

Saturday, March 18

Special Events and Meetings

All sessions and events are located in the Oregon Convention Center
unless otherwise noted.

Two-Year College English Association Annual Breakfast and Awards

Portland Ballroom 255

7:00 a.m.–8:00 a.m.

Admission with advance ticket purchase only.

Annual Business Meeting of the Conference on College Composition and Communication

Portland Ballroom 252 & 253

8:00 a.m.–9:15 a.m.

Saturday Keynote Session

Speaker: Jose Antonio Vargas

Portland Ballroom 251 & 258

9:30 a.m.–10:30 a.m.

International Network of Writing Across the Curriculum Programs Meeting with Other WAC Stakeholders

B118

10:45 a.m.–12:00 p.m.

Celebrate Peter Elbow

Portland Ballroom 251 & 258

12:15–1:30 p.m.

New This Year

Following the M Sessions, Postconvention Workshops will begin at 2:00 p.m.

Featured Saturday Sessions

High School and College Connections

- L.06 Thirteen Ways of Looking at Dual Credit: Navigating Change, Capacity, and Community in Dual-Credit Programs
- L.31 Cultivating Change across Student Contexts: Transfer across Secondary and Postsecondary Composition Classrooms
- L.43 Bridging the Gap: Cultivating the Capacity to Create Transfer between High School Writing and FYW
- M.18 Collaboration across “Borders”: Willamette Promise

Library Partnerships/Integrated Academic Literacies

- L.42 Cultivating Library/FYC Partnerships: Assessment, Information Literacy Instruction, and Beyond
- M.06, Cultivating Cross-Disciplinarity: Academic Discourse and Threshold Concepts in Writing Studies and the Library
- M.27 Connecting across Academic Literacies: Writing, Reading, and Researching

Teaching Writing/Literacy (K–16)

- L.18 Rethinking the Nature of Writing Practices through the Development of Writing Process Maps
- L.21 Navigating Transitions and Transformations: Cultivating Critical Digital Literacy in Home, Classroom, and Institution
- M.04 Courageous Conversations and Sensitive Situations: Proactive and Responsive Methods for Inclusive Classrooms
- M.05 Catching Up the Children Left Behind: Critical Thinking for a Tested Generation
- M.12 Cultivating Partnerships for More Effective Teaching and Research
- M.45 Rhizomatic Improvement Communities: Three Models of K–16 Professional Development

Two-Year College

- L.08 Interrogating Reliability in ELL Assessment
- L.10 Creating Change Does Not Mean One Size Fits All: Considering Institutional Capacities in Curriculum Redesign
- L.17 We Changed Everything—Now What? Assessing Writing-Program Reforms to Cultivate New Directions and New Leadership
- L.35 Becoming an Advocate: From Pedagogy to Advocacy in the Inter-Mountain West
- M.28 The Inver Hills Model: When Change Begins with Student Needs
- M.40 Cultivating Writing Programs and Curricula: The Promises and Limitations of Open Educational Resources at Two-Year Colleges

Writing Teacher Preparation

- L.33 Collaborating and Cross-Training: Cultivating and Sustaining Writing Teachers



On the following pages, Saturday Featured Sessions are denoted by the CCCC logo.



Two-Year College English Association Annual Breakfast and Awards

Portland Ballroom 255
7:00 a.m.–8:00 a.m.

The Two-Year College English Association will present the TYCA Fame Award and the Diana Hacker TYCA Outstanding Programs in English Awards for Two-Year Teachers and Colleges at this ticketed Breakfast. Tickets are by advance purchase only.

TYCA FAME AWARD

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.

Fame Award Committee

Chair: Samantha Krag, Fullerton College, CA
Joy Barber, Montana State University, Billings
Carmen Carrasquillo, Miramar College, San Diego, CA
Bruce Henderson, Fullerton College, CA
Martha Henning, Portland Community College, OR
Paul Humann, Cabrillo/Evergreen Valley Community Colleges,
San Jose, CA
Jeffrey Klausman, Whatcom Community College, Bellingham, WA
Mandana Mohsenzadegan, Evergreen Valley College, San Jose, CA
Renee Nelson, DeAnza College, Cupertino, CA
Stefani Okonyan, Fullerton College, CA
Meg O'Rourke, Norco and Fullerton College, CA
Adriana Sanchez, Fullerton College, CA
Howard Tinberg, Bristol Community College, Fall River, MA
Sterling Warner, Evergreen Valley College, San Jose, CA

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

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.

Outstanding Programs Award Committee

Chair: Sravani Banerjee, Evergreen Valley College, San Jose, CA
Leigh Jonaitis, Bergen Community College, Paramus, NJ
Justin Jory, Salt Lake City Community College, UT
Juliette Ludeker, Howard Community College, Columbia, MD

For a listing of previous winners, please visit <http://www.ncte.org/tyca/awards/programs>.



Annual Business Meeting of the Conference on College Composition and Communication

Portland Ballroom 252 & 253
8:00 a.m.–9:15 a.m.

All members of and newcomers to CCCC are invited to attend and vote at the business meeting.

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

CCCC Associate Chair: Carolyn Calhoun-Dillahunt, Yakima Valley College, WA

CCCC Assistant Chair: Asao B. Inoue, University of Washington Tacoma

CCCC Immediate Past Chair: Joyce Locke Carter, University of Arkansas at Little Rock

CCCC Secretary: Jessie L. Moore, Elon University, NC

CCCC Executive Secretary/Treasurer: Emily Kirkpatrick, NCTE

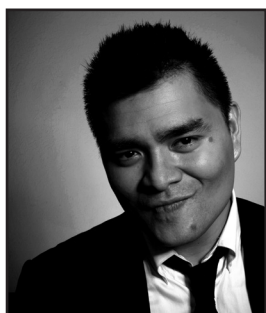
CCCC Parliamentarian: Rochelle Rodrigo, University of Arizona, Tucson

See page 380 for rules and procedures for the Annual Business Meeting.



Saturday Keynote Session

Portland Ballroom 251 & 258
9:30 a.m.–10:30 a.m.



Jose Antonio Vargas

Keynote Speaker: Jose Antonio Vargas

Jose Antonio Vargas is a Pulitzer Prize–winning journalist and filmmaker whose work centers on the changing American identity. He is the founder of Define American, a nonprofit media and culture organization that seeks to elevate the conversation around immigration and citizenship in America. In 2015, MTV aired *White People*, a television special he directed on what it means to be young and white in America, as part of its “Look Different” campaign. In February 2016, Vargas launched #EmergingUS, a multimedia news platform he conceived focusing on race, immigration, and the complexities of multiculturalism.

In June 2011, the *New York Times Magazine* published a groundbreaking essay Vargas wrote in which he revealed and chronicled his life in America as an undocumented immigrant. A year later, he appeared on the cover of *TIME* magazine worldwide with fellow undocumented immigrants as part of a follow-up cover story he wrote. He then wrote, produced, and directed *Documented*, a documentary feature film on his undocumented experience. Its world premiere was at the AFI Docs film festival in Washington, DC, in 2013; it was released in theaters and broadcast on CNN in 2014, and it received a 2015 NAACP Image Award nomination for outstanding documentary. *Documented* is now available on various digital platforms.

Among other accolades Vargas has received are a Public Service Award from the National Council of La Raza, the country’s largest Latinx advocacy organization; the Salem Award from the Salem Award Foundation, which draws upon the lessons of the Salem Witch Trials of 1692; and the Freedom to Write Award from PEN Center USA.

A very proud graduate of San Francisco State University (’04), where he was named Alumnus of the Year in 2012, and Mountain View High School (’00), he loves jazz, hip hop, and anything by Gershwin, and worships at the altars of Altman, Almodóvar, Didion, Baldwin, and Orwell.

L Sessions: 10:45 a.m.–12:00 p.m.

Cultivate and Think Tank Sessions

Cultivating High School and College Connections

L.01 Deepening the Conversation: Cultivating Connections between High School and College Writing Instructors

High school and college writing teachers share many of the same goals and challenges, but opportunities to converse and collaborate as colleagues across institutional levels are rare. This Cultivate session, led by facilitators that include both high school and college instructors, creates space for discussion and action on secondary–university transitions. First, we invite participants into small-group conversations about what it means to prepare students for college-level writing and how institutional and political forces are impacting writing pedagogy. Next, participants will choose among four interactive mini-workshops on models for action: vertical alignment teams, professional development workshops, analysis of supervisory hierarchies, and high school–college writing exchange programs. Participants will have the opportunity to think collaboratively with colleagues across instructional levels and will leave with ideas for concrete action to promote similar cross-institutional spaces at their home institutions.

