Index of Sessions by Cluster

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.

Cultivate and Think Tank Sessions

A.01 Career Quest: Navigating a Future in Composition, Rhetoric, and Writing Studies
A.02 Queering Our Spaces: Cultivating Institutional Support for Queer/LGBTQ+ Composition Scholars
A.03 The Messy and Complex Middle Ground between Method and Methodology: A Conversation on Research
B.01 Cultivating Rhetorics of Interruption as Feminist Praxis in Rhetoric and Composition Studies
B.02 “Dull Duty” and Disciplinary Issues: A Roundtable with NCTE Editors
B.03 Seasons of a Writing Teacher’s Life: Sustaining Energy throughout Our Careers
C.01 Acknowledging and Facilitating Invisible Disabilities in the Classroom and Community
C.02 What’s the Point of the MA in Composition Studies? Cultivating a Sustainable Future for Graduate Programs and Two-Year College Faculty
C.03 CCCC Public Policy Think Tank
D.01 Working and Getting Worked: An Interactive, Decolonial, Queer, and Feminist Roundtable on Labor in Rhetoric and Composition
D.02 Cultivating Balance: Personal, Research, and Teaching Strategies for Contingent Faculty
D.03 Decolonizing Writing Assignments
E.01 Cultivating Balance in Caregiving: A Cross-Generational Conversation
E.02 Cultivating a Public Voice: Entering Public Discourse as Public Intellectuals, Experts, Activists, and Digital Citizens
E.03 Cultivating a More Equitable Professional Organization
F.01 Think Tank on Cultivating Change for Current, Former, and Future Members of the Military in Composition Studies
F.02 Taking Action: Everyday Advocacy
F.03 Cultivating Capacity: Mentoring Challenges and Opportunities
G.01 Cultivating Leadership on and off Campus: A Roundtable with Senior Administrators
G.02 Change That Pays the Bills
G.03 Retention = Success (?) : Fostering International Student Persistence and Achievement
G.04 Cultivating New Lines of Inquiry: Expanding Research and Advocacy for Multilingual Latinx Writers in the Borderlands and Beyond
G.04 Cultivating New Lines of Inquiry: Public Land Activism
G.04 Cultivating New Lines of Inquiry: Rural Research and Advocacy
H.01 Cultivating a Culture of Teaching in Large Composition Programs
H.02 Cultivating Institutional and Administrative Visibility
H.03 Public Intellectualism in an Anti-Intellectual Public: Implications for First-Year Composition
I.01 Cultivating and Mobilizing Social Justice Work in CCCC
I.02 Cultivating Capacity, Creating Change: Assessing the Future of Online Writing Instruction (OWI)
I.03 Where’s the Mentor Here? Creating a Culture of Mentoring in the New University and Beyond
J.01 Prior Learning Assessment and Competency-Based Education: What Writing Teachers Need to Know
J.02 Meeting the Needs of Adult Writers: A Programmatic Coaching Perspective
J.03 Conference Proposal Submission 101: A Guide to the Process
K.01 Cultivating Response: Seeing Teacher Comments through Students’ Eyes
K.02 Cultivating Your Future: An Intergenerational Conversation on Paths toward—and beyond—Retirement
K.03 Think Tank for Racial and Social Justice in the Writing Program Administrators–Graduate Organization and Beyond
L.01 Deepening the Conversation: Cultivating Connections between High School and College Writing Instructors
L.02 Cultivating Capacity and Writing Collaboratively
M.01 Cross Talk: Sharing Innovative Writing Strategies for 21st-Century Composition Classes
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

1-First-Year and Advanced Composition
A.11 Fertile Ground: Cultivating Change through a First-Year Writing Conference
A.17 Tracing Transfer: Examining Teaching for Transfer in Three Curricular Sites
A.25 Google Classroom Hacks: How Technology Can Help Writing Instructors Cultivate Students’ Reflection, Metacognition, and Transfer of Learning
A.31 The Future of College Writing and How to Stop It
A.50 Cultivating Graduate Writing and Teaching
B.13 Cultivating Capacity: Developing Research-Based Support for Graduate and Faculty Writers
B.22 Composition and Dual-Credit Programs: Negotiating Boundaries between High School and College-Level Writing
B.26 Anyone Can Code-Mesh: Teaching and Tutoring Strategies for the First-Year Writing Classroom
B.30 Facilitating Political Discourse in the Classroom
B.32 Serving the Underserved
B.41 New Alliances: Computer Science Illuminates Linguistic Patterns in Student Essays
C.12 Community Engagement and Critical Inquiry
C.15 What Transfers? Developing Research Instruments to Assess Whether Comparative Genre Analysis Helps Students Transfer Rhetorical Knowledge across Contexts
C.38 Cultivating New Possibilities through Dual-Enrollment First-Year Writing
C.39 Teaching with Technology: Approaches for Online, Onsite, and Hybrid Teaching
C.52 Content Conflict: An Argument for Alternative Approaches to “Writing about Writing”
D.21 Using Rhetoric to Promote a Nurturing Space for Disproportionately Impacted Student Groups in Community College First-Year Composition (FYC)
D.36 Learning to Write Disciplines: Cultivating Students’ Disciplinary Knowledge across Sites of Learning
D.44 From Culling Sources to Cultivating Successful Habits of Mind: Reconsidering the Research Essay in the 21st Century
D.45 Writing Program Pedagogies for STEM Education
D.52 Implications of WAC: Sites of Writing Education for and in Scientific Majors and Programs
D.53 Perforating Writing Studies: Exploring Content through Games, Networks, Software Development, and Digital Collaboration
E.07 A Reasonable Faith: Rhetoric, Christianity, and the Teaching of Writing
E.16 Building a Mentor Program: Shadow Clusters, Immersion, and Integration
E.24 Impact of Dual Enrollment on First-Year Composition
E.31 Tracing Roots, Cultivating New Growth: A Retrospective Prospective Exploration of Transfer
E.33 Approaches to Teaching Personal Narrative
F.06 Capacity, Action, and Change: 21st-Century Implications for Student Retention in First-Year Writing
F.21 Critical Approaches to Integrating Reading and Writing
F.33 Teaching for Transfer beyond First-Year Composition: Professional and Business Writing
F.39 Regenerative Pedagogies for FYC: Multimodality, Rhetorical Grammar, Revision, and Reflection
F.51 Cultivating Transfer with the Teaching-for-Transfer Writing Curriculum: A National Multi-Institutional Study
G.19 Exploring Narrative and Identity through Genre
G.27 Twenty-Five Years of Faith in Writing: Religion and Composition, 1992–2017
G.39 Cultivating Knowledge to Foster Program Development: Utilizing Data from a Five-Year Study of a Large Advanced Writing Program
G.40 Dual Enrollment: Cultivating Inquiry and Considering Implications
G.42 Strategies for Implementing Feedback and Assessment
G.47 Crop Rotation: Toward a Holistic Cultivation of Graduate Writers
H.12 Sustainable Multilingual Pedagogies for L2 Students
H.20 Re-seeing the Self: Multifacted Aspects of Passing as a Lens for First-Year Composition
H.25 Inclusive ESL Pedagogies and Practices in First-Year Composition
H.32 Sharing Threshold Concepts as the Foundation for Integrated Curricula, Collaborative Assessment, and Learning Transfer across Library-Writing Partnerships
H.52 Outcomes and Frameworks: Cultivating Information Literacy Capacity in Composition Classrooms
I.14 Coming to Our Senses: Enabling Multiple Sensory Pathways in Active Learning Methods
I.19 Reaffirming Access: Strategies for Rhetorical and Linguistic Pedagogy
I.31 Cultivating Students’ Agency: Confronting Trauma through First-Year Writing
I.37 Recultivating Composition in a Sophomore-Level Classroom: Assemblage, Circulation, and ePortfolios
I.47 The Role of Writing Criteria in Transparency, Agency, and Community-Building in the Disciplinary Writing Classroom
J.16 Transforming Reluctant Writers’ Attitudes toward FYC: Cultivating Advocates for Change
J.24 Cultivating (Meta)Transfer: Changing Individual, Programmatic, and Institutional Dispositions through a Revisioning of Stretch
J.27 Naming What WE Know: A Roundtable on Knowledge Production in Composition
J.30 Political Climate, Sustainability, and Paradigm Shifts
J.48 The Role of the Personal, Empathy, Compassion, and Metacognition in First-Year Composition Pedagogy
K.07 Four Perspectives on Mentoring Graduate Student Teachers of Composition
K.10 Writing about Writing and Teaching for Transfer
K.14 Transfer’s Evolution: Changing Our Terms, Interrogating Our Methodologies for Studying Transfer
K.39 Student Perceptions of Placement and Testing: Implications for Academic Identity and Success
K.41 Converging Compositions: Teaching Dissoi-Polylogoi in the Networked Classroom
K.50 Multimodal Composition
L.06 Thirteen Ways of Looking at Dual Credit: Navigating Change, Capacity, and Community in Dual-Credit Programs
L.09 Resisting Extractivist Ideologies: Cultivating Rhetorical Capabilities in Multilingual Writers
L.12 Cultivating Collaboration and Creativity: A Writing Center Grows a Writing Program

