breathe, Move, and Write: Embodied Thinking Creates Engaged Writers
I.09  Do the Right Thing: Ethics as Classroom Action
I.14  Transfer: Strategies for Action, Strategies for Trouble?
I.20  Tasting the Golden Waters: Exploring Different Writing Rhetorics
I.22  Initiatives for Non-Traditional Students
I.24  L2 Writing Practices
I.28  Academic Integrity and the International Student: Supporting Multilingual Writers
J.04  Flipped Professional Development for Hybrid Courses: Preparing Graduate Student Instructors to Teach in a Contemporary First-Year Writing Program
J.13  Challenges and Opportunities of Technological Environments
J.21  Should We Teach Punctuation with the Voice or with the Eye? A Debate between Two Radically Opposed Approaches to the Perennial Problem of Punctuation
J.23  Martin, Ministers, and Music: Listening to African American Rhetorics in the Writing Classroom
J.29  Research as Action: Studying Metacognition in the Writing Classroom
K.03  Writing for Real This Time: Authenticity through WID in FYC Sequence Design
K.11  Up for Negotiation: Politics and Pedagogy in Advanced Writing Courses and Writing Centers
K.12  Pathways to Success: Finding Your Academic Voice
K.20  Rhetorical Listening: Difference, Materiality, and the Classroom
K.22  Getting Involved: Civil and Legal Literacy
K.35 Enacting Knowledge Transfer at the Community College: Three Case Studies of Writing Transfer across Disciplines and Programs
L.02 Facilitating Transfer from FYC to Other Courses: Two Research-Supported Approaches
L.11 Pedagogy and Ideas: The First-Year Composition Class
L.13 Remixed Collaboration: (In)visible Practice and Pedagogy
L.19 Taking Action: Personal Writing, Ethnography, and Reflection
L.21 Rap and Hip-Hop in the Writing Classroom
M.01 Fostering “Rhetorical Researchers” and Developing Information Literacy through FYC Instructor/Librarian Collaboration
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 Acess at Open Admissions Institutions

324
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

CCCC CONVENTION, HOUSTON 2016

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
From Posturing to Positioning: Encouraging Rhetorical Sophistication through Multimodal Pedagogies

Digital Activism toward Social Justice

Just Going to Leave This Here: Empirical Study of Social Media

Writing-toward-Action in Epic Open Learning: A Praxis-Oriented Approach to MOOC Design

Develop, Design, Deliver: Teaching Graduate Students to Teach Writing Online

Growing #digital Communities: The Tools, the Prison, and the Writing Classroom

Big, Lean, Open, and Howling: Proposals for Digital Futures

One Goal—to Strengthen the Bonds That Form Our Society, One Essay at a Time

Writing through Big Data: Using MassMine in the Advanced Writing Classroom

Disciplinography of Rhet/Comp on Social Media: What Are We Doing in Our Facebook Groups?

Digital Counterpublics: Writing Action through Augmented Reality Criticisms (ARCs)

7-Institutional and Professional

Developing Scholarly Momentum: Action Plans for Faculty, Graduate Students, and Their Mentors

Information Literacy and Foundational Writing: Transforming Curricula and Programs through Collaborative Outcomes

The Extracurriculum within Our Walls

Professionalizing Graduate Teaching Assistants: How Advisors Support Successful Writing Instruction

Faculty Developer as Activist: Strategies for Writing Instructors and WPAs

Rethinking Teaching & Learning Practices for Diverse Populations in the University: A Roundtable on Taking Pedagogical & Administrative Action

Interrogating (Cross)Disciplinarity: Personal and Professional Identities at Work

Enacting Career Diversity in Rhetoric and Composition: Different Pathways for a Professional Life with a PhD in Rhetoric and Composition

Acting Out: The Legacy of Hephzibah Roskelly and Elizabeth Chiseri-Strater

Standardization and Democratization in and of Writing Programs

Robbing Peter to Pay Paul: Writing Programs, Advocacy, and NTT in the Bureaucratized Academy

Working Hard with Few Rewards: Life as a “Part-Time” Instructor

Preparing Teachers of College Writing: A Report on the New 4Cs Position Statement and Suggestions for Putting It into Action

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

328
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
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.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  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

332
Transnational Ethnography in Action: An Updated Framework for Studying the Global Circulation of People and Writing

Conundra of Tracing Learning Transfer: Methodological Reflections and Data Early in a Longitudinal Study

By the Tutors, For the Tutors: Undergraduate Research in the Writing Center

Research with/from/about Underrepresented Communities

Applying for a CCCC Research Grant: A Mentoring Session

Methods, Models, and Means of Undergraduate Research in Rhetoric and Composition: A Roundtable Discussion