Portland Ballroom 255

Facilitators: Laura Borger, Sparta High School
 Alicia Pilar Perez, West Essex Regional High School and Teachers College, Columbia University
 Rachael Wendler Shah, University of Nebraska-Lincoln
 Dorell Thomas, Alternative District of NYC Public Schools, City University of New York, and Teachers College, Columbia University

Cultivating Collaboration

L.02 Cultivating Capacity and Writing Collaboratively

This session seeks to get at our contemporary unraveling in higher education (and the world) as an opportunity to start fresh, to see with a new pair of eyes, through groups of I's. What opportunities and activities might we create as we write collaboratively? In so doing, we are acknowledging and responding to a socially just need to work together, to expand knowledge and understanding, and to strengthen

our organization (in the broadest sense). To that end, the session will explore several ways to get at collaboration, via both large and small groups. As a cohesive group, participants will cultivate a number of quick takes to be modified and appropriated for themselves, from a book discussion to class writing in Drive, and on to blogging (and micro-blogging). In smaller groups, we will then begin cultivating collaborative writing processes and best practices from our participants.

Portland Ballroom 257

Facilitators: Virginia Bower, Mars Hill University
Brooke A. Carlson, Charminade University

11-Writing Pedagogies and Processes

L.03 Critical Pedagogy and Context

Sponsored by the Working-Class Culture and Pedagogy Standing Group

This panel explores pedagogies designed to aid in the attainment of critical literacy for working-class students.

D136

Chair: William Thelin, University of Akron, OH

Speakers: Jennifer Beech, University of Tennessee at Chattanooga, “Changing English Majors’ Experiences: Cultivating Critical Citizens through a First-Year Cohort Program”

Heidi Rosenberg, Madison College, “Cultivating Change in Preparing Students in Introduction to College Writing in a Two-Year Technical College”

William Thelin, University of Akron, OH, “Critical Pedagogy for the Working Class”

14-Cultivating Connections, Cultivating Space

L.04 Writing, Rhetoric, and Role Play: Cultivating Writing Connections through Role-Playing Games in the Classroom and the Workplace

Sponsored by the Council for Play and Game Studies Standing Group

This panel explores several aspects of role-playing and games as ways of composing and for teaching writing.

Portland Ballroom 256

Chair: Douglas Eyman, George Mason University

continued on next page

Speakers: Ben Lauren, Michigan State University
Matt Magelssen-Green, George Mason University
Dawn Opel, Michigan State University
Joshua Wood, Clemson University
Lauren Woolbright, Clemson University

5-History


L.05 Cultivating Capacity in Histories of Composition

Presenters challenge histories of composition by using new methods in historiography to cultivate capacity in our knowledge of the past.

D131

Speakers: Bruce McComiskey, University of Alabama at Birmingham
Michael Michaud, Rhode Island College
Lauren Short, University of New Hampshire

High School/College Connections

L.06  Thirteen Ways of Looking at Dual Credit: Navigating Change, Capacity, and Community in Dual-Credit Programs

This roundtable examines dual-credit classes and a collaborative relationship established between a school district and a university.

Portland Ballroom 252 & 253

Chair: Rose Gubele, University of Central Missouri
Speakers: Aubrey Binder, Warrensburg High School
Jennifer Fowler, Warrensburg High School
Russell Greinke, University of Central Missouri
Chelsea Orman, Warrensburg High School
Daniel Schierenbeck, University of Central Missouri
Respondent: Rose Gubele, University of Central Missouri

2-Basic Writing

L.07 Local Research Initiatives in Basic Writing

Presenters offer four investigative studies on basic writing curriculum, pedagogical strategies, and students' self-perceptions.

A109

Chair: Brij Lunine, University of California, Santa Cruz
Speakers: Ruth Benander, University of Cincinnati Blue Ash College, "Student Writers' 'Progress' from Basic Writing to Advanced Composition: Assumptions and Realities"
Mwangi Chege, University of Cincinnati Blue Ash College, "Student Writers' 'Progress' from Basic Writing to Advanced Composition: Assumptions and Realities"

Jungmin Lee, The Ohio State University, “Learning Transfer and the Flipped Classroom Model for ESL Writing”

Maureen McBride, University of Nevada, Reno, “Understanding Perceptions of Ideal Readers and Writers to Cultivate Change for Students in Basic Writing”

Kelli Prejean, Marshall University, “The Path We’ve Sown: A Three-Year Look at One Program’s Basic Writing Initiatives”

Meghan Sweeney, Saint Mary’s College, “Understanding Perceptions of Ideal Readers and Writers to Cultivate Change for Students in Basic Writing”

Two-Year College/English Language Learners

L.08



Interrogating Reliability in ELL Assessment

We will test the trustworthiness of a FYWP assessment process for ELL writers at a two-year college. Audience will audit student texts.

E141

Chair: Gail Shuck, Boise State University

Speakers: Jenica Draney, College of Western Idaho

Joy Palmer, College of Western Idaho

Ryan Witt, College of Western Idaho

Abby Wolford, College of Western Idaho

1-First-Year and Advanced Composition

L.09

Resisting Extractivist Ideologies: Cultivating Rhetorical Capabilities in Multilingual Writers

This panel confronts the ideology of extraction—that often determines the experience of international students—by exploring FYC pedagogy.

E143

Chair: James Crosswhite, University of Oregon

Speakers: Kara Clevinger, University of Oregon, “Amplifying the Accented Voice in College Composition”

Alison Lau Stephens, University of Oregon, “Recovering ‘Beauty’ and Agency in International Student Writing”

Stephen Rust, University of Oregon, “Resisting Extractive Ideologies through Ecomposition and Place-Based Writing”

Two-Year College

L.10



**Creating Change Does Not Mean One Size Fits All:
Considering Institutional Capacities in Curriculum
Redesign**

This panel calls for a “refit” of current curricular trends in open-admissions pedagogy based on individual, institutional capacities.

C123

Speakers: Holly Gilman, South Seattle College
Tish Lopez, South Seattle College
Paige Talbot, South Seattle College

13-Writing Programs

L.11 The Reality of Resources and Road Blocks at a Rural College: Integrating Reading and Writing for Student Success

A rural Oregon college with limited resources seeks to join the 21st century by integrating reading and writing.

F149

Speakers: Amber Ashpole, Southwestern Oregon Community College
Meredith Bulinski, Southwestern Oregon Community College
Rod Keller, Southwestern Oregon Community College

1-First-Year and Advanced Composition

L.12 Cultivating Collaboration and Creativity: A Writing Center Grows a Writing Program

This panel presents a linked art history–FYC curriculum developed at an art and design university with general institutional applicability.

E142

Speakers: Heather Fitzgerald, Emily Carr University of Art and Design
Jacqueline Turner, Emily Carr University of Art and Design
Deirdre Vinyard, University of Washington, Bothell

11-Writing Pedagogies and Processes

L.13 Take a Chance on Me

This session argues for the importance of inclusive pedagogies, including those focusing on black literacies and at-risk populations such as first-generation writers and former foster youths.

C126

Chair: Jennifer Beech, University of Tennessee at Chattanooga

Speakers: Sherie Mungo, Old Dominion University, “African American Teaching Literacies: The Role of the HBCU in Teaching Black Students How to Write”

Bernice Olivas, University of Nebraska, “Supporting First-Generation Writers in the Composition Classroom: Exploring the Practices of the Boise State McNair Scholars Program”

Liz Onufer, Idaho State University, “Former Foster Youth in First-Year Composition Courses: Cultivating a College Community to Create Change”

10-Research

L.14 Disciplinary Self-Examination

Participants share results of studies focused on artifacts of disciplinarity, principally journals and policies.

C122

Chair: Ashar Foley, New York City College of Technology

Speakers: Kristine Johnson, Calvin College, “Representations of Students in *College Composition and Communication*”

Johanna Phelps-Hillen, University of South Florida, “Cultivating Competence in Change: IRBs and Writing Studies Research”

Aleksandra Swatek, Purdue University, “Mapping Expertise in Writing Studies: Visualizing Interdisciplinary Work”

Pamela Takayoshi, Kent State University, OH, “A Return to Composing Processes”

11-Writing Pedagogies and Processes

L.15 Reimagining Narrative in the Disciplinary Landscape

An exploration of ways that narrative not only renders but can be used to analyze, reason, and conceptualize.

F151

Speakers: Bruce Ballenger, Boise State University, “Essaying as Narrative Thinking”

Jim Fredricksen, Boise State University, “Learning to Understand Writers’ Intentions”

Alexandria Peary, Salem State University, MA, “Speculative Fiction in First-Year Composition: Future-Set Narratives to Teach Writing in Other Contexts”

3-Community, Civic & Public

L.16 Cultivating NWP Connections for Community Engagement

Four National Writing Project directors discuss community partnerships developed at their midwestern sites.