410
L.19 Teacher Training in First-Year Composition
L.24 Raise Your Voice! Make Some Noise!
L.27 Genre and Transfer
L.31 Cultivating Change across Student Contexts: Transfer across Secondary and Postsecondary Composition Classrooms
M.09 Writing, Humanizing, and Recognizing the Role of Emotion in First-Year Composition
M.10 Gaming the System: Innovations in Teaching
M.18 Collaboration across “Borders”: Willamette Promise
M.20 The Stakes Are High: Cultivating Identity via Graduate Student Writing
M.23 Writing and vs. Research: Disciplinary Tensions in the Teaching of Researched Writing
PS-B Cultivating Success: A Framework for Building High School–College Collaborations
PS-D Implementing Course Contracts in FYC at the HSI Two-Year College
PS-F Hierarchies and Harkness: Shifting from the Podium to Encircled Modes of Investigation
PS-H Cultivating Change: Assessing Students’ Writing and Understanding the Placement and Reevaluation of Students’ Self-Ascribed Roles within Existing Natural Environments Following an Environmental Literature and Writing Class
PS-H Addressing Transfer Conditions across Disciplines: Cultivating Connections from First-Year Composition to Upper-Division Engineering Laboratory Courses

2-Basic Writing
A.04 Emerging Voices in Basic Writing Studies
A.26 Accelerating Developmental English at Atlantic Cape: The Triad Model
B.12 “Between Belonginess and Otherness”: Identity, Writing Workshops, and the New Demographic
B.19 Reading, Writing, and the Identities of Basic Writers
B.35 Implementing Directed Self Placement (DSP) at Different Contexts: The Struggles and Successes
C.44 Basic Writing Gone, Placement Broken: Reinventing Assessment and Instruction in the Anti-Remediation Era
D.09 Alternative Connections to Basic Writers
D.54 The Politics of Belief in Student Capacity: How Four California Community Colleges Initiated the California Model of Corequisite Composition
E.41 Stretching against the Grain: Blended Stretch in the 21st Century
F.28 ALP at Ten: A Decade Retrospective of the Accelerated Learning Program at the Community College of Baltimore County
F.40 Placement and Assessment in Basic Writing: ALP, L2, and WAC
G.20 Basic Writing Redesign: Cultivating Student Growth and Faculty Collaboration
H.44 Hearing Them Out: Understanding Student Self Placement in California and Beyond
I.16 Research-Based Practices for Teaching Underprepared Readers in Writing Courses
J.19 Cultivating Engagement through Open-Mindedness, Hospitality, and Intercultural Dialogue in Basic Writing Classrooms
J.52 K–16 Partnerships and Initiatives: Benefiting Basic Writers
K.28 “But We’ve Always Done It This Way”: Changing Developmental Curriculum and Faculty Perceptions
L.07 Local Research Initiatives in Basic Writing
L.43 Bridging the Gap: Cultivating the Capacity to Create Transfer between High School Writing and FYW
M.28 The Inver Hills Model: When Change Begins with Student Needs
PS-B Taking It to the Streets: Developing Activist Teacher Responses to Basic Writing Placement Processes
PS-H Researching Basic Writing: Cultivating Multiple Measures Placement
PS-J Pedagogical Influence on Writer Self-Efficacy: A Case Study of Basic Writing Classes

3-Community, Civic & Public
A.08 Delivering the Goods: Cultivating Reciprocity in Activist Research
A.19 Civic Discourse and Activist Rhetorics from the Perspective of Underrepresented Groups
A.22 Indigenous Narratives in Public Spaces: Reorienting Place-Based Composition
A.47 Exploring Public Religious Displays in the Rhetorical Extracurriculum and Classroom
B.09 Radical Localism: Cultivating Institutional Literacies for Community Engagement
B.36 Issues of Public Health: Strategies for Public Intellectual Work
B.45 Cultivating Ecological Community Literacies in School Gardens
C.05 Digital, Apostolic, Mystical, Embodied: Religious Women’s Disarticulating Rhetorics
C.23 Reclaiming Community to Create Change in (and for) Higher Education
C.26 Latinx Youth Cultivating Anti-Neoliberal Rhetorics
C.36 Disturbin’ the Peace: Theorizing Hip-Hop Community Protest, Revolution, and Activism
C.37 Prison and Detention: Rethinking Borders and Access
D.13 Objects of Justice: Four Riffs on Politics and Materiality
D.15 Teaching with Wikipedia: Cultivating Community, Creating Change
D.30 Queer Pedagogies: Fostering Stronger Collaboration and Community Engagement
D.39 Queer Archives, Producing Public Memory, and Activism
E.30 Students as “Agents of Integration” and Social Change: Cultivating Transfer between the Classroom and Community
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>E.37</td>
<td>Methods for Community Engagement</td>
</tr>
<tr>
<td>F.04</td>
<td>Cross-Caucus Community Engagement</td>
</tr>
<tr>
<td>F.20</td>
<td>(In)capacities of Anti-Semitism: Composition, Writing, and the Israeli/Palestinian Debate</td>
</tr>
<tr>
<td>F.25</td>
<td>I Have the Best Words: What Rhetoric Can Learn from Donald Trump</td>
</tr>
<tr>
<td>F.49</td>
<td>Cultivating Civic Literacy in Generation Why? Rhetorical Engagement and Citizen Awareness in Composition Classrooms</td>
</tr>
<tr>
<td>F.50</td>
<td>Politicizing Community Action Pedagogy and Research</td>
</tr>
<tr>
<td>G.16</td>
<td>Sponsoring Civic Engagement and Activism at the Two-Year College</td>
</tr>
<tr>
<td>G.45</td>
<td>Religion Matters: Cultivating Public Voices in Composition</td>
</tr>
<tr>
<td>G.46</td>
<td>Cultivating Change in Graduate Education: (Re)thinking Training for Politically Progressive Community Projects</td>
</tr>
<tr>
<td>H.14</td>
<td>Cultivating Community Partnerships and Expanding Understandings of Writing</td>
</tr>
<tr>
<td>H.16</td>
<td>“Exchange for Change”: An Inside Look at the Creation of a Community Writing Program across Prison Walls</td>
</tr>
<tr>
<td>H.17</td>
<td>Transportation in Community Organizations: New Directions for Public Rhetoric</td>
</tr>
<tr>
<td>I.05</td>
<td>Received Passages: Prison Histories—They Don’t Speak for Themselves</td>
</tr>
<tr>
<td>I.15</td>
<td>Building Engaging Partnerships: Service-Learning from Three Perspectives</td>
</tr>
<tr>
<td>I.30</td>
<td>Primary Research, Community Literacy, and Service-Learning: Implementing a Writing-Across-the-Community Paradigm in First-Year Composition and Beyond</td>
</tr>
<tr>
<td>I.35</td>
<td>Cultivating Participatory Community Writing</td>
</tr>
<tr>
<td>J.15</td>
<td>#blackgirls4change: Cultivating Community and Creating Change through PhotoVoice</td>
</tr>
<tr>
<td>J.29</td>
<td>Writing as Partnership: Negotiating and Sustaining Dynamic Community Writing Projects</td>
</tr>
<tr>
<td>J.40</td>
<td>Cultivating Social Activism in the Classroom</td>
</tr>
<tr>
<td>J.44</td>
<td>Rhetoric and Community Engagement: Implications for Food and Nutrition</td>
</tr>
<tr>
<td>J.45</td>
<td>The Rigged Race: Public Memory, Local Connections, and Cultivating Change</td>
</tr>
<tr>
<td>K.09</td>
<td>Discursive Agency in Illness: Empowering Everyday Writers to Cultivate Critical Communities</td>
</tr>
<tr>
<td>K.13</td>
<td>Implications for Embodied Rhetoric and Civic Engagement</td>
</tr>
<tr>
<td>K.21</td>
<td>Naming the Tools: The Pedagogy and Practice of Community-Based Writing and Research</td>
</tr>
<tr>
<td>K.51</td>
<td>Interventions in Neoliberal Literacy Practices: Engaging with Historical, [Trans]national, and Local Dialogues</td>
</tr>
<tr>
<td>L.16</td>
<td>Cultivating NWP Connections for Community Engagement</td>
</tr>
<tr>
<td>L.35</td>
<td>Becoming an Advocate: From Pedagogy to Advocacy in the Inter-Mountain West</td>
</tr>
<tr>
<td>L.38</td>
<td>Activist Academics Advocating for Change</td>
</tr>
<tr>
<td>M.29</td>
<td>Cultivating Partnerships: Sites of Community Literacy</td>
</tr>
</tbody>
</table>
M.44 Chalk It Up to Racism: Promoting Civility and Civil Discourse in an Era of Hostility