Translating Data into Action: Coordinating University and Program-Specific Writing Assessment

Acting on Data: Corpus-Based, Computer-Aided Analysis of Student Writing

Research on Materiality and Embodiment

Innovations in Big Data Research

Researching with and through the Personal

Think-Tank for Newcomers: Developing Papers and Sessions for CCCC 2017

Local/Regional Practices: Recovering, Translating, and Strategic Practices from Spaces and Contexts of Coloniality

Undergraduate Researcher Poster Session

Testing Reading-Preview Techniques to Encourage Student Reading

Family History Research Methodology for Rhetorical Writing

Curating the Research Assemblage: Methodology as Ethical Interaction

Digital Mix: The Landscape of Digital Pedagogy in the Writing and Communication Classroom

Corpus in Action: Creating Student-Centered and Context-Specific Corpora to Increase Awareness of Students’ Literacy Practices for Course Design and Classroom Mutuality

Moving between the Military and Academy

Answering Malinowitz’s Call: Finding Out about Rhetoric & Composition’s LGBTQ Students

Becoming Style Chameleons: How Well Do Students Give Teachers “What They Want”?

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

Creating Comunidad Situated Writing Curriculum at Hispanic Serving Institutions: Writing beyond Theoretical Borders

Teaching Writing as Rhetorical Action in Schools and Colleges

Wikipedia as Social Action: Learning the Genre, Questioning Notability, Minding the Gaps

12-Writing Pedagogies and Processes
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
M.21 Sound and Listening as Embodied Acts for Writing Research and Pedagogy
PS-B Literacy Narratives, Genre Awareness, and Knowledge Transfer: A Case Study
PS-F The Self as Subject: Strategies for Acting Up and Talking Back
PS-H Engaging and Empowering Diverse Learners through Visual and Digital Tools
PS-H Taking Action on a Traditional Writing Strategy: Revising Peer Response for the Millennial Generation
PS-J Strategic Writing Support in Courses through Collaboration

13-Theory

A.13 Defining the “Cross”-Cultural: Rethinking Rhetorical Assumptions, Terminologies, and Practices from within Comparative Argumentation
A.15 Feeling Things in Writing: Material Culture, Emotion Studies, and Writing for Social Action
B.14 Detect, Elect, Connect: Instructional Perspectives and Activities for Enabling Transfer
B.27 Storytelling as a New Pathway to Social Justice
B.36 The Complexity of Agency in the Composition Classroom
C.15 Faster, Bigger, Cheaper: Ideologies of Efficiency in the College Writing Classroom
C.26 The Legacy of Textual Carnivals
C.39 More Than Words: Using Comics Responsibly in the Composition Classroom
D.01 Deweyan Lineages: Writing, Action, and the Public Sphere
D.04 Writing Time, Writing Spaces
D.12 Disability Studies in Action: Cross-Locational Perspectives
D.16 Bridging Cultures, Languages, and Lands: An Illustration of Latina/o and Chicanx Rhetorical Practices
E.02 Reading, Writing, Listening, Feeling: Experiential Engagement and the Fluid Classroom
E.11 Interfacing Cultural Rhetorics: A History and a Call
E.17 Game Design as...: The Rhetorics of Designing Games
F.01 Writing Feminism: Negotiating for Action across Public Spheres
F.09 Imagining Literate Lives: Drawing Lessons from Narrative, Memory, and Mobility
F.13 New/Now Cognitivism: Strategies for Theory and “Literate Action”
F.19 Don’t Get Emotional: Teaching Writing and the Study of Emotional States
F.31 Challenging the Rhetoric of Non-Neurotypicality: Documents, Stories, Memories
F.33 Networking the Discipline: Theorizing Assumptions, Offering Change
G.04 Listening Strategies for Feminist and Queer Action: Encountering an Erotic Ethics
G.12 Writing’s Wreckage: What Happens When Writing Fails
G.34 Rhetorics of Disruption
G.35 Re-Imagining the Student-Subject of Composition
H.12 Queering Rhetorics: Rethinking Archival History and Multimodality
I.07 Acting by Design: Multimodal Activism on the Streets, in the Classroom, and through the Writing Center
I.11 Re-Reading Appalachia: Literacy, Place, and Cultural Resistance
I.12 Decolonizing Writing, Writing as Decolonization
I.15 Queering Composition: Pedagogy for Activism, Identity, and Change
I.27 Negotiating Interactions around Difference: Identity and Responsibility in Communities, Workplaces, and Classrooms
J.06 Assembling Composition
J.11 Practices of Rhetorical Invention
K.05 Strategies for (Ambiguous) Writing Situations: Using Kenneth Burke as/in Posthuman Writing Studies
K.09 Recontextualizing Writing Pedagogies
K.26 Exploring the Rhetoric of New Media and Identity
L.04 Whispers in the Corner: The Rhetoricity of Gossip
L.06 Redefining and Reimagining the Religious within and beyond the Writing Classroom
L.10 Writing and Illness
L.15 Negotiating Otherness: An Exploration of Intersections between Autobiographical Video and Rhetoric
L.22 Political Rhetoric: Ethos, Agency, and Courage
L.23 Political Literacy in Composition: Critical Pedagogy, Multiple Voices, or Activism?
L.24 Interrogating Digitized Whiteness: Renderings of Whiteness in Mediated Writing Spaces
L.30 Composition, Rhetoric, and Disciplinarity: Coming to Terms with Our Past and Taking Action for the Future
M.03 Framing Visual Composition and Multimedia Writing
M.08 Preachin’, Laughin’, Theorizin’: Black Women on Rhetoric, Language Policies, and Intimate Spaces
M.11 Queering Assessment: Engaging Alternative Validity Arguments
PS-D Keep Mad and Tumblr on: Neurodivergent Identity and Autistic Self-Advocacy in Social Media Based Counterpublics
PS-H An Argument for Empathy in the Teaching of Writing