A108

Chair: Robert Brooke, University of Nebraska-Lincoln

Speakers: Robert Brooke, University of Nebraska-Lincoln, “Warrior Writers in and beyond the Classroom”

Maggie Christensen, University of Nebraska Omaha, “Finding Voice through Youth Writing in the Community”

Cathie English, Missouri State University, Springfield, “Professional Growth through Community Connections”

Susan Martens, Missouri Western State University, Saint Joseph, “Leveraging the Writing Marathon for Community Connections”

Two-Year College

L.17  We Changed Everything—Now What? Assessing Writing-Program Reforms to Cultivate New Directions and New Leadership

Faculty at four geographically and demographically diverse two-year colleges show how assessment data have driven reform and motivated faculty.

E146

Chair: Peter Adams, Community College of Baltimore County, MD

Speakers: Mark Blaauw-Hara, North Central Michigan College, Petoskey
Shelley DeBlasis, New Mexico State University Carlsbad

Jeffrey Klausman, Whatcom Community College

Meagan Newberry, College of Western Idaho

Respondent: Holly Hassel, University of Wisconsin–Marathon County

Teaching Writing/Literacy (All Levels)

L.18  Rethinking the Nature of Writing Practices through the Development of Writing Process Maps

A mini-workshop in which participants develop writing process maps as visual representations of their writing practices.

E145

Speakers: Elena Garcia, Utah Valley University

Benjamin Goodwin, Utah Valley University

1-First-Year and Advanced Composition

L.19 Teacher Training in First-Year Composition

Speakers discuss the impact of national standards and high school realities on teaching first-year composition.

A103

Chair: Michael Faris, Texas Tech University

Speakers: Jonathan Green, University of Arkansas, Fayetteville, “Here Come the Newbies: Cultivating Confidence in Novice Instructors”

Amanda Haruch, University of Idaho, “Understanding How English Graduate Teaching Assistants Make Sense of and Value WPA Outcomes for First-Year Composition”

Katherina Sibbald, University of California, Davis, “What I Learned in High School: Students’ Notions of College Composition”

12-Theory

L.20 Embodied Rhetorics and the Affordances of a Fat Studies Pedagogy

This session challenges the normalized, seemingly axiomatic understandings and intersections of bodies, language, and pedagogy.

F150

Chair: William Banks, East Carolina University

Speakers: Michelle Eble, East Carolina University, “Rhetorical Interventions: Re-writing ‘Obese’ Bodies”

A. Abby Knoblauch, Kansas State University, “Excised Excess: Making Space for the Fat Body in Embodied Rhetorics”

Marie Moeller, University of Wisconsin–La Crosse, “A Fat Call to Action: Reframing Obesity Rhetorics through a Fat Studies Pedagogy”

Teaching Writing/Literacy (All Levels)

L.21 Navigating Transitions and Transformations: Cultivating Critical Digital Literacy in Home, Classroom, and Institution



This panel explores methods for bridging digital divides and creating connections between home and classroom literacies.

C124

Speakers: Lacy Hope, Washington State University

Lucy Johnson, Washington State University

Richard Snyder, Washington State University

12-Theory

L.22 Type Matters: On the Rhetoricity of Letterforms

Drawing from scholarship on the materiality of text in rhetoric and writing studies, the speakers on this panel will explore typography.

D137

Speakers: David Bedsole, Florida State University
Dànienne Nicole DeVoss, Michigan State University/WRAC
Elizabeth Fleitz, Lindenwood University, St. Charles, MO
Aaron Kashtan, University of North Carolina at Charlotte
John Logie, University of Minnesota
Joshua M. Rea, University of South Florida

14-Cultivating Connections, Cultivating Space

L.23 Cultivating Latinidad as Institutional Invention: Lessons Learned at Hispanic Serving Institutions

Provides approaches for utilizing “Hispanic serving institution” as invention for program and curricular design, delivery, and assessment.

A106

Speakers: Isabel Baca, University of Texas at El Paso, “Bilingualism in the Workplace Writing Classroom: English? Spanish? Why Not Both?”
Aydé Enríquez-Loya, California State University, Chico, “Interrogating Ghosts in the Writing Classroom: Decolonial Storytelling Strategies for FYC Bilingual Students”
Laura Gonzales, University of Texas at El Paso, “Converging Fields, Expanding Outcomes: Translation as a Framework for Teaching Technical Communication”
Isaac Hinojosa, Texas A&M Corpus Christi, “Engaging the Coyolxauhqui Imperative for Cultivating Awareness”
Kendall Leon, California State University, Chico, “HSI as Programmatic Design”
Octavio Pimentel, Texas State University, “Giving Voice to the Forgotten”
Susan Wolff Murphy, Texas A&M University–Corpus Christi, “Developing Intercultural Competence in Our First-Year Writing Program”

1-First-Year and Advanced Composition

L.24 Raise Your Voice! Make Some Noise!

Explore inventive projects that emphasize voice and prepare first-year writing students for personal, civic, and professional engagement.

E144

Chair: P. F. Potvin, University of Michigan-Dearborn

Speakers: P. F. Potvin, University of Michigan-Dearborn, “Walking the Talk in Detroit’s Eastern Market”

Kristian Stewart, University of Michigan-Dearborn, “Moving Forward: Engaging Flint Youth through Digital Storytelling”

Andrew Wright, University of Michigan-Dearborn, “Words of Witness”

14-Cultivating Connections, Cultivating Space

L.25 Geographies of Writing Studies

Panelists draw from geography to inform their practices in the teaching of writing.

E148

Chair: Heather Devrick, University of California, Merced

Speakers: Morgan Emery, University of North Carolina, Wilmington, “Pedagogies in Space: Reconceptualizing Physical Space in the Composition Classroom”

Mary Wright, University of Wisconsin–River Falls, “A Pedagogy of Hope: Place-Based Writing as Activist Inquiry”

12-Theory

L.26 Perspectives on Identity and Inquiry

Panelists explore how women of color theorize identity and inquiry.

D134

Chair: Nancy Wilson, Texas State University

Speakers: Jonathan Martinez, University of Texas at San Antonio, “The Path of Conocimiento and Autohistoria-teoría: Theorizing Compostura as an Anzaldúian Writing Praxis for Students of Color”

LaToya Sawyer, Syracuse University, “Who Bows? Who Gets to Eat Cake? Black Women’s Identification and Healing through Reader Response to Beyoncé”

Anna Zeemont, CUNY Graduate Center, “Redefining Literacy: Writing, Silence, and Intersectional Identity in Janet Mock’s *Redefining Realness*”

Candace Zepeda, Our Lady of the Lake University, “Chicana Feminist Thought as a Methodology to Cultivate Cultural, Political, and Social Inquiry in and out of the Composition Classroom”

1-First-Year and Advanced Composition

L.27 Genre and Transfer

Presenters focus on graduate teaching assistant (GTA) training and understanding diverse genre approaches to teaching.

A104

Chair: Denisha Harris, California State University, San Bernardino

Speakers: Melissa Bugdal, University of Connecticut, Storrs, “The Rhetorical Situation and Transfer of Writing Knowledge from Basic Writing to Writing in the Disciplines”

Katherine Fredlund, University of Memphis, “Writing about Writing Courses and the Graduate Teaching Assistant: Cultivating Disciplinary Understanding in a Diverse English Department”

Edrees Nawabi, Washington State University, “I Know You Are but What Am I? Engaging and Developing Students’ Sense of ‘Good Humor’”

Kristen Nielsen, Boston University, “Beyond the Essay, Beyond Montaigne: Reenvisioning Writing Conventions and Assignments”

8-Language

L.28 Translingualism, Culture, and Power

Translingualism and multilingualism both inside the classroom and beyond are explored to understand and reconcile power, agency, language, and culture.

B112

Chair: Patricia Poblete, Iowa State University, Ames

Speakers: Hadi Banat, Purdue University, “Multiculturalism and Multilingual Writers”

Tom Do, Concordia University Chicago, “Cultivating an Understanding of Difference in the Translingual Classroom”

Dhruba Neupane, University of Waterloo, “Translingual-Transliterate Practices of Nepali Immigrants in Canada: An Intervention into Gated Literacies”

Andrea Parmegiani, Bronx Community College, “A Translingual Pedagogical Alliance to Improve Success among Spanish-Speaking ESL Students”

11-Writing Pedagogies and Processes

L.29 Sight and Sound

These presentations explore the intersections of sound pedagogy and visual online storytelling, street art as visual rhetoric, and ideographs as a tool for creating arguments.

C125

Chair: Julie Nelson Christoph, University of Puget Sound

Speakers: Chris Gasser, Oregon State University, “Ideographs and Image Macros: Cultivating Change through Inquiry”

Andrea McCrary, University of North Carolina at Greensboro, “Beyond Banksy: A Pedagogical Experiment in Visual Rhetoric, Identification, and Community”

Jennifer Ware, Wright State University, “Sound as a Visual Medium OR The Language of Audio Is Visual”

13-Writing Programs

L.30 Peer Tutoring Strategies for Campus Writing Centers

Presenters share data and experiences on how institutions acknowledge the contributions of peer tutors in the academy.