PS-D Deliberating the Future (of Driving): Productive Speculation and the Practice of Framing

4-Creative Writing
A.20 Autobiographical Journaling, Memoir, and Other Personal Genres for Undergraduate and Graduate Education
A.24 Medical Narratives—Cultivating Stories, Voices, Selves, Knowledge, Action
D.27 The Creative Capacities of Writing Studies
E.44 Building Alliances between WAC, WID, STEM, and Creative Writing
G.31 Grief and Pedagogy: Seeing Creating Writing as Therapy
G.44 A Symbiotic (and Pedagogical) Relationship: Forging an Alliance between Creative Nonfiction and Composition
I.12 Cultivating Undergraduate Creative Writing Education
J.33 Creative Nonfiction and Composition: Cultivating Creative, Academic, and Socially Conscious Connections
L.34 Cultivating Creative Nonfiction for Imaginative Habits of Mind

5-History
A.35 Disciplinarity and Identity
A.36 Alt/ Histories of Composition: Early Writing Textbooks, the “Other” Dartmouth, and MLA Job Lists
B.18 Cultivating New Capacities for Action: Women Rhetors and Multimodal Rhetoric in the Early-20th Century
C.19 “As If History Had Causes and We Might Be Agents”: The Public Intellectualism of Richard Ohmann
C.21 Historical Frameworks for Cultural and Material Productions
D.20 Composing Activist Spaces: The Spatial Rhetorics of Civil, Disability, and Men’s Rights Movements
D.37 Global Sites of Rhetorical Histories
E.18 Unsettling (the) Archives
E.35 Balancing the Books: Political Economy and Literacy Education across History
F.17 Composition in the Eighties: Retrospect and Prospect
G.15 Already Seeing, Always Looking: The History of Visual Literacy and Instruction in the Long Nineteenth Century
G.38 Feminist Historiography: Uncovering Rhetorical Activism
H.39 Rethinking Genre Using 19th- and 20th-Century Rhetorical Artifacts
H.45 Cultivation of a Research Culture That Challenges Hegemony at an HBCU
I.22 Framing Rhetorical Failure, Cultivating Feminist Engagement
J.42 Harvey J. Graff, Literacy Studies, and Composition
K.23 Interrogating History in the Interspaces: Rhetoric, Composition, and Metadata Tools
K.24 Situated Histories: Stories, Sites, Maps, and Buildings
L.05 Cultivating Capacity in Histories of Composition
M.39 Embracing Contraries: Peter Elbow on His Life in Composition Studies
M.41 Generations of Anti-Racist Rhetoric
PS-B The United Study of Missions: Modern Christian Education for 20th-Century American Women
PS-F “To the King and Councell”: Situating Early Quaker Women’s Petitions to Authorities

6-Information Technologies
A.42 Designing while Feminist: Composing an Inclusive Practice of Digital Design
A.52 (Re)Uniting Reading, Writing, and Digital Composition: Changing Teaching and Learning through Online Literacy Education and Research
B.33 Critical Issues in Multimodal Composing
B.39 Cultivating Capacity in Open-Access Publishing: The Next Twenty Years of the WAC Clearinghouse
C.20 The Changing State of Research in Online Writing Instruction
C.35 Approaches to Making Meaning with “New” Media
D.18 Cultivating Code Literacy
D.33 Deploying Feminist Rhetorical Strategies Online
E.10 Activist Rhetorics in 140 Characters
E.51 Cultivating Cinematically, Composing Collectively
F.44 Engaging Students in Online Classes
F.45 Engaging L2 Writers in a Cross-Cultural Multimodal Online Writing Curriculum: Creating a Broader Understanding of Our Disciplinary Landscape
G.12 Beyond “Best Practices” in OWI: Proposing Processes for Online FYC
G.21 On Beyond Expressivism in Digital Storytelling
H.30 Digital Fusion: A Celebration of Carolyn P. Handa and Her Work
H.37 Decolonizing Game Play
I.07 Linguistic Scaffolding as Intelligent Context: Teaching Academic Genres via Software-Mediated Corpora
I.27 I’d Like to Add You to My Professional Network: Beyond the Obvious in Social Media Research
I.38 Students Inhabiting Digital Learning Environments
J.11 Manipulating Virtual Environments
J.22 Exploring New Media and Digital Culture through Lived Literacy Practices
K.22 Changing Course: Creating an Interactive iBook for First-Year Composition
K.27 Inhabiting and Subverting Online Spaces
M.17 #games4Cs: Possibility Spaces for Games and Composition
M.26 Claiming Social Media and Gaming for Learning
M.42 Cultivating Researcher and Participant Identities in Visually Oriented Social Media Spaces
PS-B  Inspired to Unplug: How Writing about Their Digital Selves Motivated Students to Disconnect These Online Identities
PS-D  Reaching Capacity in Multimodal Projects: Students’ Perceptions of Digital Storytelling
PS-J  Smart Phones Boost Student Motivation in the Classroom
PS-J  Regional Campus Student Populations and ITV Instruction: Barriers to the Instructor/Student Relationship