14-Writing Programs

A.04 Reconsidering Professional Credentials of Writing Program Faculty
A.14 Writing Experts and Technology Experts: Institutional Collaboration for Multimodal Composition in First-Year Writing
A.16 Being Teachers: The Praxis of Ethos in Instructor Training
B.16 Reform in Writing Center Practices Based on Comprehensive Studies
B.28 Building Bases for Action: Re/Mapping a Mandated Writing Program Redesign
C.17 The Writing Center’s Online Presence
C.27 Reaffirming Praxis: Teaching First-Year Composition as Our Profession’s Highest Calling
D.11 Retention and Student Success: Taking Action in Writing Programs and Classrooms
D.30 Equity in the Writing Center: Questioning Assumptions about Anti-Racist Practice
E.20 Curricular Overseeing vs. Curricular Liberties: Designing Infrastructures for Pedagogical Innovation
E.35 Race Forever: Adventures in Writing Program Startups
F.04 Supporting the Future of the Field: A Roundtable on Graduate Digital Pedagogy
F.12 We Know Where the Action Is: It’s in Writing Fellows (and We Got the Data to Prove It)
G.10 Advocacy through Tutor Cultural Awareness and Action
G.32 Alumni in Action: Showing the Value of Degree Programs in Writing by Reflecting on the Work of Their Alumni
H.07 The Translingual Writing Center
H.20 Civil Discourse and the Writing Center: Code-Meshing, Euphemizing, and Troubling Correctness
H.27 Embrace the Funk: Rhetorically Repositioning Two-Year College WPA Work as Social Justice
I.19 Localized Sites of Assessment, Action, and Transformation
J.16 If You Build It, Will They Come? Extending the Writing Center Inside and Outside Our Walls
J.17 Power, Politics, and Accreditation: Effecting Culture Change with Writing-Focused QEPs
J.19 WPA Work as Strategic Action

CCCC CONVENTION, HOUSTON 2016  337
J.28 Threshold Concepts and the Two-Year College: Reshaping Writing Courses, Writing Programs, and Writing Centers
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
L.16 Preparing for a Changing Professional Landscape: Junior Faculty, Disciplinarities, and Graduate Education
L.25 Exploring Strange New Worlds: Launching a First-Year Composition Program while Following the WPA Roadmap AND Navigating the Texas Core Curriculum
M.15 Writing (Center) Strategies for Action for Underrepresented Populations
M.19 Writers on the Verge: Researching Summer Transition Programs (and Why We Should Do More of It)
M.28 Theory, Practice...Talk and Snacks: How One Faculty Professional Learning Community Discovered Action through Collaboration
M.30 Required Writing Center Visits: Adding Numbers—and Nuance—to the Conversation
PS-B Both Peers and Teachers: Improving Experiences for Course-Embedded Writing Tutors
PS-B A Quantitative Analysis of Writing [Center] Leadership and Locality
PS-F Reshaping Virtual Spaces: Using the College Writing Center to Create and Deliver Information Literacy Resources to Faculty
PS-H Writing for Transfer across General Education