D140

Chair: Phillip Bratta, Michigan State University

Speakers: Stephanie Conner, College of Coastal Georgia, “Cultivating Persistence through Peer Accountability: Writing Center Coaches as Mentors in First-Year Composition Peer Writing Groups”

Jennifer Smith Daniel, Queens University of Charlotte, “Leveraging Student Perceptions to Cultivate a Shared Purpose in Writing Center Sessions”

David Johnson, Ohio University, “Reconsidering Representation: The Necessity of Critical Self-Reflection in the Writing Center”

Sara Wilder, The Ohio State University

High School and College Connections

L.31  Cultivating Change across Student Contexts: Transfer across Secondary and Postsecondary Composition Classrooms

This panel approaches long-term transfer skills across several levels of composition: early and late secondary, first year, and program-wide.

B113

Chair: Brandon Abdon, The Advanced Placement Program, “Necessity of Transfer across Contexts”

- Speakers:** Sheila Carter-Tod, Virginia Tech, “Weaving University Writing Program Outcomes into High School Writing Curricula”
Martha Davis, Norwalk High School, “The High School Side of a High School and College Collaboration”
John Golden, Portland Public Schools, “Alignment of Composition and Analysis Skills from High School to Higher Ed”
John Marshall, Riverpoint Academy, “Collaborating with ‘Beyond High School’ Stakeholders for Transfer of Composition Skills”
Mary Trachsel, University of Iowa, “The College Side of a High School and College Collaboration”

7-Institutional and Professional

L.32 Focus on Faculty Collaborations in Writing in the Disciplines

Panelists share findings from studies that aim to enhance writing instruction in a range of academic disciplines.

B111

Chair: Christopher Friend, Saint Leo University

Speakers: Magnus Gustafsson, Chalmers University of Technology, “Modes and Affordances for Cultivating Content Faculty in Their Work to Enhance Learning through Writing”

Kathleen Jernquist, United States Coast Guard Academy, “Composing Ourselves as Cross-Disciplinary Colleagues and Creators of Change”

Rolf Norgaard, University of Colorado Boulder, “After NSSE and the Writing Module: Leveraging National Data for Campus and Writing Program Action”

Tricia Serviss, Santa Clara University, “Project-Based Faculty Collaboration in Action: Cultivating WID Programming”

Julia Voss, Santa Clara University, “Project-Based Faculty Collaboration in Action: Cultivating WID Programming”

Writing Teacher Preparation

L.33 Collaborating and Cross-Training: Cultivating and Sustaining Writing Teachers



Four teachers examine collaborating and cross-training between high school and college instructors that sustains their teaching of writing.

D135

Speakers: Amanda Felton, Ridgeview High School, “Fostering College Writing at the High School Level: Partnership through Professional Learning Communities”

continued on next page

Susan Gardner, Walla Walla University, “Enriching the Soil: The Importance of Theoretical Knowledge and Practical Mentoring for Writing Teachers”

Annemarie Hamlin, Central Oregon Community College, “Remaining Vital: The Sustaining Power of Reciprocal Relationships as Writing Teachers”

Garlyn Wacker, Chisholm Trail Academy, “Transforming the Relationship: College Mentors Become Writing Colleagues”

4-Creative Writing

L.34 Cultivating Creative Nonfiction for Imaginative Habits of Mind

This panel considers the role of imaginative thinking in college writing and creative nonfiction in a larger curricular context.

D139

Speakers: Sharon Marshall, St. John’s University, “Rendering Race: How Creative Nonfiction in First-Year Writing Classes Can Combat Racism, Encourage Empathy, and Enhance University Belonging”

Irene Papoulis, Trinity College, Hartford, CT, “The Anxiety of Academic Self-Exposure: Creative Nonfiction, Elbow’s ‘Responding Guidelines,’ and Millennial Sensibilities”

Wendy Ryden, Long Island University Post, “Cultivating Convergence: An Alternative to Paradigms of Transfer”

Two-Year College

L.35  Becoming an Advocate: From Pedagogy to Advocacy in the Inter-Mountain West

Panelists from the inter-mountain West will describe their advocacy experience, especially in response to Complete College America.

A105

Chair: Jim Webber, University of Nevada, Reno

Speakers: Karen Henderson, Helena College University of Montana, “Thrust into Reform Movements: The Accidental Advocate”

Erik Juergensmeyer, Fort Lewis College, “Negotiating across the State: Writing Program Administration and Rhetorical Advocacy”

Karen Uehling, Boise State University, “Cross-Institutional Collaboration: From Pedagogy to Advocacy”

11-Writing Pedagogies and Processes

- L.36 Redesigning the Introductory Technical Communication Course: Cultivating Better Writers and Better Teachers**
Redesigning an introductory technical communication course by analyzing 60 course syllabi and literature in the field to cultivate change.
E147

Speakers: Kelli Cargile Cook, Texas Tech University, “Mentoring to Cultivate Better Teachers: Affordances and Constraints”
Ashley Edlin, Texas Tech University, “The Graduate Student Curriculum Committee: How Graduate Students Can Effect Change”
Amy Hanson, Texas Tech University, “Introduction to Technical Communication: A Service Course with 100 Disciplinary Needs”
Kylie Jacobsen, Texas Tech University, “A National Perspective: Assessing Introductory Technical Communication Course Syllabi”

9-Professional and Technical Writing

- L.37 Cultivating Credibility and Communicating Capacities: Rhetorical Practices in Teaching, Tutoring, and Mentoring Military-to-Civilian Job Seekers**
This session aims to cultivate strategies for instructors and others who assist military-affiliated writers with job application materials.
B115

Speakers: Ashly Smith, Sam Houston State University
Cate St. Pierre, University of Pittsburgh at Johnstown
Sheeba Varkey, St. John’s University
Micah Christopher Wright, The University of Texas at San Antonio

3-Community, Civic & Public

- L.38 Activist Academics Advocating for Change**
Four perspectives advocating for change in various contexts.
B110

Chair: Irene Clark, California State University, Northridge
Speakers: Sarah DeLury, Kent State University, “Dispelling Myths by Defining Rape”
Jennifer Forsthoefel, Georgia Institute of Technology, “Cultivating Undisciplined Agendas: Reconsidering Our Role as Education Specialists”
Julia Garrett, University of Wisconsin-Madison, “Family Literacy Regimes: New Orthodoxies and Lost Generations”

12-Theory

L.39 Composing in Repair: What We Learn from Makers and Making

This panel brings together concepts and practices drawn from multimodal composing, theories of making/invention, and maker culture.

D138

Speakers: Kim Jaxon, California State University, Chico, “Not Rocket Science: Students’ Multimodal Compositions in Science”

Peter Kittle, California State University, Chico, “Making ‘Making’ Make Sense: Affinity Spaces for Professional Development”

Laura Sparks, California State University, Chico, “Rhetoric and Invention in a Time of Torture”

12-Theory

L.40 Ethics and Cultural Inquiry

Speakers discuss culturally responsive and ethically oriented pedagogies of rhetoric and composition.

D133

Chair: Mary Knatterud, University of Minnesota Medical School

Speakers: Erin Frymire, Northeastern University, Boston, MA, “Nobody before the Law: Bodily Invisibility in Mass Incarceration Legislation”

Jessica Masterson, University of Nebraska-Lincoln, “Toward a Reconceptualization of Difference in Culturally Responsive Teaching”

Matthew Overstreet, University of Pittsburgh, “Mind-Body-Self-Object-Other: Composition’s Ethics of Attunement”

Patricia Suzanne Sullivan, University of Virginia, “Asked and Answered: Teaching Inquiry and the Rhetorics of Critique and Assertion”

9-Professional and Technical Writing

L.41 Building Capacities for Justice and Inclusivity in Document Design

Three case studies exploring issues of ethics and intersectionality in a range of public policy debates.

B117

Chair: Anne Zanzucchi, University of California, Merced

Speakers: Lora Arduser, University of Cincinnati, “Cultivating an Ethical Rhetoric of the New Eugenics”

Ella Browning, University of Pennsylvania, “Sex, Gender, Health, and Ethics in International Contexts: Cultivating Change in Technical Writing through the Dutee Chand Case”

Barbi Smyser-Faule, Butler University, “Cultivating Socioculturally Inclusive and Responsible Risk Communication Writing Practices”

Library Partnerships

L.42



Cultivating Library/FYC Partnerships: Assessment, Information Literacy Instruction, and Beyond

This roundtable discussion will explore several models of collaborations between FYC faculty and librarians.

B116

Chair: Wendy Hayden, Hunter College, CUNY

Speakers: Jennifer DeGregorio, Hunter College, CUNY

Iris Finkel, Hunter College, CUNY

Stephanie Margolin, Hunter College, CUNY

John Pell, Hunter College, CUNY

James P. Purdy, Duquesne University

Renee Schaller, Hunter College, CUNY

High School/College Connections

L.43



Bridging the Gap: Cultivating the Capacity to Create Transfer between High School Writing and FYW

This roundtable of high school and college teachers answers the question: how can we bridge the gap between high school and college writing?