7-Institutional and Professional
A.10 Promoting RAD Writing Research through Interinstitutional Collaboration
A.15 Meeting and Mentoring in “Third Spaces”: Graduate Student and Faculty Experiences with Collaborative Mentoring Practices in a Writing Program
A.45 What Is Writing Studies Made of?
B.29 Creating Change in Writing Centers through Labor Research and Activism
B.34 Cultivating Interinstitutional Capacity in an Urban Writing Ecology
C.11 Cultivating Continuity across Community College Writing Contexts: A Threshold Concept at the Intersection of ALP, ESL, FYC, and Literature
C.33 Collective Action to Improve Faculty Working Conditions
D.12 Preparing Graduate Students to Labor in the Field
E.04 Studies in Writing and Rhetoric: Cultivating Capacity for Authors, Creating Change for the Field
E.19 Identity and Affect in Teacher Development
E.27 Breaking New Ground: Cultivating Teacher/Scholar/Activist Development across Institutional Contexts
E.48 Editing for Inclusion and Change
F.08 Social Advocacy Education in the Most Segregated City in America
F.24 The Language of Technology in Professional Documents and Local Contexts: Cultivating Technologically Responsive Positions, Practices, and Persons
G.09 Where Do Lecturers Fit? Exploring the Culture of Change through the Study of Full-Time Non-Tenure-Track Faculty Experiences
G.53 Evaluating Teaching, Evaluating Writing
G.54 Sustaining Identity through Cultural Practice(s) as a Cohort
H.04 Independent Writing Departments and Programs: The Value of Collaboration in Attaining Visibility
H.13 Change Agents in the Workplace: How MA Graduates Transfer Rhetorical Knowledge into Action
H.22 Writing Programs and Libraries in Dialogue about Data and Information Literacy
H.27 Writing Studies at the MLA: The Past and Future of English and Writing Studies
I.26 Collaborating across Statewide University Writing Programs: Sharing Best Practices
I.36 Transforming Gendered Service and Leadership in Writing Programs: Accountability and Institutional Change
J.17 The Role of Composition and Writing Studies in Changing University Curricula
J.43 (Re-)Creating the MA: Cultivating Professional Development in the Classroom and Beyond
K.15 Learning First: Creating Sustainable Change through K–12/University Writing and Assessment Partnerships
K.26 Securing Full Membership for NTT Writing Faculty
K.45 “A Picture of the Future/And You’re Not In It”: Letting Go without Getting Lost
L.32 Focus on Faculty Collaborations in Writing in the Disciplines
L.33 Collaborating and Cross-Training: Cultivating and Sustaining Writing Teachers
M.12 Cultivating Partnerships for More Effective Teaching and Research
M.38 Major Changes, Changing Majors
M.45 Rhizomatic Improvement Communities: Three Models of K–16 Professional Development
PS-B Teaching Writing to Practicing Educators in an Online Environment: Best Practices

8-Language
A.18 Translanguaging and/in the Two-Year College: Approaching Language Difference in Diverse Scenes
A.48 ESL beyond the ESL Classroom
B.04 “The Empire Writes Back”: Toward a Geopolitical Paradigm of Translingualism
B.17 Making Language Visible in Composition: Investigating the Role of Language in the Training and Practices of Writing Instructors
B.38 “I Guess I’m the ESL Person”: Politics of Institutional Identity and Change-Making for L2 Specialists at Smaller Institutions
B.42 Identity, Code-Meshing, and Cultural Specificity in Multilingual Students’ Language Practices
C.22 Writing for Publication as Multilingual Undergraduate Students
C.25 Cultivating Capacity for Translingual and Transmodal Research Methods
C.34 Policies and Publics in Multilingual Research
D.05 Cultivating Conversations with HBCUs: Afrocentric Pedagogy, Language, and Writing Program Administration
D.14 Multimodal Writing and Multilingualism
D.24 Negotiating Language Identities: Language Narratives, Translingual Englishes, and the Writing Goals of International Students
E.09 Language and Justice in Composition Pedagogy and Program Development
E.13 Cultivating Learning through Recognition of Multilinguals’ Rhetorical Attunement across Contexts
E.14 Investigating Unfamiliar Genres to Promote Second-Language Writing Teacher Development: Novice Teachers’ Engagement with the Unfamiliar Genre Project in an L2 Writing Teacher Education Course
F.05 What Linguistics Can Offer the Composition Teacher
F.07 Multilingualism, Identity, and Power
F.10 The Rhetorical Choices of Migrant Adolescents in Structured Debate Competitions Demonstrating Language Finesse and Growth Mindset
F.26 Revisiting Expectations in Students’ Right to Their Own Language
F.31 Cultivating Capacity and Creating Change for Students’ Right to Their Own Language

G.18 Interdisciplinary Landscapes: Developing a Collaborative Professional Development in Multilingual Pedagogy for Writing and Language Programs
G.34 Feedback, Evaluation, and Collaboration in Multilingual Writing
G.43 Emotion and Anti-Racist Rhetorics in Writing Studies: Anger as Performance-Rhetoric

H.06 Language, Learning, and Literacy in the Classroom and the Community
H.31 Haunted by (Linguistic) Difference: Perceptions of Authority in the Classroom and Writing Center

I.42 Cultivating Critical Awareness of Language Usage as a Tool for Creating a Translingual Community
I.45 Including Multilingualism in the Cultivation of Teachers, Administration and Programs

J.28 Fostering Global Citizenship, Diversity, and Inclusion: Reaching beyond Linguistic Awareness in Translingual and Translocal Pedagogies
J.39 Poetics and Style in the Teaching of Writing
K.06 Self Perception, Reflexivity, and Cultivation in ESL/EFL Student Learning
K.44 Latin@s in Dual-Credit Courses: Living Realities, Cultivating Pedagogies

L.08 Interrogating Reliability in ELL Assessment
L.28 Translingualism, Culture, and Power
M.30 Identity, Race, and Power in Translingualism
M.36 Cultivating Sustainable International Composition
PS-B Ask Amy: Newspaper Advice Columns Enhancing International Students’ Writing
PS-H Relationships between Multilingual Writers’ Attitudes toward the Writing Center, Peer Review, and Revision
PS-H Utilizing Memes with International English Learning Students: Cultivating Explorations in Language and Popular Culture

9-Professional and Technical Writing
A.34 A Day in the Life: Reporting the Results of a 2015 CCCC Research Initiative Grant on Professional Writers in the Workplace
B.16 Transitions and Transfers in Technical and Professional Communities
C.43 Composing with and Responding to Audio and Written Feedback in Technical and Professional Communication
C.45 Cultivating Collaboration between Writing Studies and Engineering
D.22 Local and Global Demands on Technical and Professional Communication across Contexts in Latin America
D.38 Global and Local Issues in Intercultural Communication
E.05 Engineering Communication and the Professional Identities of Women in Engineering
E.29 Contemporary Issues in Technical and Professional Communication Genres
E.38 Thinking Inclusively and Cultivating Empathy: Teaching Writing to Future Professionals
F.32 Genre Theory in Action
F.47 We Can Charge for That? The Ins-and-Outs of Creating and Running a Usability Lab
G.10 Translating Inclusivity in Technical Communication
H.34 Cultivating Rhetorical Understandings of Science in the Classroom and Society
I.17 Tracking and Tracing Effective Pedagogies in Technical Communication
I.18 From STEM to STEAM: Analyzing Medical Rhetoric and Personal Narrative in Professional Writing
J.05 Rhetorics of Health and Medicine: A Roundtable Examining Ways to Sustain Growth and Cultivate New Opportunities
J.41 Reproductive Discourses as Sites for Rhetorical Cultivation of Social Action
J.54 Entrepreneurship in Technical Communication? Yes!
K.20 Creative Collaborations: Cultivating New Voices from the Undergraduate Legal Writing Community
K.31 Ethics of Care and the Teaching of Technical Communication
L.37 Cultivating Credibility and Communicating Capacities: Rhetorical Practices in Teaching, Tutoring, and Mentoring Military-to-Civilian Job Seekers
L.41 Building Capacities for Justice and Inclusivity in Document Design
PS-D Conscientiously Creating Conditions for Successful Collaboration in a Technical Communication Service Course
PS-F Seeking “Quality” in Contract Grading: A Case Study of a Technical Writing Classroom
PS-H Technical Poetry: A Case Study of Teaching Poetry to Engineering Students, and Its Impact on Their Technical Writing
PS-J Toward a Knowledge Worker Framework of Social Media: Evaluating Twitter Assignments in the Classroom

10-Research
A.05 Precarious Positions: Research Praxis and Knowledge Making across Contexts
A.06 New Spaces in Latinx Compositions and Rhetorics
A.33 Cultivating Capacity for Collaborative Research, Understanding Change: Preliminary Findings from Longitudinal Case Studies of Undergraduates as Writer-Researchers
A.38 Women’s Ways of Making Histories: Complicating Feminist Rhetorical Historiography
A.44 Improving the Experience and Efficacy of Testing for Placement
B.11 Cultivating Compositional Rhythms, Intensities, Movements
B.14 Revealing the Educational Experiences and Needs of Los Otros DREAMers
B.49 Assessment from Varied Institutional Perspectives
C.09 Research on Alternative Genres and Methods in the Writing Classroom
C.16 Learning from Our Elders: Qualitative Studies of Literacy in Later Life
C.18 Mapping Transnational Literacies: Cultivating Translingual Perspectives of Textual Practice in Our Research and Teaching
D.16 Tracing the Impact of Undergraduate Research in Writing Studies
D.49 Innovation, Adaptation, Transparency: Creating Change in Writing Research Methodologies
D.50 Creating Meaningful Programmatic Assessment with the AAC&U VALUES Rubrics
D.51 Cultivating Writing Students’ States of Mind
E.21 Researching Multimodal Writing Assignments
E.23 Cultivating Big Data Collaborations: Pedagogy, Design, Research
E.34 Cultivating Change in Writing Assessment for Large-Scale and Classroom-Based Practices
E.46 Deepening Our Disciplinary Understanding: The Writing Studies Tree as “Purposeful Cultivation”
F.13 A Transition Point: Developing Writing Capacity for First-Generation College Students
F.18 Investigating Cognition in Writing Development: Habits of Mind, Deliberate Practice, and the Potential of Big Data
F.29 Data Studies and Rhetoric and Composition: Pedagogical, Disciplinary, and Methodological Possibilities
F.48 Understanding Writing Students’ Perspectives on Instructor Feedback
G.23 Writing Our Worlds “For Another First Time”: Ethnomethodological Approaches to Studying Literate Action
G.35 Engaging Pedagogies
G.36 Exploring the Archival Depths: Using Primary Sources from Special Collections in First-Year Composition
H.21 The Discourse of Self-Commentary: What We Learn When Students Talk about Their Own Writing
H.26 Beyond Representation: Cultivating Student Capacities for Research, Reflection, and Self-Presentation
H.47 Cultivating Writing Research via Corpus and Computational Collaboration
H.49 Seeing Things: Interrogating the Visual
I.10 Slouching toward Sustainability: Mixed-Methods Approaches to Sustainable and Valid Writing Program Assessment
I.21 Reframing Writing Assessment
I.49 Creating a Transferable Sense of a Writing Self: Findings from a Longitudinal Study of WAW
I.50 Getting Our Hands Dirty: The Case for Conducting Collaborative Archival Research with Undergraduates
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>J.04</td>
<td>Qualitative Studies of Writing about Writing: Classrooms, Programs, and Trends</td>
</tr>
<tr>
<td>J.08</td>
<td>Assessing the Assessment Process: Meta-Cultivation through a Portfolio Outcomes Project</td>
</tr>
<tr>
<td>J.12</td>
<td>Transfer, Habits of Mind, and Threshold Concepts: Trends Redefining the Fields</td>
</tr>
<tr>
<td>J.21</td>
<td>Connecting, Cultivating, Creating: Research on the Meandering Paths of Nontraditional Academic Women</td>
</tr>
<tr>
<td>J.53</td>
<td>Nourishing the Self, Cultivating the Archives, Enriching the Public: Sustaining the Work of Royster, Rohan, and Kirsch</td>
</tr>
<tr>
<td>K.04</td>
<td>Centering Transnational Work: A Study of Writing Practices in Tertiary Education in Romania, Nepal, India, and Colombia</td>
</tr>
<tr>
<td>K.08</td>
<td>Peer Review Research, Latent Semantic Methods, and Writing Analytics</td>
</tr>
<tr>
<td>K.35</td>
<td>Composting Stories to Cultivate Learning: Lessons from Long-Term Qualitative Research</td>
</tr>
<tr>
<td>K.36</td>
<td>Contexts and Conditions for Student Success</td>
</tr>
<tr>
<td>K.42</td>
<td>Learning Information Literacy Across the Curriculum (LILAC): Discussing Results from a CCCC Research Initiative Project</td>
</tr>
<tr>
<td>L.14</td>
<td>Disciplinary Self-Examination</td>
</tr>
<tr>
<td>M.14</td>
<td>Researching Meaningful Feedback in Assessment Ecologies</td>
</tr>
<tr>
<td>M.22</td>
<td>Multidimensional Faculty Development</td>
</tr>
<tr>
<td>M.35</td>
<td>Scholarly and Practical Orientations in Education Research Articles: A Genre-Based Study</td>
</tr>
<tr>
<td>PS-A</td>
<td>Undergraduate Researcher Poster Session</td>
</tr>
<tr>
<td>PS-B</td>
<td>Text Recycling across Academic Disciplines</td>
</tr>
<tr>
<td>PS-D</td>
<td>The Peer Review Experience: Cultivating Student Confidence and Writing Process Awareness through Reflective Peer Review</td>
</tr>
<tr>
<td>PS-F</td>
<td>Boundaries to the Instructional Use of Facebook: A Grounded Theory Collective Case Study</td>
</tr>
<tr>
<td>PS-H</td>
<td>Inquiry on Pedagogy-Focused Teaching of Grammar Online: There’s an App for That!</td>
</tr>
<tr>
<td>PS-J</td>
<td>Collaborative Dissertations in Composition: A Feminist and Critical Disruption of the Status Quo</td>
</tr>
</tbody>
</table>