Portland Ballroom 254

Speakers: Brianna Cline, Lake City High School

Caroline Hall, University of Idaho

Kirsten Pomerantz, Lake City High School

Gwen Reed, Lake City High School

Krystal Wu, Catlin Gabel, Portland, OR

Roundtable Leader: Barbara Kirchmeier, University of Idaho, Moscow

11-Writing Pedagogies and Processes

L.44

The Psychology of Motivation: Engaging What Really Moves Us to Write

This panel discusses three ways to increase student motivation: learning partnerships, self-determination, and strengths analysis.

F152

Speakers: Paul Feigenbaum, Florida International University, Miami

Wanda Raiford, Florida International University, Miami

Cayce Wicks, Florida International University, Miami

M Sessions: 12:15–1:30 p.m.

Cultivate and Think Tank Sessions

Cultivating Composition Pedagogy

M.01 Cross Talk: Sharing Innovative Writing Strategies for 21st-Century Composition Classes

This diverse group of writing teachers shares strategies and collaborative conversation regarding the effectiveness of the incorporation of a multimodal social semiotic curriculum in writing classes across all grade levels. Interactive, individual workshop presentations will highlight each presenter's innovative strategy regarding multimodal, digital, and technological connections to the composition process. Topics include:

- TED Talks and Composition Strategies
- Multimodality: A Design for Writing
- Engaging Online Students in Multimodal Projects
- Teaching Multimodality to Teachers
- Elementary Connection to Multimodal Writing

The session will end with whole-group sharing.

Portland Ballroom 254

Facilitators: Marilyn Buono, Hofstra University
Lana Lockhart, Spelman College
Josefa Pace, Sonoma State University
Melinda Smith, Hofstra University/Manhasset Public Schools
Sean Tingle, Arizona State University

Think Tank on Teaching, Learning, Writing, and Researching across Interinstitutional and International Borders

M.02 Shape Shifting: Exploring Collaborative, Interinstitutional and International Approaches toward the Identification of Frontier Taxonomies and Paradigm Shifts in Teaching, Learning, Research, and Writing Models and Supports

In this session we will explore the challenge of crafting new approaches that build on previous knowledge and experience but nonetheless provide a leap forward in terms of our thinking and our practice. We hope to share our excitement, enthusiasm, and curiosity around finding new ways to consider learning, teaching, research,

and writing, and to learn from colleagues about how we could indeed propel our thinking and our practice past a measured step-by-step approach to something that could be genuinely entitled a radical shift in both thinking and practice. In order to fuel discussion in this area, we will draw on our broad experience of teaching, learning, researching, and writing across borders and in a range of rich and challenging local and international settings. Attendees can expect a particularly engaged and informed discussion on the topic and can anticipate being invited to contribute to an ongoing international conversation in this area.

Portland Ballroom 256

Facilitators: Chris Anson, North Carolina State University
 Stacey Cozart, Aarhus University, Denmark
 Christiane K. Donahue, Dartmouth and Université de Lille
 Alison Farrell, Maynooth University, Ireland
 Donald Fisher, University of British Columbia
 Jessie Moore, Elon University
 Peggy O'Neill, Loyola University Maryland
 Ide O'Sullivan, University of Limerick, Ireland
 Rachel Riedner, George Washington University
 Tiffany Touma, Shenzhen College of International Education
 Carl Whithaus, University of California, Davis

11-Writing Pedagogies and Processes

M.03 Come Together: Innovations in Peer Review

This panel examines new approaches to peer review, including restructuring the review “team,” incorporating Google Sites, and considering the practice of encomium.

C122

Chair: Daveena Tauber, ScholarStudio

Speakers: Brent Chappelow, University of Southern California, “An Encomium to the Rough Draft: Student Peer Review as Epideictic Rhetoric”

Catherine Forsa, Roger Williams University, “Making ePortfolios Public: Spaces for Peer Review, Reflection, and Writing Communities”

Susan Richardson, Macomb Community College, “Creating Community in the Online Class through Peer Review”

Teaching Writing/Literacy (All Levels)

M.04



**Courageous Conversations and Sensitive Situations:
Proactive and Responsive Methods for Inclusive
Classrooms**

This session will help participants create environments conducive to facilitating “courageous conversations.”

Portland Ballroom 255

Speakers: Patricia do Carmo, Mt. San Antonio College
Meg O’Rourke, Fullerton College
Adriana Sanchez, Fullerton College

Teaching Writing/Literacy (All Levels)

M.05



**Catching Up the Children Left Behind: Critical Thinking
for a Tested Generation**

Our presenters will discuss how our texts, lessons, and programs expand the limited notion of writing adopted by the most tested generation.

B116

Speakers: Tamar Christensen, UCLA
Peggy Davis, UCLA
Randall Fallows, UCLA
Leigh Harris, UCLA

Library Partnerships

M.06



**Cultivating Cross-Disciplinarity: Academic Discourse and
Threshold Concepts in Writing Studies and the Library**

Writing instructors and librarians reveal missed opportunities and connections in the concepts and discourses of each field.

A105

Speakers: Toni Carter, Auburn University
Carolyn Caffrey Gardner, University of Wisconsin-Superior
Jamie White-Farnham, University of Wisconsin-Superior

12-Theory

M.07

Writing Feminisms Online, on Bodies, and in Life Writing

This panel looks at ways that women write themselves through website analysis, tattooed bodies, and life writing.

D133

Chair: Ana Milena Ribero, Oregon State University

Speakers: Tamika Carey, University at Albany, SUNY, “The Learning Cure: Healing Pedagogies in Black Women’s Life Writing”

Hillary Coenen, Oklahoma State University, “Making #FeministPublics: An Analysis of Four International Women’s Rights Organizations’ Websites”

Sonya Gonzales, California State University, San Bernardino, “Women Writing the Body: Creating Change through Feminist Visual Rhetoric”

13-Writing Programs

M.08 Required Reading: On Internally Produced Composition Textbooks

An examination of the University of Oregon’s Casebook Series as a model for programs to self-publish composition course readers.

D136

Chair: Miriam Gershow, University of Oregon

Speakers: Carolyn Bergquist, University of Oregon, “The Collaborative Possibilities of Internally Published Textbooks”

James Crosswhite, University of Oregon, “The Vision of a New Textbook Model”

Miriam Gershow, University of Oregon, “The Successful Compromises of Textbook Production”

Katherine McAlvage, Marylhurst University, “The Graduate Student as Textbook Editor”

Martina Shabram, University of Oregon, “The Graduate Student as Textbook Editor”

1-First-Year and Advanced Composition

M.09 Writing, Humanizing, and Recognizing the Role of Emotion in First-Year Composition

This panel considers curricular initiatives of basic writing populations.

A104

Chair: Shane Wood, University of Kansas

Speakers: Janel Atlas, University of Delaware, “Cultivating Compassion, Accepting Anxiety: Embracing the Role of Emotion in Composition”

Carole Center, University of New England, Biddeford, ME, “Reading and Writing to Humanize”

April White Feiden, University of Wisconsin-Platteville, “Cultivating Academic Community and Voice Using a Stereotypes Theme and Discussions in First-Year Composition”

1-First-Year and Advanced Composition

M.10 Gaming the System: Innovations in Teaching

Speakers explore the role of technology and games in first-year composition.

A103

Chair: Rachael Green-Howard, University of Delaware

Speakers: Nina Feng, University of Utah, “Narrative Architecture: Immersive Game Design for First-Year Composition”

Walter Iriarte, Dakota State University, “Minecrafted Composition: Cultivating Writing in a Digital World”

Dave Rick, University of Arizona, “Renegade Roles against the Single Story: Fantastical Rhetorics of Empowerment and Inclusion”

Teaching Writing/Literacy (All Levels)

M.12 Cultivating Partnerships for More Effective Teaching and Research



Interdisciplinary collaborations involving English and education faculty have promoted more effective student writing.

B113

Chair: Alice Trupe, Bridgewater College

Speakers: Ashley Lauro, Bridgewater College

Jenny Martin, Bridgewater College

Alice Trupe, Bridgewater College

12-Theory

M.13 At Arm’s Length: (Un)Easy Relationships among Queer Thought and Rhetorical Listening

Panelists pose responses to the question “Why hasn’t queer thought engaged rhetorical listening more seriously?”

A108

Speakers: Gavin Johnson, The Ohio State University, “Rethinking Sexual Literacy via Feminist Rhetorics and Foucault”

Meridith Kruse, University of Southern California, “Queerly

Eavesdropping: Rhetorical Eavesdropping and Queer/Crip Time”

Timothy Oleksiak, Bloomsburg University, “Expansive Interventions: Queer Theory and Rhetorical Listening”

Respondent: Trixie Smith, Michigan State University

10-Research

M.14 Researching Meaningful Feedback in Assessment Ecologies

This panel will present research results focused on what students perceive as meaningful feedback in regards to their writing.