**11-Writing Pedagogies and Processes**

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.09</td>
<td>“What’s SRL got to do with it?”: Strategies and Tools for Self-Regulation in the Writing Classroom</td>
</tr>
<tr>
<td>A.12</td>
<td>Cultivating Pathways with Game Assignments: Reframing Failure through Playful Composition</td>
</tr>
<tr>
<td>A.21</td>
<td>Cultivating Collaboration between Information Literacy and Writing Instruction</td>
</tr>
<tr>
<td>A.23</td>
<td>Gaming the System: Interactive Pedagogies and Game Design</td>
</tr>
</tbody>
</table>
A.28 Modes for Mainstreaming Students with Disabilities: Addressing the Complexities of Access through Assistive Technologies and Tactics of Inclusion
A.30 Reconsidering Revision and Reflection: Two Studies of the (Dis) Connections between Revision Knowledge and Practice
A.37 Cultivating Accessibility and Inclusion through Disability Pedagogy and Universal Design
A.41 Rhetorical Approaches to Sustainability and the Environment
B.05 How WPAs Can Build Capacity for Student Veteran Learning
B.08 Socially Just Pedagogy for the College English Classroom
B.10 Cultivating Innovation: Design Thinking in the Composition Classroom
B.15 Who Has the Right to Speak? Power and Discourse in the Classroom
B.24 Learning the Language of the Digital Native: Cultivating Writing Instruction in the Digital Age
B.25 What We Talk about When We Talk about Failure: Cultivating Failure-Curious Writing Pedagogies
B.37 Re-Placing Literacy: Cultivating Spaces for Alternative Literacies in the Writing Classroom
B.46 Cultivating a Generative Support Pedagogy: Understanding Veteran Identities in Writing Classrooms and Programs
B.50 New and Alternative Assessment Strategies
C.07 Places and Spaces
C.10 Cultivating Responsive Pedagogy: Diving in with the Habits of Mind in the Two-Year College
C.24 All Together Now: Collaboration in the Writing Classroom
C.27 Cultivating a Capacity for Change Using Translanguaging, Style, and Rhetoric at HSIs
C.28 Agents of Change: Service-Learning in Composition Classrooms to Engage, Inspire, and Empower Marginalized and Underserved Students
C.29 Evaluating Reflections in First-Year Composition: Enacting Metanoic and Kairotic Thinking
C.30 Participation, Collaboration, and Student Discourse
C.32 Cultivating Feminist Pedagogical Approaches to Digital Archives
D.17 Embodied Exposition: Theater in the Composition Classroom
D.19 Cultivating STEM-Writing Success through Diagnostic Assessment, Genre Analysis, and Writing Centers
D.26 Sustaining Reading and Cultivating Writing in Crowded Digital Spaces
D.34 Theories of Grammar and/or Style
D.40 Failure as Opportunity
D.43 Composing Medical Humanities: Innovative Writing Pedagogies
E.15 Cultivating Pedagogies: Innovations in Professional Development
E.25 Responses to Challenges in Teaching and Learning Non-Western/Global Rhetorics
E.28 The Play’s the Thing: Cultivating Voice and Agency through a Gaming Pedagogy
E.40 The “Poly” in Polytechnic: Teaching Rhetorical Arts to Technical-Major Students
E.42 A Rhetoric of Empathy to Build Audience Accessibility to Medical Research
E.49 Constructing Student Identities
F.12 Sowing the Seeds of Change: Enacting Agency and Action through a Transformative Multiliteracy Pedagogy
F.19 Teaching Writing to Veterans and Active Military Personnel
F.22 Cultivating Online Pedagogy: Feedback, Workshops, and Experiential Learning in First-Year Composition
F.27 Transferring to Wonderland: How Writing Classes Can Cultivate Community for Transfer Students
F.34 Cultivating Pedagogies for Social Justice: Exploring Issues of Diversity in Writing Courses
F.36 Beyond Transfer: Approaches to Teaching Sustainable Writing Practices
F.43 Analog Gaming/Multimodal Writing
F.52 Bodies and Minds
G.08 The Information (Literacy) Superhighway: Cultivating Change in Writing Classrooms and Writing Programs
G.24 Finding Leverage Points to Cultivate More Engagement in Online Feedback and Revision
G.29 Listening to Learn, Learning to Listen
G.32 Epistemological Play and Cultivating Impactful Relationships through Gamification of Learning in the Classroom, Campus, and Communities
G.37 Face to Face and Interface
G.41 Leading with Mindfulness: Creating Contemplative University Writing Cultures
G.48 Beyond the Discourse of Crisis Management: Internationalizing Composition through Multidisciplinary Collaboration
G.49 “Makin’ Somethin’ Outta Little-to-Nufin’”: Revisionist Histories, Liberatory Practices, and the Composition Classroom
G.55 We’re Glad You’re Here: Championing Access, Diversity, and Transfer through Multimodal Pedagogy
H.07 Voice Lessons: Formula, Creativity, and the Cultivation of Authorial Identity across Multiple Levels of Writing Instruction
H.11 Bodies of Evidence: Cultivating Embodied Intelligence in the Writing Classroom
H.18 Video Games, Struggles, and the Process of Writing Pedagogy
H.23 Visualizing Reading: Drawing, Adapting, Annotating
H.33 Finding Rhetorical Power for Underrepresented Students
H.35 Multimodality and Social Justice: Re-Composing the First-Year Writing Classroom through Pedagogy, Assessment, and Aurality
H.40 Reflective Assessments
H.41 The Backpack Project: Reinforcing Composition as a Modalities-Responsive Discipline
H.46 Engaging Assignments, Engaging Writers
I.06 Design Thinking Approaches in the Writing Classroom
I.08 Sounds of Science
I.09 She Blinded Me with Science (Pedagogy)
I.24 Yikkety Yak: Do Talk Back!
I.25 Changing Perspectives on Multimodal Composition Pedagogies: Utilizing (Inter)Modalities, Art, and Technology to Teach Transferable Rhetorical and Technical Competence
I.39 Cultivating Student Invention: Challenging the Narratives of Digital Collaboration, Student Research, and Metacognitive Practices
I.43 Cultivating Alternative Pathways to Writing Assessment
I.51 Multimodal Pedagogies: Digital Storytelling, Map Essays, and Technology as Text
J.09 Innovative Pedagogical Approaches: Cultivating and Integrating Threshold Concepts in the First-Year Writing Classroom
J.10 Chopping Off the Heavy Hand: Fostering Dialogue by Flipping Assessment
J.13 Going Global
J.14 Cultivating Promise: Marginalization, Advocacy, and Transformative Practice in the FYC Classroom
J.18 Toward a More Ethical Writing Assessment: Cultivating Risk, Range, and Reflection with the Learning Record
J.23 Multilingual Connections
J.32 Teaching Documentation: New Uses for Style Guides in the Writing Classroom
J.46 Creating Socially Engaged Writing Pedagogies: Identifying and Analyzing Contemporary American Indian Realities in First-Year Writing, English Education, and Online Literature Courses
K.18 Aurality in the Composition Classroom
K.29 Go Your Own Way: Gateways and Barriers to Student Writer Agencies
K.34 Large Sections, Standardized Curricula, and Faith Integration: Cultivating Effective Writing Pedagogy in a Nontraditional University Model
K.37 What’s New in WAW is WA(M)W!: Fostering Adaptive Transfer through Writing about Multilingual Writing
K.38 What’s the Matter Here?
K.49 Multimodal Moves in the Writing Classroom
L.03 Critical Pedagogy and Context
L.10 Creating Change Does Not Mean One Size Fits All: Considering Institutional Capacities in Curriculum Redesign
L.13 Take a Chance on Me
L.15 Reimagining Narrative in the Disciplinary Landscape
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
L.29 Sight and Sound
L.36 Redesigning the Introductory Technical Communication Course: Cultivating Better Writers and Better Teachers
L.44 The Psychology of Motivation: Engaging What Really Moves Us to Write
M.03 Come Together: Innovations in Peer Review
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.16 “Let Us Cultivate Our Garden”: Creating Conditions for Learning and Change
M.19 Questions and Contemplations in L2 Writing Pedagogies
M.27 Connecting across Academic Literacies: Writing, Reading, and Researching
M.31 Come as You Are: Capacious Pedagogies
M.33 Video Pedagogy and Teaching for Transfer across Media
PS-B Meaningful Accessibility: Using Universal Instructional Design to Cultivate a More Accessible Writing Classroom
PS-D Fostering Grit in the Classroom: Understanding Student Perceptions of Failure
PS-F Questioning, Negotiating, Cultivating: Student Editors and Multimodal Submissions
PS-F Technical Writing Strategies for the CTE Teacher
PS-H Writing across Cultures
PS-J Level Ten Teaching: Using Bullet Journals in the FYC Classroom to Create Mindfulness and Accountability
PS-J Cultivating Sustainability: The Composition Classroom as a Matrix for the Integration of Feminism and Evangelical Christianity

12-Theory
A.07 The Big F-Word: Theorizing Failure and Reimagining the Writing Self
A.14 Passion Cultivates Long-Term Transfer
A.32 Re/Orienting Writing Studies: Queer Methods to Change the Field
A.39 The Rhetorical Potential of Visual Confusion
A.43 Historical Publics, Rhetorical Figures
B.06 Ecocomposition and Empowerment: Service-Learning as a Vehicle for Implementing Ecological Pedagogy
B.07 Cultivating Roses: Native Women Writing for Action
B.20 The Cultural Powers of Multimodal Composing
B.44 My Ol’, Queer, Kentucky Home: Teaching, Theorizing, and Cultivating Queer Archives
B.48 Remixing, Sampling, and Cultural Assemblages
C.17 Furthering Available Means: Gathering Women’s and Feminist Rhetorics to Cultivate Capacity and Create Change
C.41 Rhetorics of Disability: Cultivating Change across Discourse Communities and Developing Connections for Receptivity
C.48 Pop Culture, Power, and Rhetorical Resistance
C.49 Writing, Rhetoric, and the Sensing/Feeling Subject
C.50 Process Pedagogy after Postprocess: Improvisational, Relational, Ecological
D.11 Genre Activists
D.23 Mobile Interactivity as Public Writing Practice
D.31 Institutional Fatigue: Confronting Bias in Academic and Nonacademic Workplaces
D.32 Public Bias and Counterpublic Resistance
D.46 Queering Public Rhetorics: Cultivating Writing Pedagogies at the Intersections of Race, Class, Gender, Sexuality
E.08 Rewriting the Political Economy of Composition
E.17 Charting the Audio and Cognitive in Composition and Writing
E.45 Embodying Activism: Cultivating Rhetorical Strategies as Marginalized Bodies
E.47 Rhetoric and Disability: Neurodiversity, Communication Practices, and Self-Advocacy
E.50 Thirty Years of Stanley Fish on Writing: Looking Backward, Moving Forward
F.09 Reading and Listening as Writing Students and Writing Teachers
F.15 Teaching and Assessing for Racial Justice
F.35 The Affective and Political: Cultivating Theories for the Classroom
F.37 The Subject of Decoloniality: Walter Mignolo and the Study of Writing
G.07 Cultivating Critical Approaches to Internationalization: Examining Asian/Asian American Literacies and Identities
G.13 Posthuman Subjectivity and Nonhuman Rhetoric
G.30 Cultivating Space for Augmented Reality in Writing Studies Research
G.33 Research on Responding to Student Writing: What Comments Do
G.51 Rhetorical Geographies and Cultural Mappings
H.05 More Than Writing through It: Self-Care, Disability, and Rhetorical Practice
H.08 Cultivating Transnational Feminist Critique: The Rhetoric of Human Rights under Scrutiny
H.24 More Than a Feeling: Cultivating Affect Studies in Composition and Rhetoric
H.28 Literacies, Identities, and Locations
H.43 Theoretical Revisions to the Field of Rhetoric and Composition
H.48 Cultivating and Complicating Reflexive Inquiry in the Age of Neoliberalism
I.20 Feminist Rhetoric in Action
I.23 Seeing and Understanding Our World: Visual, Spatial, and Material Rhetorics
I.33 Sustaining and Cultivating Change: Locating the Sites and Stories for Social Justice Pedagogies
I.34 Theorizing Trauma, Composing Hate
I.48 Objects, Technology, and Pedagogy in Materialism and New Materialism
J.35 Citizenship, Rhetoric, and Political Life
J.36 Post-/De-/Colonialisms in Composition and Beyond
J.38 Remediating Cross-Disciplinary Capacities: Digital Humanities, Social Media, Fan Studies, Disability Rhetoric
J.50 Vital Concepts: Returning “Stability,” “Context,” and “Epistemology” to Posthumanist Writing and Rhetoric Studies
J.51 Listening, Making, Mattering, Writing, Changing: Some Ethical Intersections of Digitality and Media
K.11 Visual Spaces, Physical Places, and Social Action
K.32 Women Talking Back: The Artist, the Student Writer, and the Memoirist
K.43 Cultivating a Field: Asian American Rhetoric and Its Transformative Possibilities
K.48 Motherhood and Rhetorical Choice: Perspectives on Women’s Identification outside of and around Motherhood
K.52 The Nonrational/Nonspeaking Subject: A Disability-Studies Analysis through Narrative, Qualitative Research, and Philosophical Inquiry
L.20 Embodied Rhetorics and the Affordances of a Fat Studies Pedagogy
L.22 Type Matters: On the Rhetoricity of Letterforms
L.26 Perspectives on Identity and Inquiry
L.39 Composing in Repair: What We Learn from Makers and Making
L.40 Ethics and Cultural Inquiry
M.07 Writing Feminisms Online, on Bodies, and in Life Writing
M.13 At Arm’s Length: (Un)Easy Relationships among Queer Thought and Rhetorical Listening
M.21 Cultivating an Alternative Pragmatism for Public Writing: Dewey on Community Engagement outside the Public Sphere Tradition
M.24 Agency and Subjectivity in Rhetoric and Composition
PS-B Psychosocial Disability, Mental Disability, Neurobiological Diversity, and C/S/X: Challenging Cultural Norms, Creating Space for Divergent Texts
PS-D Where Are the Women? Gender and Citation in Rhet-Comp ANT Scholarship

13-Writing Programs
A.16 Curriculum Design for Online Writing Centers
A.27 Cultivating Programs in Science Communication: Insights from General Education Programs, Two-Year Colleges, and Interdisciplinary Minors
A.29 Negotiating Literacy: Tutor Reflection and Approaches in Multilingual Cross-Cultural Writing Center Sessions
A.51 Institutional Ethnography and WAC/WID Development: Mapping Standpoints on Writing as Paths to Engagement
B.21 WPA Legacies: Stories of Love, Labor, and Loss
B.27 Cultivating Reflective Consciousness in First-Year Composition: Classroom Partnerships with Writing Centers
B.31 Under Pressure: Challenges in Writing Program Administration
B.43 International and Multilingual Students in the Writing Center
C.13 Cultivating Feminist Leadership in Writing Programs and Beyond
C.31 Five Years of Writing Program Excellence
C.40 Online Writing Instruction and the Changing Role of the Writing Program Administrator
C.46 Issues in Peer and GTA Training for Writing Centers
D.04 Preparing for Writing Center Leadership Roles
D.06 Retention, Persistence, and Writing Programs
D.10 What Can We (Not) Do? A Report from a Developing Writing Center
D.28 Peer Teaching and Tutoring Strategies in the Writing Center and Beyond
D.47 Ecology, Uncertainty, and Agency in WAC Programs
D.48 Cultivating Change from the Ground Up: Models for Grassroots Curricular Assessment
E.11 The Aim of Out in the Center: Cultivating Change through Public Controversies and Private Struggles
E.12 Cultivating Success: Building Connections and Creating Conditions for Change
E.20 Switching the Players: Cultivating Cross-Disciplinary Conversations around Writing
E.36 The Utility and Assessment of Writing Centers for Graduate Students
E.43 Cultivating a Rhetorical Consciousness: Supporting Graduate Student Writers Across the Curriculum
F.14 Creating a Community of Writing Programs: A Collaboration with the Community College System
F.16 Race Matters in Centers and Programs
F.38 Taming the Multimodal Beast: Cultivating Sustainable Programmatic Multimodal Curricular Transformation
F.41 Cultivating a Capacity-Building Writing Center Praxis: Mobilizing Empirical Research to Improve Practice, Professionalize Tutors, and Support Writers
G.11 Composition, Interdisciplinarity, and the Limitations of the Traditional English Department in the 21st Century: Cautionary Tales and New Collaborations
G.22 Cultivating the Data for New Kinds of Writing Support: An Empirical Study of Writing Fellows in the First-Year Writing Classroom
G.25 Placement Testing under Fire and the Efficacy of Writing Center Assessment
G.50 Advocating for Students as Learners through Implementing the Write Class Placement Process
H.10 Writing Studios as a Thirdspace: Mission Impossible?
H.15 Status in the Profession: Stories about WPA Work
H.19 Stabilizing Equilibria: Fostering Writing Transfer through Curricula, Assessment, and Collaboration
H.50 “Cripping” the Writing Program: Disability and Policy beyond the Ableist Script
H.51  Writing Centers across the Globe
I.04  Responsive Program Design for the MA in Writing Studies
I.11  Linking Assessment to Faculty Development and WAC/WID: How One Change Leads to Another
I.13  Community Engagement and Service-Learning
I.41  Offering Models of Assessment That Are Holistic Representations of Writers
I.52  Assess This! Cultivating Cultural Change in the Face of Resistance
J.06  Fostering Social Justice Frameworks: Activist Praxis in the Practical Spaces of Writing Programs
J.34  Will the Center Hold? Addressing New Challenges to Writing Center Pedagogy and Autonomy
J.37  Access in Writing Centers and Programs
J.47  Using Grounded Inquiry as a Method for (Re)Designing Writing Majors
K.17  Emergent Transfer in Action: Reseaching Transfer of Learning in Writing Centers
K.19  Confluence and Navigation: Graduate Students, Faculty, and Disciplinary Currents
K.40  Building Institutional Support for WAC/WID
K.46  Virtuous Writing Circles: Collaborative Curricular Development from the WAC Program to the WID STEM Classroom and Back Again
L.11  The Reality of Resources and Road Blocks at a Rural College: Integrating Reading and Writing for Student Success
L.17  We Changed Everything—Now What? Assessing Writing-Program Reforms to Cultivate New Directions and New Leadership
L.30  Peer Tutoring Strategies for Campus Writing Centers
M.08  Required Reading: On Internally Produced Composition Textbooks
M.25  Cultivating Success: Rethinking Retention Programs and Pedagogies
M.40  Cultivating Writing Programs and Curricula: The Promises and Limitations of Open Educational Resources at Two-Year Colleges
M.43  Nonmainstream Literacies and Communication
PS-D  Cultivating WAC Rhetorical Knowledge through First-Year Writing Poster Assignments
PS-F  Cultivating Relationships and Transforming Culture in Writing Programs Using Liberating Structures
PS-F  Cultivating Cross-Disciplinary Connections: Faculty Perspectives on Writing-Intensive Courses
PS-H  “What kind of paper are you writing?”: Writing Centers Address the Prompt
PS-J  Sound Writing: Enabling and Enacting Tutor Training for Audio Essays