D138

Chair: Kara Mae Brown, University of California, Santa Barbara

Speakers: Kara Mae Brown, University of California, Santa Barbara
Kristen Getchell, Curry College

Jennifer K. Johnson, University of California, Santa Barbara

Nicole Warwick, University of California, Santa Barbara

14-Cultivating Connections, Cultivating Space

M.15 Cultivating Activist Research Futures

Each panelist discusses the future of activism in research and teaching.

F152

Chair: Mandy Macklin, University of Washington, Seattle

Speakers: Amy Clark, University of Minnesota Duluth, “Dual Natures: Researcher and Activist in the Midst of a Policy Debate”

Amber Engelson, Massachusetts College of Liberal Arts, “Cultivating (Her)Story: Teaching Feminist Archival Research and the Politics of Imagining”

Anna Gurley, University of Oklahoma, “Activist Inquiry: Recognition Work and Cultivating Democracy as Social Ethics”

11-Writing Pedagogies and Processes

M.16 “Let Us Cultivate Our Garden”: Creating Conditions for Learning and Change

A panel of three two-year college teachers explores the metaphor of the community garden to model successful FYC pedagogy.

E144

Speakers: Debra Airheart, Trinity Valley Community College,

“Cultivating the Environment: Creating a Garden of Student Writing”

Brandon Barnes, Trinity Valley Community College, “Writing under the Idea(s) of Freedom: Compatibilism and Cultivation”

James Reed, Trinity Valley Community College, “The Condition of the Garden: How Do We Conscientiously Create the Conditions for Learning and for Change?”

6-Information Technologies

M.17 #games4Cs: Possibility Spaces for Games and Composition

This interactive panel will ask the audience to both play games and brainstorm questions about the future of game studies in composition.

D131

Speakers: Joshua Daniel-Wariya, Oklahoma State University, “Crystal Tools: Racial Rhetorics, Pure Process, and Game Engines”

Jacob Euteneuer, Oklahoma State University, “Toward a Ludic Literacy: Procedurality, Metaphor, and Imageword in the Classroom”

Josiah Meints, Oklahoma State University, “Kilts, Hardhats, and Hazmat Suits: Empire, Visual Identity, and Play in Team Fortress 2”

High School/College Connections

M.18 Collaboration across “Borders”: Willamette Promise



An innovative partnership between high school and college faculty aimed at providing competency-based credit for FY writing.

D135

Chair: Cornelia Paraskevas, Western Oregon University

Speakers: Rachel Duncan, Central High School

Ben Hunter, Sheridan High School

11-Writing Pedagogies and Processes

M.19 Questions and Contemplations in L2 Writing Pedagogies

This session focuses on strategies for teaching L2 writers, including the use of discourse analysis, screencast feedback, and mindfulness-based writing.

C125

Chair: Sharon Mitchler, Centralia College

Speakers: Yi-Min Chiu, Wenzao University of Languages, “Do ‘Best Practices’ Help Students’ Self-Directed Learning in Second Language Writing? A Qualitative Study on the Relation between Teachers’ Written Responses and Students’ Self-Directed Learning”

Kelly Cunningham, Iowa State University, “Does Our Choice of Technology Impact the Language of Our Feedback? Analyzing Text and Screencast Feedback on ESL Writing through Appraisal”

I Ju Tu, Southern Connecticut State University, “Do ‘Best Practices’ Help Students’ Self-Directed Learning in Second Language Writing? A Qualitative Study on the Relation between Teachers’ Written Responses and Students’ Self-Directed Learning”

Scott Wagar, Miami University of Ohio, Oxford, “Contemplative Writing Pedagogy and L2 Writers”

1-First-Year and Advanced Composition

M.20 The Stakes Are High: Cultivating Identity via Graduate Student Writing

Graduate students form identities writing multiple high-stakes genres, from their first terms in school through the dissertation.

E143

Speakers: Megan Adams, The University of Findlay, “Digital Dissertations: A Research Story”

Kathryn Baillargeon, University of California, Santa Barbara, “‘So, I’m Not the Only One?’: Writing, Reflection, and Peer Socialization in Dissertation Boot Camps”

Kristine Blair, Youngstown State University, “Digital Dissertations: A Research Story”

Meghan Hancock, University of Louisville, “‘Go Forth, Young Explorer vs. Sit Down, Young Writer’: Shaping Scholarly Identities as New Graduate Students”

12-Theory

M.21 Cultivating an Alternative Pragmatism for Public Writing: Dewey on Community Engagement outside the Public Sphere Tradition

By rethinking John Dewey on community engagement, this panel seeks new theoretical tools for inquiring into public writing activity.

B114

Speakers: Antonio Ceraso, DePaul University, “What’s Aesthetic about Public Engagement?”

Jeremiah Dyehouse, University of Rhode Island, “‘Primary Expression’: Dewey on Public Writing, Community Engagement, and Doing Things Together”

Stephen Schneider, University of Louisville, “Reconstructing Community Engagement: From the Problematic Public to Creative Democracy”

10-Research

M.22 Multidimensional Faculty Development

Panelists present research-validated strategies for increasing faculty efficacy in teaching and writing.

B117

Chair: Travis Webster, University of Houston–Clear Lake

Speakers: Denise Comer, Duke University, “Postdoctoral Writing Fellows: Cultivating Multidisciplinarity, Seeding Transfer”

continued on next page

Beth Keller, Indiana University–Purdue University Fort Wayne,
“Cultivating the Present and Future: Recommendations on the Status of
Graduate Students 2013 Survey of Graduate Students in Rhetoric and
Composition”

Ann Lawrence, University of South Florida–Sarasota-Manatee,
“Cultivating Professional Identities as Writers, Scholars, and
Researchers: Extracurricular Peer Writing Groups for Education
Doctoral Students”

Lilian Mina, Auburn University at Montgomery, “Using Critical Research
to Cultivate a New Media Professional Development Model”

Marcia Rego, Duke University, “Postdoctoral Writing Fellows: Cultivating
Multidisciplinarity, Seeding Transfer”

I-First-Year and Advanced Composition

**M.23 Writing and/vs. Research: Disciplinary Tensions in the
Teaching of Researched Writing**

This panel addresses disciplinary tensions between writing and research in
scholarship, institutional discourse, and pedagogy.

E142

Speakers: Joseph Bizup, Boston University, “The Writing/Research
Binary: Scholarly Articulations”

William FitzGerald, Rutgers University-Camden, “The Writing/Research
Binary: Institutional Articulations”

Wendy Hayden, Hunter College, CUNY, “The Writing/Research Binary:
Curricular Articulations”

Respondent: Kundai Chirindo, Lewis and Clark College

I2-Theory

M.24 Agency and Subjectivity in Rhetoric and Composition

Speakers discuss issues and theories of agency and the rhetorical subject
in rhetorical theory and society.

D134

Chair: Jerry Petersen, Utah Valley University, Orem

Speakers: Joshua Cruz, Arizona State University, Phoenix, “Wading
into the Bull: Discourse-Based Interviewing and Phenomenological
Analysis of Undergraduate Bullshit Practices in Writing”

Kefaya Diab, New Mexico State University, Las Cruces, “Sense of
Agency as a Scene of Rhetorical Investigation: Toward a Rhetorical
Theory of Sense of Agency”

Julianna Edmonds, Florida State University, “Liminal Ethos: Negotiating
Subjectivities and Cultivating Identities”

David Riche, University of Denver, “Against Agential Bias: Rhetorical
Patience and Rhetorical Pedagogy”

*13-Writing Programs***M.25 Cultivating Success: Rethinking Retention Programs and Pedagogies**

A disruption of retention discourse can be enacted by cultivating different ways of understanding student success and persistence.

E141

Speakers: Cristine Busser, Georgia State University, “Retention and ‘Student Success’: Disrupting Institutional Notions of Success in First-Year Composition”

Ashley Holmes, Georgia State University, “Locating Retention: Data, Surveillance, and Swipe Technologies”

Anna Plemons, Washington State University, Pullman, “Cultivating Decolonial Options for University Retention Programs”

Pegeen Reichert Powell, Columbia College Chicago, “A Kairotic Pedagogy and Shifting Definitions of ‘Success’”

*6-Information Technologies***M.26 Claiming Social Media and Gaming for Learning**

Panelists look at intersections of teachers’ and students’ expectations for the use of technologies in the writing classroom.

B110

Chair: Kim Freeman, University of California, Berkeley

Speakers: Lavinia Hirsu, University of Glasgow, “The Temptation of Google, Facebook, and Other Platforms: Students’ Engagement with Sources in Digital Environments”

Aaron Lanser, University of California, Davis, “‘Yeah, I text a lot in class. I know I shouldn’t’: Digital Underlife and Community in the First-Year ‘Stretch’ Writing Program”

Joseph Williams, University of Arkansas at Little Rock, “Can a Game Replace a Textbook? Designing and Testing a Learning Simulation”

*Integrated Academic Literacies/Library Partnerships***M.27  Connecting across Academic Literacies: Writing, Reading, and Researching**

This session will engage participants in identifying ways to cultivate connected support for writing, reading, and researching.

C123

Speakers: Gabe Gossett, Western Washington University, “Research Meets Writing: Pedagogical Challenges and Opportunities”

Kelly Helms, Western Washington University, “Writing Meets Research: Pedagogical Challenges and Opportunities”

Roberta Kjesrud, Western Washington University, “Reading Meets Writing and Research: Pedagogical Challenges and Opportunities”

Two-Year College

M.28 The Inver Hills Model: When Change Begins with Student Needs



Four faculty at a community college discuss their innovative structure of developmental writing that combines the ALP model with learning communities.

E146

Speakers: Kim Elvecrog, Inver Hills Community College
Mary Thompson, Inver Hills Community College
Laurel Watt, Inver Hills Community College
Matthew Williams, Inver Hills Community College

3-Community, Civic & Public

M.29 Cultivating Partnerships: Sites of Community Literacy

This panel presents findings from three different community literacy sites: senior citizens, tweens and teens, and writers with disabilities.

D139

Chair: Melinda Knight, Montclair State University
Speakers: Julianne Candio Sekel, Montclair State University, “Speaking with a New Voice: Lessons from an Online Writing Community for Laryngectomees”
Emily Lagg, Montclair State University, “Lifelong Learners across the Age Spectrum: The Little Falls Young Writer’s Workshop”
Alicia Remolde, Montclair State University, “We Still Have Stories to Tell: A (Writing) Seminar for Lifelong Learners”

8-Language

M.30 Identity, Race, and Power in Translingualism

Speakers discuss how race, identity, and power must play a central role in translingual studies, research, and pedagogy.

B112

Chair: Angeline Olliff, California State University, Northridge
Speakers: Kerry Clark, Saint George’s School, “Approaching World Englishes in the Composition and ELL Classrooms through Post-Multiculturalism”
Telsha Curry, Syracuse University, “My Mama Ain Yo Mama! A Discussion of Linguistic and Cultural Identity Appropriation in Conquered Trans-Rhetorical Spaces”
Jennifer Kontny, University of North Carolina Wilmington, “‘Whatdya mean by that?’: Using Commenting Threads as Furrows for Further Investigating Language and Identity Politics”

Karen Rowan, California State University, San Bernardino, “Challenging Colorblindness in Translingual Work: Toward a Race-Conscious Translingualism”

11-Writing Pedagogies and Processes

M.31 Come as You Are: Capacious Pedagogies

This panel showcases the flexibility in how we approach the composition classroom, from embodied delivery to cross-field collaborations to prioritizing authentic writing.

C126

Chair: Rhea Yablon Kennedy, Gallaudet University

Speakers: Maureen Johnson, Texas Woman’s University, “Delivery and Embodiment: Interrogating Culture in the Multimodal Classroom”

Talitha May, Ohio University, “Wild Multimodality: A Compositionist and Graphic Artist Collaborate to Teach Multimodal Composition”

Ilknur Sancak-Marusa, West Chester University, “Thinking beyond the Academic Essay—Positioning the First-Year Writer as an Agent of Change”

14-Cultivating Connections, Cultivating Space

M.32 Cultivating Ethics of Fairness, Hospitality, and Care in Composition

Participants will leave this roundtable with a better understanding of how hospitality and fairness can enhance writing programs.

A106

Chair: Michael Stewart Lewis, Savannah State University

Speakers: Peter Brooks, University of Washington Bothell
Nicholas Learned, Lenoir-Rhyne University

Jessica Nastal-Dema, Prairie State College

Ingrid Nordstrom, University of Wisconsin-Milwaukee

Alexis F. Piper, Lakeland University

John Raucci, Frostburg State University

Respondent: Diane Kelly-Riley, University of Idaho, Moscow

11-Writing Pedagogies and Processes

M.33 Video Pedagogy and Teaching for Transfer across Media

This panel investigates the role of video composition in teaching for transfer across assignments in first-year writing.

A107

Speakers: Angela Berkley, University of Michigan, “Cultivating Real Audiences: From Viewers to Readers”

Catherine Jostock, Oakland University, “Research into Meaning: Primary Research in Video Composition and Its Relation to Problem Solving, Organization, and Self-Awareness”

Lauren Rinke, Oakland University, “Visual Analysis and Investigation: Cementing Rhetorical Appeals and ‘Real Life’ through Video Composing”

Crystal VanKooten, Oakland University, “Using Interviews and Observations to Look for Transfer across Media”

14-Cultivating Connections, Cultivating Space

M.34 Beyond Productive Tensions: Operating outside of Expertise in Research and Pedagogy

On navigating tensions that arise when operating outside of one’s expertise, as brought about by situational or methodological necessity.

D137

Chair: Benjamin Miller, University of Pittsburgh

Speakers: Laura Feibush, University of Pittsburgh, “Virtual Boundaries: Online Teaching Platforms and Embodied Listening”

Moriah Purdy, University of Pittsburgh, “Constraint Is Not Constraint: Procedural Literacy and Learning to Code”

Melissa Yang, University of Pittsburgh, “Composing Chimeras to Cultivate Interdisciplinary Invention”

10-Research

M.35 Scholarly and Practical Orientations in Education Research Articles: A Genre-Based Study

This panel examines how research articles accommodate commitments to both scholarly and practical aims in three education subfields.

F149

Speakers: Olivia Hornstein, University of British Columbia

Kate Power, University of British Columbia

Aaltje van Enk, University of British Columbia

8-Language

M.36 Cultivating Sustainable International Composition

Participants develop theory-rooted methods of transnational composition based on the experience of successful writing-abroad practitioners.

E145

Chair: Linda Breslin, Southern Nazarene University

Speakers: Katie Gindlesparger, Philadelphia University

William Lalicker, West Chester University

David Rogers, Philadelphia University

Holly Ryan, Pennsylvania State University, Berks

14-Cultivating Connections, Cultivating Space

M.37 Identity in Digital Spaces: Some Perspectives on Race and Gender

Each panelist explores ways of being in digital spaces.

E148

Chair: Alexis Larsson, CUNY Graduate Center

Speakers: Regina Duthely, St. John's University, "Legitimizing Identities: Race, Gender, and Liberation in Digital Discourse Communities"

Tracey Hayes, Northern Arizona University, "Literacy Practices in Twitter: Cultivating Advocacy through Writing"

Megan Opperman, Texas A&M University-Commerce, "#nonbinary: Writing Nonbinary Gender into Existence through Tumblr"

7-Institutional and Professional

M.38 Major Changes, Changing Majors

Panelists describe strategies for redefining and strengthening programs in light of student needs and evolving institutional landscapes.

B111

Chair: William Morgan, New York University

Speakers: Amy Clements, St. Edward's University, "Ready for the 'Real World': Strengthening an Undergraduate Writing Major through Alumni Outreach"

Debra Knutson, Shawnee State University, "Don't Make Them Learn Too Much: Policies Intended to Aid Transfer Students"

Dauvan Mulally, Grand Valley State University, "Cultivating Self-Marketing Skills: Preparing Writing Majors for the Job Search"

Mary Rist, St. Edward's University, "Ready for the 'Real World': Strengthening an Undergraduate Writing Major through Alumni Outreach"

Sean Zwagerman, Simon Fraser University, "I read an article about what not to major in and English was in the top 5': Attitudes of University Freshmen toward the English Degree, and Implications for Curricula"

Tribute Session

Tribute Session: Peter Elbow

M.39 Embracing Contraries: Peter Elbow on His Life in Composition Studies

A seminal contributor to modern composition studies will reflect on the field and his own contributions to it.

Portland Ballroom 251 & 258

Speakers: Sheridan Blau, Teachers College, Columbia University
Peter Elbow, University of Massachusetts Amherst

Two-Year College

M.40 Cultivating Writing Programs and Curricula: The Promises and Limitations of Open Educational Resources at Two-Year Colleges

Reflects on possibilities and limitations of Open Educational Resources for programmatic and curricular development work at two-year colleges.

Portland Ballroom 252 & 253

Speakers: Anne Canavan, Salt Lake Community College, “Increasing Access and Engagement for English Language Learners”

Justin Jory, Salt Lake Community College, “Insights on a Program-Wide OER Initiative and/as Infrastructure”

Lisa Mahle-Grisez, Sinclair Community College, “You Get What You Pay For: Challenging the Assumptions Surrounding OER Content”

Dawn Penich-Thacker, South Mountain Community College, “OER: A Boon and a Barrier?”