14-Cultivating Connections, Cultivating Space
A.13  Cultivating Critical Connections: Case Studies and Micro-Histories of Composition and Corporatization, Disability, and Diversity
A.40  “You Can’t Do THAT at Community College!” Challenging Stereotypes of Rigor and Student Engagement in a Two-Year Setting
A.46 (Trans)lingual and -national Perspectives in Writing Studies
A.49 Neoliberal Discourses, Translingual Dispositions: Cultivating Critical Perspectives among Scholars in Composition, Applied Linguistics, and Sociolinguistics
B.23 Some Rhetorical Provocations on Genre
B.28 Political Empathy: Writing for Change in Diverse Classrooms and Cultures
B.40 Cultivating Faculty Development via Online Writing Instruction: A Story of Mentorship and Collaboration
B.47 Past the Law: Moving from Legal to Just in Disability Accommodations
C.04 Cultivating Indigenous Rhetorics through Three Sisters Methodologies
C.06 Pedagogy, Place, and Public Memory: Cultivating Feminist, Hip-Hop, and Queer Archival Research Methodologies
C.08 Cultivating a Space for Everyday Writing
C.42 Do Boot Camps Work? Creating and Assessing the Conditions for Productive Graduate Student Writing
C.47 WID Faculty Development for All: Cultivating Part-Time and Satellite-Campus Faculty Across Disciplines
C.51 Considering Comics in College Composition and Communication
C.53 The New Reach of CCCC: Cultivating Transnational Conversations and Collaborations
D.07 Cultivating Creative Rhetorical Inquiry: Crafting Social Justice through Poetry, Fiction, and Filmmaking
D.08 Cultivating Virtues
D.25 Locations of Change: Cultivating Intellectual Exchange among Communities
D.29 Searching Global Rhetorics, Recovering Alternative Discourse Communities
D.35 Cultivating a Critical Approach to Social Media Research in Rhetoric and Writing Studies
D.42 Challenges to the Field: Cultivating New Perspectives on Persistent Issues
E.06 Intersectionality: Rhetorics of Labor, Identity, and Coalition Politics for Writing Studies Activists
E.22 Facilitating Transfer between Writing Center Studies and Composition Studies
E.26 Drawn Together: Cultivating Research and Theory at the Intersection of Rhetoric and Comics Studies
E.32 Sustaining the Myriad: Rhet/Comp Scholarly-Creatives Talkin’ That Talk
E.39 Cultivating Community Action and Response
F.11 Interacting with Texts
F.23 Backward, Forward, Outward, Onward: Cultivating Connections between Writing Studies and English Studies
F.42 Archival Methods: Cultivating Disasters In Action
F.46 How Captioning Cultivates Change
F.53 Making Capacities: The Maker Movement and Writing Studies
G.05 Queer Mentorship and the Risks of Creating Change
G.14  Rhetorics of Literacy and Social Justice: Definitions and Consequences
G.17  Listening Up, Taking Action: Conditions for Countering Injustice and Enacting More Equitable Relations
G.26  Cultivating Safe Spaces in the Urban Public University
G.28  Methods of Mentorship
G.52  Cultivating Ecocomposition: Enacting, Sustaining, and Innovating Composition Practices in the Anthropocene
H.09  Fostering Spaces of Difference and Their Circulation within Composition and Rhetoric Scholarship
H.29  Composition as Place-Making: Critically Cultivating Place
H.36  Intuition, Empathy, and Care in Medicine and Nonprofit Organizations
H.38  Cultivating the Land to Grow Rhetorical Practices: Land-Based Pedagogies in Rhetoric and Composition
H.42  Cultivating (Creative) Composition on Campus: Digital Stories as Research Narratives
I.28  Considering Language in Use: Code Switching and ESL Praxis
I.29  Contemplating Disciplinary Boundaries: Interdisciplinarity and Contemplative Practice
I.32  Cultivating Writerly Identities and Communities Across the Curriculum: Dissertation-Writing Retreats as Scholarly Intervention
I.40  Locating Rhetorics of Oppression: Engaging Politics of Place
I.44  Doing What It Takes: Toward Meaningful Cultivation of Learning Spaces
I.46  Translingualism, Transmodality, and Tangled Disciplinary Roots: Growing through Our Theories
J.07  Building Sustainable Coalitions to Support Communities of Color
J.20  Cultivating Compliance through Rhetorics of Self-Transformation
J.25  Capacity Building for Community Engagement: Scaling Up from Local Inquiry to Writing Programs to Institutional Initiatives
J.26  Cultivating Capacities in Rhetoric, Mentoring, and Administering
J.31  Sensing Rhetoric and the Rhetoric of the Senses
J.49  Past Forward: How Rhetorical Practices before and beyond the Alphabet Can Inform Composition and Cross-Cultural Approaches to Rhetoric
K.05  Think Tank for Newcomers—Developing Papers and Sessions for CCCC 2018
K.12  Soundwriting Pedagogies: Teaching Audio and Cultivating Community
K.16  Multiple Perspectives in New Materialist Rhetorics
K.25  Cultivating Inclusion: Invitational Approaches to Rhetorical Instruction
K.33  More of the Message: Extending Multimodality across Composition Stages
L.04  Writing, Rhetoric, and Role Play: Cultivating Writing Connections through Role-Playing Games in the Classroom and the Workplace
L.23  Cultivating Latinidad as Institutional Invention: Lessons Learned at Hispanic Serving Institutions
L.25  Geographies of Writing Studies
L.42  Cultivating Library/FYC Partnerships: Assessment, Information Literacy Instruction, and Beyond

CCCC CONVENTION, PORTLAND 2017  431
M.06 Cultivating Cross-Disciplinarity: Academic Discourse and Threshold Concepts in Writing Studies and the Library
M.15 Cultivating Activist Research Futures
M.32 Cultivating Ethics of Fairness, Hospitality, and Care in Composition
M.34 Beyond Productive Tensions: Operating outside of Expertise in Research and Pedagogy
M.37 Identity in Digital Spaces: Some Perspectives on Race and Gender
PS-B Cs the Day: More Than Just Sparkleponies
PS-D Embodied Learning and the Writing Classroom: Advocating Efficacy through the Body
PS-J Music and Writing: Peer Feedback in Writing Centers and Music Studios