Carolyn Reynolds, Sinclair Community College, “OER Adoption as Social Justice Work”

Keith Rocci, Pima Community College, Tucson, AZ, “Leveraging Library Resources to Support the OER Curriculum”

Crystal Sands, Excelsior College, Albany, NY, “Bringing an OER Writing Resource to Community Colleges: Sharing the Excelsior College OWL”

Anthony Sovak, Pima Community College, Tucson, AZ, “OER in the Online Writing Class”

Marlena Stanford, Salt Lake Community College, “Valuing Faculty Expertise and Student Engagement through Locally Developed Texts”

5-History

M.41 Generations of Anti-Racist Rhetoric

Presenters focus on sites and strategies of resistance against structures of racism.

A109

Chair: Kay Halasek, The Ohio State University, Columbus

Speakers: D'Angelo Bridges, California State University, San Bernardino, "Reshaping the Faultiness of Rhetorical Theory: 'My Bondage' Reimagining the Western Rhetorical Tradition"

Annie Mendenhall, Armstrong State University, "Alternative History as Protest: Genre Appropriation as Activism in 1970s Desegregation Rhetoric"

Sean Molloy, William Paterson University, "The Anti-Racist, Psychologically Aware Pedagogy of the 1965–67 SEEK Writing Program at City College"

Stacey Parham, Judson College, "Cultivating Connections: The Women of the Civil Rights Movement and the Composition Students of Judson College"

6-Information Technologies

M.42 Cultivating Researcher and Participant Identities in Visually Oriented Social Media Spaces

Speakers present research projects exploring researcher and research subject identities in methodologically challenging social media sites.

B115

Speakers: Lauren Cagle, University of Kentucky, "Imposed Identities: The Ethical Challenges of Researching Nonconsensual Online Images"

Brandy Dieterle, University of Central Florida, "Music Performers and Queer Rhetoric: How Queer Rhetoric Informs Lady Gaga's and Nicki Minaj's Instagram Posts"

Sara West, University of Arkansas, "Now You See It, Now You Don't: The Role of Researcher in Ephemeral Social Media Spaces"

13-Writing Programs

M.43 Nonmainstream Literacies and Communication

This session explores communication practices related to second language writing and African Americans in various regional communities.

D140

Chair: Joyce Locke Carter, University of Arkansas at Little Rock

Speakers: Michael Blancato, The Ohio State University, “Weaving Literacy Narratives and Academic Arguments: A Service-Learning Approach to Composition Classrooms”

Gregg Fields, Arizona State University, Tempe, “Using Rogerian Methods and Rivaling Strategies: Enhancing Writing Programs’ Instructor Collaborations”

Beth Gillis-Smith, Moorpark College, “Course Embedded Tutoring to Support Student Writers”

3-Community, Civic & Public

M.44 Chalk It Up to Racism: Promoting Civility and Civil Discourse in an Era of Hostility

This presentation examines current sociopolitical discourse involving race on the university campus.

F151

Speakers: Alex Foote, Western Carolina University, “The Responsibility of the Composition Teacher: Fostering Student Capacity for Empathy and Community Engagement”

Jason Huber, Western Carolina University, “The Impermanence of Revision Rhetoric: The Center Will Hold”

Corrine Roberts, Western Carolina University, “Speaking Back to Hate: Examining Administrative and Community Response to Racist Rhetoric on the University Campus”

Shani Searcy, Western Carolina University, “Building a Wall: Lives That Matter; Lives That Don’t”

Teaching Writing/Literacy (All Levels)

M.45 Rhizomatic Improvement Communities: Three Models of K–16 Professional Development



Presenters discuss several new regional K–16 networked improvement communities cultivated to improve the transition to college composition.

C124

Speakers: Sean Agriss, Eastern Washington University

Lori Inman, Mead School District, WA

Andrea Reid, Spokane Community College

Justin Young, Eastern Washington University

Postconvention Workshops

2:00–5:00 p.m.

Open to all convention registrants; no additional registration required.

SW.01 “A Bridge across Our Fears”: Teaching Aspiring Teachers and Tutors through Story

As educators tasked with preparing aspiring teachers and tutors for working effectively—and justly—with student writers, we understand the power of stories to shape how teachers and tutors think about who students are, what they need, and why they make the choices they do as they compose. In this half-day workshop, we will lead participants in an exploration of the role progressive and alternative young adult literature might play in teacher/tutor education and will help participants create exercises and assignments designed to help aspiring teachers and tutors develop nuanced and compassionate storytelling practices about and for their students.

Portland Ballroom 257

Speakers: Frankie Condon, University of Waterloo
Sheryl Scales, SUNY Potsdam

SW.02 Hey Teacher, Lead Them Kids in Song: A Workshop on Music and Performance for Compositionists

In its fourth consecutive year at the CCCC Convention, this half-day workshop infuses music and performance powerfully into composition pedagogy and professional development to enhance writing instruction and build community connections. This workshop introduces and explores a variety of performative exercises and embodied rhetorics derived from participants’ own interpersonal, bodily-kinesthetic, and musical intelligences, culminating in a reflective discussion and planning of performative strategies.

E145

Speakers: Lauren Esposito, Marywood University
Nicole Galante, Stony Brook University
Shawn Garrett, Friends Academy
June Griffin, University of Nebraska-Lincoln
David Hyman, Lehman College, CUNY, Bronx
Peter Khost, Stony Brook University
Faith Kurtyka, Creighton University
Robert Lazaroff, Nassau Community College, SUNY

SW.03 Cultivating Strategic Action in Teaching against Plagiarism: Using Plagiarism as an Educational Opportunity

Too often, teachers seek to address plagiarism through policing tactics. However, plagiarism can be a learning and writing strategy, a feature of the transition from outsider to insider in the development of a writer. This interactive workshop is intended to help writing instructors develop a repertoire of practical teaching strategies to help students learn how to engage in conversation with previous texts effectively and appropriately.

Portland Ballroom 256

Speakers: Valerie Seiling Jacobs, Columbia University
Scott Leonard, Youngstown State University, OH
Gerald Nelms, Wright State University, Dayton, OH
Carole Papper, Hofstra University, Las Vegas, NV
Robert Yagelski, SUNY-Albany

SW.04 Bridging Expectations: A Workshop on the Alignment of High School English and First-Year Composition

Sponsored by the Oregon Writing and English Advisory Committee

This collegial workshop will center on the intersection, as well as the divergences, of the Common Core State Standards with the OWEAC outcomes. We will refine our understanding of terminology and explore productive curricular design for our revised writing outcomes, which have an increased focus on students' facility with rhetorical concepts and vocabulary, as well as our expectation that students will develop metacognitive awareness.

Portland Ballroom 255

Chair: Kate Sullivan, Lane Community College
Speakers: Ashley Benson, Blue Mountain Community College
Vicki Tolar Burton, Oregon State University, Corvallis
Nancy Cook, Clatsop Community College
Donna Evans, Eastern Oregon University, La Grande
Nancy Knowles, Eastern Oregon University, La Grande
Jillanne Michell, Umpqua Community College
Jodi Naas, Portland Community College
Cornelia Paraskevas, Western Oregon University
Christopher Syrnyk, Oregon Institute of Technology
Mindy Williams, Central Oregon Community College

SW.05 Writing Studio Pedagogy: Cultivating Student Voice and Capacity for Change

Writing Studio describes an alternative approach to teaching, supporting, and conducting inquiry into writing alongside student writers in a variety of higher education sites. This year's half-day workshop focuses on Writing Studio curriculum and pedagogy. Workshop facilitators will provide insight into how to design studio activities for different student populations or courses and will share a wealth of curricular approaches for scaffolding student growth and transfer of learning.

A106

Chair: Rhonda Grego, Midlands Technical College

Workshop Facilitators: Alison Cardinal, University of Washington

Karen Deaver, The College of New Jersey

Bre Garrett, University of West Florida, Pensacola

Nicole MacLaughlin, University of Notre Dame

Aurora Matzke, Biola University, La Mirada, CA

Mark Sursavage, University of Houston, TX

John Tassoni, Miami University Middletown

SW.06 Writing and Publishing Op-Eds: Cultivating Public Voices

This interactive workshop is part of what Paula Mathieu calls a “public turn” in composition studies, particularly how teaching writing connects with our lives outside the classroom. Writing op-eds is one way that faculty, students, and other writers can advocate for social change. With a goal of cultivating voices of diversity in mainstream print, online, and mobile newspapers, workshop participants will learn how to write op-eds, publish them, and integrate op-ed writing into writing courses.

Portland Ballroom 254

Workshop Facilitators: Charles Donate, Florida International University

Tonya Drake, Edmonds Community College Foundation

Glenn Hutchinson, Florida International University

Andrea Potter, Edmonds Community College Foundation

Cayce Wicks, Florida International University